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Professional Eclipse – Achieving and maintaining mastery of multiple Communities of Practice

Dean Panter

A thesis submitted in partial fulfilment of the requirements of
Sheffield Hallam University
for the degree of Doctorate of Education

June 2012

Abstract

This study investigates issues which arose out of concern and interest about how professional occupational practitioners experience the shift to becoming tutors of their former profession within the context of further education in the Republic of Ireland. More particularly, the research examines how this shift affects notions of professional identity, credibility and role legitimacy. This shift, or transition, is examined through the personal stories and experiences of a small group of six individuals currently experiencing this journey. A further level of interest is generated by changes in government education policy within the Republic of Ireland which aimed at reframing the focus of education back onto the student (student centred learning). This change in policy in turn impacted on the culture of the organisation by which the six tutors are employed, in terms of now seeing students as clients. In recent years there have been further shifts in the profile of the students, who are now more discerning and demanding; this raised questions about the personal and organisational preparation and development of tutors to meet these new demands, both pedagogical and subject-based.

The concept of communities of practice (Lave and Wenger 1991) was used as a heuristic framework or lens through which to examine this transition, framed as moving from one community of practice into another whilst acknowledging the need to maintain membership of the former occupational community of practice. The key data source for this study is semi-structured interviews with six chef-tutors, all of whom formerly worked as occupational practitioners in industry. Additional documentation data was drawn on as the research evolved. The study draws attention to both the career trajectories and the personal and professional development paths of the tutors, from initial encounters with the occupational domain to their present day role of tutor.

The research identifies that these tutors occupy a vulnerable position of static equilibrium between the two communities of practice and challenges the legitimacy of the use of the term "professional" with respect to either domain, professional chef or professional tutor. This phenomenon is conceptualised and articulated through a model termed the "Professional Eclipse", within which time is shown to be an incremental influence to assuming this position. The topic of this research study is central to the debates around dual professionalism, communities of practice and notions of professional identity within further education.

Acknowledgements

Firstly I would like to acknowledge and thank my supervisory team and in particular Professor John Coldron and Dr Bronwen Maxwell for the time, continued support, guidance, encouragement and expert knowledge provided throughout my study at Sheffield Hallam University, without which I would not have achieved this EdD. Thanks John also for the three T's; - Tea, Tutorials and Tennis which were of course beyond the realms of duty but greatly appreciated.

I would like to acknowledge and thank my organisation for its support and sanction enabling me to conduct this research inquiry and in particular, thank you to Dr. T.L. for the initial belief in me. Thank you to each of the research informants for trusting and confiding in me without which this research would not have been possible, I hope I have done justice to your trust.

Last, but of course not least, my eternal thanks to my family who have supported me throughout the duration of this study. Thank you, Sue, Naomi and Emily.

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Author's declaration

I confirm that this thesis is the sole work of the author.

Signed_

Dean Panter

Chapter 1: The research study: context, concepts and literature

Introduction

This chapter focuses on the context in which this study took place and provides insights into the particular situation and set of circumstances in which tutors of occupational crafts, employed within a state authority in the Republic of Ireland, operate. It also examines the related struggles which affect these tutors' notions of professional identity, capability and credibility. It provides a preliminary discussion of the shift required as individuals adopt the role of tutor of their profession and, in doing so, make redundant their former work roles as occupational chefs in industry. This preliminary discussion is based around Table 1.1 (see p. 12) which proposes three progressive role models which map this journey by identifying the key features and the role orientation of each. These models, Expert / Master Practitioner (chef in industry), Traditional Tutor Model and Revised Tutor Model, respectively draw attention to the current dynamics within which tutors (at the time of writing) are situated. This chapter also addresses the literature which informs the study and in doing so identifies the particular area of interest towards which this study is focused.

Genesis of the research

In this section I provide detail of the background and context within which training activity takes place within the Republic of Ireland and, in doing so, draw attention to the notion of legitimate peripheral participation within the concept of communities of practice (Lave and Wenger 1991). Further, I raise concerns both about the readiness of tutors to accommodate the changing relationship dynamic between tutor and learner resulting from revised Government policy towards education in the Republic of Ireland, and about the knock-on effects of this policy in influencing strategy within the organisation in which tutors are currently employed. Moreover I draw particular attention to the notion of a requirement for tutors to possess a duality of expertise: both pedagogical knowledge and that of a subject or trade practitioner.

The critical interest in this investigation was generated by its direct relevance to the context of my professional area of work: training and education within the context of a Republic of Ireland National Authority. Recruitment, education, training and development of personnel for the tourism and hospitality industry are administered and delivered through a network of regional training centres across the Republic (I hold the position of Regional Centre Manager in one of these centres). Approximately 1,000 participants each year graduate from training programmes offered through these training centres, and over 80% of these graduates acquire full or part-time employment within the rapidly-expanding tourism and hospitality industry both within the Republic and abroad. Programmes offered cover a range of operational skill areas applicable to hotels, restaurants, bars and other tourism-related service products, including front office / reception skills, bar, restaurant and accommodation skills, catering assistant and, for those who wish to train for a career as a chef, culinary skills.

