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Professionalism: A study of English post-1992 university hospitality management academics

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ABSTRACT

The term professionalism is endemic in the discourses of work and education. However, there is an absence of empirical work on professionalism with hospitality management academics in post-1992 universities in the UK. Changes have also occurred in the HE sector over recent decades but there has been no exploration of the impact of these on this specific group of practitioners. This research seeks to bridge this gap and contribute to a deeper understanding of professionalism in relation to these academics that have a relatively recent tradition in universities.

This qualitative study does not seek to redefine professionalism, but focuses on examining and identifying specific aspects of the construct. Through a synthesis of different aspects of professionalism and a review of changes in legislation and university systems, a professionalism typology was developed. The typology was used as an analytical tool to describe the professional orientations of individual hospitality management academics.

Semi-structured interviews were carried out with thirteen hospitality management academics, working in three post-1992 universities in England. Data were also gathered using mind maps and a reflective log. Inductive and deductive techniques were used to analyse and interpret the data.

Findings indicate that the changes in the Higher Education sector are having a significant impact on hospitality management academics and their professionalism. As a result the professional orientations of hospitality management academics could be regarded as being stretched in order to meet the work demands made on them. This is causing conflict and tension as the pressure of economies of performance, associated with bureaucracy, managerialism and performativity in post-1992 universities collide with the ecologies of practice associated with scholarly ways of working.

This research contributes to the debate about the professionalism of academics and supports a process of re-thinking their work tasks. It suggests that there should be changes in practice to strengthen the professional orientations of individual academics as part of maintaining standards in UK Higher Education.

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Finally, but by no means least, I would like to thank my daughters Natasha and Hannah.

DEDICATION

This dissertation is dedicated to my late parents Eric and Yvonne Dunning.

Thank you so much for everything.

DECLARATION

Whilst registered as a candidate for the degree for which submission is hereby made I have not been a registered candidate for any other award of any other degree awarding body. No material contained within this dissertation has been used in any other submission for any other award.

John Michael Dunning

March 2015.

1 INTRODUCTION

1.1 Outline of the chapter

This chapter begins with the focus of the study, the rationale, my background and the origins of the study. The Higher Education and hospitality management education context is presented as well as the aims and objectives, research questions and the approach taken to addressing the research questions. My contribution to knowledge and practice are also indicated. Finally, I provide an outline of the dissertation chapters.

1.2 The focus of the study

1.2.1 The rationale

Over the past fifty years there have been considerable changes in the English Higher Education (HE) sector, particularly as a result of government legislation (Shelley, 2005; Ball, 2008). University systems have also changed from elite to mass and universal (Trow, 1988; Halsey, 1992). This has resulted in a sector where there is greater emphasis on efficiency and enterprise (Eggins, 2003; McNay, 2006). The nature of academic work has also been challenged as academics now operate in more bureaucratic, managerialist and consumerist organisations (Wilmott, 1995; Barnett, 2000; Clark, 2004; Barnett and DiNapoli, 2008; Kolsaker, 2008).

In parallel with these changes in the HE sector, there has been considerable discussion about the nature of professionalism of academics (Walker, 2001; Nixon et al., 2001; Nixon, 2003; Kolsaker, 2014) as researchers and scholars have attempted to make sense of the new and changed roles in a wide variety of professions (Freidson, 1994; Walker and Nixon, 2004). Professionalism is a widely used and contested term and there is no one understanding of the construct (Evans, 2008; Van Mook et al., 2008). Even though the construct of professionalism has been examined in different ways (Larson, 1977; Abbott, 1988; Freidson, 2001; Cunningham, 2008) investigation of the impact of changes on professionalism specifically in English post-1992 universities is relatively limited. Therefore, one purpose of this study is to contribute to understanding this.

Universities are complex organisations (Barnett, 2000; Nixon, 2003) and within them academics work in different disciplines or fields (Becher, 1989). Trowler et al. (2012) suggest that significant changes have taken place in HE and as a result of the expansion of the sector, including the development of post-1992 universities (Henkel, 2000; Ball, 2008) and 'academic staff are more likely to come from professions outside academia and more likely to be involved in vocational subjects and new disciplines and domains of knowledge [...]' (p.5). This is also supported by Fanghanel (2012) who refers to how professionals from other fields from industry and the world of work have led to a change in the makeup of the academy. This has led to academics who work in universities who have a professional/vocational background, or as McInnis (2010:152) describes them, those who come from 'vocationally orientated fields'. One such new group of academics is hospitality management.

Although studies of academic disciplines and academics who work in professional/vocational areas have been carried out (Trowler, 2008; Boyd, 2010; Smith and Boyd, 2012; Trowler et al., 2012) and the changing role of professional academics in Britain (Dominelli and Hoogvelt, 1996) little is known about the professional experiences of hospitality management academics (HMAs). Indeed, there has been no specific research into professionalism in relation to this group of academics working in English post-1992 universities. Therefore a second purpose of this research addresses this gap through empirical research and the use of a theoretically conceptualised professionalism typology.

1.2.2 My background and the origins of the study

The approach used in this study was qualitative in nature. I sought to gain a deeper understanding of the phenomenon of professionalism in the social context of English post-1992 universities. In a qualitative research paradigm the research is shaped through the lens of the researcher who is actively involved in studying the social world (Crotty, 1998; Denscombe, 2010). However, it is important to be as clear as possible about factors which influence the researcher's lens. I have a professional interest in this research because I work as a HMA in an English post-1992 university. Therefore, it is important to describe my background as it relates to the context of the research, my positionality and the origins of the study.

I started work in the hospitality industry whilst also studying for an Ordinary National Diploma (OND) at Cambridge College. I then completed a Higher National Diploma (HND) at Norwich Hotel School. I subsequently worked in the hospitality industry for over fifteen years in different positions leading to senior roles in quality hotels in this country and overseas. This work in hotels was followed by teaching hospitality in a Further Education (FE) college for over eight years, where I completed teaching qualifications and an Honours Degree in Education. I then returned to the hospitality industry, as Training Manager for Gordon Ramsay Holdings where I was responsible for training and development for the whole restaurant group.

During my time working in the hospitality industry my understandings of professionalism related to operational issues associated with commercial businesses such as wearing a suit or uniform, high levels of personal presentation, good communication with customers, excellent time-keeping and being business focused. My understandings of professionalism were therefore couched in ways of working as a manager in demanding, dynamic, commercial businesses.

Following on from my three years at Gordon Ramsay Holdings I started work at a post-1992 university as a Senior Lecturer, in the Hospitality Management subject group, which is part of the Department of Service Sector Management in the Business School. The Business School is one of four faculties within the university. My teaching is mainly based around Food and Beverage Management, International Culinary Arts and Wines and Appreciating Food and Wine. In addition to these subjects I oversee a large module across the whole of the Business School on Career Management. I also consequently took on the Principal Lecturer role of Head of Placements and Work-based Learning.

Shortly after starting work at the university I enrolled on the Doctorate in Education (EdD) programme. Engaging with this started my thinking about the phenomenon of professionalism more deeply. Furthermore, I also noticed through my observations and discussions with colleagues at the university that professionalism was referred to in different ways. For example, some academics seemed to consider professionalism as relating to being a good teacher, others stated that they felt that it was about carrying out research whilst some suggested that it concerned ways of working and codes of

conduct. It is important to point out at this stage that my particular view of professionalism was informed from my previous hospitality industry and university experiences, which could have potentially influenced my analysis of data. This issue is discussed in more depth in the methodology chapter.

I also noticed and was affected by changes that were occurring in the hospitality department and within the university which led to a personal interest in the topic. Engaging with literature revealed a gap in the *professional experiences of hospitality management academics* and how they were specifically being *impacted by the changes*. Therefore, this study aims to contribute to more knowledge of both aspects. This dissertation is the result of a long research process. Some of the earlier concepts and thoughts developed through this research were presented in papers and at conferences (e.g. Dunning, 2010a, 2010b, 2010c, 2011).

As this study is focused on academics who work in universities, the following sections briefly describe the Higher Education system and the specific hospitality management context, leading to the development of a research aim, objectives and the research questions.

1.3 The Higher Education and hospitality management education context

1.3.1 Universities and academics

Academic work is fundamentally focused on teaching, learning and research, or, as Evans (2002:1) puts it, 'academics are [...] articulate, informed. They are, by profession, people who publish, who teach'. Williams (2008:539) also claims that academics predominantly have teaching and research as core activities, based on specialised knowledge. Academics, of course, work in universities and these are multifaceted organisations. Indeed, Fanghanel (2012:2) claims that 'the university, as an institution, functions through the contribution of subject specialists working within – and across – disciplines, engaged in complex relations with the student body'. Clark (2004) describes universities as a worldwide phenomenon based on ancient roots, whilst Barnett (2000:19) refers to them as being a 'player in the wider world' in that they now operate in an increasingly globalised and international context (Brennan et al., 1999;

Kwiek, 2005, 2008).

Universities, disciplines and disciplinary communities within institutions are presented as still being relevant in the sector, as well as central to academic work, identity and professionalism (Trow, 1994; Gordon and Whitchurch, 2010). Universities are also still considered to be important to the wider economy, although academic activities have altered over time (Saunders and Machell, 2000; Finkelstein, 2007). Nevertheless, universities and the Higher Education sector generally have been affected by changes, which have influenced their organisation and operation (Hirsch and Weber, 2002; Clark, 2004; Beck and Young, 2005) and on how academics operate.

1.3.2 Hospitality and hospitality management

As this study is focused on HMAs, who have a background in the hospitality industry, it is important to examine the unique nature of hospitality and hospitality management so as to identify specific characteristics of this vocational group.

The term hospitality already underlines the unique nature of the discipline as being hospitable means to give or dispose to give as well as to welcome and entertain strangers or guests. Therefore, the nature of hospitality work is that it is focused on being friendly and welcoming (Lashley and Morrison, 2000) and is also described as 'the act of behaving in a warm and friendly manner' (Lockwood and Jones, 1984:7). Burrows and Powers (2009:4) describe 'the hospitality professions' as being 'among the oldest of the humane professions and they involve making a guest, client, member, or residents [...] feel welcome and comfortable'.

The hospitality industry includes a range of operations and the nature of work in these businesses can be very demanding, such as the physical aspects of working in kitchens and the long anti-social hours often required. People working in the hospitality industry also have a range of skills and competencies. For example, a report commissioned by the Hotel and Catering Training Company (HCTC) (1994) indicated that managers in hospitality need to be dynamic, motivated and have the ability to be able to manage commercial enterprises.

Brotherton and Wood (2000:144) critique definitions of hospitality management and they refer to the Review of Hospitality Management Study, which was commissioned

by the Higher Education Funding Council for England (HEFCE, 1998:2). In the study they defined hospitality management as 'having a core which addresses the management of food, beverages and/or accommodation in a service context'.

Hospitality management education and academics

Hospitality management courses at Higher Education level do not have the long association with universities that others have, such as law and medicine. Cornell University in America offered the first degrees in catering and hotelkeeping in 1922 (Fuller, 1983). The University of Surrey, an English pre-1992 university, was one of the founders of Higher Education hospitality management Degree courses in 1964. Other Degree courses were subsequently offered at various institutions in the 1970s (Littlejohn and Morrison, 1997) and are now operated in universities across England. Post-1992 universities which offer hospitality management courses do carry out research as an important part of academic work, but there is arguably a stronger focus on teaching and learning. In comparison to this pre-1992 universities tend to concentrate on research.

Degrees in hospitality were originally concentrated on catering and hotel-keeping, comprising subjects such as reception, housekeeping, kitchen and restaurant. They have developed over a period of time and are now focused more on management, including international hospitality management. Morrison and O'Mahony (2003:39) claim, 'the curriculum dilemma as to what should constitute the academic scope of hospitality is enduringly problematic'. Whilst hospitality management courses today vary in nature they typically cover disciplines such as Financial Management, Strategic Management, Marketing, Entrepreneurship, Leadership, Accommodation and Front Office Management, Food and Beverage Management, Human Resource Management and other subjects. Hence hospitality management curricula typically have a hospitality industry focus. Morrison and O'Mahony (2003) also indicate that as well as the vocational aspects of hospitality management curricula, students studying hospitality management also gain a wide academic educational grounding in personal development, interpersonal skills, work experience and research skills. Specialist facilities, such as kitchens and restaurants, are also usually required at universities in order to be able to teach certain specific modules, such as Food and Beverage Operations Management.

Obtaining a balance between traditional liberal education, associated with the old pre-1992 universities and a greater alignment of the hospitality industry with a business focus, as well as such factors as widening participation, is still an issue in hospitality management education. For example, Morrison and O'Mahony (2003) also claim that 'in the liberation of hospitality management education the challenge would appear to be how to embed a predominately vocational and action-orientated curriculum with an appropriate balance of the liberal and the reflective' (p.40). In practice this has impacted upon hospitality management education curricula in that HMAs normally need to have relevant vocational work experience in order to be able to teach at universities. Therefore, academics who have experience in their relevant discipline usually study for higher degrees part-time once they have started work at the university rather than prior to joining the institution (Furlong et al., 2000:102).

1.4 Aim and objectives

In the sections above I described my background and gave a brief overview of hospitality and hospitality management education. At the start of this chapter I also explained the focus of the study. As there is a dearth of literature which specifically explores professionalism in relation to hospitality management academics working in English post-1992 universities, it was necessary to draw on literature about professionalism generally and this is done by referring to traits and monopolistic control of work, as well as Freidson's (2001) logics. Nevertheless, my intention was not to redefine professionalism but to gain a deeper understanding of the construct. The approach used in this research is therefore to consider the work of key authors on professionalism.

The work of academics in the Higher Education sector has, as briefly discussed above, experienced a great deal of change in recent decades, particularly as a result of legislative influences (Henkel, 2000; Shelley, 2005; Ball, 2008). This study explores the changes not only on a legislative level, but also by looking at the university systems (elite, mass and universal), which are described by Trow (1988) and Halsey (1992). Contextualising legislative changes in the Higher Education sector in relation to these three university systems is a helpful approach to understanding the gradual evolution in the way universities operate. That is, as university systems have changed the operation of universities has also altered which impacts upon the academics working in them.

To progress the study, an aim and four objectives were developed. These were:

Research aim: To examine and analyse professionalism in relation to hospitality management academics working as professional practitioners in English post-1992 universities.

Objectives:
- To examine and critically analyse the construct of professionalism
- To critically analyse changes in legislation which have had an impact on the English Higher Education sector
- To analyse changes in English university systems
- To carry out qualitative research into professionalism and the impact of changes on professionalism with hospitality management academics working as professional practitioners in English post-1992 universities and to analyse and interpret the data.

1.5 Research questions

From the above discussion four main research questions became central to studying professionalism in relation to hospitality management academics. These being:

- What is professionalism and how can the construct be examined?

- What legislative changes have occurred in the English Higher Education sector, which have influenced the operation of universities?

- How have changes in the sector impacted upon the work of hospitality management academics?

- How does professionalism relate to hospitality management academics working as professional practitioners in English post-1992 universities?

In the research process a professionalism typology was developed, made up of three types, these being *Personal Professional*, *Bureaucratic Professional* and *Entrepreneur Professional* (Chapter 2). Whilst this was not initially planned at the start of the study two further research questions emerged, which refer to the typology. These research

questions also seek to contribute to more knowledge regarding to objective four:

- How can the typology be applied to examine professionalism in the context of hospitality management academics working in English post-1992 universities?

- What does the use of the typology tell us about professionalism in relation to this specific group of professional practitioners?

1.6 The approach taken to addressing the research questions

I initially address the first two research questions by bringing together a selection of theories relating to professionalism in order to examine the construct in the context of Higher Education. Freidson's (2001) ideal type logics (professionalism, bureaucracy and the free market) are adapted and aligned with theories of professionalism traits, monopolistic control and legislative changes in the HE sector, reflected in university systems, by synthesising these into a typology. As is referred to above, the typology is made up of three types and I describe the approach used in the synthesis at the start of the next chapter.

Questions 3 and 4 are mainly answered through the empirical research. The core ontological assumption taken in this qualitative research is social constructivist, with an interpretivist epistemology. The sources of data included interviews, mind maps and a reflective log. The research adopts a multiple participant approach and semi-structured interviews were carried out with 13 hospitality management academics working in three English post-1992 universities in different parts of the country. The main thrust of the research was inductive but it also implied deductive elements. The data were firstly analysed by the use of open coding. In a further step of analysis data relating to all the participants were described by using the deductively developed typology and in so doing answers to research questions five and six were sought.

1.7 Contribution to knowledge and practice

As is stated above this research does not seek to redefine professionalism. However, it is expected that this study will contribute:

- to the knowledge of professionalism and how the construct can be examined by critically analysing theories on professionalism from the perspectives of key authors on the construct, the identification of traits, monopolistic control of work and logics, together with a further alignment with legislative changes and university systems, brought together into a typology. This particular specific approach to synthesising this selected literature into a typology has not previously been undertaken

- to gaining a deeper understanding of professionalism in relation to hospitality management academics working as professional practitioners in English post-1992 universities; this has not been specifically studied in this way before

- to knowledge of how changes in the HE sector have impacted upon hospitality management academics working in English post-1992 universities

- to find out more about how a professionalism typology can be used to examine hospitality management academics' professional orientations in order to reflect on the impact of work tasks in relation to their professional experiences.

1.8 Outline of the dissertation chapters

This dissertation is divided into six chapters, an outline of each one is provided below:

Chapter 2 – Professionalism in the context of changing university systems: towards a typology. I explain the conceptual framework used in this study and provide a brief review of empirical studies that explore the situation of academics who practice in professional/vocational fields. I review theories on professionalism by referring to key authors. Professionalism is described as a collection of traits and the interrelated feature of monopolistic control. Freidson's logics are examined as well as legislative changes which have affected the English Higher Education sector and changes in university systems. These different aspects are synthesised into a professionalism typology, which encompasses three types (*Personal Professional, Bureaucratic Professional* and *Entrepreneur Professional*).

Chapter 3 – Methodology. The methodological orientation is presented and the research design. The research methods sections provide details of the selection of participants and the methods used to collect data. Data analysis and interpretation are also explained and the trustworthiness of the results.

Chapter 4 – Exploring hospitality management academics' professionalism. This chapter is divided into two parts. In section 4.1 understanding professional experiences are described by referring to themes and categories which emerge from the data. In section 4.2 professionalism traits and monopolistic control of work are used as a further way of organising and discussing data relating to hospitality management academics' professional experiences. A synthesis of both sections is provided in section 4.3.

Chapter 5 – Participants and the professionalism typology. A representation of the professionalism typology through the use of a triangle diagram is explained in section 5.1. In section 5.2 findings from the research are discussed by presenting participants' professional orientations in relation to the professionalism typology. The variances in orientations are then discussed in section 5.3, with a summary in section 5.4.

Chapter 6 – Conclusions and implications for professional practice. In this chapter limitations of the research are presented. There is a review of the research aim, objectives and questions and how these were responded to in the study; this also includes the findings of the study and contribution to knowledge. Implications for professional practice are discussed, followed by recommendations for further research. .

2 PROFESSIONALISM IN THE CONTEXT OF CHANGING UNIVERSITY SYSTEMS: TOWARDS A TYPOLOGY

This chapter is divided into four parts: the conceptual framework is explained and I briefly review empirical studies that explore the situation of academics who practice in professional/vocational fields. Secondly, relevant literature is explored in relation to the construct of professionalism in general. This is then applied to the specific context of academics. Examining the literature was not straightforward due to the breadth and complexity of the field. Indeed, many approaches have been taken by researchers to studying professionalism (Larson, 1977; Abbott, 1988; Freidson, 1999; Nixon et al., 2001) and the ambiguous nature of the construct is such that it is applied in different ways in occupational areas (Evetts, 2011). I took two approaches. Firstly, different aspects of professionalism are described in the collection of traits and monopolistic control. Secondly, Freidson's (2001) three theoretical logics (ideal types) are presented where he contrasts professionalism, the third logic, with two others. Even though he uses an economic context, the model can be applied to the HE sector as universities can also be viewed from the perspective of operating in an economic environment. Therefore, Freidson's work is relevant for this study.

As this research is focused on academics who work in English universities, it was also important to critically analyse changes in legislation that have impacted upon the sector because they have affected the work of academics, including those who teach hospitality management. The changes in legislation are contextualised in relation to three university systems.

In the fourth part of this chapter a professionalism typology, which reflects presumed relationships between the different factors of professionalism, Freidson's logics, changes in UK legislation impacting upon Higher Education and university systems, is presented.

2.1 Developing a conceptual framework

Jesson et al. (2011:10) describe a *traditional literature review* as 'a written appraisal of what is already known – existing knowledge on a topic'. Whilst a traditional literature

review can be beneficial, I used a different approach for this research because by examining literature I developed new knowledge in the form of a professionalism typology. This approach can be described as the development of a conceptual framework. Miles and Huberman (1994:18) define a conceptual framework as a visual or written product that 'explains [...] the main thing to be studied'. Apart from listing key factors and concepts a conceptual framework can also include 'presumed relationships among them' (ibid.,p.18). Miles and Huberman (1994) understand the conceptual framework as a tool to briefly represent the 'general constructs that subsume a mountain of particulars' (p.18). This understanding can be extended so that the relevant constructs and presumed relationships between them are not only named but specified in terms of examining them.

As is referred to above, the initial approach to literature was to read key texts about professionalism, legislative changes in the university sector and university systems. By engaging with this selected literature I had an insight that these aspects of the study (chosen literature on professionalism, Freidson's ideal type logics, legislation which has impacted upon the English HE sector and changes in university systems) could be synthesised into a professionalism typology which reflects presumed relationships between the different factors. The process is described in figure 1.
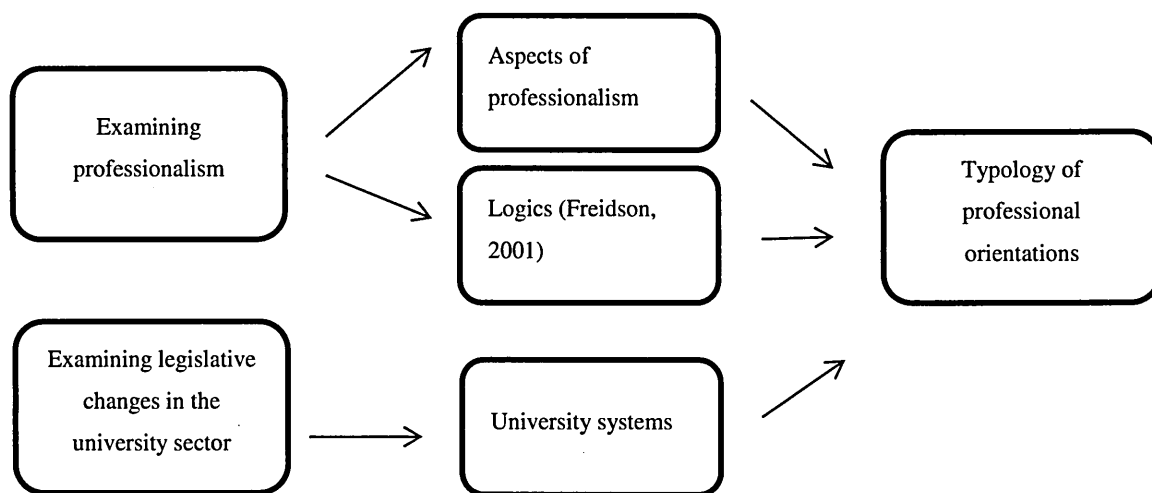
Figure 1: *Research process of examining literature and developing a typology*

The selection of literature reviewed here is aimed at developing the conceptual framework within which this work and the typology is located. As it will be shown in Chapter 5, this typology was also put into action as an analytic tool.

As was discussed in Chapter 1 hospitality management academics typically come from an environment where expertise in the workplace is a pre-requisite (McInnis, 2010) and in this regard their work situation has some similarities with other academics who also practice in professional/vocational fields. This is discussed below.

2.2 Academics who practice in professional/vocational fields

Boyd's (2010) empirical study explores the situation of academics who come from professional local health trusts and schools, where selection at universities as academics is mainly based on their performance as practitioners, rather than on scholarship. Findings from Boyd's case study suggest that new academics transferring from professional work into HE find it challenging as they tend to identify themselves more as practitioners than as academics, which emphasises a strong connection with their former roles.

Boyd and Harris (2010) carried out a specific empirical study of one field, that of academics who practice in the vocational area of teacher education. They examined the workplace context of new academics and they found teacher education academics' identities as practitioners are partly related to how they become members of the academic community (Wenger, 1998; Henkel, 2000). A further finding of their study suggests that the educator academics also had tensions with identity with regards to the contradiction (Engestrom, 1987, 2001) that they experience between abstract theory and the value of practice in their professional field. They also found that line managers of new academics considered 'professional knowledge' from practice to be an important strength and they appeared to accept that academics were not always able to engage with explicit research and publication activity due to workload pressures. This is also supported by Smith and Boyd (2012) who indicate in their empirical study that new clinical practitioner academics tend to identify themselves more with their previous professional roles than as scholars or researchers as they hold strong practitioner identities developed through professional socialisation.

The relevance of knowledge in relation to 'professional practice' in particular disciplines is referred to by Clegg (2008) in her small scale empirical study of academic identity; she also refers to other authors who have examined professional knowledge (Nowotny et al., 2001; Scott et al., 2004) and suggests that 'different sets of knowledge

come increasingly to dominate in some professional fields' (Clegg, 2008:332). Indeed, Becher (1989:20) refers to specific knowledge domains with which particular groups become professionally concerned. When referring to academic practitioner knowledge Bromme and Tillema (1995) claim that becoming a professional is achieved when theoretical knowledge and experience are fused together.

Dieklemann's (2004) empirical study focused on practicing nursing academics and found that they struggled with the 'busyness' (sic) of the academic workplace. Oldnall (1995) also explores the situation of academics who practice in the field of nursing; he emphasised how their experiences were influenced by the specific departments that they work in, as does Henkel (2000). Glass (2001) examined the work of medical practitioner academics and how they supported each other at work, whilst MacNeil (1997) found a 'troublesome duality' where academics from a professional background were unclear of their roles and were trying to be both practitioners and academics. This is supported by McArthur-Rouse (2007) who used a semi-structured interview approach in her study with academics from a vocational background and found that they experienced a lack of clarity about the functioning of the university and their job roles.

An exploratory, qualitative study of 'former education professionals' was conducted by LaRocco and Bruns (2006) who examined perceptions of academics as they adapted to university life as a second career. They found that, despite being 'practiced professionals' the academics expressed ambivalent views about being prepared for academic work and they 'specifically discussed difficulties in balancing their work and home lives and clarity about scholarly and service-related expectations' (ibid., p. 636). The researchers also found that 'participants in this study clearly indicated that they struggled with managing the day-today activities' despite their 'professional experience in the field' (ibid., p.637). Other researchers have had similar findings relating to practitioner academics (Olsen, 1993; Fogg, 2002; Ambrose et al., 2005; Scott, 2008).

Bellamy et al. (2003) carried out research specifically with Business academics. Part of the rationale for focusing on Business academics was that 'they have skills and knowledge of value to industry [...]' which strengthened the connection with the professional aspects of work. One finding of the research was that Business academics did not leave the universities despite perceived tougher working conditions as they had a sense of vocation and commitment to their discipline.

In a specific empirical study of practising nurse educators Holmes (2002) found that they acknowledge that they are 'academics' but do not regard themselves as 'intellectuals' because they come from a vocational background and consider this as pretentious. Roberts (1997) found in his study that practitioner nursing academics actually had a relatively low level of scholarly productivity and that even those who did publish their output was not in highly rated academic journals. Factors that influenced their scholarly output were related to their demanding university job roles.

Andrew and Robb (2011) refer to the 'academicalisation' of the practice-based profession of nursing and they cite Ramsden (2008) who claims that there is now a culture of professionalism associated with the teaching role in HE where there is a blurring of boundaries between professional and academic life which has impacted upon practitioner academics. Andrew and Robb (2011) also refer to Smith (2000) and Carr (2008) who discuss the dichotomous dilemma of balancing a practice discipline with academia. Indeed, in Andrew and Robb's (2011) empirical study they found that the practitioner academics felt under pressure to fulfil both practice and research commitments, in addition to their teaching obligations, and that they were not given enough time at the university to address these satisfactorily.

Having reviewed empirical studies exploring the situation of academics in professional/vocational fields I move on to examine different aspects of professionalism.

2.3 Different aspects of professionalism

As understandings of professionalism have evolved and developed over a period of time, there is a temporal nature to the construct. Therefore the term *professionalism* is complicated by the sense that it can have different interpretations and meanings (MacDonald, 1995; Evans, 2002; Walker and Nixon, 2004). Freidson (1994:169) claims that the construct of professionalism is difficult to understand because 'much of the debate about professionalism is clouded by unstated assumptions and inconsistent and incomplete usages'. Another difficulty in trying to conceptualise the construct is that the term is also used in combination with related terms, such as *professional, professionalization* or *professions*. This is evident in Goodson's and Hargreave's (1996:4) suggestion that 'what it means to be professional, to show professionalism or

to pursue professionalization is not universally agreed or understood'. Goode (1969) indicates that even the term *professional* is 'loosely used in popular language' (p.276). From these views and others, it seems that arriving at a common understanding of professionalism is problematic as 'professionalism [...] is not neutral or fixed in its meaning' (Lawn, 1996:100).

It can be claimed that the term professionalism is used in relation to a limited group of occupations: the professions (Etzioni, 1969; Larson, 1977; Freidson, 1994). One way of examining professionalism is therefore to refer to traits of the professions. The term *traits* is often used synonymously with the terms *attributes, features* or *characteristics*. In this work I follow several researchers and use the term *traits*, as it is highly significant in studies of professionalism. One critique of a traits approach is that there may be a circular reasoning associated with it (Runté, 1995); that is, on the one hand professionalism in relation to different professions is described by referring to traits; on the other hand the traits are developed by referring to certain professions. Nevertheless, many researchers use a traits-based approach when examining professionalism.

An early use of the traits approach can be found in Greenwood's work (1957) where he refers to systematic theory, authority, community sanction, ethical code and a professional culture as being relevant to the professions. In comparison to this understanding Goode (1960) refers to only two 'core characteristics' (p.903), these being high level knowledge and service. Another advocate of a traits approach is Millerson (1964) who presents a list of traits which he gained through a synthesis of texts of different authors. For example he includes theoretical knowledge, codes of conduct and altruistic service in his conceptualisation of professionalism. Johnson (1972:33) makes reference to Barber's (1963) work on professionalism; Barber identifies 'four essential attributes', these being:

> (1) a high degree of generalised and systematic knowledge; (2) primary orientation to the community interest rather than to individual self-interest; (3) a high degree of self-control of behaviour through codes of ethics internalised in the process of work socialisation [...] and (4) a system of rewards [...] that is primarily a set of symbols of work achievement and thus ends in themselves, not means to some end of individual self-interest (1963:672)

Similar but not identical traits are examined by other researchers. For example, Carr-

Saunders and Wilson (1933) consider the professions from the perspective of expert esoteric knowledge, training systems and instruction, bonds between practitioners and specific entry requirements for admission into the profession.

As shown above there are different collections of traits associated with professionalism. Runté (1995:290) points out that there is nothing in traits models which indicate exactly why certain traits are important. However, despite this critical comment he acknowledges that when studying professionalism 'trait models continue to be an important aspect' (p.290). Hence by conducting a study of professionalism in relation to hospitality management academics it is useful to describe and refer to key traits in this specific context. Therefore, from the examination of the construct in this study, four traits are identified as being central in the setting of Higher Education. These four traits are shown in figure 2.

| High level knowledge | Autonomy | Collegiality | Service |
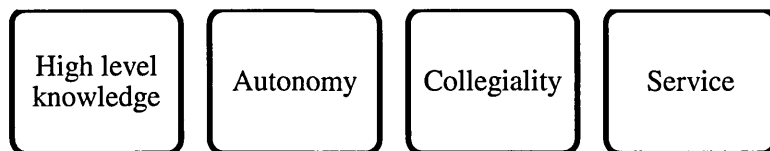
Figure 2: *Professionalism traits*

The importance of these four traits as features of professionalism is also supported by other theorists, as shown below. This is done by firstly describing each trait and then showing the special aspect of each one with regards to academics. At this point the descriptions refer to academics generally. The specific focus on HMAs' professionalism will be examined in the research.

High level knowledge

Bourner et al. (2000:135) claim that 'the notion that a professional has a specialist knowledge base is central to the ideology of professionalism', although Smith and Langslow (1999:135) refer to the abstract nature of professional knowledge and describe it as a 'complex and elusive concept'. High level knowledge could be regarded as knowledge above the level of lay persons, such as that held by members of the professions, such as doctors and lawyers, and is normally only achieved through extensive and prolonged study, with university degrees being an example.

Where high levels of knowledge are required by professionals to do their work, the knowledge-holder is normally accorded authority by society as a result of them having that high level knowledge which is beyond the reach of the layperson. Therefore high level knowledge subsequently affords the profession with authority, as well as status and meaning (Adler et al., 2008). Barnett (2008) refers to the possession of high level knowledge as allowing a profession to have a powerful position with regards to occupational control of work. In other words, professions utilise their artistic and intellectual character in order to raise their prestige and social standing (Freidson, 2001) as well as dignity in work (Adler et al., 2008) which in turn increases their power and facilitates control of work and knowledge (Grey, 2004).

Freidson (2001:13) claims that knowledge needs to be not only of a high level but requires judgment in its use in that there is a 'special kind of knowledge ascribed to professionalism [...] knowledge believed to require the exercise of discretionary judgment and a grounding in abstract theory and concepts'. He also describes and contrasts different types of knowledge in relation to professionalism. He refers to knowledge as being either 'formal knowledge', which is 'composed of information and ideas organised by theories and abstract concepts', 'everyday knowledge' which is 'shared by all adult members of a community' and 'working knowledge' which is 'addressed solely to accomplish work' (ibid.,p.33). In the university context high level knowledge is essential, as academics are concerned with developing intellectual knowledge (Machlup, 1962:21-2) through study as well as teaching and learning, often drawn from research. The nature of academic activities is therefore such that they work with formal knowledge in the context of the university.

However, for academics it is not enough just to have high level knowledge as they also need educational expertise to impart their high level knowledge through their teaching. Indeed, Chown (1996) points out that academic work is focused almost entirely on knowledge and its application. Academics also contribute to knowledge and Abbott (1988:118) suggests 'the more one's professional work employs [...] knowledge alone – the more it excludes extraneous factors – the more one enjoys high status'. Abbott (1988:118) also claims that academics could be regarded as having high status because 'on this argument, the most pure professional work is academic work [...] indeed, academic professionals enjoy high status within their professions'. Academics have

even been described as 'the high priests of the temple of learning, making some contribution to knowledge itself' (Jackson, 1970:11). This is evident when considering that academics educate others going into the professions (Jarvis, 2001:4).

Autonomy

Autonomy is a complex construct (Chown, 1996) and the word stems from Greek meaning *auto* relating to *self* and *nomos* to *law*. Individuals with autonomy therefore have the independence to make their own decisions and have a moral responsibility and accountability for their own actions. Nicholls (2001:78) claims that 'autonomy and status have been defining characteristics of [the...] professions'. The ability of professionals to be autonomous in their activities is an important aspect of professionalism (Larson, 1977; Freidson, 1999; Fanghanel, 2012). Indeed, Randle (1996), who draws on the work of Bailyn (1985), refers to autonomy as relating to the freedom to choose the problems on which to work and to engage with, independent from other directives except from the discipline itself.

In the higher education context Bleiklie (1998:299) claims that academic autonomy is not only relevant to professionalism but is a fundamental right. Autonomy and academic freedom are based on '*Lernfreiheit* (the freedom to choose what, how, when and where to learn) and *Lehrfreiheit* (an entitlement to teach and disseminate to those both inside and outside the university)' (Fanghanel, 2012:9, Original emphasis). In order for academics to have the autonomy to carry out their work effectively, the principles of Lernfreiheit and Lehrfreiheit need to be upheld. Therefore academics are required, as part of their work activities, to make decisions that involve them in critical reflection and self-knowledge, integrity and responsibility, action and principles (Bourner et al., 2000:13). They can therefore be regarded as constantly behaving in an autonomous manner as they make decisions relating to, for example, teaching and learning, research and personal development.

It is also important that academics are able to make decisions regarding their work which go beyond their institutions, so that Higher Education can play a part outside the university in order to 'broaden and deepen the base in which a rational, liberal democratic society can flourish' (Burgen, 1996:56). That is, academics need to have the autonomy granted to universities so that they can keep in touch with and raise issues in

society (Hirsch and Weber, 2002:72) which relates to a social responsibility of academics.

Brennan et al. (1999:194) claim that 'the exact counter-balance of autonomy is accountability'. Where there are high levels of autonomy and low levels of control trust is required in the practitioners to be able to use it in an appropriate way in the course of their work (Middlehurst and Kennie, 1997). For example, in the university context trust in academics must come not just from students and society as a whole but also from senior university personnel so that academics have the autonomy and freedom to go about their work in ways that they deem appropriate (McNay, 2006:168).

Collegiality

Whilst most of the traits described in this chapter relate to a perspective on individuals, there are also others associated with a group of professionals. One of these is collegiality which Etzioni (1969) sees as the core of professionalism. Goode (1969), who refers to the key professions as having a 'homogeneity of membership' (p.267), understands professionalism in relation to a group/community connection where members of a profession work together and these professional communities have, as a basis, shared values, role definitions and identity. Halsey (1970) makes reference to the 'group charisma' that professionals have, whilst Jackson (1970:6) refers to the club-like nature of the professions. Fogelberg et al. (1999:179) claim that collegiality refers to portraying 'high degrees of mutual respect, tolerance and trust combined with high levels of personal autonomy'. Indeed, such collegial relationships, or 'professional socialisation' (Joseph, 1989:40) are integral to professionalism in order to develop homogeneity and without them the profession is not fully able to maintain professional cohesiveness (Walker, 2001; Deem et al., 2007).

Freidson (2001:146) suggests that collegiality relates to where practitioners have 'common intellectual and practical interest in the work they do, join its members together in what was sometimes called a 'college''. One aspect of collegiality is discussions and as he claims professional colleagues in collegial groups 'seek out each other's company, if only to argue with each other' (ibid.,p.202). In the HE context collegiality underpins academics' activities as they need to work closely together in order to, for example, share knowledge, peer review work, develop courses, team teach

and so on. In short, for academics 'strong collegiate traditions […] unity of teaching and research […] general homogeneity of intellectual and cultural values' (Halsey, 1992:126) are an integral part of their working relationships (Fanghanel, 2012). Whilst there can be tensions in academic collegial groups, such as issues relating to tenure (Bourdieu, 1988) academics fundamentally work as members of a discipline community (Williams, 2008).

Collegiality develops partly through collegial socialisation which reinforces the group and individual identities and these are shaped by 'community histories, values and norms' (Gordon and Whitchurch, 2010:8). For academics there is normally a relatively long period of education and training required. During this long period the academic, as part of the collegial group, is exposed to the ethics, norms and values of the professional community. Also, as academic work is normally carried out in collegial communities, there is an element of professional group cohesion (Goode, 1969; Kogan, 2000; Trowler, 2008) and homogeneity which strengthens collegiality and supports the profession as a group of experts which reinforces their power (Abbott, 1988). This is also supported by Evetts (2011) who suggests that being collegial, co-operative and mutually supportive is important to the professions. In a Higher Education context Clark (1987) suggests that as a 'community of scholars', academics 'are […] collegial in their defence of the collective good, their control over the education and induction of members and their adherence to a code of ethical practice'.

Academic work also draws on the principles of service to the client and this is a trait of professionalism, which is described below.

Service

Service in relation to professionalism can be regarded in different ways. For example Goode (1969) claims:

> the ideal of service collectivity orientation, may be defined […] as the norm that the technical solutions which the professional arrives at should be based on the client's needs, not necessarily the best material interest or needs of the professional himself (p.278).

Service is therefore associated with values (Ozga, 1995) as well as attitudes and behaviours (Boyt et al., 2001). In this regard 'professionals […] are […] assumed to be

focusing on higher values associated with responsibility to clients and the public good' (McInnis, 2010:149). This responsibility is, to a degree, part of a 'contract between the profession and the public' in the way that 'the public support [...] their [professionals'] long and intensive training and the infrastructure in which they work' (ibid.,p.149). Indeed, this is dependent upon practitioners' altruistic commitment to providing a service to local communities and a wider society (van Mook et al., 2008).

As McInnis (2010:149) claims, 'Service is valued more highly than personal profit'. This means that it is the professionals themselves who are important as 'the individual is the true unit of service, because service depends on individual qualities and judgement [...] the essence of professionalism' (Marshall, 1939:158-9). Therefore, Marshall considers the ethical dimension as a central tenet of professional work.

Service fundamentally relates to the prioritisation of the needs of the client. This is aligned with Johnson (1972:17) who argues that client service is viewed as relevant to professionalism and that 'altruistic motivation and a collectivity-orientation have been imputed to the professional'. A client-focused view is also supported by Walker (2001), as well as by Joseph (1989:37), who makes reference to professionals being conscientious with a strong moral code and a first duty to the client. Service is therefore associated with the willingness to defer personal gains in order to advance the interests of the client (Serow et al., 1992:139).

Freidson (2001:34) points out that care of the client and trust are important in relation to professionalism in the context of professionals having a moral engagement as 'key players' (Helsby, 1995:322) in professional work. This is important so as to reassure clients of the application of professional and ethical standards (Heraud, 1979; Exworthy and Halford, 1999; Muzio and Kirkpatrick, 2011). An example of trust in relation to professionalism is the medical doctor working with the patient, frequently in a private setting, where the patient (client) needs to trust the doctor to give the correct diagnosis on potentially serious medical issues. Another example where trust needs to be present is when the lawyer provides legal advice to a client regarding a matter of law which requires an understanding of complex legal issues. In these examples the lay person consults the professional for their advice which is fundamentally based on specific knowledge.

Reflecting upon service in relation to academics, the term 'client' does not seem to refer to one clear group. Instead, service to clients refers not only to people, such as students, in the university context but also to abstract entities, which can be regarded as society which extends past the boundaries of the university. Downie (1990) argues that in providing a service there is inequality in the professional-client relationship. For example, the academic as a professional provides a service to the more vulnerable client (students and others) where the academic has the role of the expert and the student the lay person. In these terms there could be inequalities between those groups. Eraut (1994) and Downie (1990) have identified changes in this professional-client relationship in terms of the client gaining a greater degree of power. Therefore these relationships are not static.

Inherent in the provision of a professional service are standards and these are related to carrying out work to a level associated with professional activities and in this regard 'professional ideology [...] asserts another primary interest – commitment to the quality of work' and 'we can see this commitment clearly in the case of the academic professions [...]' (Freidson, 2001:200). That is, service requires the practitioner to work in ways where standards are held-up as being of importance (Cole, 2005). What this means in the context of Higher Education, specifically in the context of work of HMAs will be described in the empirical work.

In summary, professionalism is discussed above as a collection of traits. Even though this description covers the distinguishing features of professionalism in the context of academics, other researchers have claimed that another factor seems to be an essential part of the construct, which is named as monopolistic control of work. In comparison to traits discussed above, monopolistic control of work is not just one more feature of professionalism, but is interrelated to the four traits of high level knowledge, autonomy, collegiality and service, which are discussed below.

Professionalism and monopolistic control

Freidson (2001:32) claims that 'monopolistic control is [...] essential [...to] ideal type professionalism' where workers have the 'privilege' of being able to control their own

work. Larson (1977:xi) claims that 'a profession is distinct from other occupations in that it has been given the right to control its own work'. Further, she also discusses how professions raise their social status (which she calls 'collective mobility') in order to gain a monopoly in the 'marketplace' (which she refers to as 'the market project'). In this sense Larson (1977) suggests that monopolistic control of work is used by a profession to enhance their dominance.

As is referred to above, monopolistic control of work interrelates with professionalism traits. For example, Exworthy and Halford (1999:1) suggest that there is a link between monopolistic control of work by professions and power, as does Joseph (1989:40-1) who claims that 'one reason for the power of the professions is that they control the knowledge they profess'. This is also supported by Freidson (1986) who points out that there is a connection between the possession of **high level knowledge** by the professions and their monopolistic control of work. In particular, in his study on lawyers and accountants, he claims that monopolistic control is achieved by the professions having a high level of knowledge that lay people do not have and that by maintaining monopolistic control over it they exert their position of power.

MacDonald (1995:xii) describes the professional project as being the way that the professions 'set about building up a monopoly of their knowledge and [...] establish a monopoly of services that derive from it'. Indeed, it is through having an extensive knowledge base that professionals are able to have self-governance and control of their work (Olssen and Peters, 2005; Fanghanel and Trowler, 2008). In the HE context such control of work, or 'self-regulation' as Cuthbert (1996:15) describes it, is an important aspect of academic work, where academics have a special claim to knowledge. In this sense lay people cannot but trust the academics as holders of knowledge as there is no other sensible alternative and this further enhances the control that they have (Delanty, 2001; Deem et al., 2007).

Autonomy is important for academics to be able to control their own work (Kolsaker, 2008). Fox (1974:16) claims, when referring to professional autonomy and monopolistic control, that there is a difference between 'discretionary specialization' and 'mechanical specialization'. Discretionary specialisation is associated with a high level of discretion in that the individual has a certain degree of control to make

decisions. Mechanical specialisation relates more to a relatively minimal level of individual discretion. The nature of academic activities is such that they require academics to work with 'discretionary specialization' and where this is linked to individual autonomy, then a monopoly over work can exist. Autonomous control is important particularly when related to discretion; indeed Freidson (2001:3) suggest that 'Freedom of judgment of discretion in performing work is [...] intrinsic to professionalism'.

The third trait which was examined is **collegiality**. Where collegiality is present, within strong homogenous communities, the professions are generally able to achieve control of work. This is because as a strong collegial community, academics' position is strengthened because their collegiality re-enforces their standing as experts (Gordon and Whitchurch, 2010). In other words, in the university context, collegiality is invoked by the profession (academics) in order to support their position as a homogenous group (Fogelberg et al., 1999). In so doing the academics are able to maintain control over their work.

Monopolistic control of work also interrelates with the trait of **service**. For example, where the professions have control of the relationship with the client, by deciding upon the level of service they provide, they are in a powerful position (Larson, 1977; MacDonald, 1995). Kritzer (1999:713) emphasises that 'the professional tends to control the relationship with the service provided to the client [...]'. By looking at monopolistic control regarding to this trait specific aspects for different professions occur. For example, lawyers are able to decide to whom they provide their services, which some other professions cannot do. In the university context, where academics work with students, they provide an altruistic service through, for example, pastoral care and supporting students in their learning. Nevertheless, it has to be asked if the ideal of an altruistic service (see earlier) which is monopolistically controlled may be at-odds with that of managers who, in the pursuance of efficiency, seek to control work in more monocratic ways (Bleiklie, 1998), which impacts upon the academics' control of work as a service provider. Indeed, academics' control of work could be regarded as being diminished and some researchers suggest that the academic has become little more than a managed academic (Winter, 2009) or 'managed professional' (Rhoades, 1998:4).

In the last sections professionalism was described by referring to traits and monopolistic control. As mentioned earlier, Freidson (2001) critiques professionalism by developing a logics model. This is presented in the following section.

2.4 Freidson's logics

Freidson (2001) examines professionalism in his seminal text. A starting point of his examination is an economic perspective from which he creates a scenario of three worlds in which different powers control the economy. These being:

1) consumerist free market
2) bureaucracy (bureaucratic organisations, firms, controlled by managers)
3) professionalism

Freidson uses these scenarios by representing them as three logics, where a logic is 'a systematic way of thinking' (pp.6-7). Freidson's logics model is contextualised with policy in the political and economic world of work and he treats the logics as what he calls 'pipe-dreams', or more academically 'ideal types' (p.2). Ideal types are 'hypothetical constructions' and ideal refers to abstract or pure rather than normatively desirable (Abercrombie et al., 2006:189). Freidson (2001) is aware that this description does not represent the real world but uses the ideal types as a 'method of conceptualization' (p.2) to gain a deeper understanding of professionalism. In so doing he contrasts the three logics by stating that 'the properties of professionalism fit together to form a whole that differs systematically from the free market on one hand and the firm, or bureaucracy, on the other' (pp.3-4).

Freidson (2001) also explains that there is competition between the three logics. For example, control by the professionals is important for professionalism to exist, but in a bureaucracy, controlled by managers, efficiency dominates operations and in the free market, consumerism dictates the economy (p.12). This description of competition between the three logics underpins why Freidson's model links with this research in that universities, and therefore academics, are influenced by the dynamics of free market competition, bureaucracy and professionalism. The three logics are further examined below by referring to Freidson and other authors.

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The free market

Freidson (2001) claims that the free market has become prominent in the context of business, policy and the work environment of professionals. He describes the free market as being focused upon 'free and unregulated competition' a feature of which is that 'consumers are fully informed about the quality and cost of goods and services and choose them rationally, to their own best interest' (p.1). In Freidson's description of the free market the 'world is organised around consumption, with consumer preferences and choice determining whose services will succeed. Value is primarily measured by cost' (p.1). He explains that consumer choice will lead to competition where 'the best services and products will emerge at the lowest cost' (p.3). Freidson associates the free market with competition where the consumer has control. He further suggests that competition, along with efficiency, are part of a campaign to change the governing and staffing of various institutions in which professionals work, including universities (p.2).

In the Higher Education context, the free market relates to where there is interaction between consumers and workers and exchange relationships are focused on competition and profitability (Cuthbert, 1996:71). Furthermore, business and industry are frequently regarded as a source of income generation and funding, where entrepreneurial skills and abilities are highly regarded (Ritzer, 1996; Clark, 1998). This is supported by Clark (2004:6) who suggests that in the HE context, 'entrepreneurial constitution is woven into the fabric of the university'.

Bureaucracy

Freidson (2001) adopts Weber's rationality perspective of bureaucratic organisations (referred to as rational-legal) in his description of bureaucracy in his logic. Bureaucracy is a sociological, technical term that is connected with Max Weber (Guenther and Wittich, 1978; Pugh and Hickson, 2007) and relates to a particular administration system. Abercrombie et al. (2006) explain that Weber's use of the term bureaucracy is focused on rationality and efficiency. Nevertheless it is also suggested that bureaucracies do not always lead to efficiency (Pugh and Hickson, 2007). In ideal type bureaucratic organisations technical responsibility is held as more important than moral responsibility in that the work task functions has primacy over the individuals actually doing it (Abercrombie et al., 2006). Freidson explains bureaucracy by saying that 'in a bureaucratically controlled division of labor [...], a directing authority and support staff

decide what work shall be done and how it shall be divided among jobs' (2001:56).

Freidson (2001:2-3) associates bureaucracy with efficiency. He refers to the 'skilled management of firms [organisations]' as where 'managers are devoted to efficiency' and this is achieved 'through standardisation'. He further states that in the bureaucracy world 'the executive officers or managers of organisations control those who produce goods and services, aiming primarily at predictability and efficiency' (p.1). He therefore also associates his bureaucracy logic with managerialism. In the university context bureaucracy and managerialism mean that senior university managers, supported by administrators, control the institution (Mitchell, 1998; Kolsaker, 2008). Hence bureaucracy is represented by administration, accountability and managerialism.

Professionalism

Freidson (2001) connects the ideal type professionalism strongly to 'the broad range of knowledge and skill' (p.13), based on abstract concepts and theories with discretional control (p.180). This knowledge again is described as an important factor for 'public prestige and official privilege [...] which are essential to [...] professions' (p.13). Another defining element of professionalism for Freidson is an 'occupationally controlled division of labor' as well as 'an occupational controlled labor market requiring training credentials for entry and career mobility' (p.180). Finally, he describes an:

> occupationally controlled training program which produces those credentials, schooling that is associated with "higher learning", which is segregated from the ordinary labor market and provides opportunity for the development of new knowledge (p.180, Original emphasis)

The last element of Freidson's understanding of professionalism refers to 'an ideology serving some transcendent values and asserting a greater devotion to doing good work than to economic reward' (p.180). However, he acknowledges that these elements can vary between different occupations.

Freidson uses the term professionalism in a general sense associated with the professions as a 'varied collection of occupations working in different sectors of the economy' (2001:3). Nevertheless there are many consistencies between Freidson's professionalism ideal type, the traits and monopolistic control of work examined earlier

in this chapter. This is not surprising as Freidson develops his ideal type partly by referring to professionalism concepts from Larson (1977) and Abbott (1988), even though he reflects critically on their work. Therefore, Freidson's understanding of professionalism can be synthesised with the traits and control of work, which is shown in table 1.

Traits and control of work	Freidson's (2001) Third logic
high level knowledge	body of knowledge, abstract concepts and theories, higher learning
autonomy	discretional control
collegiality	occupationally controlled training and schooling, requiring credentials for entry, where practitioners work together to develop new knowledge
service	an ideology of servicing, transcendent values and devotion to doing good work rather than to economic reward
monopolistic control of work	control of work by the professions

Table 1: *Aligning traits and monopolistic control of work with Freidson's third logic*

As this study is focused upon academics working in universities, I bring these two concepts, shown in table 1, together and apply it to academics. Therefore I introduce the new ideal type term *academism* which describes professionalism of academics in HE. This also helps to avoid confusion about professionalism as discussed in previous sections and Freidson's third logic. What I mean by academism applied to academics is shown in some examples in table 2, below.

Traits, monopolistic control of work and Freidson's professionalism	academism (Examples)
high level knowledge body of knowledge, abstract concepts and theories, higher learning	academic research and contributing to knowledge
autonomy discretional control	the freedom to choose what, how, when and where to learn (Lernfreiheit), an entitlement to teach and disseminate to those both inside and outside the university (Lehrfreiheit)

Traits, monopolistic control of work and Freidson's professionalism	academism (Examples)
collegiality	apprenticeship into academia, sharing knowledge with colleagues, common intellectual and practical interests
occupationally controlled training and schooling, requiring credentials for entry, where practitioners work together to develop new knowledge	
service	service to students, prioritisation of the quality of work
an ideology of servicing, transcendent values and devotion to doing good work rather than to economic reward	
monopolistic control of work	academics have control of their own work

Table 2: *Examples of academism*

As the examples in table 2 illustrate, the ideal type term academism is used to refer to specific features of academic professionalism (such as academics contribute to knowledge through research, Lernfreiheit and Lehrfreiheit, collegiality and so on). Nevertheless, some of the examples could also be relevant for other professions (e.g. prioritisation of the quality of work). This overlapping lies in the nature of professionalism, which is that there are shared features of professionalism for different professions, but others vary between professions.

In summary of the sections above, the construct of professionalism has been approached from different perspectives. The four traits and monopolistic control of work were described. Freidson's logics have also been discussed. At the end of this chapter, in section 2.6, these perspectives will be brought together in a typology. However, before presenting this synthesis, government legislation in relation to Acts of government, which has had a major influence on the changes to the HE sector, is described below. This is included because legislative changes for universities have changed the working conditions under which academics operate at universities. In the empirical study this will then be applied to professionalism in relation to hospitality management academics.

2.5 The impact of legislative changes affecting the English Higher Education sector

A relevant starting point for examining the HE sector and legislative changes is to firstly consider what a university is and what it is for. Newman (1873:5-12) described the purposes of universities as being couched in more liberal ideas of education, these being, the 'cultivation of mind' and the 'formation [...] of the intellect'. Knowledge was more an end in itself in terms of developing the whole individual as an educated person, although more recent representations suggest that there has been an erosion of the concept of the public good of education (Bleiklie, 1998; Deem et al., 2007; Fanghanel, 2012).

The pre-1960s Higher Education sector consisted mainly of elite universities with relatively few institutions compared to today and the subjects that they taught were predominately more traditional in nature such as the classical humanities. However, during the 1960s demands for graduates were such that there was a need to expand the sector. In 1963 the Robbins Report suggested that some changes to the universities were required so that there was a greater provision of university places. It is reasonable to suggest that this was the beginnings of mass higher education. At the same time there was also an underlying view by some in government that higher education needed to be more employment-related. As a consequence of this in the mid-1960s the Labour government established polytechnics. Essentially there was a binary system of more traditional universities and polytechnics.

As well as expansion in the HE sector being regarded as important so too was control of costs and efficiencies. Funding and resources was a recurring theme of Higher Education legislation debate at this time. The reduction of funding to Higher Education in one form or another, as well as competition for resources, has continued to be an issue in the sector (Welch, 2005; Tapper, 2007; Brown, 2010; Browne, 2010).

In the late 1970's and 1980's expansion of Higher Education continued, as well as control of costs and the situation was such that it was described by Trow (1988) as being in crisis. Issues relating to cost control and markets were also debated at the time (Joseph, 1975; Kavanagh, 1987) in part due to the increase in student numbers as a

result of expansion in Higher Education (Halsey, 1992a; Shelley, 2005). In the early 1990's the government calculated that the level of university funding at the time was unsustainable (Trowler, 1998), although growth in the sector continued.

The 1991 White Paper expanded the number of institutions that could award degrees. In relation to this Smith and Langslow (1999:118) point out that 'polytechnics were to be given degree awarding powers and university titles and placed within a unifying funding system'. The new funding system was incorporated in the 1992 Further and Higher Education Act. In order to ensure that the funding mechanism functioned appropriately and that quality was maintained, The Higher Education Funding Council for England (HEFCE) operated a system of audit and control that was enforceable by the Council (Further and Higher Education Act, 1992:52). Furthermore, another change was to establish a Quality Assessment Committee so that quality standards were met and maintained. This increased requirements on institutions for quality control.

A further change brought in by the Act was that 'efficiency studies […] designed to improve the economy, efficiency and effectiveness in the management of operations of an institution within the […] higher education sector' (Further and Higher Education Act, 1992:63) were required to be carried out. The provisions of the Act led to an increase in control, accountability, administration and bureaucracy and this had a significant impact on the operation of universities and on the academics working in them (Barnett, 1992; Musselin, 2007).

Further changes to Higher Education institutions took place as a result of the Dearing Report of 1997, such as the need to widen participation of students attending university and that they should make a contribution payment towards their education (Shelley, 2005:40). Following on from the Dearing Report and despite the introduction of fees, there was a noticeable increase in student numbers studying at HE level (Henkel, 2000; Shelley, 2005). However, there was also, over a period of time, a general decrease in funding per student from the government, which resulted in an increase in workload due to teaching more students with a reduced resource, as well as other issues such as an increase in audit and other control mechanisms (Trowler, 1998).

Furthermore these changes have meant that universities have needed to seek alternative funding streams not just from the traditional routes such as government payments by

way of HEFCE, but other income generation sources such as paid research projects and consultancy work. Therefore, changes have led to universities needing to be more innovative in gaining revenue and income. Hence universities have subsequently needed to adapt their outlook from that of purely public organisations to ones that are more business-like (Kwiek, 2006; Barnett, 2000) where there is a greater consumerist and free market focus. A further impact of these changes is that universities also have had to compete with other higher education providers (Deem et al., 2007).

The described changes in the higher education sector have had an impact on how universities operate, which has also affected the work of academics in the universities. In order to put the changes and ways of working into context, these have been critically analysed from the perspective of university systems, explained below.

2.6 Elite, mass and universal university systems

In the following section I refer to three different university systems: elite, mass and universal.

2.6.1 The elite university system

Trow (1988) refers to the elite university system as being made up of a relatively small number of institutions, which were founded on liberal educational principles in that education was important and of value in its own right. Fulton (2001:2) describes academics in the elite university system as having 'traditional values and practices (democracy, community, individual autonomy), the right and obligation to both teach and research' and suggests that changes to universities have put these values and practices under threat.

Academics in the elite university system had 'intellectual prestige' (Bourdieu, 1988:99) as they were contributors to the body of knowledge. Scott (1995:177) claims that 'elite systems draw their tacit knowledge and internalised values from two sources, elite culture and expert knowledge'. Furthermore, Scott (1995) also makes a distinction between 'an elite university curriculum on knowledge [...] embodying a critical and problematizing ethic' and a mass higher education curriculum centred on 'graded competencies derived from un-criticised and unproblematic accounts of knowledge' (p. 162). In sum, the nature of knowledge in the elite university system was focused more

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on liberal education and knowledge creation.

As well as developing and disseminating knowledge, elite university system academics also had high levels of autonomy and freedom of speech to express their views and this was important not only within the university context but also in the wider society (Scott, 1995). This is also consistent with McInnis (2010:149) who claims that academics as professionals have a moral obligation and a privileged position to maintain academic freedom in order to provide an educational service to students and others.

Elite university systems were based on research and academics worked in collegial communities where there was a high degree of specialism and homogeneity. The work tasks of academics in elite systems were such that they had relatively small numbers of students per academic and there was sufficient time for them to engage in scholarly activity (Trowler, 1998). Collegiality was more aligned with peer working, sharing of resources and an educational ideology related to human and social development (Clark, 1983). There was a strong focus on service with regards to standards and these were in line with a shared 'membership, identity and loyalty' (McInnis, 2010:148) where the provision of a service underpinned the work of academics. Service was consistent with 'intellectual honesty, scholastic rigour' (Nixon, 2001:175) and scholarly values, beliefs and understandings were more associated with Newman's (1873) liberal ideas of higher education.

Also, academics had a high degree of control of work and as Jarvis (2001:4) suggests, power 'flows to those who have information and know-how [...] it flows to the faculty in elite universities'. Through knowledge monopolies academics had high levels of monopolistic control of their work with decisions relating to academic activities made by the academics (Abbott, 1988). Control rested with the faculty impacting upon such issues as curriculum, how courses were organised and so on (Trow, 1988).

As changes have occurred in the HE sector, university systems altered. Indeed, Trow (1988) describes university systems as having changed from elite to mass. This claim is expressed in the context of the massification of higher education which resulted in a substantial increase in the size of the HE sector. The massification of HE has had a significant effect on the academics working in universities (Johnson, 1994; Scott, 2000)

and this is summarised in the description of the mass university system.

2.6.2 The mass university system

Halsey (1992:4) refers to the massification of higher education as starting from a 'tiny base at the beginning of the century, with an accelerated growth in the 1960s and 1970s associated with the Robbins Report' (see section 2.4). A feature of mass higher education has been that the expansion has not been fully met with a corresponding increase in funding in real terms and also that it effectively became a two tier system consisting of pre and post-1992 institutions. As Clayton (1997:46) claims:

> University expansion has accelerated in the past decade through fitful increases in student intake (without corresponding increases in the provision of academic staff) [...] through absorption of former polytechnics into a system formally unified but manifestly disparate system.

In the mass university system there was a requirement for academics to handle roles and tasks that became increasingly complex and demanding (Trowler, 1998, 2008; Whitchurch, 2008a; Fanghanel, 2012). This affected the focus of academics in relation to liberal education and knowledge, as the drive for efficiency in higher education affected scholarly activities (Gibbons et al., 1994; Scott, 1995; Deem et al., 2007).

Changes affecting universities, as identified above, led to an increase in bureaucracy, characteristic of which is 'rationalisation, mechanisation and routinisation' of work (Honour and Mainwaring, 1982:31). One factor associated with the expansion of the HE sector was that in order to be able to manage larger numbers of students and staff, control, audit and accountability systems increased. These systems negatively impacted on academics and their autonomy because as the universities in the mass system have 'become bigger and more complex [...and] more tensed with checks and balances' (Kerr, 1995:26) the academics have become subject to greater controls on their work and how they go about it.

The massification of higher education has also led to burgeoning institutions and this has been accompanied by efficiency drives and bottom line audit and accountancy discourse (Coady, 2000; Giroux, 2002). The impact of such changes has been that, for example, academics have had to increasingly teach across different subject areas and teams have been disbanded, which has affected collegiality and academic communities,

as well as impacted upon collegial ways of working (Miller, 1991; Parker and Jary, 1995; Richards, 1997). Academic collegiality has been further affected in that academic communities have often become more diverse and divided and departments frequently became amalgamated to reduce costs and for control purposes (Shelley, 2005; Fanghanel, 2012).

Another issue related to the massification of Higher Education has been an increase in academics' workload (Weiner, 1996). University academics have less time and fewer resources to provide a high level of service to students and others. Also, levels of managerialism and bureaucracy have increased in order to manage the larger institutions (Scott, 1995). As a result of these factors academics' monopolistic control of work has reduced as managers have increasingly dictated how work should be done.

The change from the mass university system has led to the development of the universal university system, which is examined below.

2.6.3 The universal university system

Halsey (1992:19) suggests that there has been 'pressure to move along the path from elitist through mass to universal higher education'. University education has become far more diverse, dynamic, entrepreneurial, corporate and capitalist (Miller, 1991; Dearlove, 1997; Prichard, 2000). Features of the universal university system include the 'trading' of educational services more internationally (Ball, 2008:28-9); a more global market focus (Jarvis, 2001:3); the diversification of higher education in the wider community, in particular in the business sector and a greater emphasis on the consumer and the free market by universities (Barnett, 2000; Kwiek, 2005; McNay, 2006).

Internationalisation has become a feature of the universal university system and in this context there is competition between institutions where markets, globalisation and enterprise are all part of the environment in which universities operate (Kenway, 1993; Hirsch and Weber, 2002; Williams, 2003). The universal system institution has become a 'player in the wider world [...], there are no clean boundaries between the university and the wider world [...] and the university has to extend its activities across the world' (Barnett, 2000:19). Also, in the complex world of the universal university system the academic as a knowledge worker has had to adapt to working in an environment where, as is claimed by Gibbons et al. (1994), the very nature of knowledge has changed as has

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the consumer of such knowledge (Deem et al., 2007). Knowledge has become more focused on the wants and needs of consumers (Kohli and Jarworski, 1990; Williams, 2003) and is seen more as a product in the competitive university market (Clayson and Haley, 2005).

The consumer focus of universities in the universal system is also such that academic autonomy is impacted upon as there is a 'student orientation' (Hampton et al., 2009:88), where the students are regarded as consumers (Clayson and Hayley, 2005) which underpins decisions on such issues as curricula, teaching and learning and resources. As a result 'the implication is that by satisfying students' needs educational institutions can attract and retain students and better meet the university's goal to survive and grow in a competitive environment' (ibid.,p.88). Collegiality has been affected due to the 'industrialization of academic activities' (Musselin, 2007:182) and academics work in a more disparate manner as, for example, departments are, as described above, frequently split up or merged with others (Richards, 1997; Fanghanel, 2012).

Service has been influenced due to consumerism, markets and enterprise. Indeed, service and dedication have been replaced by customer demand, competition and quality (Cunningham, 2008:67). Eggins (2003:60-1) suggests that:

> The influence of changing government funding of higher education and attempts to bring the values and practices of the private sector to academic institutions [has meant that...] universities have become more 'managed' in the last decade or so [...] money rather than academic factors [are...] driving many decisions.

Scholarly values and practices have been affected in that there has been a 'supplanting of certain norms, such as those of service and dedication, with others such as those of competition, quality and customer demand'. In other words, perceived consumer needs are prioritised and this can result in competing discourses around the nature of academic activities (Eggins, 2003:61).

As is evident in this section, the legislative changes described in section 2.4 impacted upon the university systems. Therefore the three different university systems represent changes in the English HE sector. In addition, the three university systems can be aligned with further theoretical constructs used in this work. This is explained in the following section.

2.7 Professionalism typology

There are linkages between professionalism associated with traits and monopolistic control of work, Freidson's logics and university systems. These linkages will be connected and synthesised into a professionalism typology. The typology is made up of three types, which are referred to as *Personal Professional*, *Bureaucratic Professional* and *Entrepreneur Professional*.

It is important to point out here that the types used in the typology are presented as ideal types; that is, as was discussed above when examining Freidson's logics, they are abstract or pure rather than normatively desirable. The implications of this are that they are used in the typology as 'hypothetical constructions, formed from real phenomena which have an explanatory value' (Abercrombie et al., 2006:189). Therefore, the types should be viewed and understood in an open way of helping to make sense of the data and not necessarily represent a picture of reality.

The professionalism types are used to represent 'the professional orientation of the professional practitioner' (Nixon, 2001:174). In the empirical work the term *professional orientation* refers to how hospitality management academics, as professional practitioners, are orientated towards the *Personal Professional*, *Bureaucratic Professional* and *Entrepreneur Professional*. The types and orientations are explained below.

2.7.1 Personal Professional

The *Personal Professional* type is used to represent academics whose professional orientation has consistency with academism, described above; that is, *Personal* refers to the person, the individual academic, where their orientation is towards professionalism characterised by high level knowledge, autonomy, collegiality and service, with monopolistic control of work. The *Personal Professional* type is aligned with the elite university system (Trow, 1988) where traditional values and practices (Scott, 1995) are important. The orientation of academics associated with the *Personal Professional* can be described from the perspective of what Hampton et al. (2009:88) explain as, when referring to the work of other authors (Willensky, 1964; Hall, 1968; Cullen, 1978; Fitzpatrick, 1983):

the attitudinal component or behavioural orientation that conditions individuals to think about, believe in and behave toward their occupation or profession, including a sense of calling, job autonomy and a commitment to a professional association.

The orientation of *Personal Professionals* is focused on the academic whose primary consideration encompasses liberal educational values. In this sense the orientation of the *Personal Professional* is represented by 'the underlying considerations of occupational autonomy and control and the moral values of integrity and trust' (Williams, 2008: 535). To summarise, the professional orientation of the *Personal Professional* is associated with academism, aligned with the elite university system.

2.7.2 Bureaucratic Professional

The *Bureaucratic Professional* type refers to where the academics are orientated towards bureaucracy and managerialism. This type has features of audit, control, and accountability where bureaucratic systems and practices supported by administrators are controlled by managers, in order to work efficiency (Kolsaker, 2008). This is in line with influences on Higher Education including 'massification, an increasingly utilitarian curriculum, high levels of accountability and a declining resource base' (Boyd and Harris, 2010:11). Although other researchers have also used similar terms to bureaucratic professional, for example Sachs (2001) and Simkins (1999, 2000), in this study the *Bureaucratic Professional* type can be summarised as being characterised by academics having an orientation towards bureaucracy and managerialism, consistent with Freidson's (2001) bureaucracy logic and the mass university system (Trow, 1988; Halsey, 1992).

2.7.3 Entrepreneur Professional

The *Entrepreneur Professional* type is used to represent academics whose professional orientation is towards enterprise, consumerism and business. *Entrepreneur Professional* academics' orientations are towards enterprise activities, such as the generation of external income, for example through consultancy projects and working with knowledge more as a product, where the student is regarded as a consumer (Kohli and Jarworski, 1990; Hampton et al., 2009). This is in line with Freidson's (2001) free market logic where there is a consumerist approach to work and also with the universal university system, where there is a focus on competition.

2.7.4 The typology

A synthesis of the professionalism types and their alignment with professional orientations, Freidson's ideal type logics and university systems were described in the last section. This synthesis is presented in the table below (table 3).

Professiona-lism types	'Professional Orientation of the Professional Practitioner' (Nixon, 2001:174)	Ideal type logics (Freidson, 2001)	University systems (based on: Trow, 1988 and Halsey, 1992)
Entrepreneur Professional	Consumerism, enterprise, business and entrepreneurship	The free market	Universal university system
Bureaucratic Professional	Bureaucracy, administration, accountability and managerialism	Bureaucracy	Mass university system
Personal Professional	Professionalism traits (high level knowledge, autonomy, collegiality, service) and mono-polistic control of work	Professionalism	Elite university system
	academism		

Table 3: *Professionalism types and their alignment with professional orientations, Freidson's ideal type logics and university systems*

As described in section 2.3 (Freidson's logics) I bring the four professionalism traits and monopolistic control together with Freidson's third logic professionalism and use the term academism to refer to academic professionalism. This is also pointed out in table 3.

A brief look at the table might suggest the different orientations are seen separately, however this is not the aim of the synthesis. They are rather understood as ideal types in the sense Freidson (2001) describes the three logics, that is, 'hypothetical constructions' (Abercrombie et al., 2006:189). In Chapter 5 the typology will be applied to hospitality management academics and this utilisation of the typology will show that the different

orientations can be seen on a continuum rather than a contradictory opposite. It is also acknowledged that alternative approaches could be adopted. For example, it would be possible to examine professionalism from a different perspective other than traits and monopolistic control. However, as was referred to earlier the use of a typology provides a helpful conceptual framework for studying professionalism in the context of changing university systems.

2.8 Chapter summary

The conceptual framework in Chapter 2 offers a description of different aspects of professionalism. In this work professionalism in the context of HE is understood in two ways: firstly, as a collection of four traits, these being high level knowledge, autonomy, collegiality and service. A further feature of professionalism is monopolistic control which interrelates with the listed traits. Secondly, I refer to Freidson's third logic. Freidson's other logics were also discussed. The new invented and introduced term academism represents professionalism in the context of academics in HE. It brings together the four traits, monopolistic control of work and Freidson's third logic.

Key changes were explored in the Higher Education sector, summarised as follows:

- A binary system of traditional universities and polytechnics was established
- There has been a reduction of funding and a change in the funding systems
- The participation of students attending university has widened, resulting in an increased number of students
- There has been an increase in audit, control, accountability, administration, bureaucracy and managerialism at universities
- There has been an increased demand on universities to gain income and revenue from additional sources other than government funding in a competitive market

A further perspective on universities was given by describing three different university systems (elite, mass and universal).

In a synthesis of the different aspects discussed in the conceptual framework, I developed a professionalism typology which represents three types of professional orientation: The *Personal Professional*, the *Bureaucratic Professional* and the *Entrepreneur Professional*. In the next chapter the research methodology is presented.

3 METHODOLOGY

This chapter reprises the research questions and gives an overview of the study. This is followed by a description of the methodological orientation, the research design, the research methods, the data analysis and interpretation and finally a discussion of the trustworthiness of the research results.

As discussed in Chapter 1, the research questions were:

- What is professionalism and how can the construct be examined?

- What legislative changes have occurred in the English Higher Education sector, which have influenced the operation of universities?

- How have changes in the sector impacted upon the work of hospitality management academics?

- How does professionalism relate to hospitality management academics working as professional practitioners in English post-1992 universities?

- How can the typology be applied to examine professionalism in the context of hospitality management academics working in English post-1992 universities?

- What does the use of the typology tell us about professionalism in relation to this specific group of professional practitioners?

Thus far I have addressed the first two research questions through the development of the conceptual framework, which resulted in the synthesis of different constructs in the typology. The aim of the empirical research was mainly to answer the other research questions. In summary, the methodological approach taken was a study with thirteen hospitality management academics working in three English post-1992 universities. Semi-structured interviews were carried out. Mind maps and a reflective log were also used. Furthermore, the typology was applied to examine professionalism in the context of hospitality management academics working in post-1992 institutions. In so doing answers were sought to the last two research questions. Data were analysed by mainly using inductive techniques, but I also used elements of deductive approaches.

3.1 Methodological orientation

3.1.1 Research philosophies

The adoption of a particular ontology, epistemology and ways of conducting a study by a researcher can be referred to as a paradigm (Barron, 2006; Blaikie, 2007). Bryman (1988:4) suggests that a paradigm is a 'cluster of beliefs and dictates which for scientists in a particular discipline influence what should be studied, how research should be done, how results should be interpreted and so on'. Sikes (2007:6) suggests that the 'two main paradigms that have influenced educational research are the scientific, positivist, objective, quantitative and the interpretive, naturalistic, subjective, qualitative paradigm'.

The core ontological assumption taken in this study is that reality is understood as a social construction and the phenomenon cannot be measured, repeated or quantified in a positivist understanding due to its subjective nature (Potter, 1996; Denzin and Lincoln, 2011; Blaikie, 2007). This is contrary to the objectivist belief of reality which is viewed as a 'concrete structure' which is measurable (Morgan and Smircich, 1980:494). From a social constructivist perspective there is recognition that actors' experiences are mediated through their interaction with others (Robson, 2002; Punch, 2005; Savin-Baden and Major, 2013). That is, by adopting a social constructivist approach I acknowledge that agents, as individuals, have 'their own subjectivities (emotions, beliefs and understandings), histories and capabilities' (Fanghanel, 2012:6) and that these also influence their constructions of the phenomenon being researched (Schatzman and Strauss, 1973; Jootun et al., 2009).

The epistemological approach adopted is interpretivist in order to gain knowledge and understanding from the research data (Silverman, 1993; de Vaus, 2001; May, 2001; Guba and Lincoln, 2005). That is, to draw on Sumner (2006:249), I sought to gain 'meanings and interpretation of social phenomena and social processes in the particular contexts in which they occur'. This was done by analysing and interpreting data relating to professionalism from the participants, which led to a deeper understanding of the phenomenon.

3.1.2 The qualitative approach

Qualitative research 'investigates aspects of the social world which are not amenable to quantitative measurement' (cf.: 248). Indeed, the very nature of the phenomena being researched may exclude measurement and quantification (Abercrombie et al., 2006: 314). As this research takes place where there is a gap in the research an approach is needed which supports the exploration of a new field. Qualitative researchers use a range of research methods that focus upon interpretation and meanings of phenomena (Sumner, 2006:248) such as diaries or logs, images and interviews (Huberman and Miles, 2002; Punch, 2005; Carter and Little, 2007). In alignment with this paradigm, open-ended methods were used 'to explore participants' interpretations [...] which allow for the collection of detailed information in a relatively close setting' (Sumner, 2006:249). In Chapter 1 I described my experiences in the hospitality industry and my role as a hospitality management academic; therefore my lens as a researcher is shaped through my experiences working in this area. Qualitative methodologies support the involvement of the researcher in studying the social world (Crotty, 1998; Denscombe, 2010) and therefore offer appropriate methods for the purpose of the study.

A criticism of qualitative research is that it is not generalizable (Robson, 2002; Creswell, 2013). However, it is important to point out that the emphasis of this research was not on proof but on discovery (Maykut and Morehouse, 1994) and was not seeking to be representative of all contexts (May, 2001; Punch, 2005).

3.2 Research design

3.2.1 Research position and background

In order to seek answers to the research questions I had to take into account my own position and background when designing and conducting the study. I have an understanding of and connection with the work and background of the participants. Therefore, I accept that my previous work experiences might have had an influence on how I carried out the research and my interpretation of the results. However, carrying out research in an area that I am familiar with and involved in is not without its difficulties in that there is a danger of my being unaware of existing assumptions about the field and becoming too close to the focus of the study. However, as Denzin and Lincoln (1998:243) claim, when referring to Guba and Lincoln (1989), 'the observer

cannot (should not) be neatly disentangled from the observed in the activity of inquiry into constructions'. Furthermore, as Jootun et al. (2009:46) suggest, total detachment by the researcher in qualitative studies is not possible.

However, at the start of the research I mapped the field of study (Speziale and Carpenter, 2007) (Appendix 1: Mapping the Field of Study). This involves the researcher seeking to identify issues relating to their knowledge and views of the phenomenon being researched so that contextualization of the phenomenon can occur (Gorard, 2003; Denscombe, 2010). Mapping the field provides an overview of the study so that issues are not under the surface but are brought into focus (de Vaus, 2001; Fink, 2005). The issues identified through mapping the field acted as general reference points and they also helped me to reflect upon my position within the study.

3.2.2 Reflexivity

I recognise and acknowledge that as a qualitative researcher reflexivity comes into play with regards to mediating my own thoughts and ideas as the research progressed (Guba and Lincoln, 2005), which is a central part of the research process (Lincoln and Guba, 1985; Crotty, 1998). Reflexivity is important in order to promote the understanding of the phenomenon being studied (Jootun et al., 2008) and it is concerned with the researcher thinking about the research as they do it (Becker, 1998). I reflected upon the design and development of the research throughout the project by continuously thinking about my position, in terms of my values and behaviours on the research (Parahoo, 2006), including, as was stated earlier, recognition that I am part of the whole research process (Primeau, 2003). In this regard reflexivity influenced the conduct of the research in that it was aimed at seeking an understanding of the richness and complexity of the phenomenon (Denzin and Lincoln, 2011). For example, when mapping the field I reflected on how my background might impact on the taken approach; after each of the interviews I reflected on how they were conducted; I reflected upon and sought to be as transparent as possible in describing how data were collected and interpretations made and so on. This continuous reflection throughout the research was an iterative process.

3.2.3 Research approach: interplay between induction and deduction

Researchers can adopt the use of deductive or inductive approaches to reasoning as well as a combination of the two (Veal, 2011). Deductive research involves gathering facts

from existing theories and knowledge and then building and extracting a theoretical conclusion through logical deductions (Abercrombie et al., 2006; Saunders et al., 2009). This method is referred to as moving from the general to the particular (Denzin and Lincoln, 1994).

In comparison to deductive, inductive research is an approach where theory is:

> developed from the observation of empirical reality; thus general inferences are induced from particular instances, which is the reverse of the deductive method since it involves moving from individual observation to statements of general patterns or laws (Hussey and Hussey, 1997:13).

In this regard, data comes first and explanation later (Veal, 2011). Traditionally, inductive and deductive approaches were understood in a dichotomy, often combined with describing an inductive qualitative approach on the one hand and a deductive quantitative approach on the other. Hyde (2000) points out that 'this distinction is true in general', but he also argues that 'this does not fully nor accurately describe the process adopted by quantitative and qualitative researchers' (p.82). Hennink et al., (2011:210) suggest an 'interplay between induction and deduction' such as 'core analytic tasks are inductive [...]. However, we add deductive strategies to our approach'. Therefore they consider several analytic tasks 'to have both inductive and deductive elements' (p.210). This interplay of induction and deduction is also advocated by Layder (1998) who developed a qualitative approach as a critique of some qualitative research methodologies, particularly of Grounded Theory. Layder labels his approach as an *adaptive theory*, which he understands as:

> an original amalgam of different influences and approaches that falls somewhere between what are variously referred to as deductive or theory-testing approaches on one side and inductive or theory-generating approaches on the other (1998:5).

Within this approach Layder uses 'both inductive and deductive procedures for developing and elaborating theory' (1998:133).

In this work a similar approach to Hennink et al. (2011) was adopted, as it follows an inductive reasoning, combined with the use of deductive elements. The inductive character is reflected in that the insights and understandings of professionalism in relation to the participants were induced from the empirical data. The deductive

elements are both the development and application of the professionalism typology. As will be discussed in Chapter 3.4.2, (Deductive elements in this research), some codes and categories were partly framed by the theoretical engagement with the constructs. This approach is justified by Hyde who says 'What is required in any research programme is [...] an inductive stage followed by a deductive one' (Hyde, 2000:84). This will be explained in more detail in section 3.4 (Data analysis and interpretation).

3.2.4 Selecting English post-1992 universities

An important consideration when designing the research was to select post-1992 universities in which to conduct the study. Three post-1992 universities were selected, the basis of their selection being that hospitality management courses are run at the institutions. It was also considered useful to select universities from more than one geographical area of England. The rationale behind this was that there may be regional differences to institutions which may or may not have impacted upon the data. It also meant that it was possible to interview participants from varying sized and organised institutions with different cohorts of students. The universities that were selected are also in different parts of the cities in which they are sited. They were assigned pseudonyms dependent on their location. The universities are Near City Centre University (NCCU), Outside City Centre University (OCCU) and City Centre University (CCU). Further information on the universities is provided in Appendix 2 (University Descriptions).

3.2.5 Selecting participants

It was also important to give consideration to selecting participants to take part in the research. An essential requirement was that participants work as hospitality management academics in post-1992 universities. Efforts were made to select a balanced group of participants in terms of such factors as age and gender (Scott and Usher, 1999), who had a 'spread of experience' (Boyd and Harris, 2010:12) at different universities, to gain a greater likelihood of balanced views. For example, the work of a chef is predominantly a male occupation (Boella and Goss-Turner, 2005) so it was important to also seek to gain data from females who may not have a kitchen perspective. However, a truly representative group of participants is virtually impossible to achieve and I relied, to a certain extent, on a convenience sample (Silverman, 1997; Bryman, 2004) of hospitality management academics who agreed to participate in the

research, with the ethical stance of willing participation being an important underpinning requirement (Creswell, 2013).

It was also important to select participants who were likely to contribute to the study in terms of sharing their views, thoughts and ideas on the phenomenon being researched at the individual academic level (Shelley, 2005), so applicants who teach from a range of subjects were selected from those who volunteered to participate. Efforts were also made to select participants who had different roles from Lecturer, Senior Lecturer, Principal Lecturer and Head of Department.

Each participant was given a pseudonym and a reference number. The reference numbers relate to the universities where the participants work and the order in which they were interviewed. For example, Near City Centre University (NCCU) was the first university where interviews were carried out and the first participant was Quinton Newton (QN), so his reference number is 1.1. Karen Holmes (KH) was the second participant who was interviewed at NCCU so her reference number is 1.2, and so on. The second university where interviews were carried out was Outside City Centre University (OCCU) and Dawn Sykes was the first participant to be interviewed, so her reference number is 2.1, that is the second institution and the first participant. Kim Atkinson was the second participant to be interviewed at OCCU, so her reference number is 2.2, and so on. Dominique Chatters (DC) works at the third post-1992 university, City Centre University (CCU), so her reference number is 3.1. The reference numbers, as well as name initials, have been used because they are an abbreviated way of referring to participants. All participant names are pseudonyms.

Participant (pseudonym)	University	Female/ male	Role
1.1 Quinton Newton	NCCU	M	Principal Lecturer
1.2 Karen Holmes	NCCU	F	Senior Lecturer
1.3 Erwin Smith	NCCU	M	Head of Department
1.4 Barbara Noon	NCCU	F	Senior Lecturer
2.1 Dawn Sykes	OCCU	F	Senior Lecturer
2.2 Kim Atkinson	OCCU	F	Senior Lecturer

2.3 Danielle Appleby	OCCU	F	Senior Lecturer
2.4 Amy Nestor	OCCU	F	Principal Lecturer
2.5 Ben Nixon	OCCU	M	Lecturer
2.6 Neil Deakon	OCCU	M	Principal Lecturer
2.7 Tina Smeaton	OCCU	F	Senior Lecturer
2.8 Alison Lewis	OCCU	F	Senior Lecturer
3.1 Dominique Chatters	CCU	F	Senior Lecturer

Table 4: *List of participants*

Whilst empirical data were to be collected from participants who do not work at my own institution, it was borne in mind that hospitality management academics work in environments where cross university relationships are relatively strong. That is, I needed to be discrete in my approaches to participants at the universities in order to avoid making other HMAs aware of their involvement in my research. Therefore, care was taken to ensure that research participants' anonymity and confidentiality were maintained at all times. Participants who worked at the same universities were not told that colleagues also participated in the study. However, it is accepted that research participants themselves could talk with each other about the research and their involvement in it, which could have influenced their anonymity. Feelings of obligation to participate in the research were also borne in mind and it was made clear that participation was voluntary. Communication about the research was direct with participants and they had opportunities to ask questions about the research project as well as the option to withdraw at any time.

There were a total of thirteen participants, which seemed to be an appropriate number in that rich data were achieved. Nine participants were female and four male. Whilst there is not an even mix of females and males and different numbers of participants from each institution, this did not seem to have a detrimental effect on the research. As Silverman (1985, 1997) argues, the aim of qualitative research is not necessarily to generalise to the whole population and what was being sought was the 'uniqueness of respondents' experiences and the depth of data provided' (Davidson, 2006:271). In this context it is worth noting that initially I had planned to carry out research with participants from two post-1992 universities only. However, I subsequently decided that it would be useful to

include a third institution in order to have a wider data set.

Initial permission to approach potential research participants in the university hospitality management departments was requested from the respective hospitality heads of department (Appendix 3.1: Letter to Head of Hospitality Management Department). This is normal courtesy and protocol. In the initial permission I also included a research enquiry information sheet (Appendix 3.2) which gave more details about the study. Following receipt of permission from the Heads of Hospitality to approach staff directly, a letter was sent directly to the potential participants with a request for participation in the research project (Appendix 3.3: Letter to Research Participants) as well the aforementioned Research Enquiry Information Sheet (Appendix 3.2). All contacted participants agreed to participate in the research.

3.2.6 Ethical considerations

This section offers a brief overview of the ethical considerations, which are discussed throughout this methodology.

- adherence to Sheffield Hallam University ethical principles (Sheffield Hallam University Research Ethics and Standards, 2012)

- adherence to the British Psychological Society's (2009) guidance on human participation research

- all communications with participants was on an individual basis and willing participation in the research was an important requirement

- provision of my full contact details as well as those of the Director of Studies

- participants were informed of my intention to use the data from the interviews and mind maps in future dissertation work, academic papers and presentations

- ethical prompts were included in the interview schedule

- confirmation that the participants' anonymity would be maintained at all times and that pseudonyms would be used

- confidentiality of information and the consequences of the research were explained to participants

- participants received the transcripts of their interviews and were given the opportunity to receive the data analysis and interpretation as well as give feedback

- ethics were borne in mind whereby respect and consideration were afforded to participants throughout the research

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3.3 Research methods

Research methods used in a study should be appraised in relation to the research questions (Jootun et al., 2009) as well as their effectiveness for gathering data from participants (Kvale, 1996; Denzin and Lincoln, 2005). A range of methods was used in order to enrich the data and this helps to increase confidence in the study (Decrop, 1999). Used methods were a reflective log, semi-structured interviews and mind maps. These methods are explained in the following sections.

3.3.1 Reflective log

Reflection is helpful when seeking to make sense of experiences (Schon, 1983). Throughout In this project, but particularly at the beginning of the research, I kept a reflective log as a research tool to assist in recording and reflecting on the phenomenon being researched and my role as a researcher (Alaszewski, 2006; Callister, 1993; Davies, 1995). This reflective log comprised records of when I observed issues related to professionalism and working in Higher Education that struck me as interesting or relevant to this research. Keeping a reflective log is a useful research method for recording data (MacDonald and Hills, 2007; Wheeldon and Faubert, 2009; Denscombe, 2010) and is consistent with a qualitative research methodology (Ritchie and Lewis, 2003; Marshall and Rossman, 2006).

The observations and reflections in the reflective log were drawn from a wide range of sources including, for example, discussions with colleagues, managers and others from various institutions; presentations, workshops and seminars; articles in the media and internal/external communications, such as announcements to staff from senior university managers about changes taking place in Higher Education and their potential implications on the operation of the university. The reflective log did not have a set layout as such and was more a series of notes, remarks, insights, observations and comments. It was used as an early reflection instrument to engage with the study and initiate deeper thinking. In the process of the research the log was used less frequently as the empirical data from the participants moved dominantly into my focus.

3.3.2 Interviews

Interviews are a useful research method for obtaining data from participants (Kvale, 1996; Schwandt, 2007) and they can help to gain descriptions and understanding of

people's worlds and lives (Kvale, 1996; Drever, 2003). An advantage of interviews is that with the participants present it is possible to follow up on things that they say, clarify points, ask for further explanation and so on (Scott and Usher, 1999; Denscombe, 2002; Punch, 2005). One-to-one interactions also tend to lead to a good rapport between interviewer and interviewee (May, 2001; Denscombe, 2002). In this way interviews can facilitate deep discussions which help to gain detailed personal perspectives on the complex phenomenon being researched (Ritchie and Lewis, 2003).

Whilst interviews are a useful qualitative research method, they can be time-consuming to arrange, organise, conduct, transcribe, interpret and analyse (Denzin and Lincoln, 2005; Denscombe, 2010). Carrying out interviews therefore requires more than just arranging to have a discussion about a topic (Silverman, 1985; Marshall and Rossman, 2006). Venues were organised for the interviews to take place at the different universities; agreed consent to record the interviews was gained from the participants; there was an element of needing to set the agenda in the interviews in terms of initiating discussion and asking the questions and so on. Also it was important to carry out the interviews in a relaxed atmosphere where participation was encouraged. These points were considered when organising and conducting the interviews.

Pilot interviews

Pilot interviews with participants who were not going to be part of the main study were carried out and this approach is supported by Drever (2003:32). These helped greatly in allowing me to gain experience of interviewing. The use of pilots facilitated trialling interview questions and approaches, the gaining of feedback from the participants on how to improve the interviews and the conduction of data analysis (Marshall and Rossman, 2006; Creswell, 2013).

The pilot interviews were conducted with two female and two male academics in a post-1992 university. The pilot interviewees had varying lengths of service working in universities and taught on different hospitality management modules. The first pilot interview was semi-structured (Denscombe, 2003:167) and the participant was asked to draw a mind map of professionalism (mind maps are explained in more detail below in section 3.3.3). With the second and third pilots open and closed interviews were conducted in order to trial different styles of questioning (Silverman, 2010:197).

Participants were also asked to draw mind maps. The pilot interviews provided useful data and they were followed up by asking the participants questions in order to gain feedback. The feedback was based on various aspects of the interview including, for example, the information that was sent to them prior to the interview, the use of consent forms and the appropriateness of the interview questions (Drever, 2003:32). I also reflected upon each interview in terms of what could be learnt from them with a view to designing and conducting future interviews.

Having completed three pilot interviews, it was apparent that the semi-structured approach worked particularly well. A fourth final pilot interview was carried out as a way of gaining further interview experience and feedback before conducting the main study interviews. Experience gained from conducting the pilot interviews was also helpful because, as Clough and Nutbrown (2007) suggest, the effectiveness of interviews depends heavily on the interviewer's communication skills and I was therefore able to practice interacting with participants.

All the interviews were recorded using MP3 digital recorders (two digital recorders were used, one as a back-up in case of failure of the main recorder) and these recordings were later transferred onto a compact disk (CD). This was so that the recordings could more easily be played back in order to produce interview transcripts. This approach was also used in the main interviews. An interview schedule was used in all of the interviews (discussed in more detail in section 3.3.6 below). Once the pilot interviews were completed all interviewees were provided with full transcripts of the interview and copies of their mind maps. An open thematic coding approach was used to analyse and interpret the data (Charmaz, 2006; Denzin and Lincoln, 2010).

What I learnt in particular from the pilot interviews was that it was useful to ask some general background information questions at the start. This helped to gain a deeper understanding of the participant's experience and also facilitated building a rapport with them. As the interview developed it was then possible to pursue interesting and informative comments that participants made. I also found that the use of mind maps was very helpful as a method to allow participants to pictorially represent and discuss professionalism in the mind maps. I also gained experience of analysing and interpreting the data from the interviews and mind maps and received feedback from the

participants. Following on from the pilot interviews universities and participants were selected, as described above and the main study interviews were conducted.

3.3.3 Developing the main study interviews approach

For all the main study interviews that were conducted an interview schedule (Appendix 4.1) was used. Interview schedules are useful to ensure that interviews are conducted appropriately (Drever, 2003; Creswell, 2013). For example, the schedule included prompts on important points such as time available for the interview, reminders on anonymity and confidentiality, use of recording equipment, permission to record the interviews, the interview questions themselves as well as information on ethical issues (e.g. gaining confirmation that the participants felt comfortable with the venue, willing consent to participate in the research, their right to withdraw and so on). Although it was hoped that participants would fully contribute in the interview, I was aware that some interviewees might not be willing, or feel comfortable, to share all their views on the phenomenon being researched (Marshall and Rossman, 2006:102). However, this did not appear to be the case as the subject of the research was not particularly controversial and participants seemed to engage in the interviews. The same interview schedule was used for all of the interviews and was designed to be easy to read and included a preamble as well as a prompt to request that the interviewees sign the Consent Form for the Use of Recorded Material (Appendix 4.2). The interview schedule also included initial background questions, an opening question, a final reminder of anonymity and confidentiality as well as participant's details such as gender and age. The use of the same interview schedule helped to ensure a consistent approach to the interviews.

Consistency of interviews was also borne in mind as I was the only interviewer. However, all interviews vary due to their temporal nature as well as different participants and the rapport between the interviewer and the interviewee (Denscombe, 2003; Kvale and Brinkmann, 2009). I discuss the conduct of the interviews in section 3.3.5.

3.3.4 Rationale for using the mind maps

Nesbit and Adescope (2006) point out that mind maps have been used as a research method in fields of research, such as sociology and education (Kommers and Lanzing, 1997). A mind map is a visual representation of thinking (Buzan, 1995; Buzan and

Buzan, 2000) and can be used to represent ideas, words and other concepts around a central idea or word (Wheeldon, 2011:510). Indeed, Buzan (1995:95) claims that when drawing a mind map, 'the idea is to recall everything your mind thinks of around the central idea' and in this sense they are useful in capturing participants' understandings (Daley, 2004; Wheeldon, 2011). Mind maps also provide an opportunity for gaining empirical data in a more visual way (Legard et al, 2003; Wheeldon, 2010) and can therefore be a helpful research tool (Hathaway and Atkinson, 2003: Johnson and Onwuegbuzie, 2004). In this sense the mind maps were used in this study as an elicitation device and as a source of data. The use of mind maps in the interviews is discussed in section 3.3.5.

3.3.5 Conducting the interviews

At the start of the interview the participants were asked if they were still happy to be involved in the research and their right to withdraw, reminded that their anonymity would be maintained, confidentiality and security of information, permission to record the interview and so on. Following confirmation of these issues general information was sought relating to the participants' backgrounds and included questions about their job roles, work experiences in the hospitality industry, length of service in Higher Education and so on. These questions often led to the participant providing other information in addition to that which was specifically requested. This was encouraged as it facilitated interesting, open and unstructured discussion and helped to develop information on the participants as individuals.

As this study was aimed at discovery, an unstructured approach was used to questioning in the interviews. This was done in order for participants to be able to talk about their work at the university in an open way, rather than possibly restricting responses by asking specific questions relating to traits, monopolistic control of work, university systems and so on as presented in Chapter 2. Therefore, following the general background questions the participants were simply asked an open question which was how they became an academic at the university. This question allowed the participants to respond in an open way and the thread of the conversation was followed from how they responded in order to gain further information from them and also as a way of 'checking of understanding to encourage a narrative' (Boyd and Harris, 2010:12). Follow up questions were also asked if required such as requesting participants to describe their work at the university. This is advocated by Wheeldon (2011) who also

used broad, open-ended questions in order to stimulate dialogue. This approach allowed the interviewees to respond to questions in an open way and interesting and puzzling things that they said were pursued in order to understand meaning (Knight and Saunders, 1999; Cohen et al., 2007). Leading questions such as "Do you think that...?" and "Do you agree that...?" were avoided. Throughout all the interviews I adopted a flexible and fluid approach (Mason, 2004) and this helped to keep the interviews informal and unstructured in nature.

Towards the end of the interview the participants were asked to draw a mind map of professionalism. The participants were asked to draw their mind maps towards the end of the interview, rather than at the start, so that a rapport could be established with them from the outset. That is, as interviewer and interviewee, we were able to get to know each other through discussion in the interview rather than commence with a request to draw a mind map straight away. Whilst this approach has merits in terms of developing a connection with participants, which is advocated by Hathaway and Atkinson (2003), it is acknowledged that there is the potential for the participants' mind maps, to some extent, to be influenced by the discussion during the first part of the interview. However, alternative approaches, such as requesting the completion of mind maps early on in the interview process, are not without their difficulties either, because participations do not always immediately engage with them from the outset (Legard et al., 2003; Wheeldon and Faubert, 2009; Wheeldon, 2011). By establishing a rapport with the participants in the first part of the interview they appeared to engage well with the mind maps. Nevertheless, one participant, Danielle Appleby (pseudonym), at OCCU, declined to draw a mind map.

Collins (2010:30) points out that mind maps 'lend themselves especially well to free association'. Therefore it is helpful to ask the question to produce a mind map in a way which supports the elicitation of free associations. Hence I phrased my question in an open, unstructured way and the participants were simply asked to draw a mind map of professionalism. Flip chart paper and pens were provided for them to be able to do this. The participants were given time to reflect where needed. Wheeldon (2011:512) claims that there is 'no such thing as a good or bad map' and the participants were allowed to draw their mind maps as they wished. This is important because 'with the mind map approach each idea is left as a totally open possibility so that the map grows

organically' (Buzan, 1995:97). Indeed, the completed mind maps that were drawn by the participants varied.

Participants were also asked to describe their mind maps as they drew them. This was helpful in order to transcribe what they said and also so that it was clear what the participants were drawing and writing. Photographs were taken of the mind maps to have a digital recording of each one and to present them in the dissertation (Appendices 5.1 – 5.12). Copies of the mind maps were also sent to the participants, along with the interview transcripts, for confirmation that they were a true record of what was said. The analysis of the mind maps is described in section 3.4.

At the end of the interviews the participants were also requested to indicate their age range on an age range card (Note: Danielle Appleby did not wish to complete the age range card and her request was accepted as the provision of such information was voluntary and her right not to give information was respected).

3.3.6 Post-interview reflections

A period of time was allowed between each interview so that post-interview reflective notes could be made (Appendix 4.3: Sample Post-interview Reflection), but it was important not to allow too much time after the interviews so that thoughts were not lost due to the passage of time. The production of post-interview reflections is good practice (Drever, 2003; Denscombe, 2003) and the notes were extremely useful in recalling and recording observations and thoughts that had been difficult to note down during the interview due to focusing on the participant and conducting the interview itself. The reflections on the interview included, for example, general comments on issues such as where the interview took place, how the participants appeared to participate in the interview, the time available for the interview and so on. These details were relevant because they gave a sense of the ambiance in which the interviews took place.

3.4 Data analysis and interpretation

To describe the data analysis and interpretation it is important to differentiate between different steps taken in the research process, which are presented in figure 3. The steps were not necessarily made consecutively, instead partly simultaneously. In effect, there was a constant engagement and moving through the data analysis and interpretation

process, which is important in order to maintain links with and revisit the original data (Ritchie and Lewis, 2003).
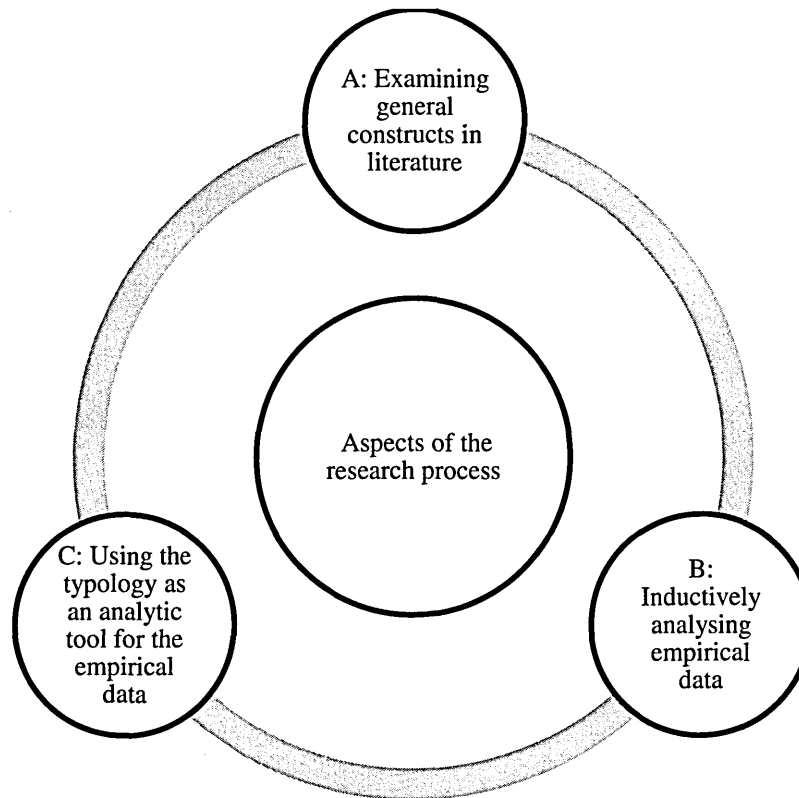
Figure 3: *Aspects of the research process*

In this following section 3.4.1 I discuss step B, in section 3.4.2 I discuss aspects of step A and also step C.

3.4.1 Inductively analysing data

Various approaches or schemes can be adopted when carrying out data analysis (Silverman, 2001; Miles and Huberman, 1994; Yin, 2003). Creswell (2007) suggests qualitative research is largely intuitive and usually generates rich data, so analysis methods should allow the researcher to be able to organise and describe them. This is important so that data are retrievable and manipulable (Marhsall and Rossman, 2006:153). The approach that was used is thematic analysis (Reissman, 2008), which is defined by Braun and Clarke (2006:79) as 'identifying, analysing and reporting patterns (themes) in the data'. The thematic approach was used because the focus was on describing in detail what participants said and this also helped to relate the themes that were developed from the analytic process to the research questions.

Computer software such as NVivo can be used to help analyse research data. Even though I learned how to use NVivo I decided not to use it as I felt its approach to coding was difficult to get close to the data. This is also described by St John and Johnson (2000) who claim that using computer packages could lead to researchers having to code in a restricted way, distracting them from being able to carry out deep and meaningful analysis.

The data analysis process involved producing transcripts of all the interviews. A template was used which had a column for recording time in seconds, minutes and hours, a column for recording the dialogue that took place during the interview between myself as the interviewer and the interviewee and one for making notes and memos. Information on the transcripts also included participants' pseudonyms and each participant was allocated a reference number (the process of allocating reference numbers is explained in section 3.2.5 above).

I produced all the interview transcripts myself, which was a very time-consuming process as there was a large volume of recorded material. However, 'repeated listening' to the recordings (Silverman, 2010:241) in order to produce the transcripts meant that full engagement with the data could take place (Hennink et al., 2011). Notes, memos and other observations were also recorded. This approach is supported by Creswell (2007) who claims that writing notes and comments during the transcription process helps the researcher to explore the data. By producing the transcripts in the described way, data analysis was taking place throughout the process rather than just at the end of it, which is advocated by Glaser and Strauss (1967) and Charmaz (2006). As is mentioned earlier all the transcripts and copies of the mind maps were sent to participants for confirmation of their accuracy.

Coding was used to analyse the data, including the mind maps. Coding is a way of identifying 'issues' (codes) (Strauss and Corbin, 1998) that stand out in the data (Savin-Baden and Major, 2013:421), which are given names or labels (Punch, 2005:199). The data were coded by considering what participants said by using a line-by-line approach (Glaser, 1978; Corbin and Strauss, 1990; Titscher et al, 2001). That is, codes were identified by ''seeing' the issues raised by participants themselves' (Hennink et al., 2011:220). This was done by working through all the data. There are benefits to coding the data in this way in that it is thorough and rigorous (Denzin, 2001; Schwandt, 2007;

Denzin and Lincoln, 2011) and is focused on what emerges from the data (Charmaz, 2006). However, it puts a demand on the researcher to work through a large volume of data in detail, which is a lengthy process (Strauss, 1987; Titscher et al, 2001; Silverman, 2010). Nevertheless, this approach was adopted because, as Strauss and Corbin (1998:119) claim, analysing data in this way is 'perhaps the most time-consuming form of coding but often the most generative'.

Codes were recorded in a book which had columns for each code, their description and sample quotations, so that distinctions between codes could be made supported by examples from the text and to provide a central reference of all the codes in the study (Hennink et al., 2011:225). A table was also produced which identified all the participants and all the codes so that it was possible to have an overview of which codes related to which participants (Appendix 6.2: Codes and Participants). The use of tables to display data is advocated by Miles and Huberman (1994) and is also a helpful way of sorting research information (Wolcott, 2001) and managing a large amount of data (Richards and Richards, 1994).

The codes from the mind maps were derived from what the participants wrote on the flip chart paper and their descriptions of the maps. Their comments whilst they were drawing were recorded and transcribed and analysed partly with the transcripts of the interviews, but also by going back to the mind maps. The mind maps were analysed by focusing on the words that the participants wrote in their mind maps (Daley, 2004; Wheeldon, 2011) rather than, for example, seeking to describe in great detail styles of hand writing used. However, codes relating to the shape of mind maps did emerge. For example, Karen Holmes drew a bridge to represent professionalism as being a link between academia and the hospitality industry (Appendix 5.2), so the 'bridge' was an issue (code); Dominique Chatters represented professionalism in her mind map (Appendix 5.12) as being a two-sided face (what she described as "Janus faced") so this was coded.

Consideration was also given to the data in my reflective log. I did not code the data in the way described above as it was a selection of reflections and notes. Furthermore, as I moved through the research process I engaged with the reflective log less frequently so there was limited data to draw on. In designing the research at the start I had expected to

gain more data from the log than I actually did and I relied more heavily on data from the interviews and mind maps.

After the data were coded, two further steps of analysis took place. Firstly, from the coding process categories were identified. This was done by using colour coding to work through the codes so that links and relationships in the data, or 'patterns and processes, commonalities and differences' (Miles and Huberman, 1994:9) could be grouped together. The approach used was to be:

> immersed in the data, looking at them many times [so as...] to identify key categories and connections on the basis of knowing the data so well that insights simply come to the researcher as a mother of inspiration (Denscombe, 2003: 271).

Some of the categories were shaped through examining the relevant theoretical constructs presented in Chapter 2 (see 3.4.2 below, Deductive elements in the reasoning). The interconnections of the categories were then, in the third step, brought together as themes in the data (Ritchie and Lewis, 2003:201). A theme is 'a unifying or dominant idea in the data' (Savin-Baden and Major, 2013:427) and in many regards the identification of themes was a reconstruction of data that had been broken down in the coding process. The identification of categories and themes was an important component of interpreting the data (Silverman, 1993; Robson, 2002; Savin-Baden and Major, 2013) and relied to some extent upon intuition and interpretive capabilities (Marshall and Rossman, 2006:155). In this sense the data analysis approach adopted could be regarded as systematic and meticulous, yet creative (Campbell et al., 2004:130) and was structured but flexible (Charmaz, 2006). An example of the process of identifying codes, themes and categories is presented in Appendix 6.1, Description of analysis. The categories and themes from the data were critically examined by relating them to relevant literature in order to illuminate and discuss the complexity of the range of views expressed by participants. As a result a blend of data and literature was achieved (see Chapter 4).

As discussed in Chapter 3.2.4 (Research approach) the core analysis of this study was done inductively, which has been explained above. The following section will now describe the deductive elements of the reasoning, which refer to steps A and C of the research process (Figure 3).

3.4.2 Deductive elements in the reasoning

Hennink et al., (2011:210) describe different analytic tasks of qualitative research as possibly having inductive and deductive elements (also see Chapter 3.2.3 Research approach). There can be, for example, a *deductive theory development*, which can be used to 'transform and refine pre-existing theory' (ibid.,p.210). In this sense the developed typology (Chapter 2.7 Professionalism typology) can be understood as a deductive element, as it constitutes different constructs synthesised in a new representation. This deductive element reflects step A in the research process (Examining general constructs, Figure 3) and was also explained in Chapter 2. But there is a further deductive element: Hennink et al., (2011:210) label such a procedure as *deductive data searches* which includes constructing a data search 'by using [...] a concept from the study's conceptual framework'. This also has consistencies with Layder's (1998) 'adaptive theory'. Layder understands the word *adaptive* in the way:

> that the theory both adapts to, or is shaped by, incoming evidence while the data itself is simultaneously filtered through and is thus adapted by prior theoretical materials (framework, concepts, ideas) that are relevant to their analysis (1998:5)

Within this study this represents the use of the typology as an analytic tool (step C of the research process, Figure 3), which occurred after the typology was developed and by engaging with the data. In order to use the typology in this way a diagram was developed. The use of diagrams and other images is a helpful way of presenting qualitative research data (Miles and Huberman, 1994; Banks, 2007; Flick, 2014). Nevertheless, visual presentations of data are subject to varying interpretations (Banks, 2007:398). Diagrams should therefore be as uncomplicated as possible in order to facilitate understanding (Berg, 1989; Banks, 2014) so that they speak for themselves (Banks, 2007).

There is a full explanation and discussion of the use of the typology as an analytic tool in Chapter 5.1 (Representation of the typology). However, it is important here to point out the key elements of the approach used as it relates to the deductive reasoning adopted. To facilitate the use of the typology as an analytic tool a triangle-shaped diagram was devised, with each point of the triangle representing a different type (*Personal Professional*, *Bureaucratic Professional* and *Entrepreneur Professional*). A cross-participant analysis was then carried out by using the triangle typology diagram as

an analytical tool. 'Many researchers approach cross-case comparison by forming types or families' (Miles and Huberman, 2013:103). Eisenhardt suggests different tactics of cross-case comparison, one being:

> (to) select categories or dimensions and then to look for within-group similarities coupled with intergroup differences. [...] Dimensions can be suggested by [...] the literature (1991:540).

A similar tactic was applied by positioning each individual participant's professional orientation on the triangle typology diagram and then comparing all participants' orientations. This also allowed a cross-check of the insights gained through the analysis of each individual participant. At this stage of the data analysis and interpretation 'pattern[s] of meaning' (Creswell, 2007:21) were brought together in an iterative way through constant comparison in order to conceptualise all the data (Strauss and Corbin, 1998; Silverman, 2001).

One further deductive element was used, which is a *deductive code development*. This step can notionally be seen as between A and B in figure 3 (Aspects of the research process) above. Hennink et al. (2011:210) understand this process as a typical element where deductive strategies occur, explaining that 'some codes may be derived from [...] the conceptual framework of the study'. As the conceptual framework reflects an a priori specification of the relevant constructs, some codes and categories are shaped by an engagement with literature. This is, in some cases, relevant for some categories described in Chapter 4.1 (Understanding professional experiences) and indeed applicable for Chapter 4.2 (Professionalism traits and monopolistic control of work). The deductive code development is also reinforced by Yin (2009:18) who points out that a qualitative study inquiry 'benefits from the prior development of a theoretical proposition to guide [...] data analysis.'

By adopting the approach described above, this study ensured that 'there is no competition, but rather an essential continuity and inseparability between inductive and deductive approaches to theory development' (Parkhe, 1993:237).

In this chapter the philosophical orientation, the research design, the research methods and the data analysis were discussed. In this last section of this chapter different aspects regarding to the trustworthiness of this study are described in order to gain approval of the results.

3.5 Trustworthiness of the results

Merriam (1998) emphasises that:

> In qualitative research, a single case or small non-random sample is selected
> precisely because the researcher wishes to understand the particular in depth, not
> to find out what is generally true of many (p.224).

Nevertheless, the results have to be approved. In quantitative research a well-founded concept is described by the terms reliability and validity. Guba (1981) suggests that for qualitative research a different approach is needed. He introduces the term *trustworthiness*. In this context he refers to four different aspects of it, these being credibility, transferability, dependability and confirmability and suggests different techniques to establish those criteria. Shenton (2004) explores these four criteria and describes how to incorporate different measures in qualitative studies in order to gain trustworthiness. These criteria have been adapted in the table 5 below:

	What does it mean?	Which technique was used to establish?
Credi-bility	To promote confidence that a true picture of the phenomenon under scrutiny is being presented	*adaption of research methods well established* *tactics to help ensure honesty in informants* (ensure that data was offered freely, independent status of researcher); *use of different methods* (interviews, mind maps with a range of participants, reflective log); *peer scrutiny of the research project* (feedback from presentations, discussions with colleagues, peers and academics); *researcher's "reflective commentary"* presented in the project *background, qualifications and experience of the investigator* (biographical information supplied) *member checks* (participants given the opportunity to check the transcripts, mind maps, analysis and interpretation) *thick description of the phenomenon under scrutiny*

	What does it mean?	Which technique was used to establish?
Transfer-ability[1]	Sufficient contextual information about the fieldwork is provided to the reader	• *making boundaries of study explicit* • *thick description of the phenomenon under investigation is provided* • *understanding results within the context* • *findings presented richly supported by relevant quotations*
Depen-dability	To enable a future investigator to repeat the study	• *detailed description of the research design and its implementation* • *operational detail of data gathering* • *reflective appraisal of the project*
Confirm-ability	degree of neutrality or objectivity	• *detailed methodological description* • *admission of researcher's beliefs and assumptions* • *use of different methods as mentioned above* • *participants were given opportunity to give feedback on the transcripts, analysis and interpretation* • *scrutiny of the research study by other academics*

Table 5: *Aspects of trustworthiness in this research (adapted from Shenton, 2004)*

As shown in Table 5 different action steps were taken to achieve trustworthiness. Nevertheless there are limitations of this study, which are described in Chapter 6.

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[1] Shenton (2004:71) asks: 'whether the notion of producing truly transferable results from a single study is a realistic aim.' From a social constructivist perspective this can also be questioned.

4 EXPLORING HOSPITALITY MANAGEMENT ACADEMICS PROFESSIONALISM

This chapter begins with an analysis of the data collected. Three themes are explored, with categories, in order to gain an understanding of professional experiences and these are presented in section 4.1. The three themes are:

- changes in Higher Education impacting upon hospitality management academics
- the academics' experiences of being an academic with a hospitality background
- teaching in the university as hospitality management academics

These themes and their connected categories were developed from participants' descriptions of working as professional practitioners, and from their mind maps. These are supported by relevant literature. It is important to point out here that the quotations from the interviewees presented in this study are not the only examples from the data but are typical examplars used to illustrate and support the discussion of the categories and themes. Reference is also made to data from my reflective log.

As described in Chapter 3.4 (Data analysis and interpretation) the development of themes, categories and codes was done inductively. However, there is also an element of what Hennink et al., (2011:210) describe as *deductive code development*. In section 4.2 literature on professionalism traits and monopolistic control are connected to the data. The way this is organised represents a blend of inductive and deductive elements.

4.1 Understanding professional experiences

4.1.1 Theme 1: Changes in Higher Education impacting upon hospitality management academics

Chapter 2 discussed the ways the Higher Education sector has become more competitive and this in turn has influenced the way that universities operate. In the interviews with the participants changes and their impact were widely mentioned. From the data codes were developed and categorised. The categories are given in bold, below. Some codes highly interrelate with each other; some quotations from the participants can therefore be seen in the context of different categories. The attribution to a specific category is based on where it seems to fit most appropriately, but there might still be an

affinity to other categories.

Participants referred to the changes through the **market focus of universities** as well as more **bureaucracy and managerialism.** These changes have affected the **day-to-day work of the hospitality management academics (HMAs)** and they have an **increased workload.** The overall **impact of the changes** can be described on an individual level and an institutional level.

Market focus of universities

The market focus of universities affects the work of HMAs. For example, in this study, one of the participants, Dawn Sykes[2], referred to the impact of funding on her work and that of her colleagues, at OCCU:

> I think a lot of it [change in HE] is coming from funding in terms of the university funding has had a significant effect, you know, on what we've done, numbers, courses, what we can and can't do.

Erwin Smith discussed how the attention on the market influences their work at NCCU by saying that the re-launch of the hospitality department was part of a strategy to compete for students and income in the UK and international marketplace. He also discussed the Research Excellence Framework (REF) in terms of how this is important to them in the hospitality department in that it gives them "credibility internally and also in the competitive marketplace in which we operate". A positive REF output allows Erwin to present the hospitality department in a positive light. Indeed, he adopted a consumer and market orientation (Kohli and Jarworski, 1990; Hampton et al., 2009) towards promoting the hospitality department to prospective students as being a good place to study as well as to gain a return on their investment, or as he put it, a reason why they should spend a "shed load of money coming to an HE institution". Erwin wrote 'Environment' in his mind map and explained that professionalism involves being aware of and responding to the business environment that they operate in. From this description he adopts an approach to his work aligned with what Richards (1997:xi) refers to as 'academic capitalists and professional entrepreneurs' in the 'higher capitalism' university context.

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[2] The names of the participants were anonymised through the use of pseudonyms.

The participants indicated that additional income generation is influencing them and their work. For example, Neil Deakon at OCCU said that he thought the HE sector has changed:

> Thanks to the government, that put education on the market shall we say, we are now a financial institution; we are no longer a charitable education institution. We have to conform to business pressures out there.

Neil's comments suggest that changes have impacted not only on the surface of academic work but they have also impacted on institutions. That is, the descriptions he uses (financial institution and charitable education institution) seem to indicate a change of spirit in universities where the focus is now on joining the world of business.

Other HMAs also mentioned commercial influences on universities. For example Barbara Noon at NCCU explained that they have to gain additional income through enterprise activities. Dominique Chatters at CCU, who has a split role between teaching hospitality management and working in the Centre for Enterprise, referred to markets at her institution by saying that the university:

> does talk about being more market-focused in so far as, they are buzz words that they use and phrases that they use, they are in mission statements, they're in goals and all of these types of things.

Furthermore she explained the purpose of the Centre for Enterprise at the university:

> The idea was to exploit potential commercial opportunities, be more enterprising in our approach to how we deliver, how we do what we do, how we utilise our skills and talents with partners, other academic partners within the university and across universities with industry to gain another source of funding, be more enterprising in that way, in its approach.

Dominique also explained how she spends some of her time working in the Centre:

> In the part I'm working in at the moment it's very much about being enterprising and entrepreneurial in your behaviour and working as much as you can possibly in the same way as business would do and working according to that and I have a lot of freedom, creativity and innovation.

This illustrates how enterprise and business activities are considered important at CCU (it is also worth noting that the other two universities also have similar business and

enterprise-type departments).

Bureaucracy and managerialism

Bureaucracy and managerialism featured in discussions by participants in their interviews. For example, Erwin Smith at NCCU acknowledged that there is a lot of bureaucracy at the university and that managerial control by senior managers in the Business School has sometimes been restrictive of their work in the hospitality department. Quinton Newton said that the administrative workload was heavy and that administration systems were "highly complex". He also said that there was a great deal of "management" at his university and a lot of "non-academic stuff". He further described how managers at NCCU have a "centralising tendency" in the way they go about trying to manage work. Quinton's claims are also reflected in Dawn Sykes' comments when she referred in her mind map to the 'systems' and 'admin' that exists at the university.

Quinton also referred to managerialism and bureaucratic-type tasks by saying:

> People are doing too much management and administration when that should be done by administrators and we should be focusing on what we should do which is transfer knowledge and research and quality of student experience.

His statement emphasises scholarly work as a core task for academics. Scholarly work is work relating to high level knowledge in two dimensions: on the one hand research which includes the development of new knowledge, on the other hand to impart high level knowledge by teaching students. Quinton criticises the workload of administrative tasks, as it seems to make it difficult to focus on scholarly work. His statement emphasises what he considers to be core activities for academics and therefore he criticises the workload of administrative tasks. Other participants also described how bureaucracy and managerialism are influencing their work. For example, Tina Smeaton at OCCU represented in her mind map how as academics, they have to ""Obey" rules and regulations". Neil Deacon, explained how increasingly they have to carry out more bureaucratic-type activities, imposed by managers:

> There's a lot of tasks that are coming on board, there's a lot more responsibility towards monitoring student attendance, taking registers, chasing students who aren't attending. I just feel that it's more bureaucratic generally, just more bureaucratic, there's more things we have to do. I gave you the example of chasing attendance here which I fundamentally disagree with, it's more focus

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groups with students, we have to attend.

Barbara Noon at NCCU also referred to managerialism by saying:

> The experience I've had from within my school and possibly university is an incredible amount of managerialism and trying to control processes and outcomes through standardisation and actually education isn't, doesn't fit into a neat box, you don't deliver a product and the consumer consumes it and that's it, it's an interaction between individuals and that isn't standardised, you can't standardise that.

In this example Barbara expressed the view that Higher Education is complex and that managerial standardisation of academic activities it is at-odds with academic work. This is perhaps not surprising given the effects of managerialism and performative ways of working in HE (Williams, 2008). In relation to this managerial control Barbara goes on to say how much this is impacting upon the operation of the university:

> I find that disturbing because of that managerial attitude, we now have managers running universities. At one stage you had professors running universities…and then you've suddenly swung in totally the opposite direction to a bunch of managers who possibly have never even taught, who are trying to control a product that they really don't understand like they are trying to control a process, because they think it's a product and that's equally as disturbing as, you know, we've gone from one extreme to the other.

Barbara's comments illustrate how there is a greater level of managerialism in universities, which reduces their academic freedom (Mitchel, 1998; Hoecht, 2006) due to increased control of activities. Furthermore, from Barbara's comments it is also apparent that she feels that education should not be managed and controlled as a product. In this sense her objections to managerial control can be regarded as liberal and traditional in nature and more aligned with the elite university system. However, as Burgen (1996:50) observes, 'the 'collegial' university governed by the academic guild assisted by low profile administrators has been succeeded by the 'managerial' university dominated by an increasingly cadre of senior managers' (Original emphasis).

The comments made by Barbara also suggest that she does not approve of the managerial approach to running universities. This is also supported by Neil Deakon at OCCU who said that there was too much managerial control at his university which he dislikes, as did Kim Atkinson. This is also in line with Boyd (2010:156), when citing

Barnett (2003), who refers to the negative influence of managerialism, as well as quality assurance, on universities.

Karen Holmes at NCCU said that in the hospitality management department they do not like to be told what to do by administrators or managers and gave an example of how they react in meetings:

> Where somebody, especially an administrator or a manager, who turns round and says "well, that can't be done" [laughs] and we all kind of look at each other and go "oh well, that's laid down the gauntlet [laughs] "which one of us is going to pick it up?"

The above comments reflect a level of resistance to certain aspects of managerialism and bureaucracy by HMAs and this is aligned with Fanghanel (2012:20) who claims that: 'managerialism is routinely resisted, avoided and adapted in all sorts of ways and those who have 'embraced' it are mainly a small minority of academics in management positions'. Furthermore, Henkel (2000:253) says that academics have a strong sense of collegial-type connections focused upon a discipline and that this often manifests itself with a 'collective opposition' to the institution.

Effect of changes on the day-to-day work of hospitality management academics

Changes in universities have impacted upon the day-to-day work of HMAs, which is described in the following sub-section. For example, Quinton Newton at NCCU referred to what is happening in Higher Education as creating a lot of uncertainty with academics and he said that at his university changes are "turbulent". Neil Deakon at OCCU pointed out that administration staff that left the university were not replaced which results in diminishing levels of support for academics. This means, for example, that the academics have less time to carry out research or to engage with students.

Karen Holmes said that "some of the systems and procedures are time-consuming and challenging", which Grey (2004) also discussed. However, Karen has developed a way of dealing with the systems and she said "even though I hate them I know my way around them". This is substantiated by Dawn Sykes at OCCU who said: "I think there's also a thing about people being here for a long time and they find ways around particular systems". In other words, some HMAs have developed coping strategies for

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getting tasks done in their day-to-day work.

Kim Atkinson at OCCU referred to having to do many different tasks, of which some appear stupid to her:

> All the things that happen within the politics of the university, every email that you pick up there's another job to do and if they respected us to do research and all the other things then they'd stop asking us to do all those stupid menial tasks.

Quinton explained that there was a restructure of the university several years ago which had two main consequences. These were that the hospitality department became part of the Business School and semesters were increased from three to four. He said that the amalgamation of the hospitality department with the Business School was to save costs but this has impacted significantly on their work as HMAs because they have had to conform to new ways of working, accompanied by, for example, greater levels of audit and peer review. Furthermore, he understood the new semester structure as also being driven by financial issues in that by compressing the academic year into more intense, shorter semesters it creates opportunities for another semester so that academics can engage with consultancy-type work which brings money into the university.

Above it was pointed out that HMAs have to engage with external income which has impacted upon the day-to-day work. Income and funding is also affecting the management of academic programmes. For example, Dawn Sykes at OCCU said: "in terms of the university funding has had a significant effect, you know, on what we've done, numbers, courses, what we can and can't do". She further explained that this has impacted significantly on the design of the hospitality curriculum, the modules that they offer, the level of support that they can give to students, as well as demands on them to generate external income. In this context she asked the question:

> What comes first the teaching, the external income? Because really you know the teaching is your bread and butter money and you are not going to survive as an actual business, but without the external income generation as well.

This impacts on professionalism because, as she described, as academics they can no longer focus just on teaching as they once could as they also have to do other tasks, such as External Income Generation (EIG). This is consistent with researchers who refer to the impact of markets, funding and enterprise, as well as consumerism on university

activities (Marginson and Considine, 2000). Whilst Dawn explained that EIG demands were impacting upon her day-to-day work, she also recognised that this is a necessary part of university activities. Neil Deakon, who also works at OCCU, on the other hand resents the EIG demands and he expressed this strongly:

> External income generation, EIG, external income for us, you know, I mean, I didn't come here to be a marketeer, "I never came here with the pretence that I can make lots of money for you" [referring to university managers], I came here saying "I can teach for you".

He further pointed out the diversity of roles they are required to do by referring to the demands made on them as academics: "the university wants us to be a bit of everything so we teach, we have to work with industry, we have to get money in". Neal's comments show how he has to fulfil the different requirements from university. He also critically reflects on his role and work tasks as an academic and describes a conflict caused by different understandings of these.

A further effect on the HMAs of changes upon the day-to-day work is that they have to carry out a diversity of tasks. An example of this is given by Dawn Sykes who said:

> It's not just the teaching role that we've got, I think the other significant change, certainly over the twenty two years is our role in administration. Some of the sort of, the sort of academic systems, the university systems that have actually been put in place, I think that some of them are good in terms of enhancing quality but there's a lot of paperwork because obviously you need that paperwork trail for quality assurance. I think that sometimes stifles where you want to go. Sometimes you just want to be innovative and think outside the box. I think sometimes the systems actually stop you doing that.

She further wrote in her professionalism mind map 'Systems', 'Admin' and "Dog Wagging Tail", referring to how systems and controls dominate their work (although it appears from her descriptions that she meant to say that it is the 'tail wagging the dog', meaning that the systems are dictating the work of the academics, rather than the other way round).

Increased workload

The previous sub-section deals with changes in HMAs' day-to-day work. A further issue that came across with most participants was that they experienced an increase in their workloads, which is examined in more detail below.

A specific example of workload was given by Danielle Appleby at OCCU who explained how "with these cash-strapped times" teaching contact hours for academics have been increased. Quinton Newton at NCCU indicated that workloads have increased particularly as a result of the hospitality management department becoming part of the Business School:

> Since we became part of the Business School workload increased because they used a different workload planning model, we had more spare capacity in hospitality, it was run in hotel and restaurant management, it was run more in a collegiate system. When we became part of the Business School we were sort of brought into line with their practices so workload certainly increased.

Quinton further described how changes in work practises, such as altering work plans, have led to people having "no spare capacity on their timetables" where "workloads have intensified", including his own teaching commitments. He described the impact of these changes on students and HMAs:

> I think it's [compressed semesters] made the students more stressed and staff don't have as much time for added value things we used to do, so it's a bit like, you know, having to deal with people very quickly and moving on because otherwise we can't get everything done. We had more time and more freedom to see students probably in the old system.

Comments made by Karen Holmes at NCCU also support the view that workloads have increased when she answered the question as to whether her work was full or part-time by saying: "Yes, yes, full, full, full! You know, sixty hours a week, sixty to seventy hours a week!"

Dawn Sykes at OCCU summed up working at the university and the increased workload by saying "I think that's what education is, it's busy. Busy!" This is consistent with Boyd et al., (2011:8) who refer to 'the intensification of academic life and heavy workloads' and other researchers who describe work increases in Higher Education, such as those due to reductions in funding (Court, 1996; Tight, 2000).

Karen Holmes said that there was a need to work more efficiently because "expectations are increasing and the resource is less". Here she referred to students expecting more from their university experience, although a reduction in support staff actually means

that academics' workloads have increased and they have to work harder to meet the demands made upon them. The university focus is very much on the student and Karen gave an example of how she feels that as academics their workload is not always a primary consideration: "We schedule assessments so that students aren't overloaded, but there's never any anticipation of when academics are going to be overloaded". The needs of the consumers, in this case the students, are prioritised (Clayson and Hayley, 2005). Karen also described how there are heavy work demands on them during the marking period and contrasts this with the workload of administrators: "the administration team have longer to put the marks into the system than we have to mark and moderate". The heavy workload at certain times of the year affects Karen greatly and she said: "it's the mechanics [of the administration system] where it doesn't have to be like that. I find it, well, like I'm going to have a nervous breakdown every December and January, but you just have to get on with it". What becomes obvious by Karen's comment is that she struggles to achieve a work-life balance.

An increased workload was also described by other HMAs as affecting them. For example, Dominique Chatters at CCU explained that she was exhausted as she had been working a great deal. Furthermore, Dawn Sykes at OCCU said:

> I have a fairly full teaching load in terms of my sort of teaching hours. I do quite a significant amount. I think as academics we've taken on more things that we probably wouldn't do.

Neil Deakon also gave an example of how his workload is considerable as a Principal Lecturer on a fractional post:

> So I've actually calculated that since Christmas I've dealt with [student extenuating circumstances], well, I keep it in my diary, I know it's in my diary, I've dealt with one hundred and seventy two cases since Christmas so that's quite a considerable workload, if you consider that I'm only supposed to be in three and a half days.

Neil's comments support what the majority of participants said about the heavy workload that they have as HMAs.

Impact of changes

In the previous sub-sections the changes in the market focus of universities, bureaucracy and managerialism, the day-to-day work of participants and their increased workloads were discussed. From what the majority of the HMAs said, these factors have an impact on the individual as well as the institution. For the individual a differentiation can be made between an impact on a personal level and an impact on a professional level, which are described below.

The private lives of participants seem to be highly influenced by changes, such as heavy demands on them to ensure that work is completed on time. For example, Danielle Appleby at OCCU explained that on one occasion she was marking student work in Durham cathedral whilst her mother was singing in the choir because otherwise she would not be able to get it all done in time for the examination board. She further explained:

> There is an impact of what we do within a professional contract that seriously affects one's home life...finishing the marking...the pressure of getting that done becomes all-consuming...the culture is you get it done.

Increasingly, academics have to use their own time to complete their university work, which is supported by Court (1996). For example, Neil Deakon explained how work demands at the university affect his home life:

> I also know as a consequence [of the work demands] that I, I will have to work nights and weekends to maintain my level of work...there's so many deadlines that we have to meet, marks being in, module handbooks being written, papers being published.

Alison Lewis explained that she has so many things to do, such as her teaching, research and generating external income that she has had to give up golf on Sunday mornings in order to complete everything on time. This is also in line with Kinman and Jones (2004) who researched the work-life balance of academics.

At CCU Dominique Chatters said that work at the university was "intense". She said of her work:

> They've had a good, at least a good six and a half days a week out of me for the past two years, that's why I look as tired as I do [laughs], I'm absolutely exhausted and that's why I can't wait until the end of July so that I can have a

bit of a life again.

These participants' comments point out that there seems to be a difficulty in finding a work-life balance for some HMAs.

Changes have not only seemed to have impacted upon the participants on a personal level, but also on a professional level, as some HMAs referred to a loss of specialism, particularly as a result of becoming part of the Business School or merging with other departments. For example, Dawn Sykes at OCCU said that HMAs have lost their specialist hospitality focus: "we are dabbling in so many things we don't do any of them as well as we could do". This relates to professionalism in that working in a specialist way allows the practitioner to become an expert in the field through the development of specialist knowledge and practice (Abbott, 1988). However, where there is a loss of specialism this can impact negatively on practitioners. Reference to a loss of specialism was also provided by Tina Smeaton who explained that as HMAs they have to teach across a range of subjects: "we don't work to peoples' strengths so everybody's trying to do everything".

A lack of specialism was also identified by Kim Atkinson who said:

> I think we are spread too thinly, my view would be that in order for us to be able to do research and to be able to develop the students to think about how they do things differently in the workplace rather than just continue to do the same things year after year we need to be doing deeper, more narrow work rather than being spread across eight or nine different subjects. I think we are spread too thinly to be fair.

Dawn Sykes made a further point:

> We've got a lot of people who are not teaching in their specialist areas anymore, you know, if you are a specialist you know the literature, you know, you can keep up-to-date with that whereas if we are now getting spread much wider over a lot of things then there's no way that you can keep up-to-date with all the academic literature in that area.

A loss of specialism is impacting upon the HMAs and this could be summed up by the frustration that Dawn expressed when she described how she has become a "Jack of all trades and master of none".

Another impact of changes on HMAs on a professional level is that they now have less time to carry out scholarly activities. For example, Kim Atkinson referred to the limited period of time they have to "do things like the research and the self-development and the investigating stuff, journals and things like that". She explained how there are intense periods of work and that "when we are running the semester we've got students in the building it's absolutely full-on, no space to breathe".

Even though the participants did not go into detail about the impact of changes on the level of the university as an institution, some comments led to a potential question as to whether there is a decreasing quality of education at universities. For example Barbara Noon, who, from her descriptions in her interview has very liberal views of Higher Education, believed that the amalgamation of the university system, with polytechnics and pre-1992 universities all becoming part of a unified HE sector, has led to a "diluted down version of Higher Education that possibly doesn't work for anybody". Also, making decisions on courses and programmes from the perspective of maximising funding instead of quality, as claimed by Dawn Sykes at OCCU, could be seen as another example of how changes in universities have impacted on the quality of education at the universities.

In summary of Theme 1, changes in Higher Education have impacted upon HMAs. The participants discussed these in relation to the competitive aspects of universities. Increased levels of bureaucracy and managerialism have led to reduced levels of academic control of work. Also there has been an increase in bureaucratic and administration-type activities. There is also a changed structure within the universities. New semester patterns have led to an increased concentration of workloads and a reduction in spare capacity on timetables. The consumer-orientated approach of universities, whereby students' needs are prioritised has also impacted upon HMAs and their work at the universities. Some academics also found it difficult prioritising work and dealing with a diversity of tasks. It is also evident that changes and their effects on the HMAs' work have had an impact on the individual on a personal level, as some participants seem to struggle to find a work-life balance. On a professional level an erosion of their hospitality management specialism was stated.

4.1.2 Theme 2: Being an academic with a hospitality background

There are some specific issues which came through the data which relate to being a HMA. Three categories developed refer to **connection to the hospitality industry, passion for hospitality** and **fulfilling different roles**.

Connection to the hospitality industry

The vocational nature and uniqueness of hospitality and the hospitality industry were discussed in Chapter 1. The majority of participants tended to identify closely with these. For example, Quinton Newton at NCCU described the industry focus that they have in the hospitality department and the nature of this:

> People outside of the [hospitality] industry don't necessarily understand why you can't just teach generic finance, generic marketing, generic HR and then apply it to hospitality, they don't understand some of the different characteristics of the industry, that make it a *bit* [emphasises the word] different to others.

He further explained that the hospitality focus is important because joining the Business School resulted in hospitality not being an independent department but subsumed into a larger faculty. Along with this change there have been attempts by the school's management to "get rid of the applied specialists" and as hospitality management academics they have had to "fight" to maintain subject-specific modules. Quinton also said that "once you've been in hospitality and immersed in it, it never leaves you". It is interesting to note here that he still has such a strong connection with the hospitality industry despite, as is indicated in the Pen Portraits in Appendix 2, spending over 17 years in education (nearly 10 years at NCCU and 8 years prior to that in FE).

A link and connection with the hospitality industry and being a HMA was also made by Karen Holmes:

> I'm really passionate about things, about being engaged with industry. I feel more aligned to hospitality...so there's that aspect of engagement which I feel is critical for bringing into my teaching and also critical for more research.

Erwin Smith also emphasised the importance of having an industry focus when he described the rebranding of the department which is now "resolutely hospitality". It is to be expected that, as Head of Department, he would consider hospitality to be important. However, the rebranding shows that there is a real emphasis on the unique nature of the

subject. Being a more independent hospitality department is also significant because by concentrating on hospitality the department will no longer be running Events courses or Tourism at undergraduate level. In other words, there is a downscaling of total numbers of students in the department, with a potential short-term loss of funding.

A unique aspect of hospitality management education is the requirement to have a kitchen and restaurant resource within the department. These facilities aim to be along similar lines to those used in the hospitality industry, which are required to teach food and beverage management and culinary modules, which are central to gaining an understanding of hospitality management. Both Quinton Newton and Karen Holmes at NCCU referred to the physical location of the hospitality management department. Quinton said that although the department had become part of the Business School they could not physically move into the same building because the specialist restaurants and kitchens are located in a separate part of the university. This is of significance as it means that the hospitality management department has maintained an element of independence in that it is not physically accommodated in the same building. This point was also supported by Karen who said that when it was first suggested to HMAs that they become part of the Business School they resisted it and during the merger the restaurant became, as she described it, their "spiritual home" because it was central to hospitality activities. In this way having kitchen and restaurant facilities has meant that the hospitality department has maintained a sense of uniqueness, despite pressures for integration. This was also the case at OCCU where four of the participants described how important it was that they were located in a separate building with specific hospitality facilities.

A further strong connection to the hospitality industry was provided by Karen Holmes when she represented professionalism in her mind map as a 'Bridge' from the perspective of a 'Professional' being an intermediary between industry and academia. She also explained this by saying:

> So my kind of professionalism is kind of there [points to the middle of the bridge on her mind map]. I suppose what I'm saying is that professionalism is a bridge, it's a bridge between industry but also academia and maybe, it is this connection that is the important bit for me in terms of what I do as a hospitality management academic.

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In this way Karen referred in her quote to her understanding of her role as a HMA. As is described above, other participants also described aspects of the nature of HMAs, which give an insight into the connection they have with the hospitality industry.

Passion for hospitality

Three participants referred to the passion and love they have for hospitality in relation to their professionalism and academic work. For example, Barbara Noon said:

> I'm not sure how I'd feel about conducting myself in a profession that I didn't feel so passionate about and I think that is connected to my love of hospitality because I think passion is part of hospitality.

Alison Lewis at OCCU said that you need to love the hospitality business, whilst Tina Smeaton explained how she has had a long-standing desire to teach hospitality management which stems from her time as a student: "When I studied...I loved that atmosphere of hotel schools and tourism schools and all that, so at the back of my mind I think it was always kind of there". Furthermore, Alison also said that it is important to engage with the hospitality industry and to "Live it". By this she explained that teaching hospitality management is more than just turning up but is also about fully engaging with industry and transferring this to lectures and interactions with students (It is also interesting to note that Alison has lived in a public house hospitality business and so it was not only her work environment but also her home). These views are supported by Fanghanel (2012), when referring to Ballantyne et al., (1997), who suggests that love of a discipline and the desire to share this with students, are key aspects of academic work.

Barbara Noon, when describing professionalism in her mind map, also identifies with hospitality by referring to the importance of being hospitable:

> It's very important to us [HMAs] that the students feel some kind of bond with us and that we practise what we preach in terms of hospitality and that is being hospitable, in any context including an educational environment because the students learn from you and they learn what it is to be professional and I think our connections with industry are very important to us as well in that we connect with industry on a very regular basis through our curriculum.

Barbara's reference to practising what they preach is an interesting one because it suggests that being hospitable is not just relevant to industry, but also needs to be encompassed in working as a HMA in Higher Education. Her point about curriculum is

also relevant given the debate on the balance between the vocational and the liberal/reflective aspects of hospitality management education (Morrison and O'Mahony, 2003), which were discussed in Chapter 1.

Fulfilling different roles

Linked to connection to the hospitality industry and passion for the hospitality is the fulfilment of different roles. For example, three of the participants described their work in universities in relation to their previous experiences as chefs. Quinton Newton (NCCU) said that he is still engaged in chef-type activities in the food and beverage modules that he teaches on. Of particular interest however is how Ben Nixon and Neil Deakon referred to their roles at OCCU in relation to their chefs backgrounds. Ben, who has only been working as an academic for 18 months, explained in detail how he worked in professional kitchens and how he had to master a broad range of tasks by practising them regularly. He linked this repetition of tasks in a professional kitchen to being involved in a wide range of modules so that he gains an understanding of them as part of his induction to academia. From his description of his previous experience he relates strongly to being a chef in that he identifies himself with this work. However, Ben does not only see himself in the role as a chef, as he also described himself as a lecturer, rather than an academic and he made a clear distinction between these university roles; he explained this distinction by referring to the feedback that he has received from his teaching observations where peers said that he gives lots of hospitality industry-related examples to students, but he needs to incorporate more academic theory. Ben referred to an academic as a specialist who has a deep knowledge of their field, connected with what is going on in industry, which takes time to develop through study and research. He described himself as still being a lecturer and not yet an academic as he has not had sufficient time to develop a specialist knowledge of literature. It appears to be a challenge to become an academic from working in the hospitality industry; this may be due to the practical nature of hospitality work in industry which makes it very difficult for individuals to get involved in academic study prior to working at the university.

Apart from the difficulties of being able to develop in the role of an academic in the university, an ongoing further challenge seems to be to fulfil a diversity of roles. For example, Neil Deakon, who worked in the hospitality industry as a chef for over twenty

five years, described his role at the university thus:

> I view myself as a teacher, perhaps not in a traditional schools sense, I point people in the direction of where the information is and hopefully they'll go and pursue that themselves and I can guide them. I think that when I'm in front, when I'm in the [lecture] theatre I think I'm a lecturer. When I'm taking, because I'm on a professional contract and the hours are not stipulated, when I'm taking marking home and work at home that's when I become an academic, that's when I have to do whatever's necessary to get the job done. So in that sense I'm an academic, in front of the students I'm a lecturer.

Neil's description of his roles and whether he considers himself to be a teacher, lecturer or academic is interesting because of the distinction that he makes between them. That is, he relates time-consuming marking and doing "what's necessary to get the job done" with the work of an academic on a professional contract, even if this means working at home in his own time. Arguably we see here a continuation of the same work ethic of working as a chef in the hospitality industry which also requires commitment to getting the job done, regardless of the hours involved, which in professional kitchens are often very long. This also has synergy with what is said in the section above about academics being influenced by their working experiences in the hospitality industry. Neil seems to demonstrate in his description of being an academic, related to his work as a chef, a calling associated with professionalism and ensuring that the work is completed, regardless of the hours required.

Ben and Neil relate to their previous work in the hospitality industry and made a distinction between fulfilling different roles. This also has some accord with my own reflections. I too have a hospitality background, some of which was as a chef and restaurant manager and I identify with having different roles. This is relevant because when I first arrived at the institution where I now work I regarded myself as a hospitality person who teaches at a university. I did not consider myself as an academic because at that stage I did not have a strong background in research or scholarly work. However, as time has gone on (I have now worked at the university for ten years) and particularly as I have been involved in doctoral studies, I now describe myself as an academic who teaches hospitality management. This is similar to Ben's perspective in relation to being an academic or a lecturer. However, I also consider aspects of my work in different ways, which is consistent with Neil who makes a distinction between the roles that he carries out, such as marking, delivering a lecture or working in the kitchen.

For example, when I am involved in activities such as dissertation supervision and research I regard these as being academic in nature. That is, I relate my professionalism to academic work. However, when I am working in the kitchen I regard myself as being a hospitality industry specialist in that I associate professionalism more in the context of being a teacher or lecturer. An important point here with these examples is that connections with the hospitality industry and involvement in practical-type work have an impact on how HMAs refer to their roles at the university and their professionalism.

In summary, HMAs seem to have a strong continuing connection to the hospitality industry. This is particularly the case in relation to how HMAs relate to their work, such as certain attitudes, which are influenced by their experiences in industry. One of the participants described his struggle with becoming an academic, which he referred to as gaining mastery of academic theory. This challenge to become an academic may partly be explained by the route that many HMAs have into working at a university, which is necessarily via the hospitality industry; this is because it is the only way that this group of academics can gain the necessary practical experience to be able to teach certain hospitality management subjects. Furthermore, there are difficulties for hospitality practitioners to carry out studies whilst working in hospitality industry prior to commencing at the university.

4.1.3 Theme 3: Teaching hospitality management

A number of participants talked about teaching hospitality management at the university. On the one hand they referred to their **perceptions of the students**, by talking about the students' attitude, including that they appeared as customers which can be related to aspects of the market, pointed out at the beginning of this chapter. On the other hand some participants talked about the **challenges** they experienced teaching hospitality management, as well as their **frustrations** working with students who do not appear to be fully engaged in their studies.

Perceptions of the students

Some participants discussed the issue of student expectations and engagement, which refers to the students' attitudes. For example, Karen Holmes at NCCU said that students are more demanding and that they appear less focused on hospitality as a career than past cohorts. She also explained how the students expect sessions to be well-planned

with resources available not just in the lectures but also on the university virtual learning environment (VLE), as well as detailed module handbooks. Karen contrasted these requirements to her days as a student when there were not the same expectations of having lots of resources made available to them and where there was no virtual learning tool. She also lamented the lack of engagement by some of her students:

> Others [students] who just, "oh, I have to turn up?" "Yeah". "My assignment is going to be late", "well, that will make you fail". "Will it?", it's all just, you know, "I didn't manage to make it to the lecture, can I book an appointment with you?" "To discuss the lecture you've just missed? No!" You know!

Dawn Sykes at OCCU explained that as students do not attend lectures as regularly as they should do there are fewer opportunities for them as HMAs to develop a bond with them. She also said that she feels that the university's VLE has not helped with this bond because many students work at home rather than attend lectures. Dawn also claimed that the physical move to a new staff office, on a separate floor of the building, means that there are fewer opportunities to talk to students informally in the corridor. Furthermore, she pointed out that instilling professionalism in the students relates to trying to increase their connection with industry as a vocation, which they do not always appear to take on-board. This point of view was also supported by Kim Atkinson at OCCU who explained that she feels that many students appear less focused on hospitality as a career than they used to.

The lack of student engagement described above, particularly a perceived reduction in their connection with the hospitality industry, was also referred to by Amy Nestor at OCCU, who said:

> When they [students] come into the classroom therefore they are perhaps not the student who engages greatly, we often struggle for attendance problems because they perhaps just come in to university for the sake of going, they have perhaps got on the course because it's got low points and not really the drive or desire to be in the [hospitality] industry.

The level of student engagement may also be impacted upon by the increase in numbers of students attending university, due to the massification of the system (Trow, 1988; Halsey, 1992) and the greater focus on students as consumers of education (Ritzer, 1996). This also relates to knowledge development and how students do not seem to participate in learning in the way that they perhaps used to as autonomous learners. Neil

Deakon explained his observations of students and their engagement in their studies, describing them as if they are buying a product:

> I think the main, the first impact that concerns me is students' attitude towards university which I've seen change. I think now a student thinks that they come in and they pay the fee, it's like buying a product off the supermarket, you know, 'we'll follow the rules and at the end I'll get my certificate'. I think nowadays the actual certificate, the actual, what we get in education is viewed as a commodity, as a step to something else rather than the intrinsic value of knowledge itself and widening oneself and I think it's been a very, very big move from when I was at university.

Neil further described how hospitality management students seem to regard studying for a Degree:

> I think they look at us as, you know, we're, we're on the checkout till "well, just give us the answer" the idea that I'm just, "I give you the piece of paper, there you go, you've got your Degree" and that doesn't actually involve any effort on their part, I've seen quite a lot of that.

His comments about students not engaging deeply in their studies are also consistent with Page (1997:75) who claims that 'students now increasingly treat us as the supermarket of knowledge and browse the shelves taking as much or as little as they need to satisfy their short-term demands'. In this sense students are paying for the experience of Higher Education and are therefore, as Maskell and Robinson (2001) claim, when referring to Dearing (1997), looking for a return on their investment. This supports Neil's comments about students' engagement at university. Indeed, Hampton et al. (2008:97), when referring to Clayson and Hayley (2005), suggest that if university degrees continue to be treated like a product it could damage universities ability to serve society and subsequently affect the quality of Higher Education.

Challenges

Having discussed perceptions of students, particularly as consumers, there seem to be other challenges that some participants have when teaching hospitality management. For example, Karen Holmes at NCCU said that it is challenging teaching students with very mixed abilities, in particular international students, where there are sometimes difficulties with language barriers. Karen explained that this is a very different environment to teach in than when she first started working in universities. She went on to give an example of how the mixed level of student ability affects their engagement:

> You have diverse audiences, they are in the same room, essentially supposedly with the same purpose but they haven't all come with the same level of knowledge and expertise, or language even. Some students expect an awful lot of participation and want to chip-in and others will just sit there and want to be, you know, "just beam me the knowledge" and you just, you know, that's quite challenging.

The varied levels of student engagement and abilities described above were also discussed by other participants and these result in them having to work harder in order to develop learning in their students as well as to achieve reasonable pass rates. The pressure to achieve these pass rates is relevant because there is a requirement by the government that they are measured and recorded and they form part of the data for university league tables. League tables are often used by students when deciding upon which university to apply to and this can affect recruitment numbers, which is partly connected to the competitive university market as was pointed out at earlier in this chapter.

Dawn Sykes at OCCU also referred to challenges teaching hospitality management. For example, she explained that issues affecting curriculum and other factors have had an impact on their work as academics:

> We've sort of reduced the hours, we've got a different changing body of students in terms of our university has been very much for widening participation so we've got a different type of student and it's trying to instil that level of professionalism in them.

Widening participation is relevant because it has led to Higher Education being opened-up to a more diverse range of students (Dearing, 1997; Shelley, 2005). Dawn also contrasted the percentage of students going into HE now and the higher proportion that the government is currently aiming for, with when she was a student; this she feels has reduced the level of student engagement in their studies. Furthermore, another challenge for Dawn is that her priorities are now more focused on trying to get a diverse range of students, many of whom have different expectations as to what Higher Education is about, to a reasonable level of academic ability in order to pass modules. However, in her view more time and energy should be focused on wider, more liberal aspects of learning.

Frustrations

As discussed above participants have a variety of challenges when teaching hospitality management. One of the challenges which were pointed out was the students' attitude towards study, which for some participants caused frustration. For example, Neil Deakon at OCCU was emotive when he described an interaction with a student: "I had one student a year ago say to me "well, you're here to look after me, to make sure I pass my degree", "actually, no, I'm not"". Here he perceived a change to students' engagement levels. However, it may be university academics have always perceived a lack of engagement by some students in their studies.

Whilst Neil Deakon was frustrated about students' attitudes, Tina Smeaton said that she feels it is not surprising that they are not as engaged as they used to be with their studies:

> I noticed our students coming in more and more with so many pressures from work, from family, I don't know, there seems to be, kind of, they don't just come to study. I remember when I was a student and I went to university, I went to study, you know, I was a student.

Furthermore, Tina also indicated in her mind map that part of being a "professional academic" involved acknowledging that 'students' demands [are] changing' and to respond to these.

In summary of Theme 3, there is some indication from a number of participants that current hospitality management students seem to be less engaged in their studies, an indicator of this is reduced attendance. Furthermore, comments from three participants suggest that the students show less engagement in hospitality as a career. In comparison to this, the students seem to expect more from the academics with regards to resources and that knowledge be just given to them. This shows their view of Higher Education which is gaining a degree as a product. The academics themselves identified different challenges in their role of teaching hospitality management. The diverse student cohorts in terms of language proficiencies, general abilities and engagement is one challenge because the academics have to work harder to develop learning in their students. Furthermore, there is pressure on academics to achieve high student pass rates as these are monitored. In connection to students' expectations one participant described his frustration at students' poor engagement in their studies, whilst another participant explained her understanding of the students' situation.

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4.2 Professionalism traits and monopolistic control of work

In Chapter 2 the four professionalism traits (high level knowledge, autonomy, collegiality and service) were presented, as was monopolistic control of work. In this section the data are therefore organised and discussed in relation to these key aspects of professionalism The approach used reflects the interplay of inductive and deductive elements adopted in this study, which was explained in section 3.4 (Analysis and interpretation of data).

4.2.1 High level knowledge

As is discussed in Chapter 2, high level knowledge as a trait is recognised as being relevant to professionalism (Runté, 1995; Freidson, 2001). In the university context, as academics actually contribute to the development of knowledge (Delanty, 2001; Deem et al., 2007) they also need to have educational expertise (Chown, 1996). The majority of participants referred to knowledge in their interviews and mind maps. This is to be expected because as HMAs they are, as Piper (1994) suggests when describing academic professionalism, members of a discipline community where they work with expert knowledge, developed partly through teaching and research, which is a key responsibility of academics (Williams 2008:534).

Kim Atkinson in her mind map indicated that 'Body Knowledge. Subject field (Hosp)' was associated with being a professional in HE. She explained this further by saying: "I create this professional person. Right, so the first thing is that I think it's, we've got to have, there's got to be a body of knowledge and I think that's got to be in your subject field". Amy Nestor also wrote 'Knowledge' in her mind map, although she connected this with 'Support', 'guidance' and 'Learning'. In his mind map Quinton Newton wrote 'Know what your talking [about]' and he further explained:

> I think you have to have an appropriate level of knowledge for whatever you are engaged in, or, an understanding that you don't know enough and a plan to address that, that's a professional approach, a developmental approach. If I know I don't know something I do something about it, not just carry on in an unprofessional way, not knowing about it and the next time somebody asks me I can't deal with it.

He also said that if a student on a master's programme asked him a question that he could not answer there, he would ensure that he found out the answer for the next session.

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Karen Holmes at NCCU depicted two types of knowledge in her mind map on either side of a 'Professional' bridge between 'Industry' and 'Academia'. She contrasted 'Commercial Knowledge' on the Industry side with 'Knowledge', 'Study Skills' and 'Research Skills', on the Academia side. Karen further described professionalism by saying that in order to develop knowledge, through research and other activities, she needs to be able to think deeply and reflect. She gave an example of this by referring to writing academic papers in that she needs to be able to "close off other things to a certain extent, to be able to have that focus and concentration and in-depth knowledge". She further explained that she enjoys working with knowledge at a high level but that this is difficult to do due to time constraints: "There's an aspect of my job that I do love, which is that intensity of knowledge and thinking that is really, really, I feel that it is really, really squeezed". The lack of time to engage with high level knowledge relates to Karen's workload and this was an issue discussed by a number of HMAs, referred to earlier in this chapter.

For academics to have opportunities to develop knowledge they need sufficient time to study and reflect for a sustained period of time (Barnett and Griffin, 1997). Tina Smeaton at OCCU discussed the work of the 'Professional Academic' when drawing her mind map and she explained that it is important to have "time to reflect/think", in order to develop knowledge. Dawn Sykes at OCCU discussed professionalism by referring to the importance of knowledge development through continuous research. However, from the participants' descriptions of their work opportunities to do this are limited.

As head of the hospitality department, Erwin Smith said that he considered knowledge advancement to be important and that this is achieved through academic research. His view of knowledge is that "research produces knowledge [and] knowledge transfer is the more externally engaged element of that". However, he further explained that knowledge can be used as a way of generating income, such as through consultancy work. He also acknowledged the importance of knowledge in relation to the REF and its impact on the reputation of the department in that they need to engage with this so as to demonstrate that they are research active; this impacts upon the department's and the university's, position in the university league tables, which further affects student recruitment levels. Erwin therefore seems to view knowledge from a pragmatic and

income-generating perspective. This may be due to his position as head of hospitality in that he has to manage the department effectively with regards to it being financially viable. It may also be due to the fact that he has not got a particularly strong research background so he may view knowledge more through the lens of knowledge transfer and consultancy rather than scholarly activities. Indeed, as Erwin explained, he does not have a qualification above a Post-graduate Diploma as he has focused on management, rather than developing his own research profile.

Other participants also discussed high level knowledge in different ways. For example, Barbara Noon's views of knowledge seem to be, to some extent, contradictory. On the one hand she said that she has "neglected" the "academic side of her career". However, on the other hand she has strong liberal views about university education and learning. In her mind map she depicted 'Knowledge. Apply Appropriately' as being connected with 'Professionalism' and that this should be applied to the hospitality industry: "whatever profession you are in you need a certain level of knowledge, not just the level of knowledge but the ability to apply that knowledge appropriately".

Danielle Appleby said that knowledge is important and that this needs to be applied to hospitality:

> in HE I think that you have to have a wider, a wide and detailed and in-depth knowledge of the subject matter that you are delivering and if you can add to that an industry context I think it's beneficial.

In his mind map Neil Deakon wrote 'Knowledge' and 'Professional', indicating that these related to each other. He also wrote 'Outside Industry' and he described knowledge and its application by saying that professionalism relates to knowledge of industry as well as academia. This seems to be a specific aspect of professionalism in relation to HMAs.

4.2.2 Autonomy

Autonomy is an important aspect of professionalism and academic work (Cuthbert, 1996: Brennan et al. 2006) and academics should be trusted to go about their scholarly activities as they see fit (Middlehurst and Kennie, 1997; Nicholls, 2001). Autonomy was mentioned by HMAs in different ways. For example, Neil Deakon described his personal autonomy thus:

There's no-one standing around saying "this is what you need to do and this is the order". I decide for myself, there's no manager above me who's actually said "you shouldn't be doing that". You know, you know, "either manage yourself better or I'll manage you".

He also went on to further describe autonomy:

I think professional for me is the fact that I manage my own time to a higher degree. I've got deadlines but I can decide what I do and in which order and how I go about my business as long as I stay within the university guidelines.

Neil's quotations indicate that he understands autonomy on the one hand as not being told what to do, and on the other hand to be able to decide about the organisation of work with regards to when and how to do tasks.

Erwin Smith explained how the hospitality management department at NCCU was re-launching and that as a result he would have more autonomy to manage it free from the restrictions of Business School managers. He also said that this autonomy had come about because they had tried to become a separate department ever since they became part of the Business School. Barbara Noon also supported Erwin's description of the department gaining more autonomy by saying that as a hospitality management team they would:

Still [be] within the Business School by name but much more autonomy over where we are going and our new Dean, who's been with us now for four maybe three years has put a lot of trust in the department and it is seen now as a flagship of the university.

Barbara's reference to trust in relation to autonomy is important because with greater levels of autonomy there are normally lower levels of control (Freidson, 2001). Furthermore, her comments regarding the hospitality department being described as a flagship of the university by the Dean also seems to suggest that there is an acceptance that the autonomy will be used appropriately.

However, despite the above claims from Erwin and Barbara that there will be an increase in autonomy within the hospitality management department at NCCU, there are also contradictions in terms of levels of individual autonomy. For example, Barbara described how her autonomy has been reduced considerably in certain areas of her

work. She explained that in her role as Chair of an examination board she is no longer able to make autonomous decisions regarding student degree classifications. Barbara further explained that she used to have more "leeway" to amend student classifications, in certain borderline cases, if they were just short of the next grade. Although the system of establishing degree classifications is done by calculating the grades mathematically and therefore theoretically fair and consistent, it is perceived by Barbara as being unfair because it seems like she is unable to increase the degree classification for want of a few marks. In this regard Barbara said that they (members of the examination board) felt angry about how the "strict guidelines and regulations on processes to do with those kinds of things" introduced by the Registrar are having a major impact on academic autonomy. She went on to say:

> I think autonomy is incredibly important for maintaining a sense of professional integrity and I do find the encroachment of standardisation and mass Higher Education is offending me because it demonstrates a lack of trust in my abilities as a teacher and as an educator and as everything that goes along with that, that somehow I'm not to be trusted to be able to be a good teacher.

Barbara's perceived lack of personal autonomy relates to her professionalism in that it suggests that she feels that she does not have the freedom to make independent choices free from directives. Furthermore, Barbara resists the controls on her autonomy and as she said she will not stop "going on and on" about the injustice of the system. However, she also explained that she needs to be careful because she is "being watched" by senior managers. Barbara's example demonstrates how practitioners seek to retain their autonomy. This is consistent with McInnis (2010:147) who suggests that 'Individual autonomy is vigorously defended, even in extreme cases where it runs counter to the strategic goals of institutions'.

The examples and references above indicate how academics' autonomy is being reduced due to control of work by managers and administrators. This is also in line with the move from the elite, mass and universal university systems (Chapter 2.5). Descriptions of autonomy by some participants suggest that the autonomy that they now have as academics has been, to some extent, reduced. Whilst some HMAs described their level of autonomy as having been negatively affected others described it in different ways. For example, at OCCU Amy Nestor pointed out:

I also have a degree of flexibility to be able to say "but I can do that and I can choose to do that and I'll leave that to the last minute" rather than somebody saying "at nine O'clock you need to do that, at eleven O'clock you need to do that". I think there's a lot more changes happening but, up to press, I still think we've got a lot of autonomy in what we do.

Tina Smeaton said: "I would also love to see and I do think sometimes we have it we just don't use it, autonomy".

Although some participants described autonomy as having some positive elements there are also some negatives. For example, Neil Deakon said:

There's good and bad things about autonomy, there really are. It means, sometimes it means that you can't switch-off when you leave work and that you wake up thinking about work. The good thing is the freedom to decide how I'm going to teach something if I want to try something new.

A lack of autonomy was described at a level where academics have limited influence on such issues as strategic decisions on courses, curricula or even modules. What comes across from the data is that autonomy is regarded by HMAs as not only being free of restrictions but also having flexibility when managing their own time.

4.2.3 Collegiality

Participants from all three universities referred to collegiality, as well as aspects of team working. Quinton Newton for example described how he feels collegiality has changed since becoming part of the Business School:

in hospitality it was run in hotel and restaurant management, it was run in a collegiate system. We suddenly became part of the Business School, we were sort of into line with their practices.

He also said that as a separate hospitality department:

There wasn't a rigid hierarchical structure, it was very much a sort of team of equals, a very close-knit, small family and we were all in the same proximity and then we were suddenly part of a big school culture.

Here Quinton suggests that collegiality has been eroded in the hospitality management department. This might impact upon the academics' professionalism in that collegial groups or discipline communities are necessary for scholarly work to take place

(Shattock, 2003). Quinton describes that as a consequence of the restructure and more bureaucratic ways of working HMAs haver fewer opportunities to work together in a collegial way: "Over a period of time people became more-busy, the doors were open less frequently, because when I first came here all the doors were open most of the time". In other words, HMAs seem to concentrate on their administrative and other work rather than talk and discuss scholarly issues. Quinton also referred to collegiality by contrasting the "softer" side of the hospitality department, where there is a focus on people and their interpersonal interactions with each other and the "harder" approach in the Business School associated with productivity. In this regard, for Quinton, collegial interactions between people are more important than just focussing on the business aspects of running the School. This contrast is also in line with Woolrych (1997:17) who refers to the drive for efficiency in business schools.

In my own reflections on professionalism I have noticed that there has been a change in the way that we work in the Business School at my university as a result of moving offices from one building to another. For example, the hospitality management team have had to physically move from offices near to the kitchens and restaurants in one building, to another one, so that all Business School staff could be accommodated in one place. Informal collegial discussions and interactions used to regularly take place in the kitchens and restaurants, as well as in the offices and break-out areas near to these facilities, but these now occur much less frequently because in the new building such spaces are not available. This has influenced the interaction between HMAs as the current facilities are less conducive to collegial working (it is interesting to note however that some academics leave their office doors open in order to facilitate interaction and discussion between colleagues). Collegial interactions are important and relevant because, as Johnson (1972:53) claims: 'Professionalism is associated with a homogenous occupational group'. Indeed, the sharing of common intellectual interests between professionals is central to professionalism and their professional cohesion (Walker and Nixon, 2004; Deem et al., 2007). However, from Quinton's comments and my own observations, interactions have become compromised which has impacted upon collegiality.

The importance of collegial discussions was also referred to by Karen Holmes who explained that that at her former university before moving to NCCU, all HMAs used to

meet up daily at a set time in the hospitality department restaurant to have coffee. She said that the meetings were good because they provided a forum for collegial interactions to take place. This is in line with Halsey (1992:126) who refers to the importance of collegiate traditions and homogeneity of academic interactions. Even though Karen emphasized the benefits of such get-togethers, she further explained that as workloads increased these became less frequent and eventually stopped, which impacted upon their collegiality because they no longer had opportunities to engage in informal scholarly discussions. .

Although Quinton and Karen at NCCU lamented the loss of collegiality, Erwin Smith described it in a different way by saying:

> If I'm really objective and I look back over a number of years, I think I hear colleagues sometimes harp back to a time that they think existed, when things were supposedly less demanding and therefore more collegiate. There may have been a time when they [HMAs] were less pressured, it was a more collegiate environment but I actually think that there is a level of professionalism and a level of pride now in what goes on that draws people together in a way that didn't happen a few years ago.

Erwin's comments are interesting because he contrasts past collegial ways of working with the "professionalism" and "pride" he feels exists in the current department. He further explained that from his perspective as a manager he thought that there used to be a small group of academics who were focused on their own research but they did not always engage fully with others in the hospitality management team. For Erwin, collegiality and professionalism therefore relate to the whole department rather than just a small group of academics working within it. His description of HMAs now working together is, to some extent, supported by Barbara Noon who said: "I have a bond with my department, I feel that I am an integral part, I would do anything to defend my department actually", although this view does not seem to be shared by all participants at NCCU.

Dawn Sykes at OCCU described how as HMAs they do not work as collectively as a team as they used to. This is due to, as she explained, increased workloads but also because of the amalgamation of hospitality management with other departments/disciplines such as retail management. Dawn said:

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> We used to meet in groups, [but] because subjects are so spread now, you might be the only person teaching in a particular area so you haven't got that group of people to actually have that academic discussion with at your own institution anymore.

She also said:

> I think it [working in a small hospitality management department] did make us more professional because we operated as a team, people knew what was going on, we were all singing off the same hymn sheet and I think now, because there's so much going on you can't keep up with what's happening.

Dawn further explained that work within the hospitality department has changed significantly and as a result collegiality has altered. This is because, as she described, in the larger department HMAs feel less confident working with others from different subject groups:

> I think that's where it gets difficult and that's where if we could be more collegial and we could share more, we could save ourselves a lot of time but obviously people feel threatened, you know, by other people in that sort of situation so we don't tend to, I don't think we share as much as we could do.

It is interesting to note that Dawn sees a connection between collegiality and workload. Whilst, as discussed above, the increasing workload means pressure for the participants, working together might reduce workload.

Tina Smeaton drew in her mind map and explained how working together as a team is important in order to be a "Professional Academic". However, she also said: "there's another thing that we don't do, which I think we should do, is to discuss and argue with each other, we don't do enough of it". This is aligned with Freidson (2001:202) who suggests that there needs to be interaction between professionals so that they can work and 'argue with each other'.

Dominique Chatters at CCU explained that working together is an important aspect of academic activities. She used an example from the hospitality industry where she said that all team members, regardless of their level in the organisation, are important to the success of the business. To emphasise this point she referred to professionalism in her mind map by saying: "To me the commensurate professional, it's very much about acknowledging openly and quietly everyone contributes to your success".

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As is indicated above collegiality was discussed by the HMAs from different perspectives and researchers have referred to the importance of this in academic activities (Cuthbert, 1996). The participants described collegiality in a way which suggests that it is important to them, even if opportunities to work collegially have been diminished. With regards to theme 2, being an academic with a hospitality background, there is a specific aspect of collegiality in this context, which refers to a shared connection as a vocational group.

4.2.4 Service

Service is concerned with prioritising the needs of the client and public good (Gordon and Whitchurch, 2010). Participants referred to how they prioritise students and support them in their learning and this was frequently a reason why they work at the university. For example, Neil Deakon said that his loyalty is to the students and that he loves the teaching. Dawn Sykes and Tina Smeaton also emphasised that they put the students' interests first and Karen Holmes described the importance of helping students so that they can go out into the world. Barbara Noon not only considers supporting students in their studies as a priority for academics but also on a wider societal level she regards it their job as academics to work with hospitality businesses to improve working standards in industry. By doing so academics display altruistic behaviour (Van Mook et al., 2008), or a commitment of service, to not only their immediate community but also to a wider society.

Professionalism and service are also concerned with a duty to the profession and a commitment to the work discipline (Halsey, 1992). Examples were given by participants of how they engage in their work. For example, Karen Holmes described how she puts in many hours to ensure that she completes all her tasks. Ben Nixon said that he is committed to his job at the university and that he will engage further in scholarly activities to be able to develop a wider knowledge of literature to support his students' learning, even if this involves putting in extra hours work. Kim Atkinson thinks that a commitment to ensuring that teaching and learning sessions are well-planned is an essential requirement of being a professional. A further example of the provision of a service, in relation to a commitment to support others, is provided by Tina Smeaton who said:

I think a professional academic is someone who wants to share this knowledge they have, through their research, through their life experiences, through their reading, through their own activities want to participate, want to share this with somebody else.

Service also stems from the individual in terms of maintaining standards and providing a high quality of work and these were discussed and represented by participants in their interviews and mind maps. For example, Dawn Sykes said that she would prefer to work with fewer students to provide a high quality study environment for students. This is interesting because by wishing to work with fewer students this would impact upon recruited student numbers, or may mean that there would need to be more academics to teach more groups with fewer students, which runs counter to the university and hospitality department strategy for growth. The important point here is that Dawn would rather focus on quality than quantity. Dominique Chatters at CCU said that working as a professional requires the individual to set their own "gold standard" of performance that should be maintained. At NCCU Barbara Noon explained that it is important to work to high standards and that professionalism is about having "internal benchmarks about what's important in your profession" and a professional should have "one's own inner standards". She also said that professional work is associated with "conduct" in terms of how academics go about their duties. She explained this further by referring to professionalism with regards to how professionals present themselves where "there are certain standards of behaviour that one would expect". Barbara also referred to the importance of integrity:

> To be professional at something I do feel you've got to have some level of integrity and not just self-integrity as in a passion for your profession and what you are doing and a knowledge about it and to feel, you need to build trust in others, particularly those that you are teaching, I mean and others that you come into contact with, I think that's incredibly important in order to be seen as professional.

Fundamentally, for Barbara professionalism is about, as she represented in her mind map, "knowledge", "standards", "conduct" and "integrity", which she said is "at the root of it". This has some alignment with Hampton et al. (2009) who refer to the attitude, behaviour and commitment that professionals display towards their work.

Dominique Chatters also referred to integrity by saying that this is developed over a period of time working in hospitality and as a result "you have integrity and you are

taking it seriously". She also said that judging professionalism in relation to academics would "go through their integrity and their approach to their work". It is as a result of such an approach to work that individuals are able to gain a sense of dignity and self-worth (Adler et al., 2008). Furthermore, Dominique depicted 'Integrity' in her mind map and she said "integrity comes through behaviour, it's how they [professionals] behave and what they do, it's the way they do it". Integrity is clearly important to Dominique in relation to how someone conducts themselves and she summed this up by saying:

> I've worked in so many different sectors and so many different parts of life both in academic life and the private sector it's a big part of how I perceive any professional behaviour and what it should be to be professional in any job and I do expect it [integrity] of other people.

From the data from the participants presented above, service seems to be described on three levels: the students, society and personal qualities, such as integrity.

4.2.5 Monopolistic control of work

In Chapter 2 a key point made was that monopolistic control is essential to professionalism. In the university context, monopolistic control, or 'self-regulation', is an 'important feature of academic work' (Cuthbert, 1996:15). In this section the interrelation between monopolistic control and the four traits is further illustrated by referring to the data. The approach taken is to partly resume some quotations given in the preceding sections which underpin the interrelation of monopolistic control and traits.

In Barbara Noon's description above relating to bureaucracy and managerialism, she claims that the "running of universities" has moved from control by professors to control by managers. This reduces academics' control of work because it is managers who have authority over what work is done and how it is carried out. In this context scholarly activities are not always prioritised by senior managers, which is in-line with Pritchard (2000). This impacts upon **high level knowledge** because, as Barbara suggests, as well as Neil Deakon and others, this becomes treated as a product with students as consumers. Barbara also said that, in her view, the commercial focus of managerially controlled universities has resulted in a reduction of control by academics and has led to standardisation of knowledge and education.

Participants' control of work in relation to their **autonomy** is also being affected. For example, Amy Nestor at OCCU said that there were changes coming in at the university that would impact upon their work as academics and that they would have less control over their own activities. Ben Nixon said that although they could not always control how they worked due to changes implemented by managers, as academics they had to "Adapt to change". Quinton Newton expressed his frustration as to how managerial decisions over which he had no control have impacted upon his autonomy because he now has to operate in certain ways in order to meet the work demands on him; this conflicts with the level of freedom he felt he and other academics should have to be able to manage their own activities This has impacted upon their occupational autonomy (Williams, 2008) and has resulted in reduced control of work.

Loss of monopolistic control can also be seen in the context of **collegiality**. For example, in the former structure of the hospitality department at NCCU the HMAs were able to work collegially. This was partly because they had a high level of control of their activities as they were in a separate department. However, when the hospitality department became part of the Business School, the collegiality of the academics altered. An example of this was given by Quinton Newton when he described how Business School managers imposed new work planning models in the hospitality department and increased semesters from two to three. Two consequences of these changes over which HMAs had no control were that workloads increased and there was a greater focus on business tasks. Consequently, the HMAs had fewer opportunities to work collegially as they simply did not have time to fully engage in scholarly discussions as a collegial group. Furthermore, by becoming part of the Business School there was a loss of specialism as some teaching became more generic and as a consequence academics have had to engage with a wider range of subjects with other, non-hospitality staff. This impacts upon their collegiality because the HMAs have become less of a homogenous community of experts in their discipline.

The academics are not always able to control their work with regards to the level of **service** that they are able to provide. For example, Karen Holmes explained how managers changed the extenuating circumstances system without any consultation with them as academics and they had no control over its implementation or operation. She

fundamentally disagrees with this because it means that she cannot support the students herself by making a decision to give the students extra time to complete their work. Dawn Chatters at OCCU said that as academics they used to be able to develop the curriculum themselves and they would develop courses that they regarded as benefitting the students the most. However, managers now control the curriculum and this, in her view, has led to courses that are designed to be more manageable rather than what really meets the students' needs. These can be seen as examples of a loss of control of work in that they impact upon the level of service that academics are able to provide to the students.

The given examples show that different changes in the universities have led to a decrease of monopolistic control of work, which impacts upon the hospitality management academics. The main issue is that the control of work has moved from the academics to managers, where there is a focus on the consumer.

4.2.6 Hospitality management academics who practice in a professional/vocational field

In Chapter 2.2 there was a discussion of studies that examined the situation of academics who practice in professional/vocational fields. These studies are discussed here in relation to the findings of this research with the hospitality management academics.

As changes have occurred in the Higher Education sector, they have impacted upon the new discipline (Trowler et al., 2012) of hospitality management. For example, as is discussed in the findings above the day-to-day functions of the hospitality management academics in the post-1992 universities are such that work activities are now very time-consuming, there is little time for scholarly and other related activities and there has been an increase in workload which impacts upon the academics' ability to complete all tasks. This is also supported by Dieklemann's (2004) study who found that nurse practitioner academics struggle with the 'busyness' (sic) of the workplace, as well as LaRocco and Bruns (2006:637) who specifically refer to academics from a professional field who have difficulty managing their activities on a day-to-day basis. Furthermore, the hospitality management academics also found it a challenge to carry out different roles, such as researcher, teacher, and engage with the hospitality industry, and they are

not always clear of what work to prioritise. This is also further supported by LaRocco and Bruns (2006:636) who found that academics with a professional background are unsure about the expectations others have of them, as did McArthur-Rouse (2007) who claims that university practitioners in a vocational field lack clarity about the functioning of the university and their job roles.

Hospitality management academics also discussed the challenges of completing all the work demands made on them such as bureaucratic tasks, generating external income, supporting an ever larger group of students from diverse backgrounds with their studies and so on. Whilst the majority of academics indicated that they did have some autonomy to make decisions on their day-to-day work, which included, for example, deciding when they could engage in certain bureaucratic tasks, the heavy work demands were such that they often had to take work home. The result of this is that some hospitality management academics have difficulties managing to achieve a good work-life balance; this impacts upon them on a professional level in that they cannot, for example, always engage in research and other scholarly activities and on a personal level the distinction between work and home becomes blurred. This is consistent with other research on professional/vocational academics who also found that they struggle to manage their workload (Ramsden, 2008; Scott, 2008). In Andrew and Robb's (2011) research they also found that academics working in professional fields felt under pressure to fulfil practice, research and teaching commitments as they did not have enough time to complete all their work properly. This is also supported by Roberts (1997) who found that practising nursing academics had a relatively low level of scholarly output due to demanding university job roles.

Although the hospitality management academics described the working conditions at the university as challenging and demanding, and that these had changed over a period of time, they still remained at the university. From their descriptions they relate strongly to the hospitality industry, enjoy working with and supporting their students, they have a sense of seeking to work together in a collegial hospitality management team and so on. Four participants actually said that they 'love' their work whilst three also said that it is important to 'live it' and engage with not only the academic side but also with the hospitality industry. This is consistent with Bellamy et al. (2003) who found in their empirical study with Business academics, that despite perceived tougher working

conditions at the university they did not leave the institutions as they had a sense of commitment and vocation to their discipline.

The hospitality management academics frequently referred to the importance of the hospitality industry to their work at the university. This is perhaps not surprising as they are, after all, academics with a vocational background in hospitality, however what came through strongly in the interviews and mind maps was a connection and association with industry and knowledge not just based on research but also experience from working in hospitality. This is consistent with Browne and Tillema (1995) who describe being a professional academic as where theory and professional knowledge are fused together, whilst Bellamy refers to the skills and knowledge associated with industry that professional practice academics have. Boyd (2010) also discusses the relevance of knowledge from practice by indicating in his study that academics from professional fields are frequently appointed based on their performance as practitioners rather than scholarship. Boyd also found that practitioner academics relate strongly to industry. Furthermore, Boyd and Harris (2010) suggest in their empirical study that professional knowledge is regarded by academic line managers as being important and not just scholarly output, although some academics experienced a contradiction (Engelstrom, 1987, 2001) between abstract theory and the value of practice in their professional field.

Fanghanel (2012) refers to knowledge as being related to particular fields whilst Becher (1989:20) suggests the structures and characteristics of knowledge domains are associated with particular groups of academics with which they are professionally concerned. As is referred to above the hospitality management academics expressed the importance of knowledge as being connected with and related to the hospitality industry; however, a finding of this study is that there was also a strong identification by the hospitality management academics with themselves as being both hospitality practitioners, with knowledge gained from industry, and university academics and many examples were given during the interviews and mind maps. For example, three participants described in detail their work in hospitality as professional chefs and how this translates to their work at the university; another participant explained in detail how her background in many different hospitality roles, particularly managing commercial food and beverage operations, influenced her decision to work in the Centre for

Enterprise at her university as well as be part of the hospitality management team, whilst others also described their work in hospitality before coming to the university and how they still work closely with industry in order to conduct research. This is also supported by Andrew and Robb (2011) in their empirical study of professional practice academics and they cite Ramsden (2008) who refers to the culture of professionalism associated with the blurring of boundaries between professional and academic life. Carr (2008) and Smith (2000) also refer to the dilemma of balancing academia and a practice discipline. This is also consistent with Smith and Boyd (2012) when describing clinical practitioners who identify themselves more with their previous roles than they do as scholars, as a result of strong professional identities acquired from professional socialisation, although MacNeil (1997) refers to this from the perspective of what he calls a 'troublesome dilemma' where academics from a professional background are unclear of their roles and are trying to be both academics and practitioners.

The hospitality management academics in this study also had a strong connection to their specific hospitality department which influenced their experiences of working in the university. For example, a participant said that she has a 'bond' with her department another said that she would do anything to support her colleagues in the hospitality and others referred to the uniqueness of hospitality as a subject team. Oldnall (1995) and Glass (2001) in their studies of academics in professional and vocational fields also refer to the importance of departments and how individuals support each other in their work. However, it is evident from what the hospitality management academics said that changes that have occurred in the universities, such as the need to make efficiency gains with greater managerial control, which have resulted in, for example, the amalgamation of hospitality departments with business schools, as well as the need to compete with other universities in the consumer and market orientated HE sector (Hampton et al., 2009; Kolsaker, 2008, 2014). These changes have impacted upon the hospitality management academics and their work as professional practitioners in English post-1992 universities.

4.3 Summary

This section aims to consolidate the data discussed in sections 4.1 and 4.2. To evolve this synergy the four traits and monopolistic control are seen as a frame to specify professionalism in relation to hospitality management academics. Therefore in the

description of four traits and monopolistic control the data will be brought together. This also includes pointing out how changes at the university have influenced professionalism in relation to HMAs.

High level knowledge can be described as a deep and specific knowledge, gained for example through academic work such as reading, doing research and thinking deeply about certain questions. It also has to be applied. Connected to high level knowledge is an intrinsic motivation to close gaps of knowledge. Increasing bureaucracy, controlled by managers, has involved more bureaucratic work for HMAs which takes time so that there are fewer opportunities for them to carry out academic work. Through a stronger focus on the market academics have to teach more widely and not necessarily in their specific field. Furthermore, market related requirements such as gaining income have become additional tasks for hospitality management academics. As a consequence of these changes there seems to be less time for academic work and a loss of specific knowledge and specialism, which are, as described above, essential aspects of high level knowledge. There is also a hospitality specific knowledge which is strongly connected to the industry. Therefore two types of knowledge are required to be a HMA: both academic high level knowledge and that related to the hospitality industry. It appears a challenge to become a HMA as many academics who teach this subject at university start working in industry and have to engage in scholarly work, such as research, after they commence work at the university.

Autonomy is widely understood as the ability of HMAs to be able to make decisions regarding their own work and how they go about this. Being given autonomy requires having trust in the academics' abilities. Changes that have occurred at the universities have resulted in new structures. Also more bureaucratic restrictions have been established. A focus on the market has led to education appearing to be treated as a product and students' needs being prioritised over those of academics. These factors influence academics' autonomy as decisions are widely made by managers in the enlarged departments/Business Schools, supported by bureaucratic processes, on the basis of perceived students' needs, instead of the academics making a decision as a result of considering a wider picture. The loss of autonomy causes frustration for the majority of the hospitality management academics.

Collegiality appears throughout the data, for example by referring to informal and scholarly discussions between colleagues and is perceived as being important to the HMAs. Through the bureaucratic changes in the universities and the drive for efficiency some offices where HMAs work have relocated. This impacts on collegiality as it becomes more difficult for HMAs to interact with each other. Also, because of an increasing workload, there seems to be less time for collegial discussions. There is a specific aspect of collegiality in the context of hospitality management academics, which refers to a shared connection as a vocational group and passion for industry.

A direct impact of a market focus on HMAs becomes visible in the fourth trait, service which refers to working with students. In this regard high quality teaching is viewed as an essential part of service but it becomes an increasing challenge, for example because there are more diverse student cohorts and a perception of an increased number of less engaged students. One aspect of service is integrity, which came through in the data and relates to values and attitudes of academics associated with working to high standards. There is a specialist aspect of service in the context of hospitality management academics which refers to certain attitudes, developed due to working in hospitality industry, such as being hospitable as well as demonstrating care and responsibility for others.

Changes in the HE sector have led to a more bureaucratic, managerialistic and consumerist approach to operating universities. As a result there has been an erosion of monopolistic control of hospitality management academics. This in turn has influenced their ability to engage with scholarly work as well as impacted upon their autonomy, collegiality and service levels, which shows that monopolistic control is interrelated with the four traits. That is, their academism, as presented in Chapter 2, has been negatively impacted upon.

5 PARTICIPANTS AND THE PROFESSIONALISM TYPOLOGY

In the last chapter the data were discussed in relation to understanding professional experiences of hospitality management academics and key aspects of professionalism. In this chapter a further investigation of professionalism is presented by examining hospitality management academics' professional orientations. The aim is to seek to answer the research questions concerning the use of the typology, presented in Chapter 1, which are:

- How can the typology be applied to examine professionalism in the context of hospitality management academics working in English post-1992 universities?

- What does the use of the typology tell us about professionalism in relation to this specific group of professional practitioners?

To answer the first question a triangle diagram was developed to give a visual representation of the typology. The use of the triangle diagram was briefly explained in the methodology chapter (3.4.1 Inductively analysing data). In section 5.1 below this is described in more detail by firstly recapping on the essential features of the typology. As is shown in Chapter 5.2 the participants' professional orientations are then individually plotted on the triangle diagram, by referring to data from the research. A summative diagram is then presented in order to provide an overview of all of the hospitality management academics in the study, with discussion and analysis across all of the participants (Chapter 5.3).

The triangle representations are used as 'hypothetical constructions' (Abercrombie et al., 2006) and are notional in nature. As described in Chapter 3.2.4 (Research approach: interplay between induction and deduction) and in Chapter 3.4.2 (Deductive elements in the reasoning) the application of the typology can be called, by referring to Hennink et al. (2011), a deductive data search. In this regard the typology is understood as a theoretical framework to analyse the empirical data from an additional stance.

5.1 Representation of the typology

The typology is made up of three types, these being *Personal Professional, Bureaucratic Professional* and *Entrepreneur Professional.*

The *Personal Professional* type is aligned with academism (which is adapted from traits, monopolistic control and Freidson's third logic), associated with the elite university system where traditional academic practices and values are important. *Personal Professionals* are therefore orientated towards liberal Higher Education where they seek to work in ways where there is high level knowledge, autonomy, collegiality and service, with control over their own work. *Personal Professionals* have a strong sense of calling and commitment to their work and profession.

Bureaucratic Professionals have a professional orientation towards bureaucracy and managerialism. The *Bureaucratic Professional* type is aligned with the mass university system where there is a high level of managerial control of work, supported by administration staff, associated with Freidson's bureaucracy logic. Features of the *Bureaucratic Professional* type are an orientation towards bureaucracy, administration accountability and managerialism.

Entrepreneur Professionals have a professional orientation towards the free market and competition. The *Entrepreneur Professional* type is aligned with the universal university system, associated with Freidson's free market logic, where business, enterprise and consumerism are a feature, where the focus is on the student as a consumer and there is a business approach by universities. *Entrepreneur Professionals* are therefore orientated towards consumerism, enterprise, entrepreneurship and business.

5.2 Hospitality management academics' professional orientations

In the diagrammatic representation of the typology (figure 4) each of the three points of the triangle represent a different type. There are also nineteen positions (represented by circles) in the triangle and they are designed to reflect the range of possible professional orientations that HMAs could be regarded as having. This is shown below:

110

Entrepreneur

Personal   Bureaucratic
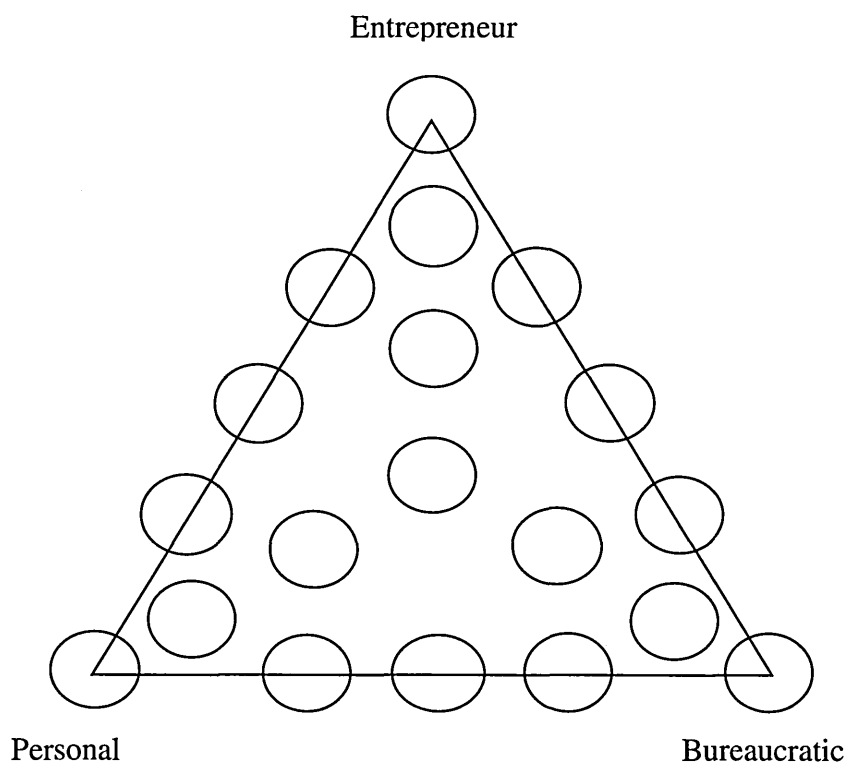
Figure 4: *Triangle representation of professional orientations*

The positions in the triangle are used so as to be able to compare and contrast each participant. By drawing upon the data from the research, each HMAs' professional orientation is indicated in the triangle. For example, a HMA with a strong *Personal Professional* orientation and a weak *Bureaucratic Professional* and *Entrepreneur Professional* orientation would be represented by the position (circle) in the bottom left-hand side of the triangle being shaded in. The decisions that were made as to where the participants' professional orientations are positioned in each typology triangle were a result of my engagement and immersion in the data, which were informed by my analysis and interpretive capabilities (Marshall and Rossman, 2006:155). Although I was systematic in analysing data by using a thematic approach, I also relied, to a certain extent, on creativity (Campbell et al., 2004:130) and feeling in order to make decisions upon the professional orientation positions of each participant. For example, I did not seek to quantify the data in order to give them a weighting; this is because the complexity of deciding upon a position was such that doing this in a totally scientific way was not possible, although justification of each participant's position is supported by empirical data. Therefore, the approach that was used could be considered to be based on art and science (Patton, 2002) in that I developed a sense of each participant and their professional orientation, supported by data.

In considering the practicality of using the typology as a framework for examining professionalism it is important to note that this is a schematic classification, to exemplify the HMAs' professional orientations. The individual classification is an interpretation on the basis of the given data. Therefore, it cannot be seen as an overarching description of each participant, instead it displays certain aspects of this search. Whilst the utilized typology mirrors three professional orientations, each dimension could be brought into further focus. For example, the *Personal Professional* might be described on a more micro level, such as examining a participant's orientation by focusing in on one specific trait within the type, rather than all of them. Even though this could not be discussed in this work it might be of further interest, particularly because there seems to be a clustering around personal professionalism (explained in more detail later in this chapter).

Near City Centre University (NCCU)

5.2.1 Quinton Newton
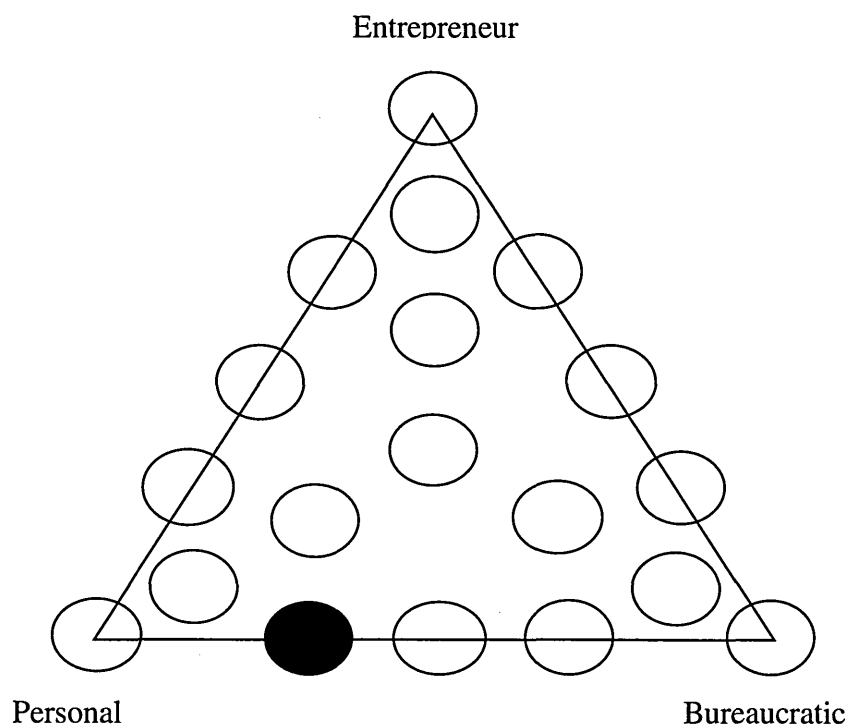
Figure 5: *Representation of Professional Orientation - Quinton Newton (1.1)*

Quinton referred to the relevance of his hospitality management experience to him by saying that once you have worked in the industry this becomes "part" of the person. He

also described how he feels that professionalism relates to the individual taking responsibility for ensuring that they have the appropriate level of knowledge to do their work; he explained this in his mind map by saying that it is important to "know what you are talking about" and if individuals do not do this then it is "unprofessional".

An important point for Quinton was that as academics they should be trusted more to be able to do their work without a great deal of control or interference from senior managers. Based on these comments he gave an example of how academics should be allowed to carry out personal development reviews themselves, which include peer teaching observations, rather than have to conform to a highly restrictive monitoring and control process imposed by senior managers.

Quinton described how merging with the Business School has affected their work activities. In particular, he said he feels that there has been an increase in workloads associated with the Business School work plan model and that this has made it more difficult to work together as academics because they are all so busy that there is little time to meet and discuss scholarly issues. He also described how workloads are such that there are fewer opportunities to interact with students and this seems to go against his desire to help and support them.

In his mind map and description of this Quinton said that he feels professionalism stems from the individual professional and how they present themselves, such as using "Appropriate Communications" with colleagues. He also said that professionals should have "Appropriate attitudes/manner" as well as be confident, but not over-confident and respectful of others. He also gave an example of how HMAs should work as a team to support each other and he contrasted this with the approach in the Business School which he described as more "prescriptive and quantitative".

A further point made by Quinton related to integrity. He explained that "professionalism is delivering what you promised...make sure you deliver what you promised otherwise that's unprofessional". Having integrity as a practitioner seemed important to Quinton and he said that he likes to consider himself "as providing a professional approach" in his work.

According to Quinton, as he represented in his mind map, professionalism involves having "Appropriate dress/appearance" which should be maintained at all times. He explained that he dresses in business suits to work, even though sometimes when teaching in a classroom he may not always wear a tie. Being smartly presented is a requirement in the hospitality industry, such as in restaurants and front of house positions and this came across as important to Quinton.

From Quinton's descriptions of his work as a Principal Lecturer (PL) he is involved in leadership-type activities which require him to engage in what he sees as overly bureaucratic processes. He also gave examples of how his teaching work involves a great deal of administrative tasks that have to be completed on time. He gave a further example of how as academics they "still do a lot of management, a lot of hands-on, non-academic stuff" and that menial tasks, such as putting marks onto the computer system, should be done by administrators. Quinton explained that even the Dean had said that there is too much management and administration in the Business School. In addition to the administration burden he indicated that there is currently too much managerial influence by Business School managers in academic activities rather than them being allowed to get on with their own work. However, Quinton does accept that administration type work is required in the university and the hospitality department and he engages in this where necessary in accordance with his teaching and PL role.

Little was said by Quinton in his interview and his mind map to suggest that he has a specific professional orientation towards the *Entrepreneur Professional* type. He did refer to business development activities, such as income generation through consultancy work, as being encouraged by the Business School, but he does not actively engage in these, partly because he does not have much time to do so. Quinton is however aware of the demands on the hospitality management department, the Business School and the university to generate additional income.

Quinton appears to have an orientation towards the *Personal Professional* in that he considers knowledge important; that academics should have independence from management to be able carry out work in a way that the academic sees fit; colleagues should work together and that integrity and standards are necessary to work as a professional. Academics should also be trusted to control their own work. He referred to

professionalism in relation to adopting an appropriate attitude and manner, as well as doing what was promised. This professional approach seems important to Quinton and fundamentally, as he described in his interview, he sees himself as "an academic and educator with a strong background in hospitality". From his descriptions Quinton does not particularly welcome bureaucratic tasks, although he does engage with these as required in his work activities. He does not actively engage with entrepreneur-type activities, even though these are encouraged by the Business School.

5.2.2 Karen Holmes
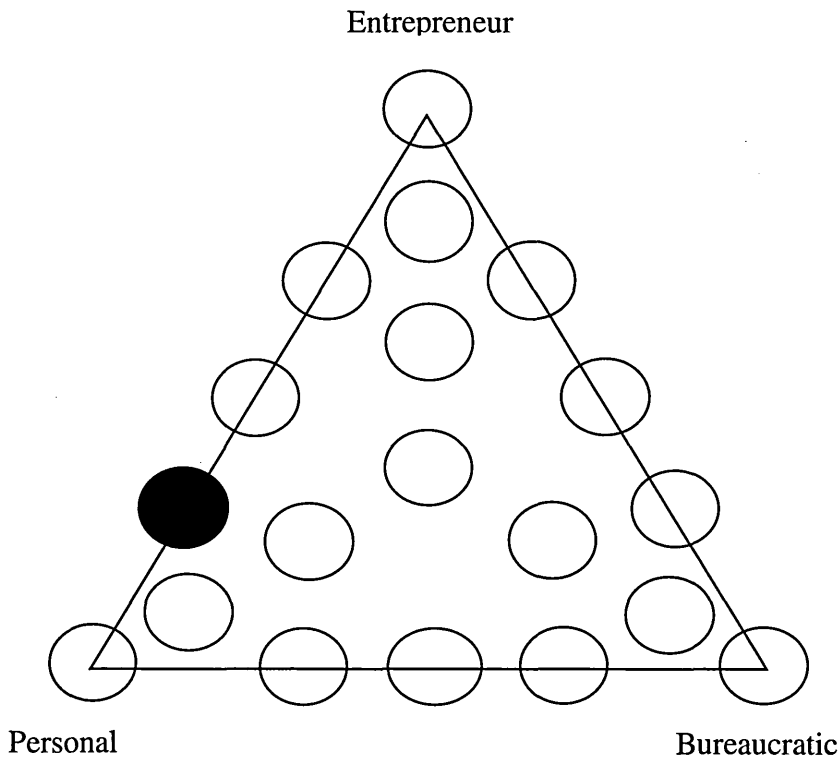
Figure 6: *Representation of Professional Orientation - Karen Holmes (1.2)*

Karen's descriptions of professionalism and her work have relevance to the elite university system in that these are associated with traditional, liberal views of Higher Education. For example, Karen is involved in knowledge generation at a high level through her work teaching predominately masters students and doctoral supervision. She is also actively involved in research, to which she devotes a lot of time and energy. This is significant because she prioritises her academic work despite other demands made upon her. As a consequence of this she works many hours to ensure that all her work is completed.

Karen also described how she has always engaged in academic activities and she gave an example of how as a student herself she would read widely outside lectures. She also explained that it is important to fully engage in study in order to develop a deep level of academic knowledge. She contrasted this continued study with the "just beam me the knowledge" attitude and lack of engagement that she feels many students seem to have, where they just, in her view, expect to be given knowledge and not have to work for it. However, she also explained that some students do engage with their studies and she really enjoys supporting them with their work. Karen also said that in order to develop a deep level of knowledge academics need to be able to immerse themselves in their subject so that they can focus on scholarly work. Sharing an interest in knowledge is important to her and is a reason why she went into Higher Education: "when I first started as an academic all I really wanted to do was get into my subject and pass on my passion for my subject and the [hospitality] industry and that's all I was bothered about". Karen's passion for her job came across in her interview in the enthusiastic way she referred to her work.

Karen described the "love" that she has for teaching hospitality management, the hospitality industry and of working in universities so that she can share her knowledge with others. An example of Karen's positive attitude towards supporting students was provided when she referred to the new extenuating circumstances process at the university, which she feels was imposed on them by managers and which she dislikes. Karen explained that in the new process students have to apply on-line for extenuating circumstances and the decision is made by a third-party as to whether this is granted or not. Although the new process actually means considerably less work for her and other academics she feels that it limits her ability to be able to support students. That is, as she explained, if a student, with whom she has developed a rapport over a number of years of their study at the university, is in her office "crying" she would like to be able decide there and then herself whether the student could have extenuating circumstances or not, rather than refer them to the relevant section of the intranet. The important point here is that Karen would rather put students' interests first before her own, even if this involves extra work.

Karen's care for students was further demonstrated when she described her views of her role as a HMA: "I'm here to support that student's learning, to support them through

university, you know, to champion their Higher Education experience". This approach is consistent with the *Personal Professional* in that it relates to the provision of a service to students and others. Karen's *Personal Professional* orientation is also evident in how she describes herself as a "seasoned academic":

> I see myself as a seasoned academic because I've been here so long and it hasn't been like I haven't thought about getting out [sighs] but I do love what I do, it's just the most amazing, I feel quite emotive when I say this, it's kind of the most amazing role to engage with students who are interested in your subject area and help them realise their potential and see that excitement and feel that excitement and knowledge base and, you know and coax and cajole them, you know, they can do things that they never expect they can do and that's, it's just fabulous, it's just the most amazing role and I can't remember where I am going with this! [laughs] Seasoned academic! [laughs].

Karen became emotional when she described her role and this seems to be because she is so passionate and involved in her work. Karen also laughed at forgetting where she was leading the conversation, because as a seasoned academic she is so immersed in her thinking and concentrated on scholarly work that she sometimes becomes too absorbed with these and forgets her train of thought. This could be viewed as a *Personal Professional* orientation in that it is focused on scholarly activities.

Karen does not have an orientation towards the *Bureaucratic Professional* and she dislikes the bureaucracy and managerialism that she feels controls her work. For example, she described how when a manager or administrator tells them as HMAs what to do, she and other colleagues frequently rebel against this. Karen also referred to bureaucracy at NCCU by saying that she was "terrified" of the administration systems but she has found her way "around them". Further comments were that as academics there has been an increase in "auditing, attempting to audit what we do" and she feels frustrated about this because "there's so much of what we do that isn't clearly accountable". Furthermore, Karen does not want to "be put in a box" and she contrasts her academic work with bureaucracy and managerialism by saying that a lot of what they do as HMAs is "not seen to be valuable within the system".

There was a further level of resentment shown by Karen towards bureaucracy and managerialism in that she feels that these restrict scholarly activities. For example, she described how senior managers have put in place bureaucratic systems that restrict their

control of work and are not always focused on supporting academics. She also said that some systems overly control them as HMAs and "compartmentalise you as a teacher" because of the process approach adopted by managers. Based on these comments she also said that she now has a "healthy distain" for the "huge [bureaucratic] machine" at the university.

In relation to the *Entrepreneur Professional* orientation Karen did mention some consultancy industry projects that she is involved in with hospitality leaders, which she enjoys and participates in. However, she did not refer to these consultancy industry projects specifically with regards to income generation and entrepreneur activities. Karen also represented and referred to the importance of "Commercial Knowledge" and "Customer Networks" in her professionalism mind map, although these descriptions were mainly concerned with academics needing to apply knowledge in a hospitality context, rather than from a business development perspective. Karen does therefore engage in some entrepreneurial-type activities, although she does not have a strong orientation towards the *Entrepreneur Professional.* The overwhelming focus of her explanations, from her interview and mind map, were on scholarly work, supporting students with their learning and so on more associated with the elite university system and a professional orientation aligned with the *Personal Professional.*

5.2.3 Erwin Smith

Entrepreneur

Personal   Bureaucratic
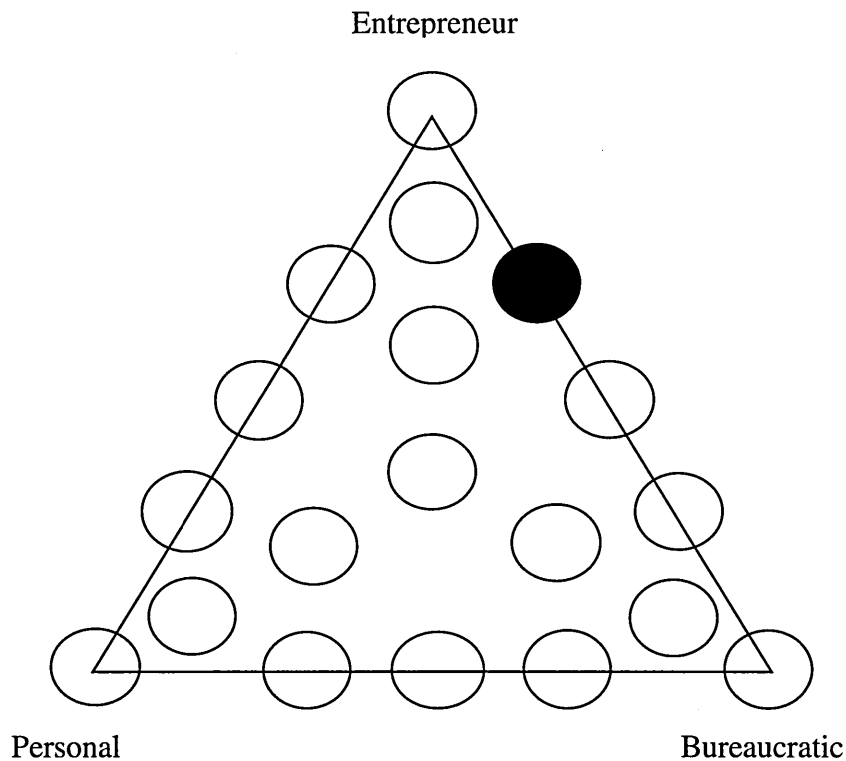
Figure 7: *Representation of Professional Orientation - Erwin Smith (1.3)*

Erwin described how he has positioned the hospitality department at NCCU in the Higher Education market by focusing on the distinctiveness of hospitality management. In particular, he explained that as a department they are vying with "key competitors, not only in the UK but internationally" for students. He also referred to students and their parents as being consumers of Higher Education. These marketised, consumerist foci have synergy with the universal university system. It is perhaps to be expected that, as Head of the hospitality department, Erwin adopts such an entrepreneurial approach to his work in that it is part of his role to develop revenue and business. However, in Erwin's case this entrepreneurial focus came through strongly in his interview.

Erwin wrote in his mind map and explained that it is important to be aware of the HE 'Environment' in which they in: "I think professionalism is also about ensuring that we are operating in a way that reflects what is going on in the profession, if you like, what is going on in the sector". He also said that he did not think that they, as HMAs, could be considered as a "professional group of people" unless they were "absolutely connected with the sector". This indicates the importance that Erwin puts on being aware of issues outside the university.

Erwin did say that he believed in the liberal nature of knowledge in that this should be developed through research. However, he also explained that scholarly activities, leading to the development of knowledge, should be focused on what he referred to as "knowledge-transfer". That is, knowledge should be used purposefully where it is 'transferred' from research at the university into industry by way of such activities as consultancy projects. He gave an example of how knowledge developed through PhD study by one of the HMAs in his department was being used to generate consultancy work and income. Erwin considers this type of paid consultancy project important rather than, as he described it, HMAs carrying out research individually that was not always beneficial to the department as a whole.

Although Erwin said that there is a lot of bureaucracy at NCCU and that he is not very good at it, he recognises and accepts that this is an essential part of the successful operation of universities. Also, as a manager of the hospitality management department, he expects that academics should be able to "cope" with the workload on them, including administration-type tasks and that this is part of their professional role. Erwin also accepts that integral to this workload is being able to work with the bureaucratic systems within the organisation.

Erwin does feel that as part of their work activities HMAs should have some autonomy to be able to manage their own time and that to limit this too much is "deadly". However, he explains that academics' autonomy, or "empowerment" as he also described it, must be within a framework and have certain limitations. Erwin further contrasted the individual autonomy of a relatively small number of HMAs, who used to have free control of their work to be able to carry out research activities as they wished, with the "professionalism" that is now present in the department. He indicated that even though academics in the department may have less autonomy and that there has been "an intensification of work", in his view professionalism has improved because all HMAs now have a "collective ambition for and pride in a place of work".

From his descriptions Erwin adopts a pragmatic approach to his work and he suggested that professionalism is about "doing your job efficiently and effectively", where individuals are required to carry out their work in relation to their roles. However, although he referred to professionalism from a management perspective in relation to

efficiency and effectiveness in his mind map and description of this he also said: "but then you've got sort of softer side of things, behavioural aspects of professionalism which I guess are about attitude, cultural sensitivity. They are about self-awareness". He therefore acknowledged, to some extent, that professionalism is also about how individual practitioners behave and not just how they perform.

Erwin also exhibited altruism in the way that he described his concerns for his team due to an increased workload:

> I do worry and I worry about specific members of staff who naturally keep giving, giving, giving because it seems to be their modus operandi and that I would say is the majority of colleagues. It's a good thing but also partly concerning thing is that it's the norm to give in that way, now that's okay on one hand because it means that everybody gets involved, but on the other hand it, I'm not entirely sure it's good for peoples' either health or private lives because it can become a bit too demanding for people.

In this way Erwin demonstrated that he is not just focused on business and markets and working efficiently, as was described earlier, but also on the well-being of his team.

It was challenging to position Erwin on the professionalism typology triangle because he has a mixture of orientations. He has an *Entrepreneur Professional* orientation in that he is focused on the hospitality department competing in the competitive universal university system marketplace. He is also acutely aware of and engaged in the need to compete for students and generate revenue through such activities as knowledge-transfer. In relation to the *Bureaucratic Professional* orientation Erwin adopts a pragmatic managerial approach to his work in the department, consistent with his role as Head of hospitality. He accepts that there is a degree of bureaucracy required to operate the university, the Business School and his department and that staff should be able to deal with the administration burden, although he also feels that at times there is sometimes a "bit of a jobs-worth about it". He also described professionalism from the perspective of working efficiently and effectively where HMAs should be "getting on and doing [their] stuff". He did show altruism towards his staff in that he has concerns that they do not overwork, although from his descriptions in his interview and mind map he does not have a strong *Personal Professional* orientation.

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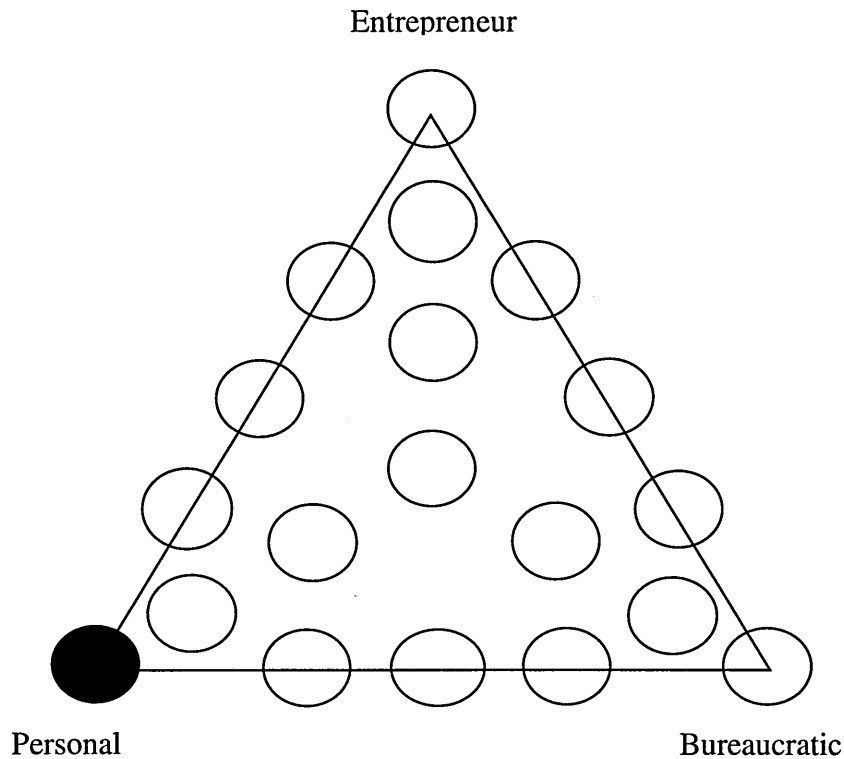
5.2.4 Barbara Noon

Figure 8: *Representation of Professional Orientation - Barbara Noon (1.4)*

From Barbara's descriptions she has an orientation towards a *Personal Professional.* For example, in relation to knowledge, she seems to have liberal ideas of education consistent with the elite university system where knowledge is not standardised and where, as she described it, there is a "pure joy" in learning. Barbara also explained that there is "a very strong ideological culture in our school about the freedom of education" and that "liberal notions of education" are "incredibly important".

Barbara described herself as an "educator" and that she also "finds [herself] most closely aligning to a teacher" rather than being a manager. Barbara enjoys the teaching aspects of her job and working with students to support their learning. She has a strong connection to the hospitality industry for which she has a "passion" as well as a "bond" and "pride" for her department at the university. Barbara's descriptions suggest that she has commitment and calling to hospitality and to her work as an academic.

Barbara also described how it is important to support students by saying that "the reason I'm here is for the students". She explained that as academics they are in "a position of trust". Barbara also referred to integrity when describing professionalism:

To be professional at something I do feel you've got to have some level of integrity and not just self-integrity as in a passion for your profession and what you are doing and a knowledge about it and to feel, you also need to build trust in others, particularly those that you are teaching, I mean and others that you come into contact with, I think that's incredibly important to be seen as professional.

Barbara also referred to professionalism in the following way:

To feel professional you must have this minimum level of knowledge, you must be good at what you do, you must have a level of self-integrity that makes you do what you want to do and to engage in that with some element of passion and motivation. It's very important that others see you as professional and that you behave in certain ways and you give confidence to others.

From these descriptions Barbara refers to being professional in the context of the individual, the person, the way that they behave and how they go about their work. That is, their integrity, self-integrity, passion for the profession, knowledge and motivation, which are associated with the *Personal Professional*.

Barbara is not orientated towards the *Bureaucratic Professional*. For example, as is explained in the conceptual framework in Chapter 2, an increase in bureaucracy was a feature of the massification of Higher Education and Barbara explained how she resents "the encroachment of mass Higher Education" because it reduces her autonomy and her ability to work as an educator. Although massification of the sector led to an increase in the number of academics needed to work in universities, from which Barbara has benefitted by having a job, she further explained that this came with more administration, processes, accountability and so on: "The regulations are there for a purpose but when it seriously disadvantages somebody I get extremely upset about that and feel that that's compromising my professional integrity".

Barbara explained that she avoids bureaucracy and she gave an example of this by saying: "I tend to flow around certain regulations that I don't think serve any useful purpose and I've got into a bit of bother about that I suppose". She also said that senior managers had introduced "very strict guidelines and regulations" that she feels have a negative impact upon her work as an academic. She also explained that she feels that they are now more restricted as academics in being able to make decisions regarding curriculum issues than they used to be, as these are now controlled by managers.

Barbara also feels that government legislation relating to Higher Education has

negatively impacted upon academic work. Of particular issue for her has been the changes made by governments whereby universities and polytechnics merged into one sector, with a greater focus on competition between institutions. Barbara believes the changes have led to a HE system that does not work as well as it used to in that universities have different foci and these detract from concentrating on vocational hospitality management education.

From what Barbara said in her interview and mind map representation, she does not have an orientation towards the *Entrepreneur Professional*. For example, she described Higher Education from a liberal perspective by saying that learning is important in its own right and that it is not a "product and the consumer consumes it". Furthermore, she said that Higher Education is about focusing on the teaching, learning and maintaining standards and should not be about business and enterprise.

Outside City Centre University (OCCU)

5.2.5 Dawn Sykes

Entrepreneur

Personal   Bureaucratic
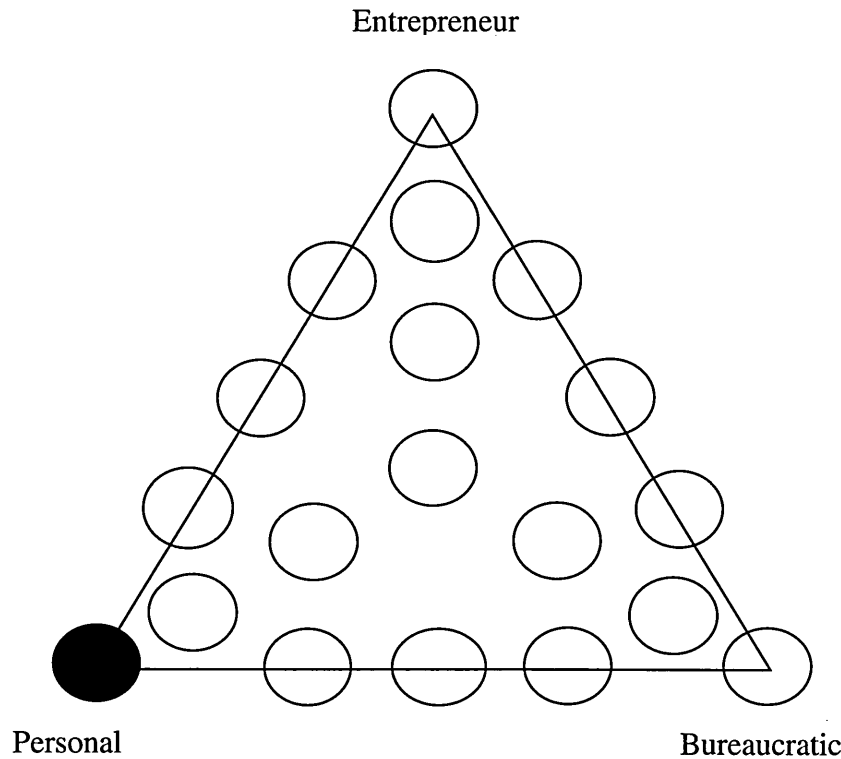
Figure 9: *Representation of Professional Orientation - Dawn Sykes (2.1)*

Dawn is student-focused and she described how she likes "the face-to-face contact with students" which is more important to her than being a manager or generating lots of additional income for her department. She also said that an important aspect of HE should be supporting students in their learning. However, she feels that the changes that have taken place in the sector, such as widening participation, as well as internal issues like the use of the university's intranet system and virtual learning resource, are contributory factors towards students' reduced attendance at lectures.

She also referred to standards by saying that financial issues, such as funding associated with student achievement and outcomes data, have driven curriculum decisions resulting in poorer quality of work, rather than improving learning; this she feels is not always in students' interests. A further issue for Dawn is that standards are important where students and their learning should be the focus of university activities. She also explained how there has been a "dumbing down" of courses, with the removal of challenging elements in the curriculum so that there is a higher student pass rate.

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Dawn indicated in her mind map that 'Research' is important for professionalism. However, she also said that many of the changes at the university, such as the amalgamation of departments and increased workloads, have led to HMAs being overstretched. The impact of this is that there are fewer opportunities for academics for scholarly work, which affects their professionalism. Features of the elite university system, as explained in Chapter 2, are the broader, liberal aspects of knowledge and learning and Dawn laments the move away from these. For example, she described the restrictions on being able to teach a wider curriculum:

> We've got a set of subjects and we need to get through this and I think that we've lost that, sometimes that ability to just think 'well, it doesn't matter if they haven't learnt all the content, what they need to know is how to develop as a holistic individual, they need to be able to think, they need to be able to problem-solve, they need to be able to make those decisions and that's going to help them, as long as they know where they can access the information' and I think in the past we did a lot more of that.

Dawn also emphasised the importance of teaching and learning by representing them in her mind map. She also discussed them from the perspective of the vocational nature of her work. For example, she said: "I think professionalism is key because I think in terms of, it's the sort of idea of a teacher isn't it and vocation". From Dawn's other comments in her interview and mind map it seems that teaching the students, by working directly with them in the classroom, is important to her. She also said that she has been in education for over twenty years as she enjoys the teaching work. Dawn's duty and calling to her vocation can be associated with the *Personal Professional* and the elite university system.

Dawn described herself as "an old-timer" and she referred to the many changes that she has observed during her time at the university and within the hospitality management department. For example, she said that working relationships between HMAs are less collegial. In particular, workloads have increased and HMAs have to teach a wider range of subjects so there are fewer opportunities to work collegially and share scholarly ideas. Dawn also said that as HMAs they have less control over their own work, which has occurred due to greater managerialism. To emphasise this she gave an example of how managers "got rid" of a course, citing cost reasons, even though it was felt by her and other HMAs in the department that it was viable. Essentially, according to Dawn, their views as academics were overridden by managers.

An aspect of the *Personal Professional* type, associated with professionalism trait of service, is focused on prioritising the needs of others. Dawn said that she would fully support students in their learning and she felt passionate about the importance of this. She also said that students should be developed as individuals and not "just a set of numbers or marks". In providing a service Dawn referred to how she would "put whatever is needed, within reason" into her work including working extra hours to support students.

With regards to bureaucracy Dawn explained that she felt that the "quality control process, auditing and everything that happens within Higher Education has gone a bit crazy". Furthermore, bureaucracy, where there are "very, very controlling procedures and lots of reporting and lots of documents" means that HMAs have difficulties prioritising their work because they have to respond to bureaucratic demands first. This Dawn feels has reduced the time that they have to engage in research, work together as colleagues and supporting students. She said that the administration systems and procedures are now actually controlling the academics and not the other way around. For example, when referring to professionalism in her mind map Dawn described the increase in bureaucracy by saying: "I think it's time, I think time is a difficult thing because it's, it's not just the teaching role we've got, I think that the other significant change, certainly over the twenty two years, is our role in administration". She further explained that she only engages in administration by doing what needs to be done. Dawn does not have an orientation towards the *Bureaucratic Professional*.

In the universal university system institutions need to compete in the HE marketplace where there is a focus on consumerism, income and enterprise. These foci have impacted upon the work of HMAs at OCCU. For example, Dawn said that all HMAs within the department are required to contribute to External Income Generation (EIG), which is also represented in her mind map. She does accept that there are financial pressures on universities and that OCCU is now "operating more as a business". However, whilst Dawn does not actively resist the external income generation demands that are made upon her she does not have a strong orientation towards the *Entrepreneur Professional*. That is, from her descriptions, Dawn does the minimum of what is required of her from the perspective of EIG as she has a strong focus towards the students and her teaching and learning activities.

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5.2.6 Kim Atkinson

Entreprneur

Personal   Bureaucratic
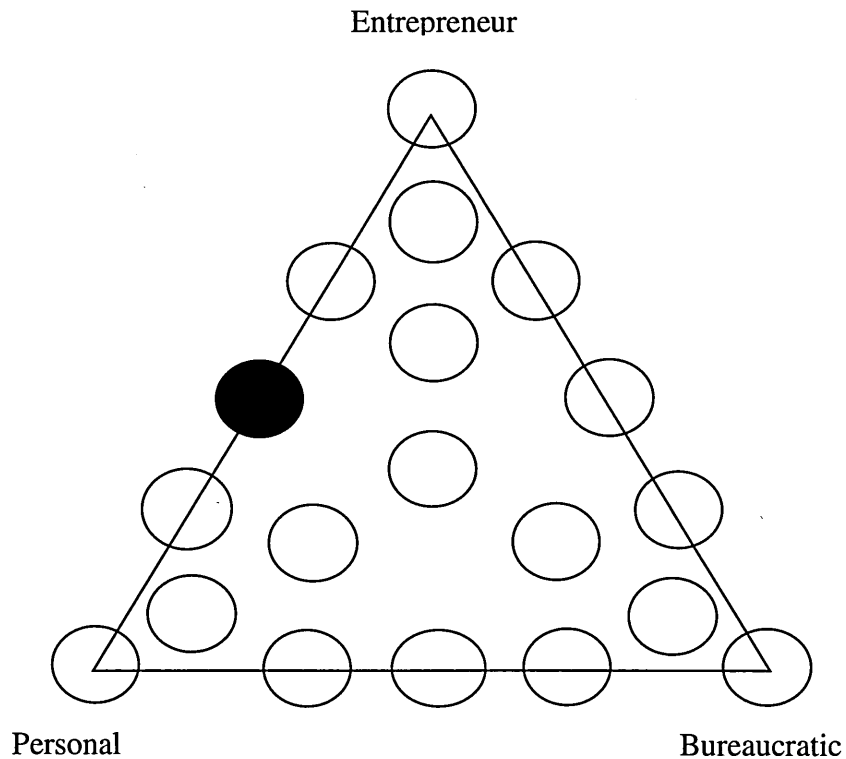
Figure 10: *Representation of Professional Orientation - Kim Atkinson (2.2)*

Kim engages with consultancy work at the university and she said that she thought "the word professional is assigned and attributed to the corporate environment and the world out there". She further referred to professionalism by saying that it related to maintaining connections with industry. Although Kim said that she likes to engage with hospitality businesses, she only briefly discussed EIG. For her, the external work is more about links with industry rather than purely generating income.

An interesting aspect of Kim's description of professionalism in the context of Higher Education is that she suggested that students do not "respect the academic platform like they do the business world, the industry world". She explained this further by describing how students do not refer to them, HMAs, as being experts but they do industry visitors to the university. Kim further suggested that in her view, as academics who teach hospitality management, they are experts and they should be regarded as such.

Kim emphasised the importance of knowledge in relation to professionalism in hospitality management education. She indicated in her mind map and explained that

academics should not only have a high level of knowledge in their "Subject field" but also "everybody should have some form of teaching qualification". Kim considered the relevance of teaching qualifications in HE by saying:

> In order to be an academic do we need a degree in academia? It's that kind of thought, thinking isn't it? So, just because I'm, have a degree in hospitality and at Masters, I still haven't got anything that says I'm okay to teach. You know, I could be useless in front of the students. I might have all this knowledge and not be able to get it across.

Although Kim suggested that it is important to have a teaching qualification she did not particularly rate the teacher training at OCCU, suggesting that it needs to be updated (she actually described it as "Old hat" in her mind map). Furthermore, paradoxically, she suggested in her professionalism mind map and her description of this that a professor would not need to have a teaching qualification as such as long as he has "Gravitas". Kim explained this by referring to the different roles that she regards academics and professors as having. That is, according to her, whereas HMAs should be focused on teaching, for example in a lecture context to a large group of students, professors should work with students in smaller seminar groups in order to build on the learning from the lectures. From Kim's perspective, as she further explained, the work of professors is more focused on developing deeper thinking and reflection whilst that of the academics is on teaching. This is an interesting distinction to make, but what seems to be the important to Kim is that students should have a good learning experience.

Kim's professional orientation in relation to the typology is difficult to categorise. For example, she did refer to, as is mentioned above, the importance of having contact with industry and she does enjoy some industry-linked consultancy work. However, she did not refer to enterprise activities, such as EIG, in a way that suggests that she has a strong *Entrepreneur Professional* orientation. She did mention "Managerial Capabilities" in her mind map with regards to individuals being able to manage their own time but she did not otherwise discuss managerialism in her interview and mind map. Kim did say that at times there was a heavy workload, particularly in relation to administration demands and that it is necessary to get this work done, but she did not describe professionalism in a way that suggests she is orientated towards a *Bureaucratic Professional*. In relation to the *Personal Professional* Kim did describe the importance

of HMAs having a teaching qualification so that they can support students' learning and that knowledge and research are important aspects of academic work. She also said that she would like to be more involved in research but the time allowances at OCCU for such activities were small.

Kim is positioned on the triangle between the *Entrepreneur* and *Personal Professional* because of her involvement in consultancy work and her descriptions of the importance of research and student learning. However, I accept that this could be interpreted differently and it may be possible to position her professional orientation elsewhere in the triangle, such as more closely towards the *Entrepreneur Professional*, on account of her external work with industry.

5.2.7 Danielle Appleby

Entrepreneur

Personal   Bureaucratic
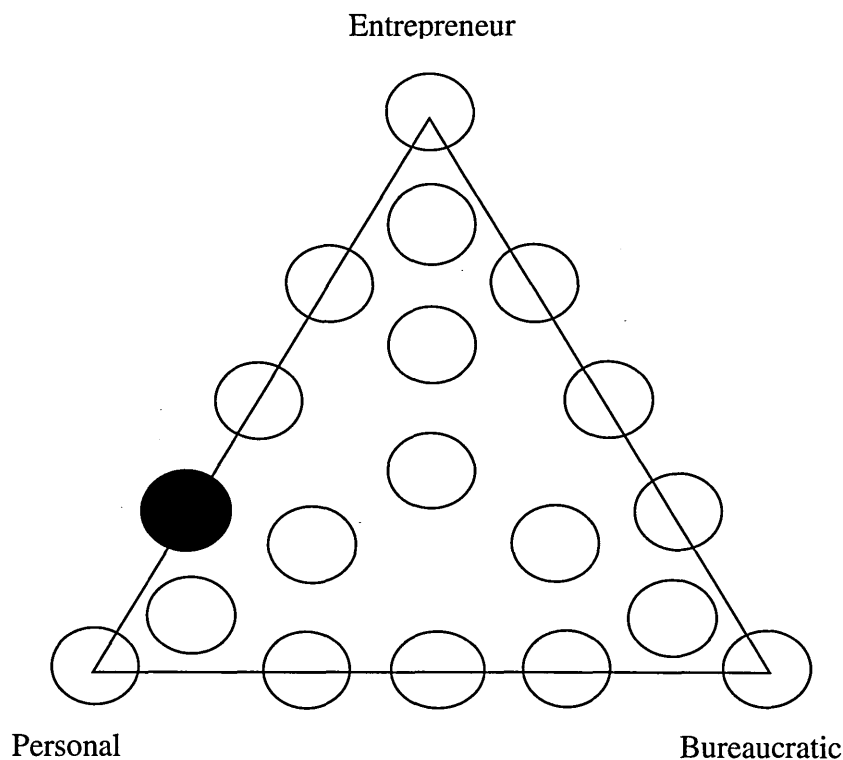
Figure 11: *Representation of Professional Orientation - Danielle Appleby (2.3)*

Danielle has her own hospitality business which is a public house and she works full-time at the university as well. It is perhaps not surprising therefore that she said that it is important for HMAs to have connections with industry in order to bring knowledge of current ways of managing businesses into teaching and learning at the university. She also referred to the need to develop EIG, but she only engages with this to the extent

that it is required of her as part of her role within the hospitality management team.

Danielle declined to draw a mind map. However, she described the administration demands on her at the university by saying that she dislikes the pressure of having to mark and moderate work in what she perceives to be a very short time scale. All the HMAs at OCCU have similar administration pressures on them but this seemed to be a particular issue for Danielle. She also frequently talked about workload pressures and the demands of being on a professional contract (It is interesting to note here that the professional contract hours at OCCU are stated as being 37 per week, but from Danielle's descriptions the reality is that there is a requirement of them as academics to get the work done, regardless of the extra hours required). The reasons why Danielle seems to regard the workload demands as being particularly burdensome are unclear. However, this may be because she is a new employee at OCCU so she may be finding it difficult getting used to a different way of working. It may also be due to Danielle still being involved in running her public house business in addition to her work at the university. What seems important here however is that she resents, as she further described in her interview, the workload demands on her because they restrict her ability to engage in academic activities.

Danielle considers research to be an essential part of HMAs' work and she said: "I'm going to go further! I want to say that if you don't engage in research you are not a professional in Higher Education!" She also criticised her line manager for not being research active. Danielle gave her definition of research as "getting more knowledge or you are creating more theory or whatever". She related research and study to professionalism. For example, she said: "I do believe that there is something about professionalism, continually proving your professionalism along that research. Otherwise why are you doing research?" She also explained that knowledge needs to be linked with hospitality management:

> In HE I think that you have to have a wider, a wide and detailed knowledge of the subject matter that you are delivering and if you can add to that an industry context I think it's beneficial.

When describing the work of academics and research Danielle also made a comparison between pre and post-1992 universities. For example, she said that it is important to

have enough time to engage in research:

> I quite like the Surrey model [referring to the University of Surrey, which is a pre-1992 institution at which they run hospitality management courses] that says "yes, you are a teacher but in order to teach you have to research, you've obviously got to do a bit of administration", you can't avoid that, whether you call admin course leaderships or whatever.

Danielle therefore accepts that some administrative work is a necessary part of academic activities. She also said that professionalism involves "finishing off" tasks such as submitting marks on time for examination boards. However, she questioned why at OCCU they were strict on administration tasks, such as submitting marks on time, whereas at her previous university they were more lax. Furthermore, she explained that at OCCU they have too much administration to do and the workload is such that they do not have time to fully engage in research. This is important to Danielle because she feels strongly that developing knowledge through research is an essential aspect of academic work.

Danielle explained that "Professionalism in Higher Education for me is, is, revolves around providing a good teaching and learning experience for the students you have, at whatever level they are". She also suggested that some people may interpret professionalism as being about planning lectures and being organised. However, based on these comments she added that professionalism is also about reflection: "Professionalism to me is that you and I believe that a reflection, self-reflection on how those sessions have gone is important to your professionalism". She explained that academics should actively reflect so that they can improve their teaching and learning sessions and their engagement in university work.

In summary, although Danielle runs her own hospitality business, which would suggest that she may have an entrepreneurial outlook, she did not refer to her work at the university in a way which indicates that she is actively engaged in enterprise activities. She does however feel that it is important for HMAs to have a strong knowledge of what is going on in industry and how to manage commercial businesses successfully. Danielle carries out administrative tasks as part of her work and accepts that some administration is necessary, but she does not have a management role and she has a level of resentment of the amount of bureaucracy that she feels exists at the university.

She is therefore not orientated towards the *Bureaucratic Professional*. Danielle does consider knowledge development through research as being essential to academic activities but she did not refer specifically to autonomy, collegiality, service or control of her work in any great depth. However, she did say that it is important to ensure that teaching sessions are well-planned so that students have a good learning experience, but overall her professionalism orientation is not completely towards the *Personal Professional* type. It was challenging to identify a position for Danielle on the typology diagram. It is therefore accepted that it may be more appropriate to have used a different position on the triangle.

5.2.8 Amy Nestor
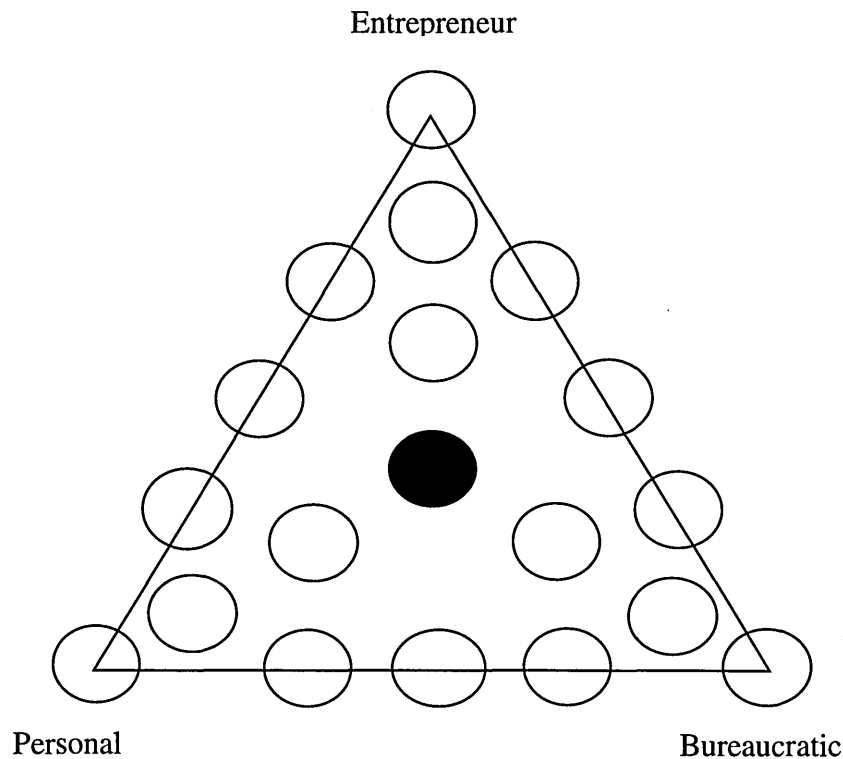
Figure 12: *Representation of Professional Orientation - Amy Nestor (2.4)*

Amy is involved in hospitality industry consultancy projects and also EIG as part of her HMA role. As a PL Amy also has responsibility for recruiting students and designing courses that will attract applicants in the HE market. This involves competition with other institutions for students. These activities, industry consultancy projects, EIG and recruitment of students in a competitive HE market, are consistent with the universal university system, features of which are enterprise, income generation, the free market and consumerism. Through her involvement in such activities, particularly business

generation, Amy has some orientation towards the *Entrepreneur Professional.*

As part of her role Amy also carries out other tasks including managing degree programmes. Managing the programmes involves Amy in a great deal of administration work and this includes carrying out audits and other quality control procedures and practices. She also has to ensure that statistics and other data related to the management of courses, much of which are required by the government for quality control purposes, are collated and this involves active engagement with administration. The statistical data are also necessary in order to manage the large numbers of students that they have at OCCU on hospitality management and other programmes which Amy has to oversee as part of her PL role. This is also consistent with the massification of the university system where the expansion of the sector has led to bureaucracy and managerialism. Amy has some orientation towards the *Bureaucratic Professional* in that, as well as having to engage in bureaucratic administration tasks related to overseeing hospitality courses she is also involved in managerialism from the perspective of ensuring that senior management directives and policies are implemented in her department.

Amy has a calling and connection to hospitality management and to working at the university. For example, she described how she loves her job and that she has always wanted to teach: "I suppose I've always had a little bit of teacher so-to-speak in me throughout my school education and university". Amy also explained that whilst working in the hospitality industry she studied for her master's degree part-time because she ultimately wanted to teach at a university and share her knowledge and experience with others. Amy was very enthusiastic and positive when describing how much she loves hospitality and her job at the university, which suggests a sense of devotion to industry and to being an academic, which is consistent with the *Personal Professional.*

Amy recognised the importance of developing knowledge through research. For example, she said: "I like the university environment and I do like studying". Although engagement in research is important to her she also explained: "I probably don't engage in research as much as A. I would like or B. probably as much as I should and largely that's because about time constraints and the type of roles that I have". In other words, research is important to Amy and her academic work but it is challenging for her to find time to engage in this – there appears to be a trade-off between carrying out academic

research in favour of involvement in a management-type role. However, she did suggest that there is now more pressure on them as HMAs to engage in research as this is regarded as being important by the university.

Amy said that she feels that she does have some personal flexibility to decide how to manage her own time. However, she also referred to changes coming in at the university which will mean that they, HMAs, will be "told a lot more" what to do. Also, according to Amy, the curriculum will become even more prescriptive and the changes that are taking place are gradually leading to a reduction in their ability to have a controlling influence over their work.

Amy explained that the high workload at OCCU means that they have limited time to meet up as a hospitality management team and discuss their work. As she explained, this is partly due to the hospitality management department becoming merged with other departments which has resulted in academics now having to work and teach across a wider range of subjects. Consequently, there has been a loss of hospitality focus, reduced specialism and subject teams have become more disparate.

In her professionalism mind map Amy wrote 'Support, Guidance, Knowledge and Learning' and she explained these aspects of her work are important to her so that she can support students in their learning. This suggests a degree of altruism. She also referred to professionalism by saying: "I'm professional in that I think the job gets done, you know, we have a duty to our students" and that being an academic is "about giving time to students". However, she said that it has become more difficult to give time to students because of increased workloads and the relocation of the staff offices to a separate floor has meant that informal interactions with students in the corridors now take place very infrequently.

Amy described professionalism by saying that it is about multi-skilling and carrying out different roles in order to be able to meet student needs and fulfil work commitments:

> I've got several hats on, you've got your sort of lecturer hat standing up in front of a classroom or supporting and guiding students and marking. I've then got this Principal Lecturer for assessment and learning, teaching, delivering these seminars and doing feedback audits and that kind of thing and then I've got my programme leader hat on that says "when shall we take this course, what do we

need in terms of the curriculum, how are our student numbers, what do we need to do at open days and visits?" and that kind of thing, expectations and standards, I think is a two-way thing but it is this idea of what I would expect from a student in terms of engaging and commitment and then what they expect from me in terms of support, time, approachability, feedback.

In other words Amy has different roles to fulfil and demands to meet. From her descriptions Amy's professional orientations therefore seem to reflect the different roles that she has to carry out. For example, her professional orientation is partly towards the *Personal Professional*, such as providing a service supporting and guiding students in their learning and meeting their expectations. She also has an orientation towards the *Bureaucratic Professional*, such as administration tasks, processes, audit, control and managerialism. She is also involved in consultancy work, EIG and marketing courses in order to recruit students (*Entrepreneur Professional*). Amy is pragmatic in her approach to her work and, as she described, she organises this so as to be able to meet all the demands made upon her despite the heavy workload. Amy's professional orientation is influenced by the activities at the university that she is engaged in and her PL role has a significant bearing on this; her position is therefore in the centre of the triangle, between all the orientations.

Entreneur

Personal   Bureaucratic
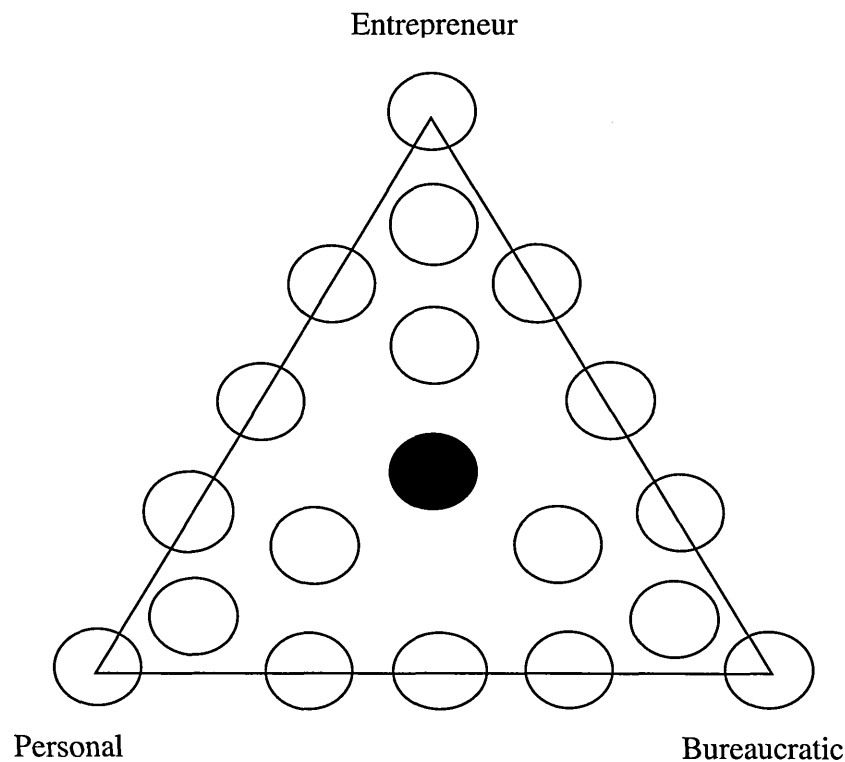
Figure 13: *Representation of Professional Orientation - Ben Nixon (2.5)*

Ben explained how he thinks that universities should be more forward thinking and "future proof". He clarified this by saying:

> To me university shouldn't be about what's happened in the past, yeah it should be built on tradition and reputation but we should be in the future business, we shouldn't be looking at, kind of, what happened twenty years ago.

He also described how he feels that some activities at the university, such as examination boards, are out of date and that "we don't need that pomp and ceremony" as they should "focus on what we are good at and just get out there and do it". Ben's comments are made in the context of, as he described, OCCU being "a grass roots university", meaning that it is not like a pre-1992 institution which focuses on research. This is relevant because, as Ben further explained in his interview, he feels that the university needs to be more efficiently run and that some current academic activities, with the exception of the graduation ceremony, are out-dated and irrelevant to the operation of modern universities.

Ben also described how the depth of knowledge on degree programmes has changed from when he was at university: "We get them [students] kind of thinking in a very practical way and we use a little bit of the academia but whereas when I was at university it was all about the kind of academic underpinning and we've gone away from that". In other words, from Ben's perspective, there is less of a focus on academic knowledge at OCCU. Taking this further, in relation to high level knowledge, Ben said that a professional "within the university is somebody who is a true specialist in what they do, has a real complex understanding of their subject area, a critical understanding". He also recognised that research is important for HMAs to be able to develop their in-depth understanding but that this was sometimes difficult to achieve due to a heavy workload.

Ben's professional orientation is not easily identifiable. He does engage in EIG as part of his role but he did not describe other activities which would indicate that he has a strong orientation towards the *Entrepreneur Professional*. He did describe some administration tasks that he considered to be bureaucratic (for example, he explained how there is a duplication of processes involved in putting student marks onto the computer system) but his professional orientation could not be described completely as that of the *Bureaucratic Professional*. Ben did refer to professionalism in his mind map by saying how it is important to inspire others, including students and be motivated and motivate others. He also wrote 'Approachable' and 'Listen' in his mind map, explaining that professionalism involved HMAs behaving in this way. Ben did suggest that he likes working with students and supporting them in their learning, but this is part of his normal work role. There was no mention of issues relating to control of work. Ben does not therefore have a particularly strong orientation towards the *Personal Professional*. Ben's professional orientation has been located in a central position on the triangle.

Entrepreneur

Personal   Bureaucratic
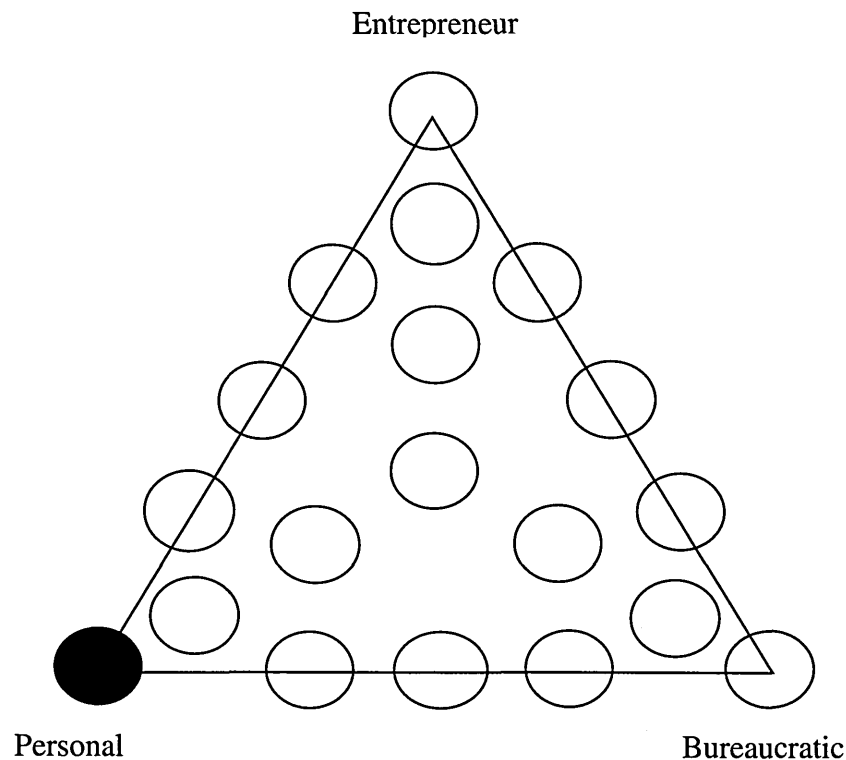
Figure 14: *Representation of Professional Orientation - Neil Deakon (2.6)*

Neil has a strong *Personal Professional* orientation. He has traditional views of Higher Education which are aligned with the elite university system and scholarly work. For example, he said that he "fundamentally disagree[s] with the idea of paying for education" and he is against the commodification of learning. Neil was very vociferous in his views and he came across as a bit of a Maverick. An example of this is when he described his interactions with his line manager:

> I have been told, at meetings afterwards that my head of school has brought me into the office and said "I think you, you should, you know, you shouldn't be expressing your opinion". So I said "I'm going to express my opinion whether you like it or not".

He explained that it is important that academics have the autonomy and freedom to able to express their views.

Neil also objects to what he feels is credentialism of knowledge and he made comparisons between levels of student engagement now and when he was a student. He feels that the majority of students regard university study solely as a means to gaining a

qualification, rather than the intrinsic value of learning. He summed this up by saying: "they [students] miss the point that the actual journey is more important than where they are going". However, despite this comment he also explained that the most important part of his work is teaching and that without that he would not stay at the university. This was a bold statement to make and it emphasises how important working with students is to him. This was further supported by Neil when wrote 'Students' at the centre of his professionalism mind map and he said that "the key area for me as far as professionalism goes is maintaining the student and improving". This student-focus was also expressed by Neil when he said that he does not have loyalty to the university but he does to the students.

Of importance to Neil is his autonomy to manage his own work and he likes the fact that no manager tells him how to organise his time. However, although he referred to autonomy in this way he also feels that other factors are impeding his academic work. For example, he said that there are increasing demands made on his time as a result of bureaucratic administration requirements, which he resents. Neil does not have an orientation towards the *Bureaucratic Professional* type. Indeed, from his comments, he could be regarded as being anti-bureaucratic and managerialist. He feels that increasingly they have less control of their own activities due to managers imposing work on them. Examples of this are where he described how he is fundamentally against management directives regarding bureaucratic processes such as "mopping-up" after students with regards to "monitoring student attendance, taking registers, chasing students who aren't attending". He also feels that he should not have to carry out administration tasks such as putting marks onto the computer system as this should be done by an administrator. Furthermore, he described how the administration burden on academics is much greater than it used to be when he first started teaching. In particular, in the interest of efficiencies, the number of administrators has been reduced over a period of time and as a result there has been an increase in the administration tasks imposed on academics.

Neil is also not orientated to the *Entrepreneur Professional*. Although he does engage in EIG as part of his role he is fundamentally against having to do this activity. He was very vociferous when he said that he did not go into teaching at the university with the pretence that he could make money for the institution and he does not agree with the

consumerist view of education where the student is considered as a customer. Indeed, as Neil explained, he will support students in their learning but just because they are paying a fee to go to university it does not mean that they should automatically receive their qualification.

To summarise, Neil has an orientation towards the *Personal Professional* type and this is particularly reflected in his traditional, liberal views of education which are consistent with the elite university system. Neil is not orientated towards the *Bureaucratic Professional* even though increasingly bureaucracy-type tasks are being implemented by managers onto academics and there is a reduced administration resource. Neil expressed views that indicate that he is not orientated towards the *Entrepreneur Professional* and he engages in EIG only superficially and because it is required in his role at the university.

5.2.11 Tina Smeaton
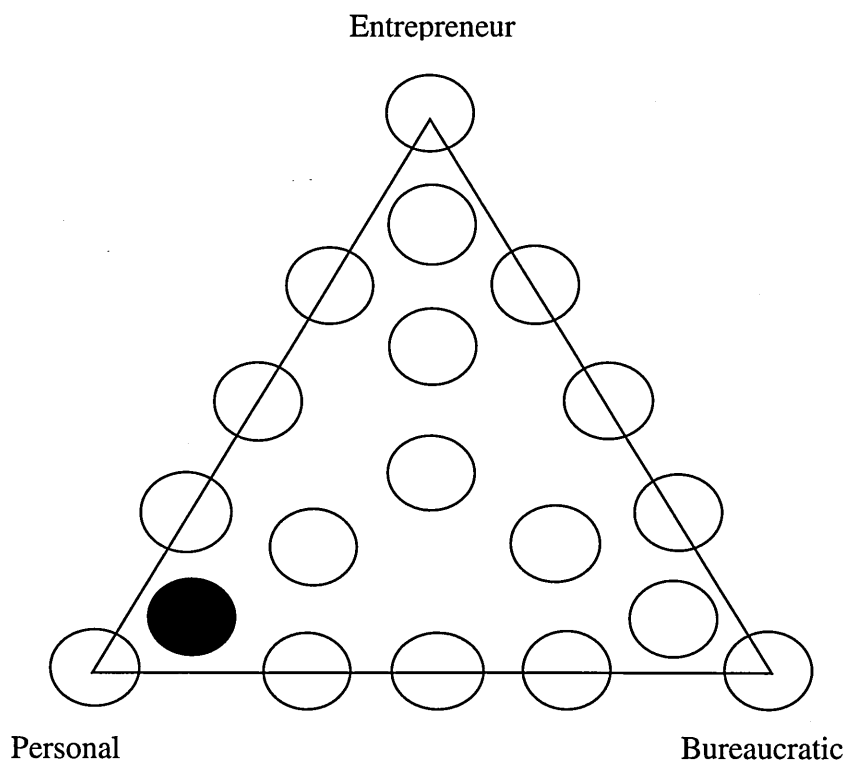
Figure 15: *Representation of Professional Orientation - Tina Smeaton (2.7)*

Tina came across as the most student-focused of all the participants. For example, she displayed altruism when describing her approach to working with students: "when there are so many things in the air the only thing that I do is look and prioritise the student in

front of me". She also explained that she gives the students her personal mobile number "day one" and responds to their Facebook requests. She develops this close connection with the students so that she can help them if they have any problems. Tina also described how much she enjoys supporting students: "I love sitting with a student talking one-to-one".

Tina represented in her mind map and spoke at some length in her interview, about what she sees as an important aspect of professionalism, which is discussion between colleagues to debate issues as it helps to inform thinking. This is relevant because, according to Tina, "Time to reflect and think" is essential to academic work. Related to this is an interesting comment that Tina made regarding reflection: "I think the beauty, if I could say it or the challenge, the wonderful thing about being an academic is that you can still somehow not be the same as everybody else". In other words, a unique aspect of being an academic is the individual reflection that they bring to their work. Tina related this individual reflection to professionalism by saying that this leads to the development of knowledge and she explained how it is important to share this with others. This approach is aligned with scholarly work and the elite university system.

Tina does not have a strong *Bureaucratic Professional* orientation and she resents having to do administration-type tasks because they detract from her work as an academic. Tina gave an example of how she would carry out tasks such as photocopying but has increasingly realised that if she is doing administration then she cannot be carrying out scholarly activities. She also explained that she feels that there is a "structure of bureaucracy" at OCCU which has led to an increase in bureaucratic tasks as well as accountability processes and procedures, imposed by managers.

Further reference was made by Tina to the demands made on them as HMAs by managers to generate external income. Whilst Tina acknowledges and accepts that the university needs to generate additional income, which is consistent with the free market, consumerist universal university system, she feels that this further acts as a barrier to carrying out scholarly activities. This is an issue for Tina because, as she represented in her mind map, as a result of having to ""obey" rules and regulations, procedures" it restricts academics' "autonomy to think" and "be yourself".

To summarise, Tina is very student-focused and she also acknowledged the importance of research and reflection in academic work. She resents having to carry out administration tasks because they detract from her scholarly activities. Professionalism for Tina relates to academics having time to reflect, discuss and argue with each, autonomy to think and share experiences with students. She does engage in EIG as it is part of her role and she accepts it is necessary for universities to generate income, although this can sometimes impact on academics' work. Tina strives to balance the different demands on her and she has at her core the belief that it is still possible to offer an academic service to students, even in the context of bureaucratic, managerialist and enterprise demands. This belief can be seen in the way that she described working at the university:

> I think that if you are really a great academic, you know, if you are enthusiastic, if you share everything, your students will come, you'll do the administration and you'll probably feel extra pressure [such as EIG], but they will learn and they will come to the lectures.

5.2.12 Alison Lewis
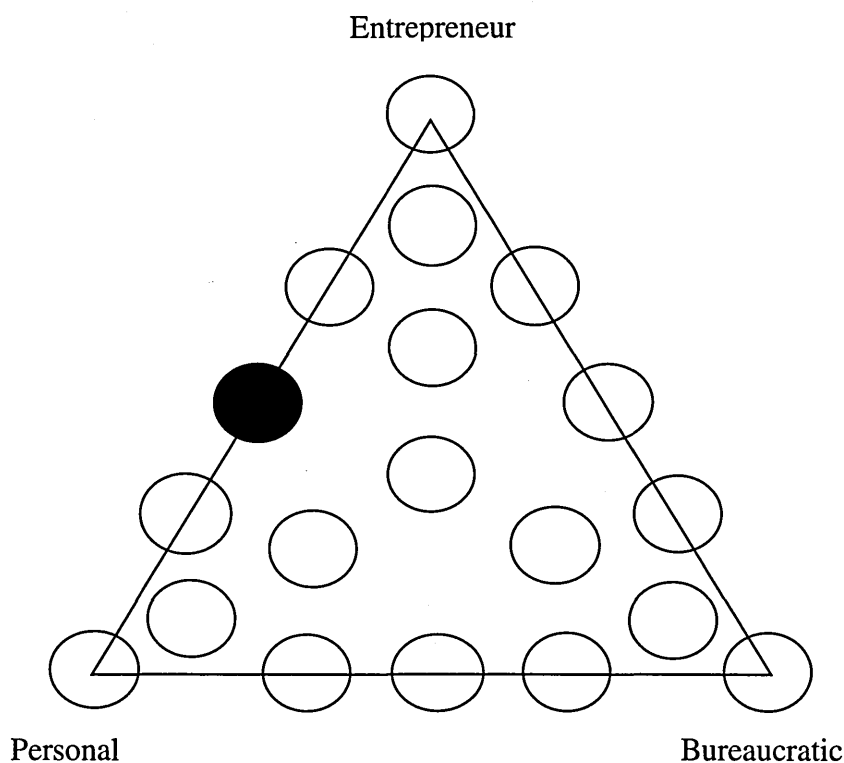
Figure 16: *Representation of Professional Orientation - Alison Lewis (2.8)*

Alison has an orientation towards the *Entrepreneur Professional* in that she actively engages in enterprise development activities. It is interesting to note that many of the hospitality management academics at OCCU only engaged in EIG activities because there is pressure on them to do so and they do this reluctantly. However, Alison is involved in consultancy projects and other work which generates external income. For example, she described how she responded positively to the Head of Department's request that all HMAs be more enterprising:

> We were a bit taken aback last year when [names the Head of Department] said we have to generate, I can't remember what the number was, but it was a big number, six numbers [figures], you think, "crikey me, I need to do something in order to be able to generate some income".

Alison also explained that she has brought in more external income than she needs to and it is evident that she engages with enterprise activities:

> I could just do one project and everybody would be happy because I've brought in £12,000 for that one, £14,000 for that one, I'm part of a team that has brought in X so therefore I've done my bit. I probably won't have to do anything for ages, but I can't help it.

In other words, Alison continues to generate additional income even though she has exceeded her personal target.

The generation of additional income, to supplement core government funding, as is explained in Chapter 2, relates to the universal university system where universities compete in a market for revenue. Alison recognised the importance of research for learning, which she actively engages in, but she also described how she draws on research in order to be able to generate income: "I need research to be able to teach them [students] to do research and I need research to do the industry thing [consultancy work] to get money in". Indeed for Alison, as she indicated in her mind map, research is at the heart of professionalism in Higher Education because it links academic activities, such as students studying for qualifications, with industry and EIG. Of relevance here is that Alison actively engages with EIG and this relates to her *Entrepreneur Professional* orientation.

Alison did not refer specifically to bureaucracy or managerialism in her interview and mind map so it is not possible to discuss her orientation towards the *Bureaucratic*

Professional in detail. However, she did refer to her work in a way that suggests that she has some orientation towards a *Personal Professional*. For example, she said: "I like to share things that I know, I share everything with everybody. So if I could share with students, that's great". Working together and sharing demonstrates a collegial attitude, as well as the provision of a service to students. At the heart of Alison's approach to her work is the desire and drive to improve knowledge. For example, she explained why she applied for her job at OCCU: "I thought we'd read books all day. I know it sounds a bit ridiculous but honestly I did, I thought we'd read books all day and learn new stuff and I like learning new stuff". This approach is aligned with the elite university system and liberal views to learning, whereby knowledge is developed through wider reading and continuous engagement in study. It is also worth noting that Alison has a PhD qualification so she has engaged in high level academic study.

The importance of engaging with knowledge was further illustrated by Alison when she described how she prepares for lectures:

> Some people are a bit more off-the-cuff than others but I like to be, I like to know about five times as much as I need to know, it's ridiculous because it makes things harder but I would never feel that I couldn't answer a question you see.

She further described HMAs and their work by referring to a connection with the hospitality industry: "It sounds rather show-offy but really, but they [academics] are somebody who knows their topic very well, has knowledge of it because of experience within the industry". Alison also suggested that professionalism is not just about having knowledge but this must be applied and that HMAs must "live it" in order to engage in their work. Alison's professional orientation is therefore positioned between the *Entrepreneur Professional* and the *Personal Professional*.

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City Centre University (CCU)

5.2.13 Dominique Chatters

Entreprenuer

Personal   Bureaucratic
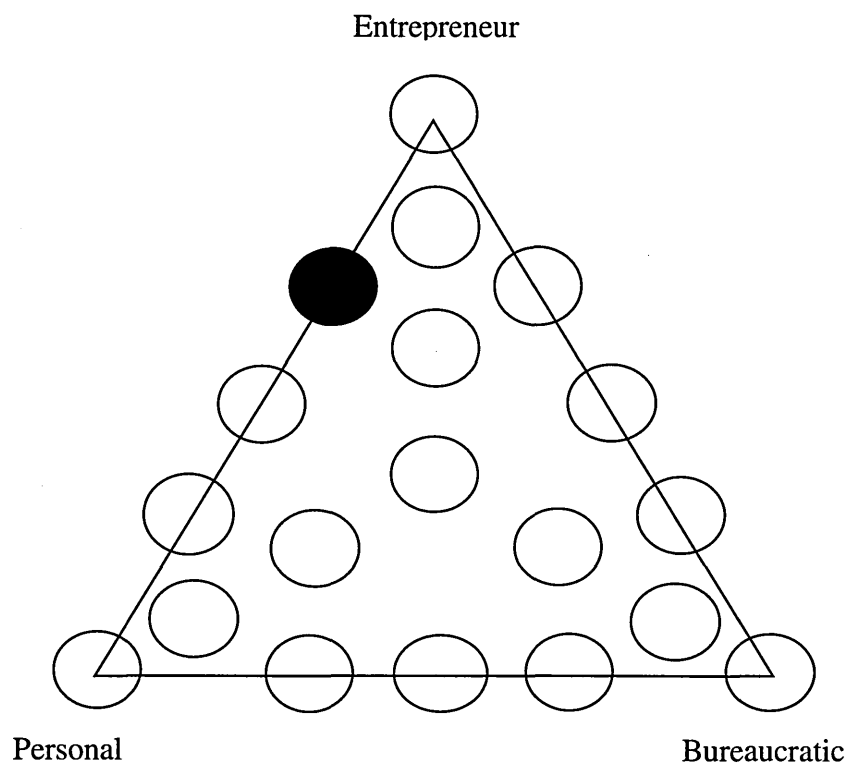
Figure 17: *Representation of Professional Orientation - Dominique Chatters (3.1)*

Dominique has a strong orientation towards the *Entrepreneur Professional* type in that she actively engages in enterprise activities at the university. Dominique applied for and accepted a seconded role at the Centre for Enterprise at CCU with the aim of being, as she put it, "enterprising and entrepreneurial". As is indicated in the Pen Portraits in Appendix 2, Dominique's role in the Centre for Enterprise is a 0.5 post. She said that one of the aims of working in the Centre was to adjust "behaviour and working as much as you can possibly in the same way as business". She is also able to use a lot of "freedom, creativity and innovation" in order to develop revenue and business for the university. This is aligned with the universal university system whereby universities work in a more business-like way in order to compete in the consumerist, free market.

Although Dominique still works in a 0.5 role in the Hospitality Management Department, she explained that she went on an Academic Enterprise course which she found very interesting because it was "all about business development and making commercial opportunities out of the academic experience and making links and

collaborative partnership and all the rest of it". It was after attending this course that she applied for the enterprise role as this was, as she explained, more aligned with her previous experience in industry running hospitality businesses. Dominique has an orientation towards the *Entrepreneur Professional* because she actively engages with business development activities.

Dominique further explained that although she likes being involved in entrepreneurial-type work there is sometimes resistance to it by some at CCU: "it's my perception of it [enterprise and business activities] the more enterprising and entrepreneurial behaviour sprites from different individuals, has a tendency to be quashed although there's quite a few of us now starting to emerge". She clarifies this by explaining that whilst at senior university management level there is a drive to be more entrepreneurial, at department and individual level this is not always the case. Whether departments become involved in enterprise activities seems to be dependent on the approach of the head of department: "it's different departments really, led by different people, it's people that are enterprising and certain departments, certain faculties, depending on who they are led by, allow people to actually embrace that properly".

Although Dominique has an *Entrepreneur Professional* orientation commensurate with her Centre for Enterprise secondment, she also has, as is stated above, an academic role at the university:

> I have a multi-disciplinary role and it's dual, it's dual in so far as part of it is as a senior lecturer, quite academic but within the vocational context of hospitality and very rigorous and now research-focused and the other part of it is very much engaged in enterprise.

Dominique referred to a link between academia and enterprise by saying that: "theory has its place, it's become more real, more relevant now and that's what I feel proud of, the fact of a university that theory has its place". This is interesting because, somewhat paradoxically, as Dominique has become more engaged in her enterprise role she has come to recognise that theory, from research and scholarly activities, is important when dealing with businesses and other stakeholders. This is because, as she explained, it gives her a degree of legitimacy as a knowledge specialist (It is also interesting to note that Dominique has retained a connection with research because she has recently embarked on her PhD studies).

Dominique referred to the importance of a hospitality industry background to her work and how she incorporates this into her academic activities. This is relevant to her teaching and enterprise roles in that, as she described it, "having a substantial amount of academic qualifications" in her subject areas (hospitality and human resource management) support her role as being a knowledgeable and qualified professional and give her a position of authority when working with businesses.

In Dominique's professionalism mind map (Appendix 5.12) she drew a HMA as being Janus-faced. She explained that there are two sides to the façade of professionalism, these being "smiley, very welcoming, to somebody, very professional" and a "serious side" where professionals "know what is appropriate and inappropriate behaviour". For Dominique, professionalism encompasses different aspects, which she also depicted in her mind map, these being about behaving with "Integrity", which "comes through behaviour". It is also about using "EI" (Emotional Intelligence), being "Polite" and working with "Honesty". She also referred to professionalism by saying that it is associated with fairness because this is "a big part of being professional. Fairness, both to colleagues, students, themselves, the university, any other stakeholder groups". Dominique also said that professionals should acknowledge when they have made mistakes and that everyone contributes to their success. In other words, professionalism could be regarded as a mixture of behaviours, competencies and values.

Dominique did not refer significantly to bureaucracy and managerialism so it is not possible to gain a clear perspective on her orientation towards the *Bureaucratic Professional* type. Dominique's professional orientation is therefore towards the *Entrepreneur Professional* because of her involvement in the Centre for Enterprise, although some of her descriptions, as indicated above, can be related to the *Personal Professional*.

5.3 Variances in orientations

Above individual professional orientations have been presented and discussed by using the triangle diagrams in relation to the three types. From the presentation and discussion it is evident that there is a variance in orientations across all the HMAs from the three English post-1992 universities. In the following section all the HMAs' professional orientations are presented on one triangle. This is so that an overview of all the

participants can be achieved. The positions are discussed and are then conceptualised in relation to orientations being stretched, as well as the inside-out and outside-in tensions, which I refer to as scholarly challenge, on hospitality management academics. The discussion draws on the data presented above as well in Chapter 4.

Entrepreneur

Personal   Bureaucratic

Key: 1.1 - Quinton Newton, 1.2 - Karen Holmes, 1.3 - Erwin Smith - 1.4 - Barbara Noon 2.1 - Dawn Sykes, 2.2 - Kim Atkinson, 2.3 - Danielle Appleby - 2.4 - Amy Nestor, 2.5 - Ben Nixon, 2.6 - Neil Deakon, 2.7 - Tina Smeaton, 2.8 - Alison Lewis 3.1 - Dominique Chatters
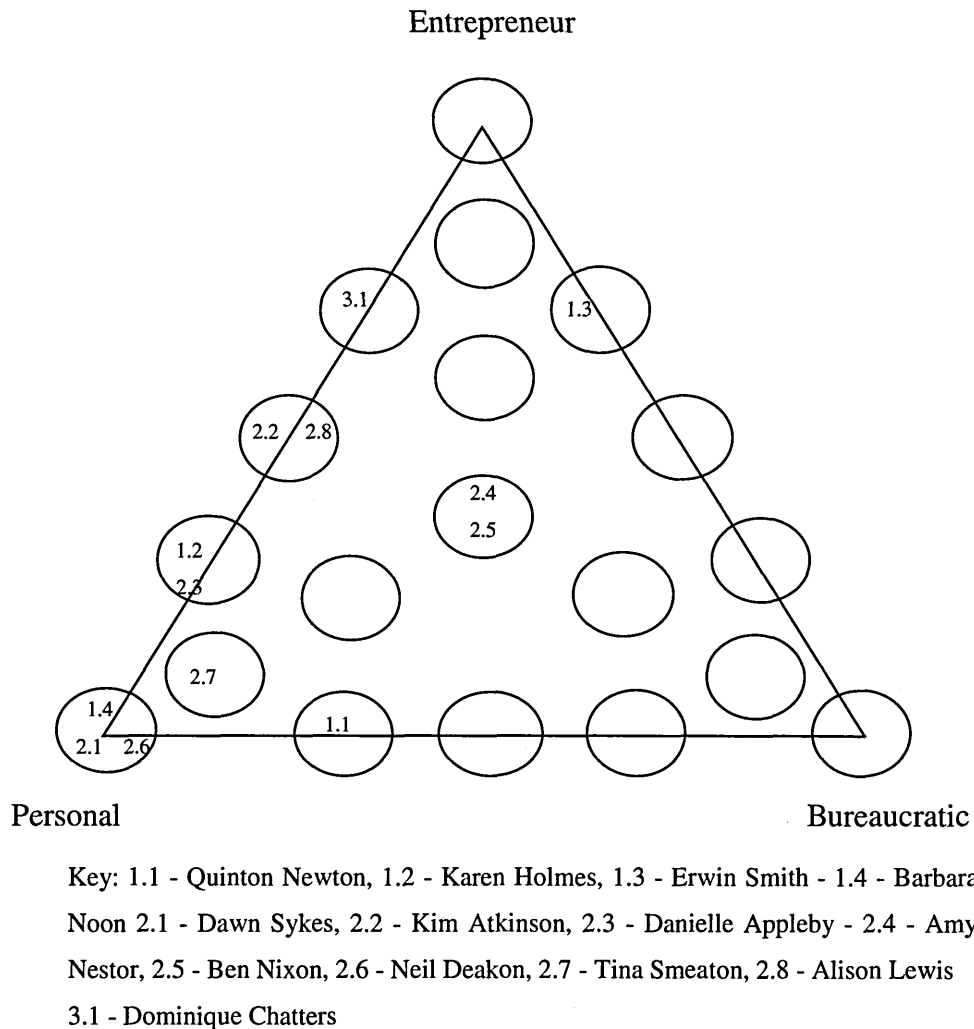
Figure 18: *Triangle Representation of Professional Orientations – All Participants*

What comes through in the analysis is that HMAs tend to exemplify a *Personal Professional* orientation. This can be seen from the above diagram where the participants are broadly located towards *Personal Professional* positions on the triangle. This is, perhaps, to be expected because the participants are, after all, academics and so their work is associated with, for example, scholarly work, working in collegial groups and so on. This is likely to be similar to other academic groups.

The HMAs are not strongly orientated towards the *Bureaucratic Professional.* Indeed, bureaucracy and bureaucratic processes are, at best, tolerated and recognised by some participants as necessary in large, complex organisations and at worst resisted, worked around, or even challenged. Managerialism was also referred to by participants and examples were given of how they feel that senior managers are out of touch with what Higher Education is really about, focused too much on finance and enterprise, lacking in trust of academics and overly controlling of their work. It is also not surprising that the participants do not have a strong *Bureaucratic Professional* orientation because they are not administrators or senior managers. However, it was interesting to note that there was a high level of resistance and dislike of bureaucracy, bureaucratic processes and managerialism by some participants, which suggests that this is a real issue for them.

Some of the participants have an orientation towards the *Entrepreneur Professional,* as shown on the above diagram, in that they actively engage in business and enterprise activities. Such activities are consistent with work in the hospitality industry where there is a commercial focus to many businesses. Examples were given of generating external income and adopting enterprise roles in order to work directly with business. There is also an acceptance and recognition by some participants that universities need to generate additional income. However, there was a level of resistance by some participants to engaging with enterprise and in some cases they actively resist it.

As is discussed in Chapter 2, professionalism is a complex construct and so explanations of participants' orientations are not straightforward. However, there seem to be two main factors that influence the positioning of the participants in relation to their orientations, these being the job roles they perform in their respective hospitality departments and also the individual HMAs themselves. These two factors are not independent and individual orientations will influence what jobs people take on, what jobs they are given and individuals themselves will be shaped by the job role that they have.

An example of a connection between job roles and a professional orientation is Amy Nestor, who is a PL. She described herself as having to wear different "hats" dependent on the roles that she has to carry out, such as being commercially focused with regards to competing for students and income (*Entrepreneur Professional*); carrying out

controls, audit and managing programmes (*Bureaucratic Professional*) and being a teacher devoted and committed to duty and supporting students in their learning (*Personal Professional*). Amy's mixed professional orientation seems therefore to be influenced by her job role. Another example of a role related professional orientation is Erwin Smith. As Head of Hospitality Erwin has a management role and he therefore has some responsibilities for ensuring that the department is competitive in the HE market for students and income (*Entrepreneur Professional*). He also has a managerial role, to manage the department which involves ensuring, as he explains it, staff work effectively and get on with their jobs, within the framework of the university's procedures and practices (*Bureaucratic Professional*). A further example of a job related orientation is Karen Holmes who is a Senior Lecturer and is therefore, as she described it, a "seasoned academic". As such she is focused on scholarly work associated with research, teaching and learning and supporting students (*Personal Professional*).

However, whilst specific job roles seem to have an influence on HMAs' professional orientations, this does not appear to be the whole picture. Participants' orientations also seem to stem from the individuals themselves and how they engage in their professional work. For example, Alison Lewis is a Senior Lecturer and therefore does not have specific management responsibilities. As such she is therefore only expected to engage in EIG to the same extent as other staff at her grade. However, Alison described how she always strives to achieve high levels of external income and continues to do this even when she has exceeded her own personal target. She also seeks out and develops income for consultancy-type work. Karen therefore has some orientation towards the *Entrepreneur Professional* over-and-above what is expected and required of her. In other words, Alison's professional orientation is not totally consistent with her job role and stems from her own particular individual engagement in her work as a professional practitioner.

Dominique Chatters has an interesting professional orientation in that her main role was as an academic in the hospitality department, which she carried out for a number of years. However, she subsequently applied for and took on a completely separate 0.5 secondment in the Centre for Enterprise. Dominique has a mixed professional orientation which is partly focused on business development but also on scholarly activities as an academic in the hospitality management department. The important

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point here is that Dominique did not have to apply for the Centre for Enterprise role – she did this because she wanted to be involved in enterprise activities and this stems from her as an individual and her own work interests, as well as her background in the commercial hospitality industry.

From the above examples it is evident that the HMAs have a range of professional orientations in relation to their work in English post-1992 universities. One way of examining and conceptualising these variances of orientations further is in the context of McInnis (2010:155), when referring to Coaldrake and Stedman (1999), who suggest that academic work has stretched rather than adapted to meet the demands of a changing Higher Education sector. In this sense HMAs could be viewed as stretching their professional orientations in the process of trying to meet the varied demands made on them as a result of the 'continued intensification and increasing fragmentation of academic work [...]' (Boyd et al., 2011:3). That is, the HMAs have to stretch their orientations in order to engage in 'everyday work practices, accountabilities and compliance demands' (McInnis, 2010:155). For example, although Karen Holmes at NCCU has a predominantly *Personal Professional* orientation, she has to stretch her orientation towards the *Bureaucratic Professional* in order to comply with the increased administration-type demands made on her by managers, although she greatly resists these and tries to find her way around them. In effect, therefore, the work demands on her in the university are such that she has to stretch away from her *Personal Professional* orientation.

Other examples of this stretching of professional orientations are provided by Neil Deakon, Barbara Noon and Dawn Sykes. Neil has very liberal views of Higher Education, the process of learning, the intrinsic value of a degree for its own sake and so on. He also said that if it was not for the students and teaching he would not stay at the university. However, he has to comply with bureaucratic processes implemented by senior managers, such as monitoring students' attendance, and he has to generate external income, which he is totally against. In other words Neil has to stretch his professional orientation towards bureaucratic and entrepreneur activities. Barbara also has liberal views of Higher Education and, in particular, the importance of academics having autonomy. However, she has to stretch her orientation in order to comply with what she regards as overly bureaucratic processes and procedures implemented and

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controlled by senior managers. Dawn Sykes feels that, for example, changes in funding to universities have greatly influenced how they operate as an institution and as such this has negatively impacted upon academic activities. In particular, she expressed the view that it is very difficult to concentrate on academic work when they also have to do so many other things, such as administration tasks and generate external income. HMAs' professional orientations can therefore be regarded as being stretched due to work demands. However, there is an element of fuzziness between the professional orientations and the degree to which they are being stretched, because distinctions between them are not always clearly identifiable.

The stretching of orientations in relation to the professionalism types can also be conceptualised through the lens of Williams (2008:535), who refers to Stronach et al's (2002:121), 'ecologies of practice' and 'economies of performance'. The 'ecologies of practice [...] serve to circumscribe what it means to 'be' professional and are 'inside-out' in that they emerge from interactions within the profession and are signalled to those outside the profession' (Williams, 2008:535). The ecologies of practice can be aligned with the *Personal Professional* in that professionalism is couched within the academy, which I label as academism, as discussed in Chapter 2. In this regard, ecologies of practice could be regarded as where 'traditionally, professionalism meant meaningful work, dignity and a service to society' (Cockburn-Wootten, 2012:221). In other words, HMA professionalism associated with the *Personal Professional* stems from the practitioners within the academy (inside-out).

However, the 'economies of performance' are 'outside-in', where professionalism is linked to 'managerialist' and 'performative' (Williams, 2008:535) ways of working. That is, professionalism from the perspective of economies of performance stems not from within the academy, but from the aforementioned 'managerialist' and 'performative' ways of working associated with mass and universal systems, bureaucracy, managerialism and the free market (*Bureaucratic* and *Entrepreneur Professionals*). There is therefore a conflict and tension, what I refer to here as the *scholarly challenge,* between *Personal Professional, Bureaucratic Professional* and *Entrepreneur Professional* orientations due to the influence of outside-in pressures on the universities and the inside-out of the practitioners within the academy. This is supported by Macfarlane (2011:59) who refers to academic work and practice as

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'rapidly disaggregating', or 'unbundling', as a result of a variety of factors including the 'massification of national systems [...] and a more centralised and performative culture'. In this regard, as Macfarlane (2011:59) further indicates, there is a "'deskilling' of academic staff". In other words, the focus of professionalism moves from academism to that more associated with managerialism and enterprise or commercial gain (Ashcraft and Mumby, 2004). This also has synergy with Walker (2001:10) who suggests that 'the views of academics have arguably been displaced [...] and authority invested instead in consumers (students) and employers (institutions, government, business)' (Original Emphasis). It is in this context of change that scholarly challenge occurs, as the HMAs have to stretch their professional orientations in order to meet the demands made upon them.

5.4 Summary

The aim of this chapter was to seek to answer the research questions concerning how the typology can be applied to examine professionalism in the context of HMAs working in English post-1992 universities and what this tells us about professionalism in relation to this specific group of professional practitioners. It was found that the typology can be applied and this was done by using a triangle diagram as a pictorial representation of professional orientations. In a cross participant analysis it was discovered that the majority of HMAs have a tendency towards the *Personal Professional* professional orientation, which seems to relate to job roles and also to the individuals themselves.

A conceptualisation was presented by using a metaphor of stretching which acknowledges the different professional orientations of the HMAs and the extent to which they have to stretch from one to the other. It is suggested that HMAs' professional orientations are being stretched and that this is causing tension. Furthermore, reference was also made to ecologies of practice and economies of performance; this was done in order to examine the conflicts between professionalism stemming from the academics themselves, inside-out and the outside-in pressures on the university.

In summary, the typology used seems to support what was discussed about HMAs in Chapter 4. However, it is important to point out that the data used in this chapter were

drawn from a relatively small number of participants and it is also not possible to know from this research specifically how these orientations alter over time. Whilst it is therefore not possible to generalise from this research, the data presented above and in other parts of this dissertation, lead to some interesting conclusions being drawn and these are presented in the next chapter.

6 CONCLUSIONS AND THE IMPLICATIONS FOR PROFESSIONAL PRACTICE

This chapter brings together the threads of the research. Section 6.1 is a reflection upon the limitations of the research. Section 6.2 is a response to how the research aim, objectives and questions were addressed, and includes an examination of the research outcomes. The implications for professional practice follow (section 6.3). Finally, recommendations for future research are made in section 6.4.

6.1 Limitations

I am a hospitality management academic and therefore there is a risk of bias. I sought to manage bias by looking for contradictory data and being open to alternative interpretations, for example given through peer scrutiny and being self-aware of my background, values and assumptions.

The participants were selected because they had a range of experiences in hospitality and universities. Ideally, the number of participants would have been more evenly distributed across different roles which might have impacted upon the data achieved. For example, a greater number of Principal Lecturers may have changed the professional orientation distribution of the participants in the typology (see Chapter 5) in that there may possibly have been more hospitality management academics with *Bureaucratic* or *Entrepreneur* orientations.

When conducting the interviews there was a danger that I could potentially lead participants too much. I sought to avoid this issue by being mindful to allow the participants to talk freely and not to impose myself during the interviews. I also did post interview reflections to identify critical points and to potentially improve my interview practice for subsequent interviews. The experience of carrying out four pilots prior to conducting the main study interviews also helped me to practice interviewing techniques.

As is discussed in the methodology chapter I had thought at the outset of the research that I would use the reflective log more intensely, so that it would have been a more extensive source of data than it actually was. As the research evolved I found that the

data from the interviews and mind maps became a more dominant focus of my work. Also, many of my reflections became weaved together within my dissertation so that I did not keep writing them separately in the reflective log.

It may have been useful to have conducted interviews with academics from different subject areas other than hospitality management which could have allowed for greater generalisation to occur. However, this research was focused specifically on hospitality management academics and the emphasis was on discovery rather than generalisation.

The next section presents the findings of the study by referring to the research aims, objectives and questions.

6.2 Responding to the research aim, objectives and questions

The aim of this research was to examine and analyse professionalism in relation to hospitality management academics working as professional practitioners in English post-1992 universities.

There were four objectives:
1. To examine and critically analyse the construct of professionalism
2. To critically analyse changes in legislation which have had an impact on the English Higher Education sector
3. To analyse changes in English university systems
4. To carry out qualitative research into professionalism and the impact of changes on professionalism with hospitality management academics working as professional practitioners in English post-1992 universities and to analyse and interpret the data.

The research outcomes reflect these objectives. Whilst responding to objective 2 and 3 was important to frame this work, new research findings mainly refer to objective 1 and 4. Table 6 represents the findings in key words and lists them in relation to an overarching topic, which is professionalism on the one hand and the impact of changes on the other hand. The table also refers to the taken approach to gain the findings of the study and contributions to knowledge, which were either theoretical or through empirical research.

Topic	approach	findings
professionalism	theory	• construct of professionalism
	empirical research	• professionalism and the individual • specific kind of professionalism associated with hospitality management academics
impact of changes on hospitality management academics		• professional level • personal level

Table 6: *Findings and contribution to knowledge of the study*

Findings relating to the construct of professionalism are discussed in the following section (6.2.1 A professional typology synthesising different theories), the other findings in section 6.2.2 (Outcomes of the empirical research).

6.2.1 A professional typology synthesising different theories

The first three objectives refer to two research questions (*What is professionalism and how can the construct be examined? What legislative changes have occurred in the English Higher Education sector, which have influenced the operation of universities?*)

As pointed out the first objective was to examine and critically analyse the construct of professionalism. An observation that came through was that there is no single understanding of professionalism. An examination of the construct can be used to take into account new multiple understandings, as the construct is not a static one: instead it is fluid. One way of looking at professionalism is via traits. In this study different conceptualisations of professionalism via a traits-approach were brought together. Four traits that seem important to professionalism are high level knowledge, autonomy, collegiality and service. Another feature of professionalism is monopolistic control of work which interrelates with the four traits. Freidson (2001) describes his conceptualisation by referring to three logics: the free market, bureaucracy and the third logic, professionalism. By introducing and defining the term academism Freidson's third logic is aligned with the four traits and monopolistic control of work to emphasise

the focus on Higher Education and academics.

The second objective refers to a critical analysis of the changes in legislation which have had an effect on the English Higher Education sector. Starting with the Robin's Report in the early 1960s' there has been continuous legislative changes which have impacted upon the English Higher Education sector. This has led to an expansion of the sector with a pro-rata reduction in funding. In addition, other key legislation, for example the 1992 Further and Higher Education Act, have led to such factors as the incorporation of universities and a further widening of the sector, along with efficiency drives. Furthermore, there has been a deregulation of the sector which has resulted in a greater level of market focus by universities and competition between institutions.

The third objective was to analyse changes in English university systems. Since the 1960s' university systems have changed from elite to mass and universal. In the elite university system the focus was on traditional values and practices associated with, for example, scholarly work and there was a high degree of control of work by academics. In the mass university system there was an expansion of the sector accompanied by increases in bureaucracy and managerialism, with a resulting focus on efficiency. In the universal university system the focus is on competition, the market and consumerism.

As a result of responding to these three objectives a professionalism typology was developed in order to synthesise literature on professionalism and the changes in university systems. This can be described as an element of deductive theory development within a qualitative research study. The outcome of the typology is three professionalism types, these being:

- *Personal Professional*
- *Bureaucratic Professional*
- *Entrepreneur Professional*

This typology is new because it brings different concepts together and the three professionalism types reflect that academics have to undertake multiple roles. In the empirical work this typology was then applied to hospitality management academics.

6.2.2 Outcomes of the empirical research

In this section responses to objective four are presented, which was to carry out qualitative research into professionalism and the impact of changes on professionalism

with hospitality management academics working in English post-1992 universities and to analyse and interpret the data. This objective relates to four further research questions, these being:

- *How have changes in the sector impacted upon the work of hospitality management academics?*
- *How does professionalism relate to hospitality management academics working as professional practitioners in English post-1992 universities?*
- *How can the typology be applied to examine professionalism in the context of hospitality management academics working in English post-1992 universities?*
- *What does the use of the typology tell us about professionalism in relation to this specific group of professional practitioners?*

The core approach was a qualitative inductive study. However, there were also deductive elements used which were applied in different steps, including deductive data searches and code development, as well as the utilisation of a typology. As shown in table 6, the outcome of the empirical work refers to professionalism and the impact of changes on hospitality management academics. By describing findings relating to professionalism I refer to *professionalism and the individual* as well as a *specific kind of professionalism associated with hospitality management academics* (see table 6).

Professionalism and the individual

Professionalism as a fluid construct can be understood from an individual perspective. What this means is that professionalism in relation to the individual hospitality management academic is affected by changes that have impacted upon universities over a period of time. This becomes evident by describing individual hospitality management academics' professional orientations in the professionalism typology through the use of a diagrammatic representation of three different types. This was done by firstly examining participants' professional orientations individually and then across all participants. The findings show that most of the participants are broadly orientated towards the *Personal Professional*. Whilst the majority of participants' professional orientations are towards this type, they pointed out that they struggle with time for scholarly activities, such as carrying out research or working together in collegial groups. This discrepancy can be named as scholarly challenge. By adopting the metaphor of stretching, in the context of utilising the typology this study takes into account that academics have to deal with a variety of work demands on them. Other

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professional orientations were also evident. Of particular interest might be those hospitality management academics that have central positions between all three professional orientation types, as they seem to be able to fulfil different undertaken roles.

With regards to the typology it is important to point out that there is no ideal position of professional orientations. Professionalism is strongly related to the specific academic in that academics have their own professional orientations. This research suggests that professionalism cannot be imposed on the individual because it stems from within them as values, attitudes and behaviours emanate from the inside-out. However, professionalism can be influenced from outside-in pressures, requirements and restrictions, which can partly be related to bureaucratic, managerialist and consumerist ways of working in the universities.

Specific kind of professionalism associated with hospitality management academics
Professionalism is a general term which refers to different professions. Nevertheless, the findings point out that there is a specific kind of professionalism associated with hospitality management academics which refers to three of the four traits. Firstly, **high level knowledge**, which in this context is knowledge related to the hospitality industry. This cannot be achieved by reading and engaging with literature alone, because it is also experienced knowledge gained from working in the hospitality industry. Therefore, in the context of hospitality management education, high level knowledge is not only theoretical but needs to be applied to industry. In relation to **collegiality** the connection to the industry is central, which evolves from a shared passion for hospitality. Another aspect is the interpersonal skills associated with working in collegial groups. The trait of **service** also relates to specific kind of professionalism, which becomes evident in the connection to the industry, where being hospitable, altruistic and passionate is an important part of the work culture. Autonomy was widely referred to by the hospitality management academics, but this was not discussed specifically in relation to hospitality management.

As is shown in table 6 above, some outcomes of this study relate to the effect of changes, which have occurred within the Higher Education sector and have impacted upon the hospitality management academics and their professionalism. The research

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suggests differentiating between an impact on a *professional level* and an impact on a *personal level*.

Professional level

On a professional level a loss of specialism can be concluded, which occurs as a consequence of three key problems:

- Academics have to teach across a range of subjects and therefore cannot fully demonstrate their expertise
- Academics' hospitality focus has been reduced as hospitality departments have become subsumed with Business Schools or amalgamated with other subject groups
- Bureaucracy and increased workloads minimise time to work in scholarly ways

This loss of specialism is to be seen in contradiction to an understanding of a professional academic, which includes for example, as previously discussed, high level knowledge in the field.

In the theorisation of professionalism, monopolistic control of work was described as an interrelating factor with the four traits and can therefore be seen as another important feature of the construct. This research confirms this conceptualisation and the findings indicate that monopolistic control of work by hospitality management academics has, to some extent, become eroded. This becomes evident in different ways in the hospitality management academics' day-to-day work. For example, managerial decisions are taken by senior managers, over which academics have no control, which impact on their work and academism.

Personal level

On a personal level the effects of changes seem to have impacted upon the hospitality management academics. The increasing workload can be seen as affecting the academics' work-life balance: Many of the participants described the significant impact of their working hours on their leisure time activities – some of them even to the extent that there was no distinction between time for work and leisure time.

Working as a hospitality management academic also implies frustrations, partly caused by increased workload through bureaucracy, managerialism and the need to generate income. This reduces opportunities for academics to be able to carry out scholarly work, which again refers to the scholarly challenge, mentioned above. Frustrations can be also caused by working with students who were described by the participants as not always being fully engaged in their studies and regarded by the universities as consumers being satisfied. A question arises as to how the changes on a personal level impact on a professional level.

6.3 Implications for professional practice

In terms of generalisation it has to be considered that this sample size was thirteen participants and the research was specifically from the perspective of hospitality management academics working in post-1992 universities. For this reason, these findings cannot be generalized to the broader community based on this study alone. However, the impression gained from the findings is that some concerns and issues raised by the hospitality management academics are live and evident throughout the academy.

An implication of the research is that with increasing bureaucracy, managerialism and consumerism hospitality management academics are being asked to undertake multiple roles, which are under-recognised in relation to the impact on, for example, scholarly work. One possible implication could therefore be that this influences the standard of teaching and learning, which should be based on high level knowledge, furthermore on the quality of research and the development of new knowledge. A further result of fulfilling multiple roles might be tensions caused by academics having to try and complete many different tasks. However, one approach to seeking to take action to avoid these tensions, or at least to mitigate them, may be to move towards systems of work where hospitality management academics and others have fewer roles. It might also be helpful to be able to operate in ways more aligned with their professional orientations. For example, Human Resource (HR) departments in universities could use the professionalism typology as a tool to examine the professional orientations of academics. This in turn could inform HR processes and decision making, such as reviewing working practices, staff development and so on. A question that may be raised is to what extent does the university really want and need academics to be heavily

involved in activities such as burdensome bureaucratic processes and external income generation, as well as their scholarly activities?

As is referred to earlier, two hospitality management academics have central positions between all three professionalism types. These academics might be examples to others of how to balance the demands made on them, such as scholarly activities, bureaucracy and external income generation and might therefore represent a modern type of academic. Universities might seek to recruit these modern academics, who comply with criteria associated with a balanced skills set. However, as the focus of work in universities moves towards more bureaucratic or managerial ways of working and greater pressures to generate external income, the approach of recruiting modern academics could impact upon the standard of education offered in universities.

One way to rebalance the work of academics might be to give greater consideration to increasing investment in administrators, as this could reduce the time academics spend on administration tasks to be able to concentrate more on, for example, scholarly work. There could also be a development of new conceptions of job roles in order to protect and promote academism. For example, job descriptions for hospitality management academics and others with *Personal Professional* orientations could be designed to allow them to have more time for research, engage in student support activities and so on. This could potentially move towards dealing with issues relating to the scholarly challenge. If academics' work tasks could be more aligned with their professional orientations academics could potentially work more effectively because they might experience fewer frustrations with their work tasks.

It is evident from this study that a connection to the hospitality industry is considered important to the hospitality management academics and their professionalism. An implication of this is that opportunities for professional updating could be made available to academics. These opportunities may or may not already exist in universities, but from the findings it can be stated that the workloads of hospitality management academics are such that they struggle to find time to do their normal day-to-day work. Therefore it might be difficult to spend further time away from the university for professional updating. A potential solution to this issue could be that academics have workload hours given to them to return to industry for short periods of

time. If such time does already exist, e.g. a self-managed time, it might be useful to ensure that academics are actually able to use it for the purpose of professional updating, even if there are other tasks to do. Whilst of course there are cost implications for this, it could be budgeted for and there would be potential benefits for academics to be able to develop their expertise and knowledge. In turn they could bring fresh perspectives into teaching which could improve the quality of the sessions and support the learning of students and subsequently future hospitality managers.

A further implication is that consideration should be given to the work-life balance of academics. It could be questioned why the time allocated to academics to do their work does not seem to fit to the related task. Therefore there needs to be a review of tasks and a recalculation of workloads, as reasonable time should be made available for academics, e.g. to mark and moderate student work. Also health issues should be brought up in the university so that they can be debated and solutions to overwork be sought.

Monopolistic control of work by the academics has been presented in this research as being important to professionalism. A suggestion therefore is that ways could be sought to facilitate academics having greater control of their work. In this research it was shown that at one university, Near City Centre University, the hospitality department was due to become more independent from the Business School; here seems to be a movement back to former structures, which might have occurred because the head of department and the hospitality team were able to persuade the Dean and other senior managers of their ability to be able to run the department effectively. This indicates that there might be a scope for action of academics to actually influence and change the conditions they work in, even if managerial, bureaucratic and administrative processes do not actively encourage these changes to take place. Therefore academics could seek to gain higher levels of control over their work in order to improve their work conditions.

Academics expressed their frustrations at the business approach by universities. If students are regarded as consumers this can lead to HE being viewed just as a product. A problem for hospitality management academics is that a consumerist approach to education is unhelpful to learning at a Higher Education level, which should mean

independent study, being creative and innovative and moving learning forward. Also, when academics are seen just as deliverers of the product of education, professionalism in relation to hospitality management academics might be undermined. It seems that it is important to deal with this issue in order to not only support learning at a HE level, but also to address, or at least mitigate, the frustrations expressed by academics. This also has implications not just for the academics themselves but also potentially for the sector as a whole as increasingly students expect a greater return on their investment of going to university.

6.4 Recommendations for further research

The group of participants in this study could be extended. This could be done by not only carrying out further research with hospitality management academics but also those from other disciplines. This would provide a wider perspective of professionalism in relation to academics working in universities. Also the research could be conducted with an international perspective by examining professionalism in relation to hospitality management academics working in universities in other countries.

Different participants referred to their heavy workload. It would be interesting to investigate the actual workloads of hospitality management academics in comparison to those in other disciplines. For example, do hospitality management work longer hours than others? How many hours are acknowledged for different tasks and how does this impact on their work activities? This specific comparative study between hospitality management academics and others might provide useful data for examining work experiences at universities.

It was questioned whether the impact of changes on a personal level affect the professional level. This seems to be an important research topic, as factors which might influence academics' professionalism could be identified to improve quality in the education system.

Further research questions evolve relating to students. One question might be whether the students are actually lacking engagement with their studies. It would also be interesting to find out more about the impact of changes on the students. Also of importance is whether there is a relationship or correlation between paying fees and a

consumer attitude.

It would be interesting to utilize the typology to examine professionalism with a larger group of academics in Higher Education so as to examine how this can be applied in a wider context.

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APPENDICES

1 MAPPING THE FIELD OF STUDY

Professionalism: A study of English post-1992 university hospitality management academics

Phenomenological Assumptions

Interviewees

- Hospitality background

  Team players

  Strong work ethic (long hours in the hospitality industry)

  Separate departments?

  Dress and self-presentation (suit and tie; more casual?)

  Practical, 'can-do' type of approach to work

  Vocational work in the hospitality industry

- Academics: Length of service at the university?

  Different views of academia

  What is it like working in post-1992 universities?

  Level of industry background prior to working at the university?

  Close working relationship with colleagues; Team work

- Working environment

  Use of technology to reduce staff levels

  Varied levels of accountability in universities?

  Academics more or less able to influence decisions with regards to work at the university?

  More time spent dealing with student issues

  Greater student staff ratios (SSRs)

  Cost-cutting measures in place (Professional Services Review/Changing to Improve)

  Funding streams to universities, cutbacks, student loans, fees

  International students

  League tables

  Importance of student views - National Student Survey (NSS)

- Courses and programmes

  Vocational, management or academic?

  Standardisation?

  A move towards modularised-type study?

  Academics still the 'holders' of knowledge? (knowledge now more widely available, particularly as a result of more widespread use of the Internet?)

  Range of different learners

  Project or dissertation

  In module retrieval of marks

2 UNIVERSITY DESCRIPTIONS

Descriptions of the universities in which the participants work are provided below in order to give background information on the three different institutions.

2.1 University Descriptions

The universities are located in different parts of the country. The universities were selected because they are all post-1992 institutions where hospitality management programmes are operated. A more detailed rationale for selecting these particular universities is provided in the Methodology chapter.

2.1.1 Near City Centre University (NCCU)

Near City Centre University is located near to the centre of a city in the south of England. The hospitality management department is part of the Business School, which is one of the faculties within the university. The Head of Hospitality currently reports to the mangers of the Business School. However, the department is being rebranded and is also gaining a greater level of independence from the Business School. As a result the Head of Hospitality will have less direct management control from his current managers. The independence of the hospitality management department has come about after several years of being amalgamated with the Business School. The focus of the new hospitality department will primarily be hospitality management and will no longer include Events programmes. As part of the rebranding the hospitality management department will be moving to new premises.

2.1.2 Outside City Centre University (OCCU)

This university is in the north of England and is a large institution which has undergone significant changes in recent years, including the replacement of Vice-chancellors. These changes have had a major impact on the structure and organisation of the university, including the amalgamation of departments and cost-cutting throughout the institution.

The hospitality department at OCCU is located in one of several campuses which are spread out across the city. Hospitality management courses at undergraduate and postgraduate level have been run at the university for many years although the

department now encompasses disciplines related to hospitality such as Retail, Licensing and Tourism.

There are a number of food and beverage operations in the campus that are part-operated by the hospitality management students and these provide them with relevant practical experience in food and beverage outlets (kitchens and restaurants). The hospitality department recruits students with relatively low Universities and Colleges Admission Service (UCAS) points/grades. Academics within the department often have a high teaching load. All the hospitality management academics share a large, open-plan office which is on a separate floor to where the teaching rooms and food and beverage outlets are located.

2.1.3 City Centre University (CCU)

This is a large university in the north of England with a city centre campus and other facilities in the surrounding area. The hospitality department is located in one of the city centre buildings and has its own permanent food and beverage outlets comprising bars, restaurants and kitchens. The availability of extensive food and beverage facilities means that there are permanent full-time hospitality management academics teaching in these areas, including Food and Beverage Service and Food Preparation and Cooking. Although students do develop food and beverage service and culinary skills in the food and beverage outlets, the focus is on applying hospitality management theory in a practical context.

The university has been through several restructures and is continuing to consolidate campuses and departments through centralisation and cost-cutting. The hospitality management department is currently part of a larger department which includes hospitality-related subject areas such as Tourism and Events. Undergraduate and postgraduate hospitality management courses are taught at CCU.

Work placements form a major part of the hospitality programmes. In particular, international hospitality management placements are encouraged. The senior managers of the university have put considerable resource into business development activities, such as the creation of the Centre for Enterprise.

3 ORGANISATION

3.1 Letter to Head of Hospitality Management Department

Dear .....

I work at [name of university] as an academic in the hospitality management team and I am also studying for my Doctorate in Education (EdD). I am now at the dissertation stage of my research I am very interested in studying professionalism. To this end I would like to interview hospitality management academics from post-1992 universities.

As part of my primary research sample I would like to contact and subsequently interview hospitality management academics in your department and I hope that this is acceptable to you? I plan to use semi-structured questions in the interviews and I anticipate that the interviews will last approximately one hour thirty minutes (maybe a little longer or shorter, given the academics' interest and availability). I plan to conduct the interviews at your institution, so there will be no need for participants to travel to Sheffield.

With your agreement I will contact academics directly regarding my research. Would it be possible please that the attached information about my research project is passed onto hospitality management academics in your team? Should they be willing to participate in the research I will send them suggested dates and times of interviews (I may need their help nearer the time of the interviews to book an appropriate room that could be used for this purpose).

I do appreciate that there may be some concerns regarding ethical issues and in particular confidentiality and anonymity of participants, and I can assure you that these principles will be respected. I intend to adhere to the [name of my university] ethical principles and guidelines as well as those of The British Psychological Society in regards to human participant research. However, it is important to note that my research is not of a sensitive or confidential nature and I am only seeking willing participants in my research.

The reason for approaching your institution is that you are well recognised in the field of hospitality management with a relatively large hospitality department, offering a range of hospitality management courses.

Participating in this research would provide an opportunity for hospitality management academics to contribute their views on professionalism. My research will be presented in a dissertation as well as in academic papers and presentations and this will be an opportunity for the sharing of knowledge. The anonymity of participants is assured.

I hope that you are in agreement that I contact academics in your department. I do appreciate that you have a heavy workload (and this is yet another task!) but I would be very grateful for your help with this matter. Please do not hesitate to contact me should you need any more information or have any questions. My contact details are below.

Yours sincerely,

John Dunning
[Full contact details provided]

3.2 Research Enquiry Information Sheet

Introduction to the Research Enquiry

I work at [name of university] as a Principal Lecturer in Hospitality Management and I am also presently studying for my Doctorate in Education (EdD). I am currently at the dissertation stage of my studies and my research is focused on professionalism in higher education. Details of my Director of Studies are at the bottom of this information sheet.

As part of my research enquiry I will be carrying out interviews and I would like to talk to hospitality management academics about professionalism from various English post-1992 universities. To this end I would like to carry out interviews at your institution. I would like to talk to you because you work in hospitality management education. I also feel that the research area would be of interest to you. I anticipate that the interviews will last for approximately one hour thirty minutes.

Confidentiality

It is my intention that the interviews will be carried out in a private room at your place of work. I would like to record the interviews so that I have a record of these; I will use a Consent Form for the Use of Recorded Material and the recordings will be kept secure by me. I will transcribe the interviews myself and I will use pseudonyms for all participants. I will also include copies of the mind maps from the interviews. The information gained from this research is for an academic doctoral dissertation, potential future academic-type papers and presentations. I may wish to attribute quotations from the interview to participants' job role/title. I will make you aware when the research is completed. Participation in the research will be through willing consent. All participants will have the opportunity to withdraw from the interview and the research at any time.

Should you be interested in participating in this research then please contact me direct so that I can arrange an interview; my contact details are below You can also, of course, ask any further questions about the research.

John Dunning [Contact details] Director of Studies [Contact details]

3.3 Letter to Research Participants

Example letter sent to participants in the research enquiry.

Dear .....

Thank you for agreeing to participate in my research. I am very grateful for your participation as I feel that that you will have some very valuable views on the subject.

As stated in the information sheet sent to you regarding the research, I would like to carry out an interview and mind map with you on professionalism as a hospitality management academic working in an English post-1992 university. I anticipate that the interview will last approximately one hour, maybe a little longer, depending on your interest and participation.

I can confirm that the information from the interview will be completely private and confidential. It is my intention to record the interview using digital recorders. This is so that I can give you my undivided attention and negates the need to try and take notes of everything that is said, although I may make one or two notes during the interview. I will also request that you sign a consent form for the use of recorded material (this is normal practice). I alone, as the researcher, will have access to the interview recordings and I will keep these secure. You will also have the right to withhold information and can withdraw from the interview at any time.

Furthermore, in reporting the work I will ensure that all participants remain anonymous and I will use pseudonyms. Also, I may need to attach your job/title role to comments/statements and mind map and these may be used in my final research dissertation and possibly in future academic-type papers and presentations. I will take a copy of the mind map and include this in the dissertation. I will also send you a transcript of the interview and copy of the mind map in order for you to confirm that this is a true reflection of what took place. Finally, I will make you aware when the research is completed.

With your agreement, I intend to carry out the interview in a private room (or office if

that is more suitable) so that we can talk without being disturbed (unless in the case of emergencies of course). I may need your help to identify and book a suitable interview area at your institution.

In order to start the research enquiry process off I have attached with this letter some suggested dates and time slots when the interview might take place. I do appreciate that you are busy but I would be very grateful if you could indicate which of the time slots is the most convenient for you. Once I have received back your availability I will organise the interview session and confirm this with you.

As previously stated, should you have any questions or concerns regarding the interview and the research enquiry then please do not hesitate to ask.

Thank you once again for your participation in this research and I look forward to hearing from you in the near future.

Kind regards,

John Dunning [Contact details]

4 INTERVIEW RELATED DOCUMENTS

4.1 Interview Schedule

Professionalism: A Study of English Post-1992 University Hospitality Management Academics

Structure of the interview:

Section A

Introduction

Check receipt by interviewee of Research Participant Letter and Research Information Sheet - Any questions regarding this?

Reminder of confidentiality statements and reassurances

Reminder of use of interview information/data and mind map (Signature of Consent Form for the Use of Recorded Material)

Gain permission to use digital recorder(s)

Section B

General data-gathering questions

Section C

Open questions

Participant mind map

Section D

Concluding information and questions

Section A

Introduction

Can I firstly thank you for your participation in this research enquiry, this is greatly appreciated.

Can I also reconfirm that you are still free time-wise to participate in this interview? I would expect that the interview will last approximately one hour, maybe a little longer or shorter given your interest and participation.

Do you have any concerns about the venue? (Prompt: Privacy, location, temperature, noise levels).

Are you happy with the information that I sent to you regarding the research enquiry?

(Prompt: **Research Information and Participant Letter**)

Do you have any questions that you would like to ask me regarding this?

Reassurances:

I can confirm that your **anonymity will be maintained** as a result of any written work stemming from this interview and prompts and a pseudonym will be used. You have the right to withhold information if you feel appropriate and you can also withdraw from the interview at any time. Is this acceptable to you?

As mentioned in my letter to you I would like to digitally record the interview as a record and I would be very grateful if you could sign this **Consent Form for the Use of Recorded Material.** This is normal practice. Only I will have access to the interview **data** and this **will be kept secure.** As also mentioned in the research information, I may wish to use quotations/comments stemming from this interview and mind map in my **research study report (dissertation)** and **potential future academic-type papers** and I may need to attach your job/title role to comments/statements - I hope that this is acceptable to you? I will give you an opportunity to check the transcript, mind map, analysis and interpretation. I will also **make you aware when the research is completed.**

(Prompt: Seek confirmation that use of quotations/comments is acceptable to the interviewee).

Do you have any questions or concerns that you would like to ask/raise before we begin?

<u>Section B</u>

I would like to ask you some initial questions regarding your position here at the hospitality department at the university

B.1 How long have you been an academic member of staff at the university?

B.2 Have you worked in other universities?

B. 3 What is your current job title?

B.4 What subjects are you involved in teaching?

B.5 Is your position on a Full-Time or Part-Time basis?

B.5 What is your highest level qualification?

Section C

I would like to ask you some questions about your work at the university and professionalism.

Start with an open question: **How did you become an academic at the university?**

Listen to response from the participant and ask follow-up questions as required.

Follow up questions if required: Could you please describe your work at the university?

What is your background in the hospitality industry?

How would you describe what you do as a job at the university to others?

What work have you recently been involved in?

Ask the participants to draw a **mind map** of professionalism. Ensure that flip chart paper and pens are available.

Section D

Age: (Show the participant the card)

Which of the following age categories do you fit?

<21, 21-25, 26-30, 31-35, 36-40, 41-45, 46-50, 51-55, 56-60, 61-65, >65

Gender: F   M

Reconfirm to the participant assurances relating to confidentiality and use of information/data and mind map deriving from the interview. (**Anonymity, use of pseudonyms, only the researcher will have access to the data, kept secure, opportunity to check transcript, mind map etc.). Participant will also be made aware when the research is completed.**

Reconfirm to the participant that they can contact the interviewer at any time.

Thank you once again for your time to participate in this interview and for completing a mind map, I hope that you have found it interesting and/or useful.

4.2 Consent Form for the Use of Recorded Material

Date: ……………………………..

I ……………………………..(name)

Address………………………………………………………………………………………

………………..

give my consent to ………………………….(name)

to transcribe, and use the data which has been recorded by him/her

The researcher has explained to me that the transcribed material will be used in the following context

Dissertation, academic papers, presentations……..

………………………………………………………

and I will be given/ made aware of the results when the research is completed.

The researcher has explained to me that I can withdraw from the recording session at any time and that I can ask for my contribution to the data not to be used.

Signature…………………………………..

4.3 Sample Post-interview Reflection

Pseudonym: Quinton Newton (QN) (1.1)

Male. Age: 45-50 years old. 9.5 years' service at current institution. Full-time role.

Position: Principal Lecturer (PL) in Hospitality and Tourism.

Teaches Hospitality Events (Food and Beverage Management), Human Resource (HR) Management, Human Resource Intercultural Management. Highest level of qualification: MSc in Hospitality Management.

Interview took place in QN's office. The office is for one person with a desk at the far end and seating with a small table near to the door of the office. The office was quiet and private. The interview with QN took place in the morning.

QN was welcoming and friendly during the interview. QN was dressed in a smart suit but with no tie. QN sat back in one of the seats next to the small table and I sat opposite him. He appeared relaxed. Reflection: A familiar environment for QN seems conducive to creating an appropriate interview setting. This would be helpful for other interviews. Note: Ensure that particpants are happy with the venue for their interviews.

The discussion appeared to be free and open. He laughed a few times during the interview. QN provided a lot of information about his work at the university when explaining his job role, the modules he teaches on etc. I encouraged this as it facilitated dialogue. Reflection: Keep interviews informal as this seems to encourage dialogue.

At times during the interview QN was animated, through gestures and facial expressions, when emphasising points that he felt concerned about (this was particularly the case, which came through strongly, when he described how he felt about being part of the Business School).

QN seemed to think carefully before drawing his mind map. His mind map was easy to read and had a simple design. Reflection: Ensure that I give time for participants to reflect when they are asked to draw their professionalism mind maps as this seems helpful to them. Note: I noticed that on his mind map QN wrote 'Know what your talking' as opposed to '...you're talking'. QN used several examples from the hospitality industry when explaining certain points. Reflection: Any significance to this? On completion of the interview QN asked if I needed any further help or assistance with anything whilst I was at NCCU. He opened the door for me when we had finished.

5 MIND MAPS

5.1 Mind Map Quinton Newton (1.1)

Recipient

Appropriate dress/appearance
— " — attitude/manner
communications
Language.

Know what your
talking.

Delivering what you
promised

Provider
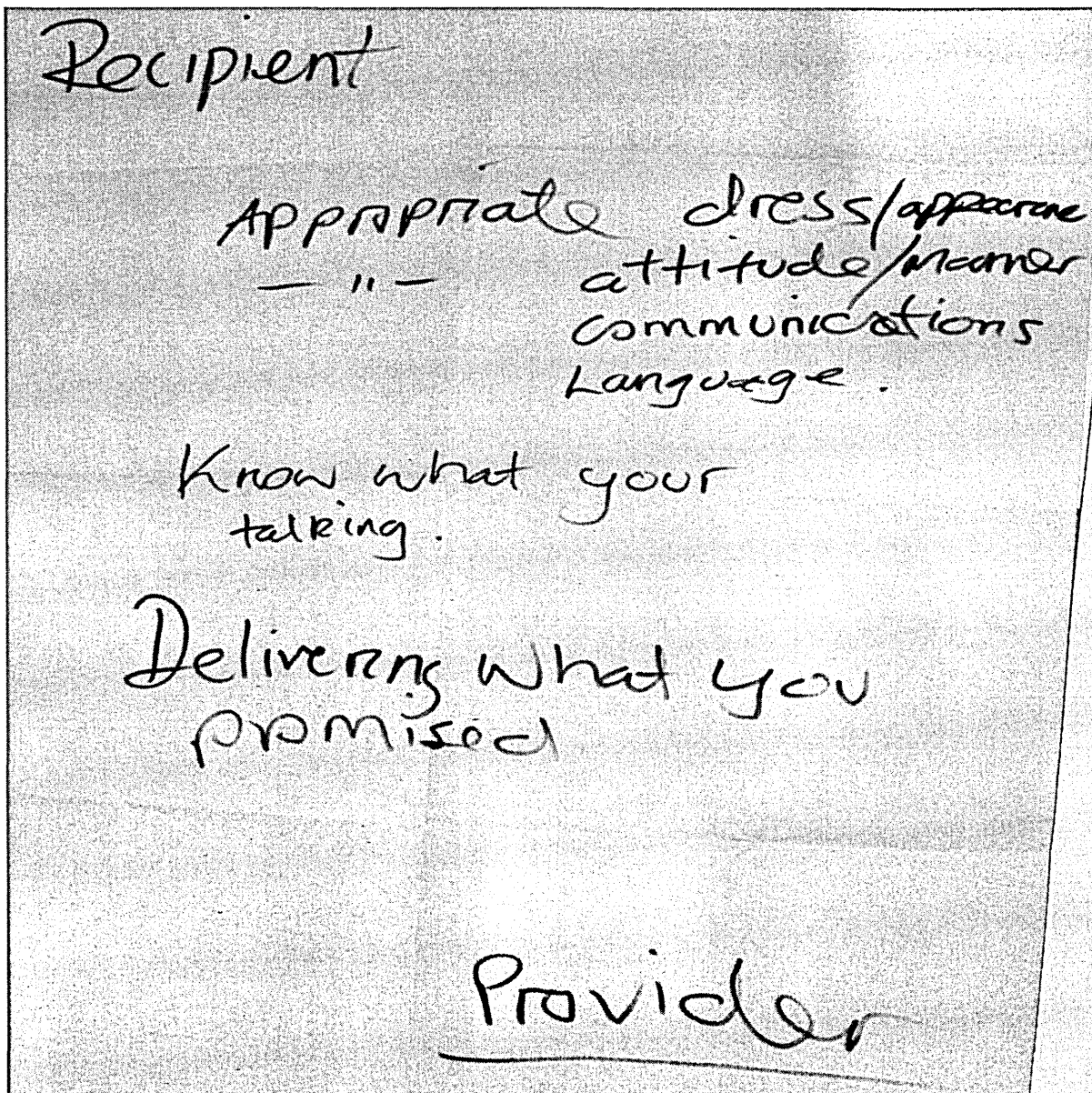
5.2 Mind Map Karen Holmes (1.2)
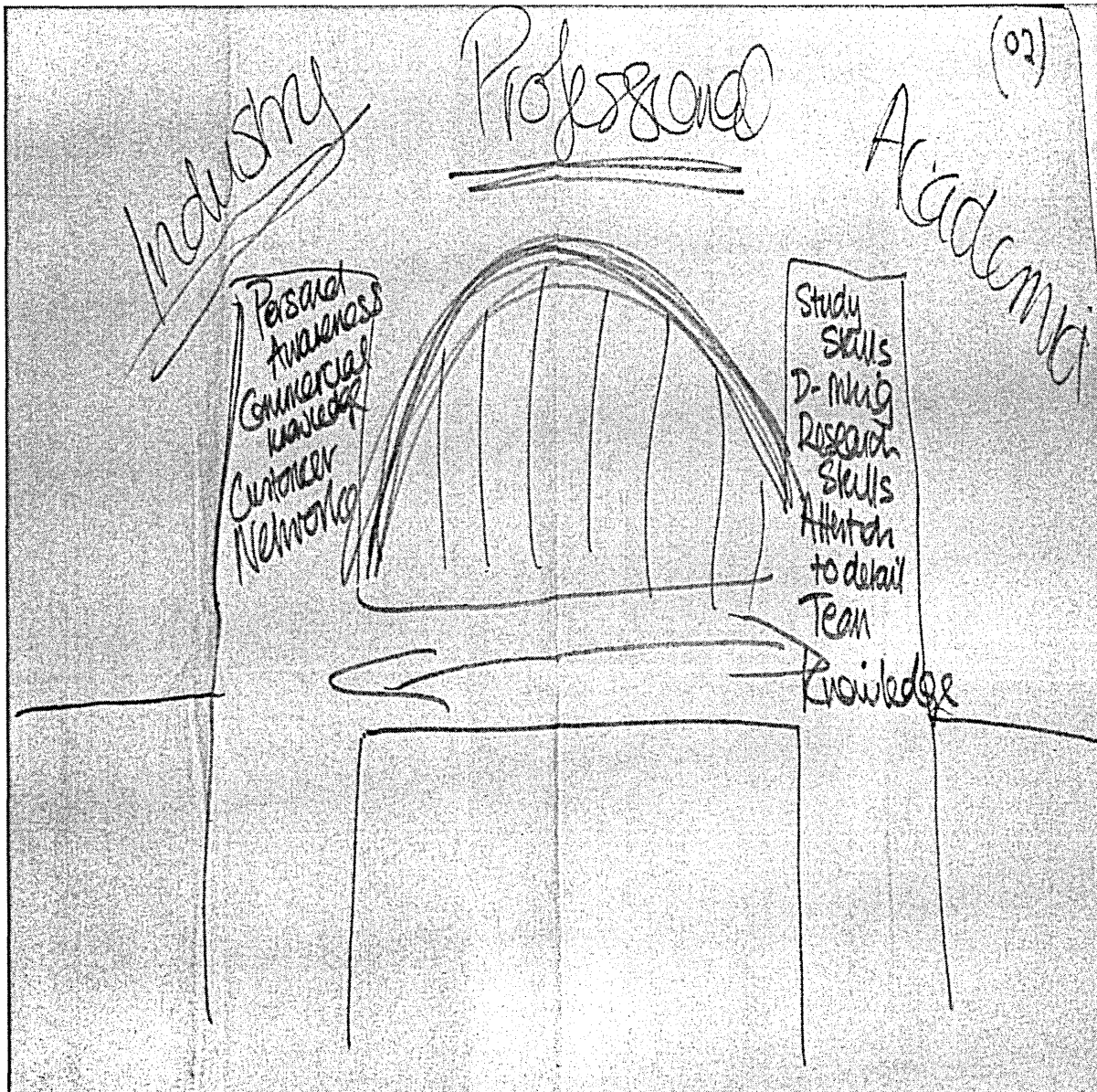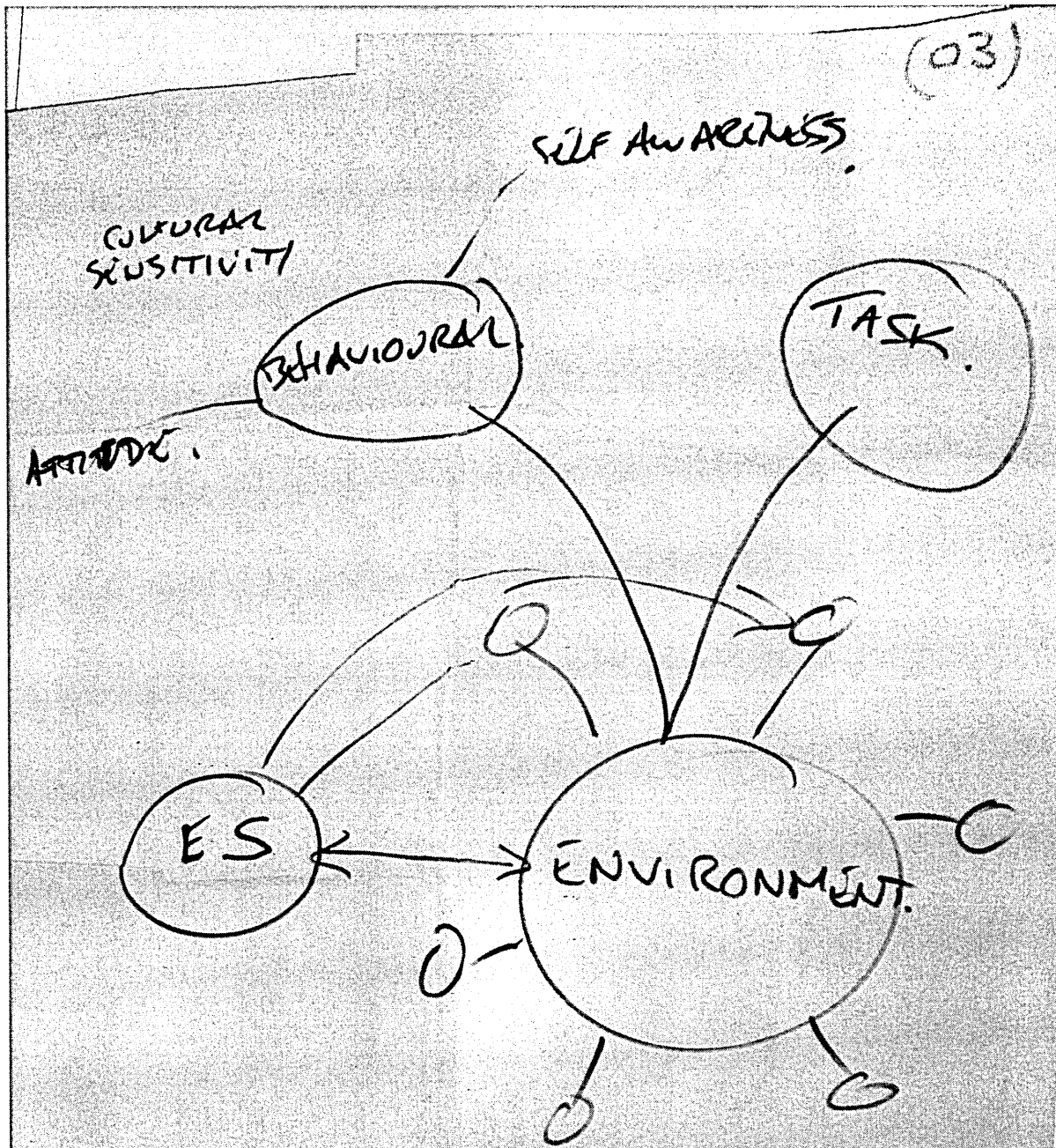
5.4 Mind Map Barbara Noon (1.4)
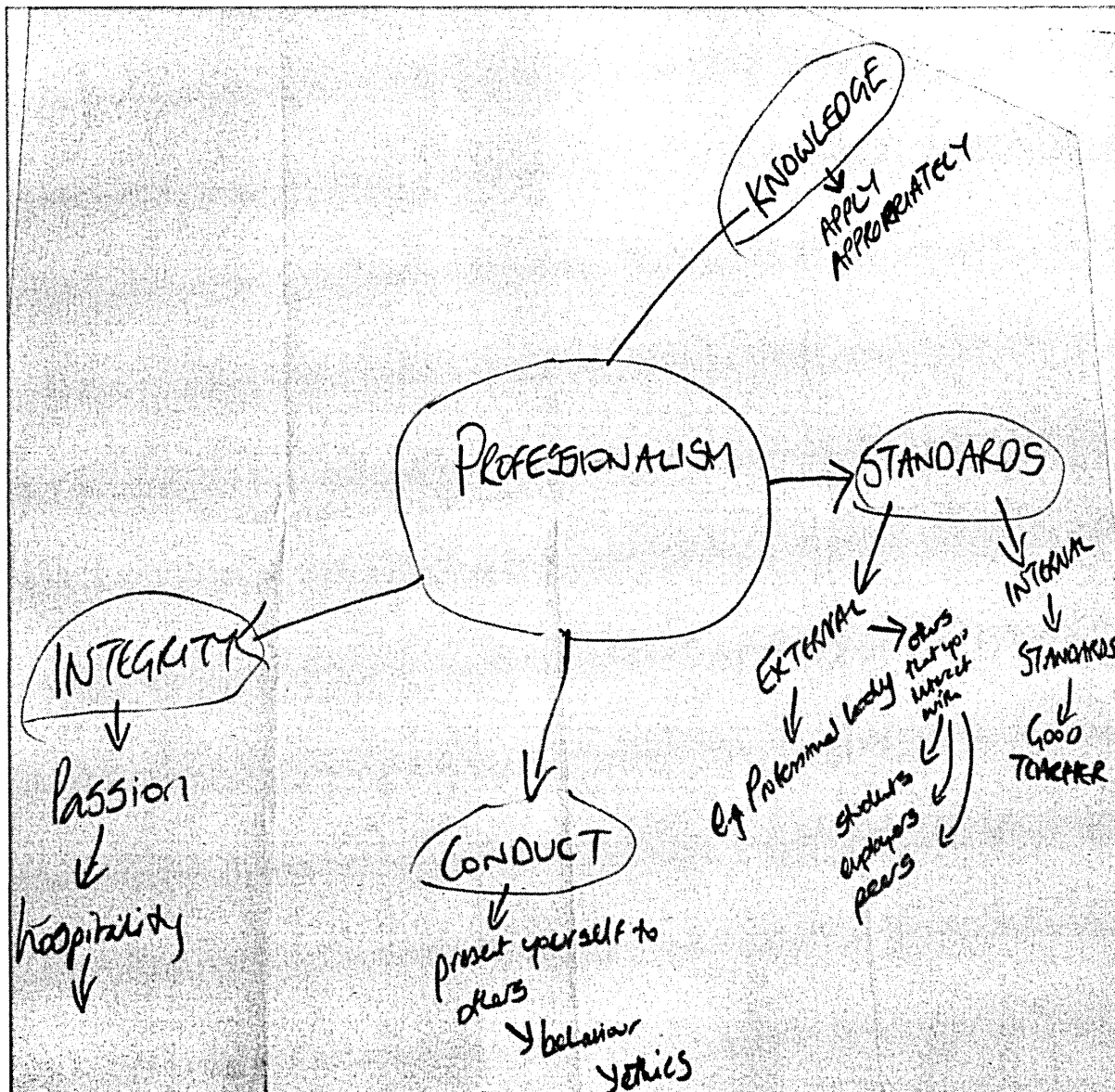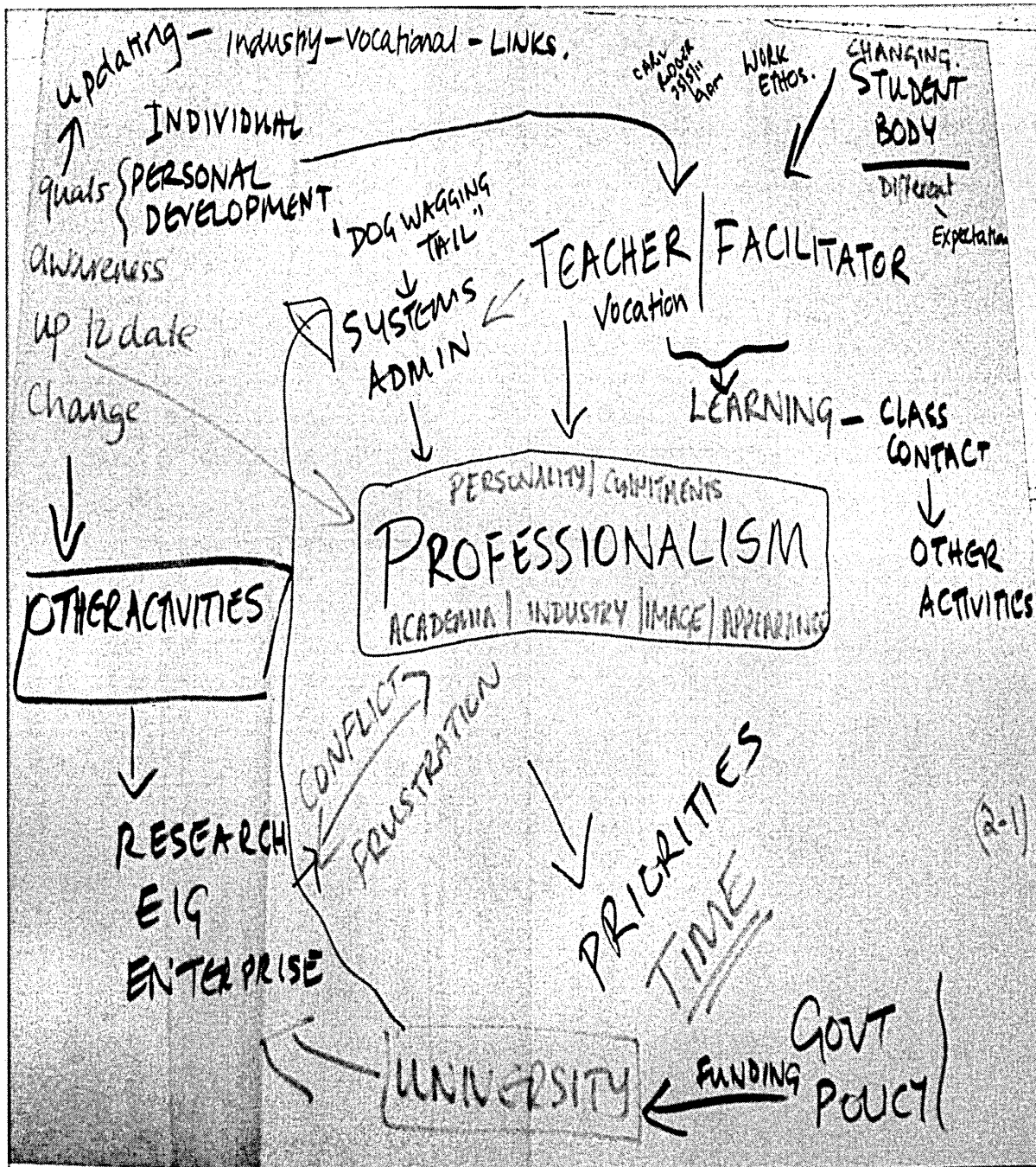
A hand-drawn mind map. The central bubble reads "PROFESSIONALISM" with branches to:

- KNOWLEDGE → APPLY APPROPRIATELY
- STANDARDS → EXTERNAL → eg Professional body "rules that you work with" (students, employers, peers)
  - INTERNAL → STANDARDS → GOOD TEACHER
- INTEGRITY → Passion → hospitality
- CONDUCT → present yourself to others → behaviour → ethics
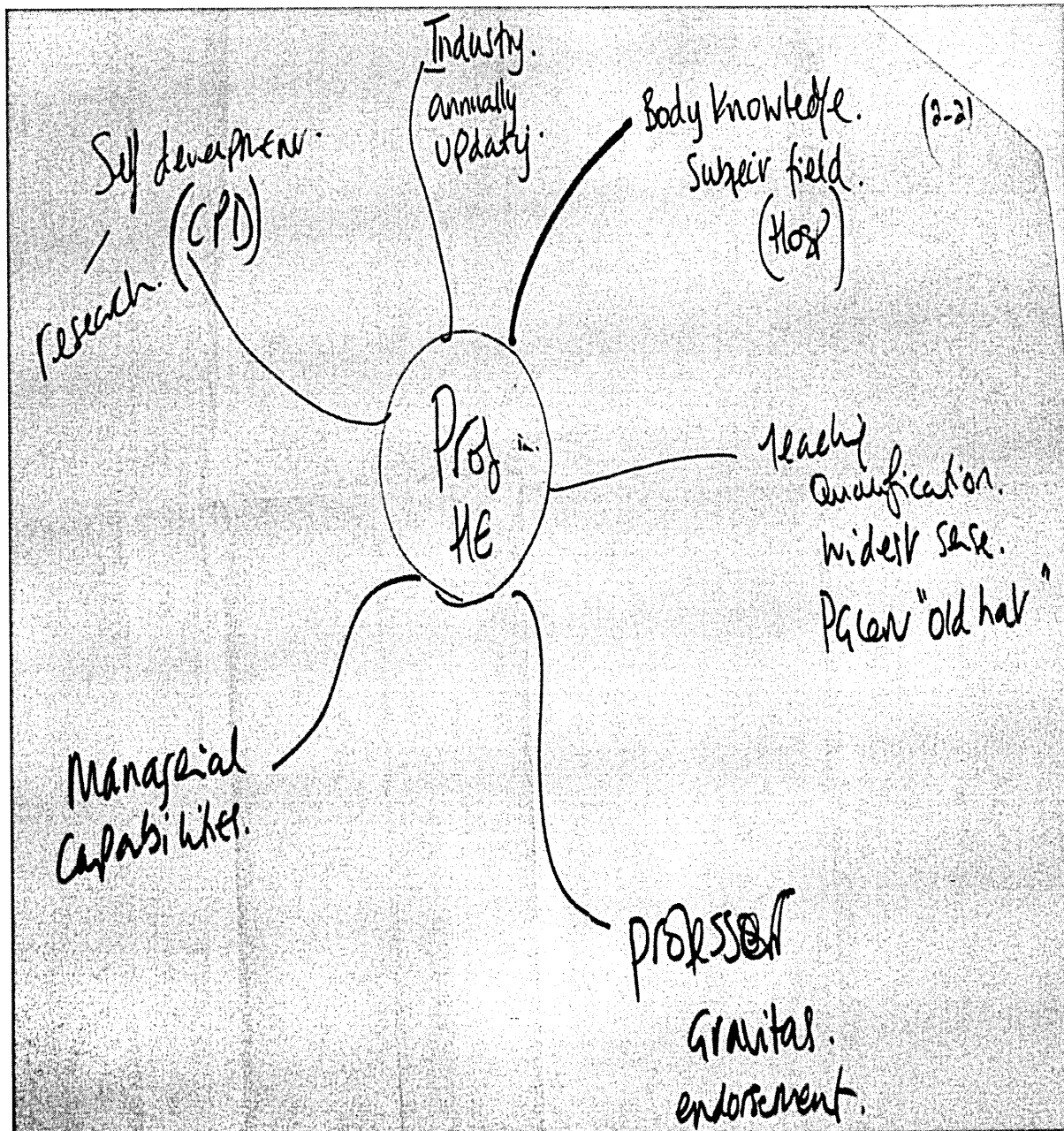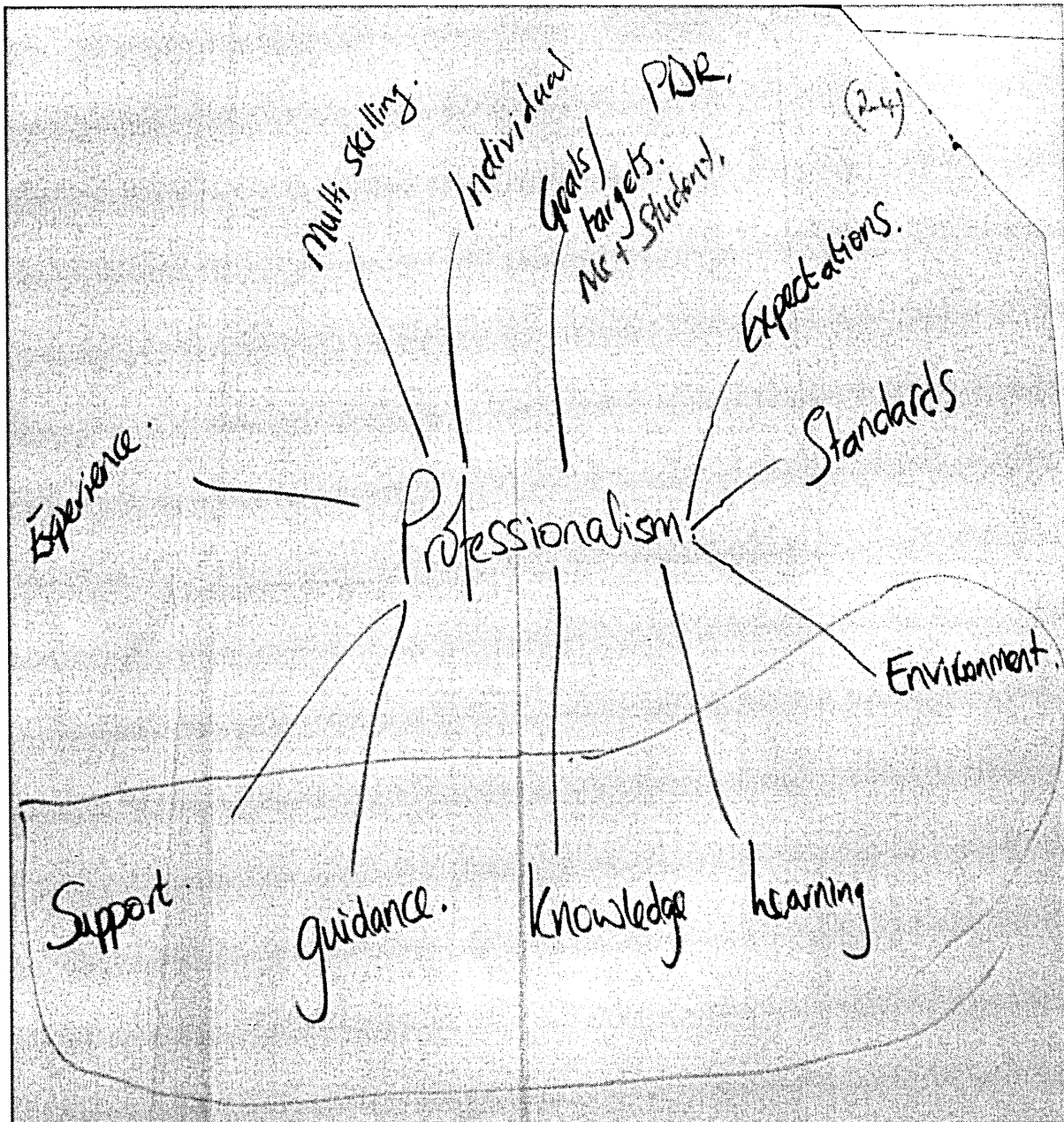
5.8 Mind Map Ben Nixon (2.5)
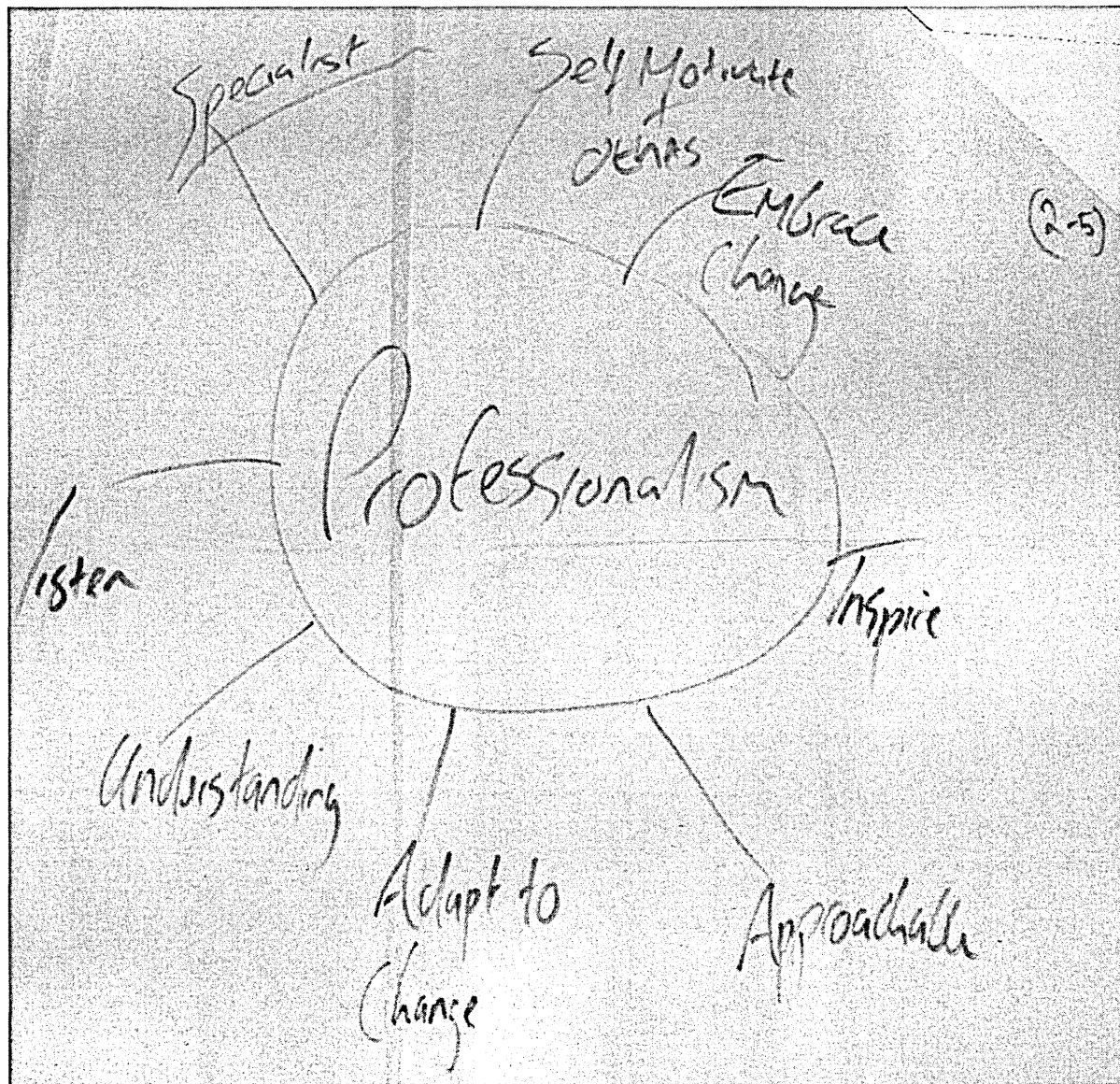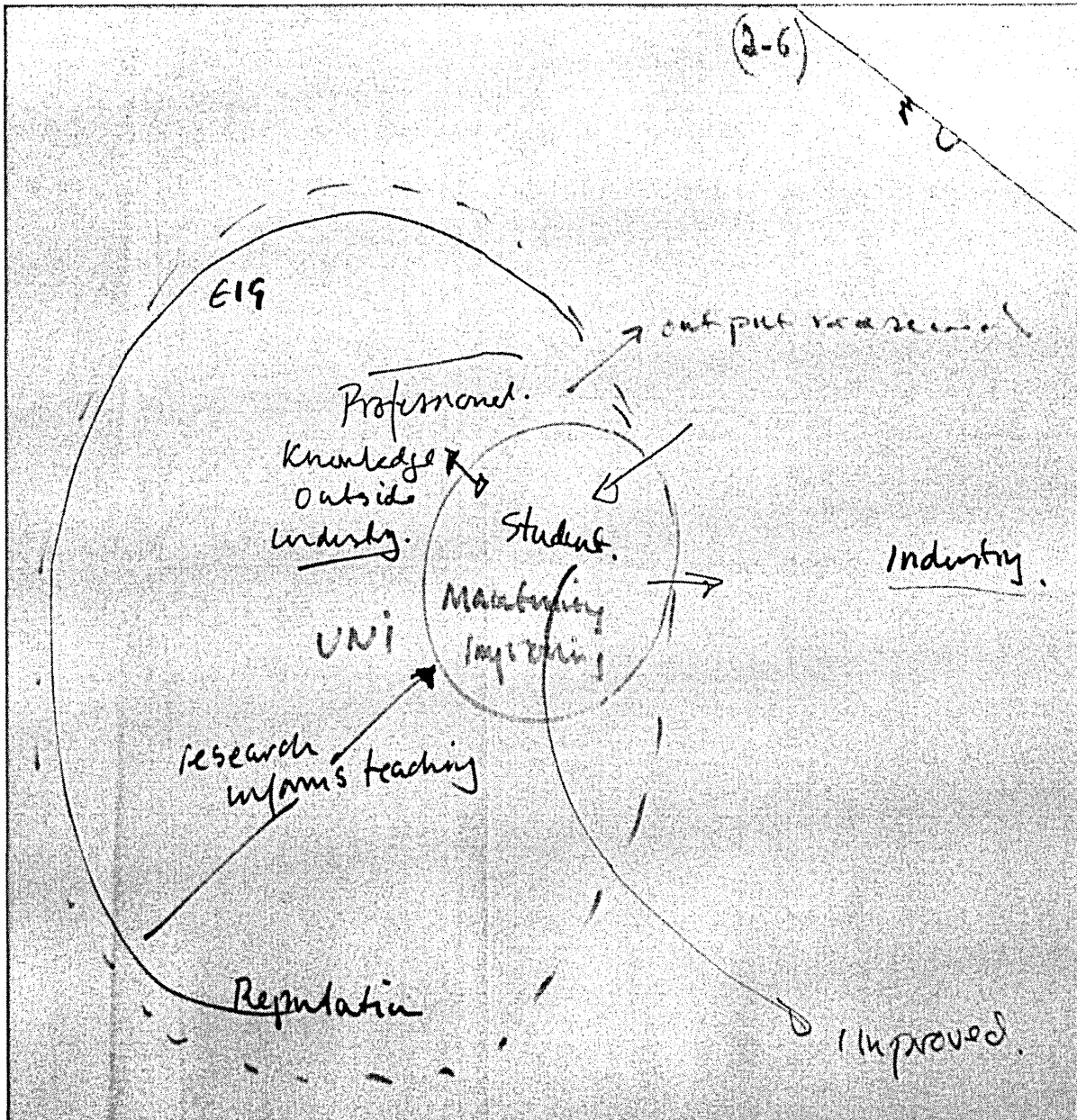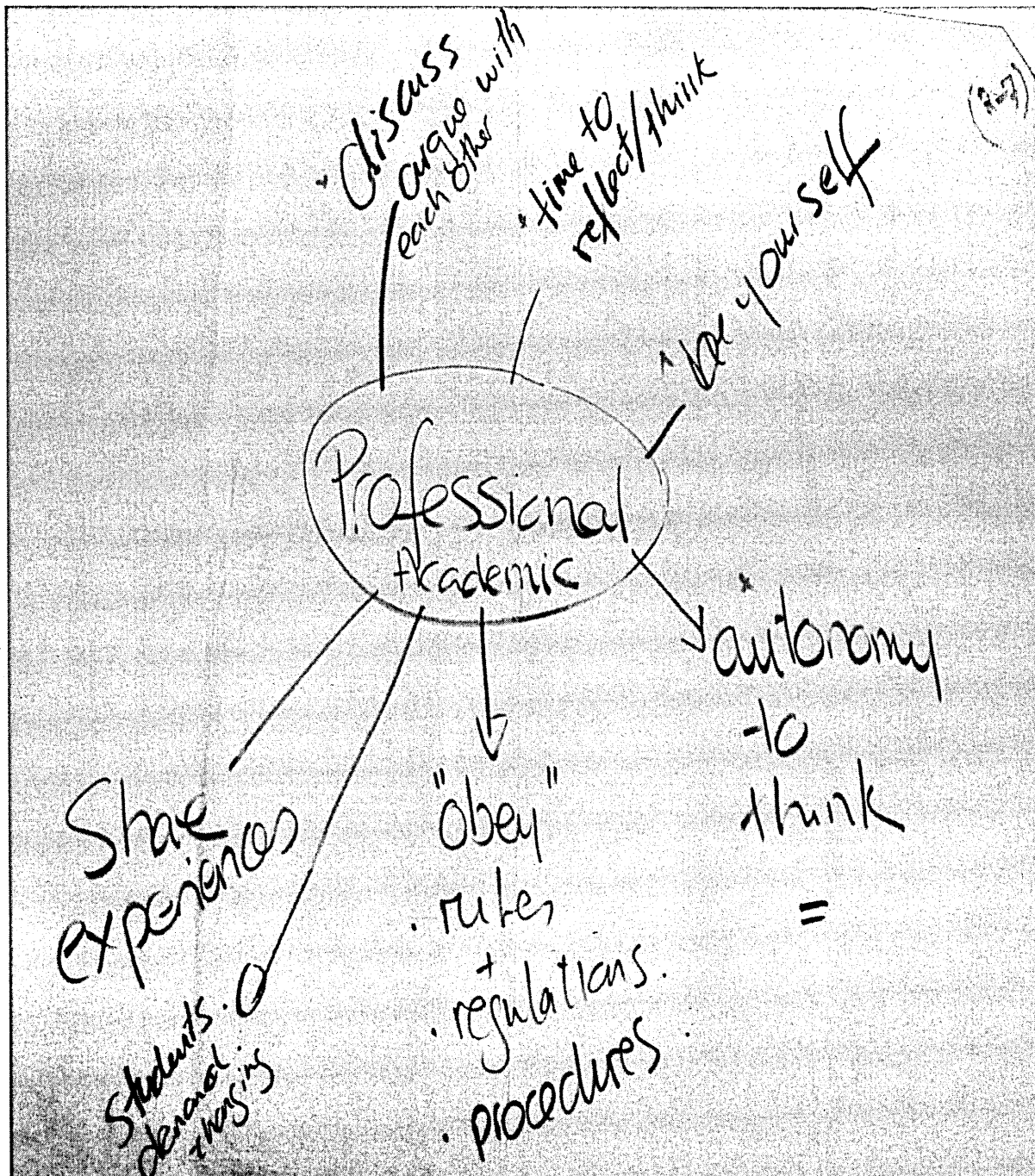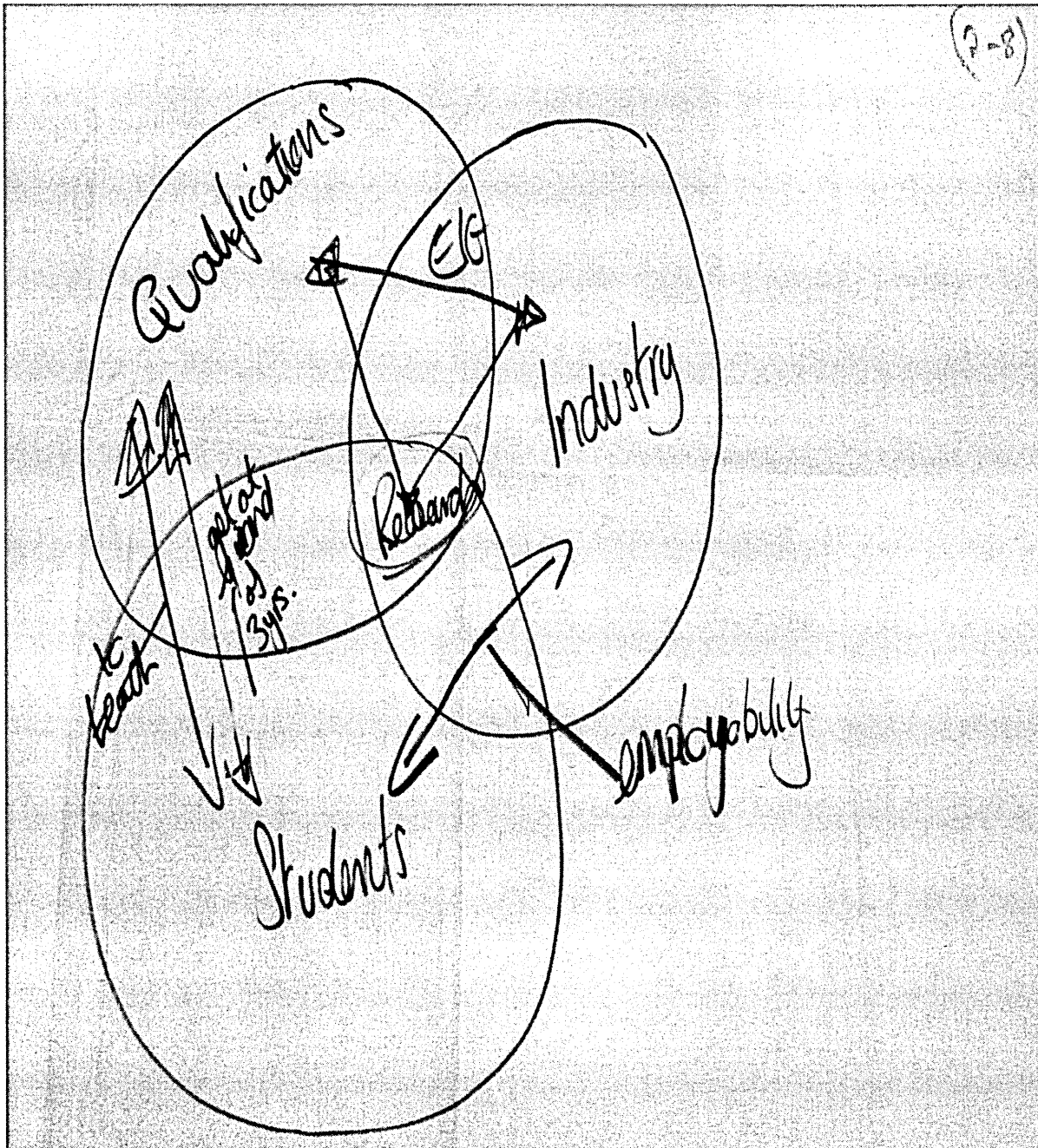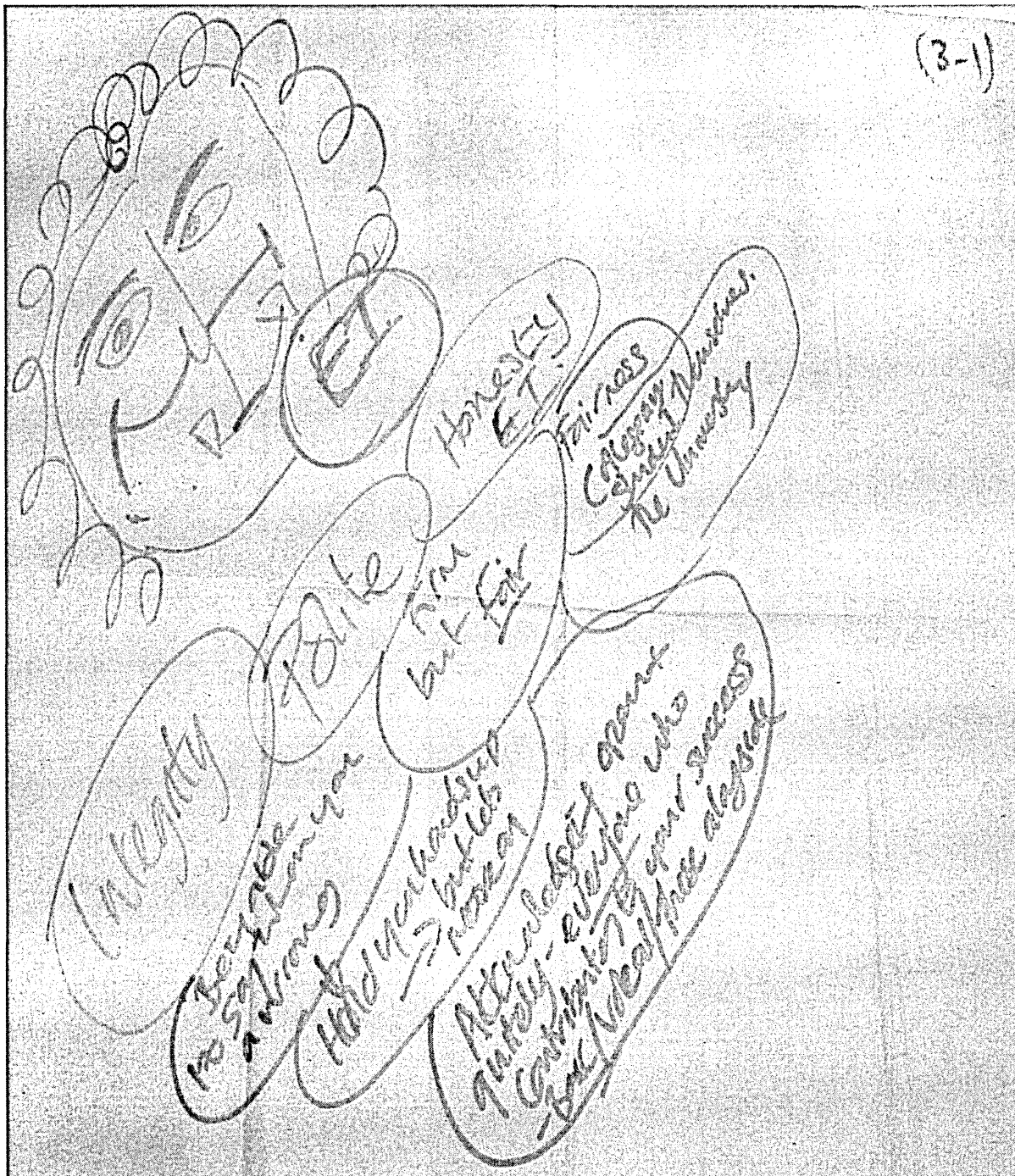
6 WORKING WITH THE DATA

6.1 Description of Analysis

This section includes:

- Excerpts of transcripts of three participants including notes and codes
- Explanations and examples of the analysis of
  - codes
  - categories
  - themes
- Table with a list of codes

6.1.1 Excerpts of transcripts of three participants including notes and codes

Transcript - Dawn Sykes	Notes	Code
JD – You were talking about your work and the students earlier and your contact with them… DS – Yeah JD - From what you said do you feel like you are moving further away from the students then? DS – In some ways yeah, I think definitely as an actual academic, you know, if I walk down the corridors I could tell you the names of some of them but when I first came here I knew the names of every student… JD – Right DS - …and could still tell you the name of every student of, ten, fifteen, twenty years ago JD – I see DS – You know, and a lot of those students are still in email contact with me… JD – Right DS - …whereas the group that I've just taught this year, I don't think that it's likely that I would keep that level of contact so I think that it is a different sort of relationship that an academic actually		Relationship with students Relationship with students Relationship with students

develops…		
JD – Right		
DS - …and I think students have got different needs as well you know, we live in a different society and I think they see education as something different…		Students' views on education
JD – Right		
DS - …and where we are going to go when we are charging eight-and-a-half grand I don't know	Funding issues?	Finance/fees
JD – Okay, and do you, because it's really interesting this, you talked about, how do you think that's affecting, or at all, this learning, because earlier you used the term 'process', you said that the students don't seem to be engaging with the learning process		
DS – Yeah		
JD – What, what did you mean by that?		
DS – Well, we get a lot of students that, you know, where if I think right back to when I did my degree, there was this thirst for knowledge, you know, there was that competition and rivalry between the group and everybody wanted to do as well as they can do. We get students now that come in and say "How many modules can I fail?", you know, "What do I have to do to pass?", "What's the minimum that I have to do?" and to me that, Higher Education should be wanting to go out and find out more, you know, they should be sort of self-starters and I think that because we've actually opened up the flood gates and introduced Higher Education to a lot of people who shouldn't be here	Student engagement In past

Student engagement today

Wider participation | Student engagement

Student engagement

Diversification |
JD – Right		
DS – You know, there's, we've got people now that are buying into higher education, people that haven't necessarily got the academic, level or, err, I mean I'm not saying that you shouldn't give people the opportunity…	Buying into higher education	Education as a product
JD – No, no, I understand what you are saying		
DS - …because, you know, as a course leader I		

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took a girl on a course that didn't have the right qualifications and she did absolutely fantastic, but I think, but she wanted to learn, you know, she came in, she was mature, she knew exactly what she wanted to do and I think that's the difference, err, and I think that's what sometimes sad, you know, when you've got a student who comes and says "Oh well, I haven't done very well, I haven't done any work" and, you know, and, [sighs] as an academic, I find that quite sad that they don't want to learn, you know, that you give them the opportunity, you give them the classes, they don't come to the classes and then they wonder why they haven't got good marks or they want to go for the minimum	Student wants to learn Students' attitude has changed	Student engagement
JD – Yes, why is that then because, in theory, you know, they could have more I mean…		
DS – Yeah		
JD - …I understand exactly what you are saying, I just…		
DS – It's quite frustrating, I think as an academic, well, I think some of it is, in terms of our academic regulations, Level 4 first year doesn't count so there's no push, in terms of the Level 5 and Level 6 obviously count towards the classification so it does make a difference and err, students can actually fail two modules according, we've probably got the slackest regulations I think of any university, err, so they can actually fail two modules as long as they get twenty per cent as a minimum and actually over forty per cent across-the-board, now I don't think that's an incentive, you know, that a student can go out in two key fundamental modules of the subject area that we teach in, well, twenty per cent of the knowledge to me is not enough to go out…	Frustrations Regulations Fail modules and still get a Degree?	Academics' experiences Changed regulations Student engagement Changed regulations Student engagement

Transcript – Neil Deakon	Notes	Code
ND – ...so there's a lot more partnerships that are going on that are not necessarily bad but I think that's as a result of financial pressures institutions are under		Financial pressures
JD – And what do you think the impact of this, so you've given an example of marketing and the fees and all of that sort of thing?		
ND – Well, my, I think the main, the first impact that concerns me is students' attitude towards university which I've seen change	Students' Attitude	Attitude
JD – Right, in what way then?		
ND – Well, I think now a student thinks that they come in and they pay the fee, it's like buying a product off the supermarket	Likened university education to shopping at a supermarket	Product
JD – Right		
ND – you know, and "we'll follow the rules and at the end I'll get my certificate"	Students just looking for a certificate?	Student engagement
JD – Right		
ND – Whereas, I don't know, I'm sounding like an old fuddy-duddy, but when I went to university we'd be given a topic to debate, we'd discuss the topic and then we'd be off to the pub and we'd be discussing it for two or three days and the object wasn't really the certificate, the objective was learning	Studying in past	Student engagement
JD – Right		
ND – Whereas I think nowadays the actual certificate, the actual, what we get in education is viewed as a commodity, as a step to something else rather than the intrinsic value of the knowledge itself and widening oneself and I think that's been a very, very big move from when I was at university		Education as a Commodity
JD – Right, so what impact do you think that has on academics in the university?	Studying in past	Buying into higher education
ND – I think they look at us as, you know, we're, we're on the check-out till, you know		
JD – Oh, the academics are on the check-out till?		

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ND – Yeah, you know, we just, "well, give us the answer". I will give you an example of this, err, about a month ago, just before exams started, one student who'd attended one lecture out of twelve emailed me and said "I've looked at Extreme [university intranet] and I don't really understand it, would you send me your own personal notes over the twelve weeks so that I could study them?" So this particular student therefore wanted me to spend my time writing out notes for them, to email to them, you know, and I, you know, the idea that I'm just, "I give you the piece of paper, you read the piece of paper, there you go, you've got your degree" and that doesn't actually involve any effort on their part, I've seen quite a lot of that	Supermarket analogy Lack of engagement Claim for service / Product Easy way of getting a degree	Student engagement Commod-ification of learning Teaching experience
JD – Right		
ND – I've heard, I had one student a year ago, err, say to me "well, you're here to look after me, to make sure that I pass my degree", "actually, no I'm not", no…"I'm here to point you in the direction of the information and show you how to use it, but if you don't go get the information we can't do anything"	Easy way of getting a degree	Student engagement
JD – Right		
ND – So I think, I think there's a big gap between sixth form and what we do at university.		
JD – Right	Understanding of one's role	
ND – You know, I see in level fours when they first come-in "oh well, I've got to go out and read a book and find my own information? Why don't you just tell me?"		
JD – Right		
ND - So they miss the point that the actual journey is more important than where you are going. You know, once you've got the tools and know how to research, you can research whatever you want, they seem to miss that point.	Students' lack of independence	Learning

Transcript – Karen Holmes	Notes	Code
JD – You mentioned earlier seasoned academic. Okay, what do you think the essence of a seasoned academic is, or was, and if at all, to what extent is that now different? So if you were sort of describing a seasoned academic as a, that term that you use, that it was then, or your perception of it? KH – Well, it's funny, when I first started as an academic all I really wanted to do was get into my subject and passion my passion for my subject and the industry to students and that's all I was bothered about and I used to look at some of my experienced colleagues and kind of think, "I just don't understand why they don't", many of them seemed very process-driven and I would find that really kind of strange, err, now I suppose I see myself as a seasoned academic because I've been here so long and it hasn't been like I haven't thought about getting out [sighs] but I do love what I do, I absolutely, I don't wake up in the morning and ever think "oh God, I don't want to go to work", I may think "oh God I've got that pile of marking" but I don't want to go to work, I, you know, it's just the most amazing, I feel quite emotive when I say this, it's kind of the most amazing role to engage with students who are interested in your subject area, and help them realise their potential and see that excitement and feel that excitement and knowledge-base and, you know, and coax and cajole them, you know, they can do things that they never expect they can do and that's, it's just fabulous, it's just absolutely the most amazing role, and I can't remember where I'm going with this! [laughs] JD – It's alright, it's fine KH – Seasoned academic! [laughs] JD – From what you said earlier do you think that that's changed in terms of the students… KH – Well JD - …and getting a degree or above? KH –I used to [laughs], I always wondered why, I used to be such a Polly Anna sitting in some meetings, gosh, it must, I missed until this year, I must have done about one first year lecture a year,		Attitude Passion Process of learning Seasoned academic Passion Experiences of teaching Passion Amazing role Seasoned academic

they sometimes wheel me in to kind of talk about my research or you know about what makes an international hotel general manager and, err, at meetings people used to say "oh, the first years" and I used to think "are they really that bad? "and then this year I've had, because we've developed this new first year module and some engagement issues of the first years have been quite shocking, and now I've gone pale, an "that's what everybody has been talking about!" [laughs] JD – What are these issues? KH – Complacency, I mean, JD – Right KH - I mean, some first year students who are literally knocking on your door saying "that was really interesting, can you tell me a bit more about that? You know that book you mentioned, I can't seem to get it in the library, it's booked out for the next two weeks, have you got a copy?' Whoa, yeah, fantastic engagement in some lectures, in some sessions and others who just "oh, I have to turn-up?" "Yeah!", "my assignment is going to be late", "well, that will make you fail", "will it?" and I'm thinking [raises voice slightly to emphasise the point]"and you are paying over three thousand pounds a year for this!", you know, "plus your living expenses", you know, it's all just, you know, "I didn't manage to make it to the lecture, can I book an appointment with you?", "to discuss the lecture you've just missed? No!" You know! JD – And how has that impacted on your work do you think? KH – [Sighs] I mean, I think you have to be [laughs], it sounds awful this, but I think that you have to be a bit more of an entertainer, I think that you have to kind of go in and rustle things up a bit, which in a way, I think kind of, in hospitality, we are all a bit, kind of, like the show side of things, err, but actually that is bloody exhausting, it's absolutely exhausting, it's great fun, but you know, you kind of think about people who do, kind of, comedians who do long tours and you kind of think "bloody hell"… JD – Right KH – …that is hard and also what you've got to be	Complacency of students? Teaching/ entertaining Entertainment in the hospitality industry	Student engagement Student engagement Finance/ fees Buying a product Entertainer Experiences of teaching Exhausting work

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very careful of is if you are doing this, really diverse groups, so it's not like you're going on tour because, and people want to see Dr Karen Holmes [pseudonym] who talks about international hotel management, you know, some people want to see, are in a lecture A. because they are supposed to be and B. because they want to get a degree ultimately and this is what you have to kind of reinforce but, also, there's that aspect of "I don't really want to learn about", I don't know, "recruitment and selection today" or "what shapes international strategy on human resource management?" and also "how does that apply to my country?" or, err, "I don't understand about international hotel companies" or "I don't understand about particular legislation or cultural features", so you have diverse audiences, they are there in the same room, essentially supposedly with the same purpose but they haven't all come with the same level of background knowledge and expertise...	Lack of interest Diverse audiences Backgropund of students Student participation	Diverse groups Diversity Student engagement Diversity
JD – No KH –or language even, despite the fact that we've increased our language requirements over the years, there's still a disjuncture there, you know, some students expect an awful lot of participation and want to chip-in and other students will just sit there and want to be, you know, "just beam me the knowledge" and you just, you know, that's, that's quite challenging because somehow you've got to try and tap-in to everybody and make everybody... JD – Right KH - ...happy.	Desire to make everyone happy	Diversity Beam me the knowledge Challenge

6.1.2 Identifying Codes

1) Engaging with the quotations.
2) Identifying codes, if possible. Making notes where appropriate.
3) Some codes become notes, if during the process of analysis another code emerges, which better specifies the content.
4) Some codes are modified slightly during the research process.

6.1.3 Developing categories: Working with the Codes

1) Classify codes within a thematic cluster.
   a. Colour coding used to classify different codes.
   b. Listing codes which might come together in a category in a table.
   c. Codes which are not easily brought together: Print off the quotation, arranging with codes/quotations which seem to fit.
   d. If necessary: Re-label codes, particularly necessary with codes which describe very similar aspects → identify an overarching code.

Step 1b: Listing codes which might come together in a category in a table.

Example with data from the three transcripts

Changed regulations	Teaching experience	Student engagement	Finance /fees
Relationship with students	Diversification	Students' views on education	
Attitude	Passion	Education as a Commodity	
	Academics' experiences	Buying a product	
	Exhausting work	Learning	
	Diversity	Buying into higher education	

Step 1d: Re-labelled Codes

Re-labelled Code:
Former Codes:
- Education as a Commodity
- Buying a product
- Buying into higher education

New Code →Buying a product

Changed regulations	Experiences of teaching	Student engagement	Finance/fees
Relationship with students	Diversification	Students' views on education	
		Learning	
		Beam me the knowledge	
		Buying a product	

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6.1.4 Developing categories: Label Categories

2) Label categories.
   a. Identify a topic of the category
   b. If necessary: re-label the category

Step 2a: Identify a topic of the category

frustrations	teaching	students
Changed regulations	Experiences of teaching	Student engagement
Relationship with students	Diversification	Students' views on education
		Learning
		Beam me the knowledge
		Buying a product

Step 2b: re-label the category

Former category and new category
- Teaching → challenges
- Students → perception of students

frustrations	challenges	perceptions of the students
Changed regulations	Experiences of teaching	Student engagement
Relationship with students	Diversification	Students' views on education
		Learning
		Beam me the knowledge
		Buying a product

6.1.5 Developing themes

Two operations:

a) Developing a theme from categories
b) Identifying a theme and then match with categories

Step a) Example: Developing a theme from categories

Theme *Teaching as a hospitality management academic*

Teaching hospitality management
frustrations
challenges
perceptions of the students

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6.2 Codes and Participants

CODES/ PARTICPANT NUMBERS INITIALS	1.1 QN	1.2 KH	1.3 ES	1.4 BN	2.1 DS	2.2 KA	2.3 DA	2.4 AN	2.5 BN	2.6 ND	2.7 TS	2.8 AL	3.1 DC
Academia		•										•	
Academics	•	•	•	•	•	•		•	•	•	•	•	•
Academics' frustration					•						•		
Acknowledging others													•
Adaptability									•				
Added value	•												
Administration	•	•			•					•	•		
Allegiance to students		•		•	•					•	•		•
Altruism		•	•		•			•	•	•	•	•	
Amazing role		•											
Annually updating						•							
Apologising													•
Appearance	•				•								
Approachable									•				
Argue with each other											•		
Attention to detail		•											
Attitude	•		•							•			
Autonomy			•	•						•	•		
Back of House Staff													•
Beam me the knowledge		•											
Behaviour			•	•									
Being 'watched'				•									
Body of knowledge						•				•			
Bridge		•											
Bureaucracy	•	•	•		•	•	•			•	•		
Business					•	•			•	•			
Business School	•	•	•	•									•
Buying into higher education					•					•			
Buying a product		•			•			•	•	•		•	
Change	•		•		•								
Challenge		•					•						
Changed regulations	•			•	•								
Chefs/Kitchen	•								•	•			
Class contact time					•								
Close-knit/small family	•												

Collaborative work	•												•
Collegiality	•	•	•	•	•				•		•		•
Collegiate	•	•	•	•	•				•		•		•
Commercial knowledge		•	•	•		•							•
Commitment					•		•	•		•			
Commodification				•						•			
Communication	•						•						
Condensed work	•												
Conduct			•	•									
Confidence	•			•									
Conflict					•								
Consultancy	•						•						•
Controls	•	•	•	•	•	•			•	•	•		•
Coping strategies	•								•				
Corporate						•							
CPD						•							
Cultural sensitivity			•										
Culture					•								
Customer networks		•											
Delivering what you promised	•												
Demotivated	•												
Deployment							•						
Discussion		•			•						•		
Diversity					•	•							•
Diversification					•								•
Dog wagging the tail					•								
Dress	•				•							•	
Educational background					•								
Educationalist	•												
Educator	•												
Emotional Intelligence													•
Employability			•	•								•	
Employers				•									
Empowerment			•										
Endorsement						•							
Enterprise					•					•			•
Environment			•					•	•				
Ethics				•									
Exhausting work		•			•								•
Expectations								•					
Experiences of teaching					•					•			
Experience								•					
Expertise						•	•						

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	C1	C2	C3	C4	C5	C6	C7	C8	C9	C10	C11	C12	C13
External				•									
External Income Generation (EIG)					•			•	•	•	•	•	
External standards				•									
Fairness													•
Finance/fees			•	•						•			
Financial issues			•		•				•				
Flagship Department			•	•									
Flexibility									•				
Focus		•				•							
Food and Beverage	•		•		•			•	•				
Funding			•	•	•		•			•		•	•
Future	•								•				
Genus-faced													•
Getting the job done					•		•	•		•			
Goals/Targets								•					•
Gold-standard													•
Governing Body				•									
Government Policy	•		•	•	•					•			
Gravitas						•							
Guidance/Support								•					
Heterogeneity					•								
Hierarchical structure	•												
Higher Education			•	•				•					
Hold your hands up													•
Honesty											•		•
Hospitality	•	•	•	•				•	•	•			•
Hotel management	•	•											
Immersion in the subject		•				•							
Income					•			•		•	•	•	•
Industry	•	•			•	•	•			•	•	•	•
Inspire/Inspiring		•							•				
Integrity				•	•								•
Intensification	•	•	•			•	•	•					•
Know what you are talking about	•												
Knowledge	•	•	•	•	•	•	•	•		•		•	
Knowledge-transfer			•										
Language	•												
Learning				•				•	•				
Lecturing									•				
Liberal Education				•	•					•			
Line Managers					•					•			

	1	2	3	4	5	6	7	8	9	10	11	12	13
Links with industry		•			•		•						
Listening									•				
Live it		•					•	•				•	
Love		•					•	•		•			
Managerialism/ Manage	•	•	•	•		•				•			
Marketing Department	•			•									•
Markets			•										•
Marking	•									•			•
Motivation									•				
Multi-skilling								•					
No spare capacity	•							•					
Non-conformity		•		•									
Non-smiley side													•
'Obey' rules/regulations											•		
Open doors	•												
Orientation/ identity	•			•		•		•	•	•			•
Own Business			•			•	•			•			•
Pass rates					•								
Passion		•		•			•	•	•			•	
Peers				•									
Personal awareness		•	•									•	
Personal development					•			•					
Polite													•
Present yourself to others	•			•									
Presentation	•				•								
Process of Learning				•	•								
Product		•		•	•			•	•	•	•		
Profession			•	•		•			•				•
Professional	•	•	•	•		•	•	•	•	•	•		•
Professional body				•		•							•
Professors				•		•							
Provider	•												
Qualifications						•							
Quality				•		•	•						
Quality review process								•					
Quick turn-around	•	•				•							
REF			•		•								
Reflection											•		
Relationship with students	•	•			•		•				•		

	1	2	3	4	5	6	7	8	9	10	11	12	13
Reputation										•			
Research		•	•	•		•	•	•		•	•	•	•
Research skills		•			•								
Respect			•			•							
Restaurant management	•												
Restructure	•		•		•								
Rules and Regulations	•	•		•						•	•		
Self-awareness		•	•										
Seasoned academic		•											
Self-development						•							
Self-motivate									•				
Self-reflection							•						
Share experiences											•		
Smiley side													•
Soft systems	•												
Spare capacity	•												
Specialists	•				•	•	•		•	•	•		
Standardisation				•				•					
Standards				•	•			•					
Stress		•	•										•
Student engagement		•	•	•	•			•		•	•	•	•
Student participation		•			•		•				•		
Students' views on education			•		•					•			
Study skills		•								•			
Subject field						•							
Systems					•								
Teacher				•						•			
Teacher Education						•			•	•			
Teacher training						•							
Teacher Training				•		•				•			•
Teaching and Learning		•	•	•	•			•		•		•	
Teaching experience					•				•	•	•		
Teams	•	•	•	•	•	•	•	•	•	•	•	•	•
Theory				•	•		•		•				•
Thinking Time											•	•	
Time	•				•	•				•			
Traditional Academics			•		•	•	•			•			
Traditionalism									•				
Trust				•	•								
Uncertainty	•												
Underpinning					•							•	

knowledge														
Un-professional	•	•					•							
Updating					•	•								
Vocational					•	•	•							
Weekend working							•				•			
What's happening in the sector	•			•							•			
Wider participation					•									
Work patterns	•	•						•						
Workload	•	•	•		•	•	•				•	•	•	•

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