In order to resource and accommodate the way in which these highly practical competency-based programmes are designed, delivered and assessed (a topic which will be discussed in detail below) realistic and actual work environments are created within each training centre. These aim to provide and encourage opportunities for learning to take place *in situ* under realistic work pressures, creating the opportunity for "situated learning" which links social interaction and the direct application of learning *in situ*. For example, participants on culinary skills programmes who are learning to become chefs acquire their skills whilst they operate in fully equipped production kitchens. This live production provides students with an environment similar to that which can be expected in industry. Each production kitchen has an adjoining fully equipped restaurant, where students serve dishes produced by participants on culinary skills programmes. These training restaurants are used exclusively for the implementation of restaurant skills development programmes and provide service for up to 100 covers daily. Students also have the opportunity to produce and serve meals for personnel who choose to dine in the staff canteen, and for persons from industry who may choose to dine in one of a number of smaller in-house restaurants whilst they attend part-time, fee-paying development programmes. Students and programme tutors achieve a sense of realism, not only from the pressures generated by activities and the related personal interactions which take place during live production and service, but also through a process of exposure to the skills, knowledge and socio-political framework of the tutor's historical professional domain. This

provides experience in the operational setting of an established master practitioner or, as described by Lave and Wenger (1991) through the process of legitimate peripheral participation in a community of practice. Lave and Wenger studied the "situatedness" of learning through apprenticeships among Yucatec Mayan midwives in Mexico, U.S. navy quartermasters, butchers in U.S. supermarkets and among "non drinking alcoholics" in Alcoholics Anonymous. This work provides insight and understanding of the process of learning within a situated context, identifying that:

> "Learning viewed as situated activity has as its central defining characteristic a process that we call *legitimate peripheral participation.* By this we mean to draw attention to the point that learners inevitably participate in communities of practitioners and that the mastery of knowledge and skills requires new-comers to move towards full participation in the sociocultural practice of a community."
> (Lave and Wenger 1991, p. 29)

They further emphasize that: "...legitimate peripheral participation is not itself an educational form, much less a pedagogical strategy or a teaching technique. It is an analytical viewpoint on learning, a way of understanding learning" (Lave and Wenger 1991, p. 40).

In addition to knowledge and skills gained through the process of situated learning, students attending programmes at these centres are provided with an opportunity to gain the required elements of underpinning knowledge which reinforce and support learning drawn from practical experience. Each centre is equipped with a number of additional rooms which reflect the design of the more traditional lecture or classroom. In order for students to achieve certification and graduate from their particular programmes, students must demonstrate over the duration of their programmes that their level of performance is consistently competent across a range of specific programme modules with regards to the skills, knowledge and understandings which relate to their chosen occupational area. Assessment of a student's level of performance with regards to the practical skills and related underpinning knowledge required by the programme is conducted by the tutor on a continuous basis, whilst students operate and perform daily work activities under production conditions. Assessment of skills, performance and underpinning knowledge is, in the main, discreet and unobtrusive.

Tutors of these programmes are required to demonstrate high levels of competence within two distinct professional occupational areas or "fields" as conceptualised by Bourdieu (Bourdieu and Wacquant, 1992): a duality of expertise. The first is the role of the chef, an industry professional practitioner, and the second, that of trainer / educator. This dual role comprises three implicit and distinct areas of responsibility: first, production and service to a standard which is equivalent to or exceeds that which is found in industry; secondly, the ongoing training, education and assessment of students under realistic work conditions; and finally planning for and facilitating students' learning during the many theory-based, "off the job" classes. This combination of responsibilities demands a broad range of qualities and levels of expertise from a tutor in order for the multiple requirements of the post to be administered successfully and to the satisfaction of all stakeholders.

Although this model has worked well over the past decade, a fundamental change in government strategy towards training and education in Ireland, together with a recent shift in organisational culture, has caused concerns which merit further investigation.

The National Qualifications Authority of Ireland (NQAI) played a key role in the implementation of the 1999 Qualifications (Education and Training) Act within which are set three key objectives for the Authority:

(a) "to establish and maintain a framework for the development, recognition and award of qualifications in the state … based on standards of knowledge, skill or competence to be acquired by learners;

(b) to establish and promote the maintenance and improvement of the standards of further education and training awards and higher education and training awards of the Further Education and Training Awards Council, the Higher Education and Training Awards Council, the Dublin Institute of Technology and the Universities …; and

(c) The promotion and facilitation of access, transfer and progression."

(Government of Ireland 1999, p. 11)

In addressing these objectives the NQAI drove the development of a coherent qualifications strategy for Ireland and in doing so produced the Irish National Framework of Qualifications which identified ten levels of award, ranging from a Level 1 Certificate to a doctoral degree at Level 10.

Furthermore, and significantly, this government strategy also incorporated measures of quality assurance for the development and provision of training and education, which clearly shifted the central focus of the award system on to the learner, and away from programme providers. By way of communicating this new structure and framework the NQAI produced an outline explanatory document, an extract from which highlights this distinct shift towards a learner-centred focus in the approach to training and education:

> "The National Framework of Qualifications is a radical development in Irish education and training. This learner-centred framework, which is transparent and readily understandable, relates all education and training awards made in Ireland to each other … It also shifts the emphasis of awards systems from the maintenance of existing systems and structures to meeting the needs of the learner …"
>
> (NQAI 2003, p. 2)

In the context of this inquiry these combined organisational and legislative shifts in focus and policy are important, because they impact on the historical hierarchy and dynamic between tutor and student, positioning the status of the student as that of customer or client and giving the tutor the status of an accountable provider. Furthermore, as a direct consequence of the legislation and organisational policies which gave rise to this re-positioning, a less didactic and more student-centred approach to learning is now advocated for andragogy. Such a learning environment is more reflective of the work of Knowles, for example, who states that: "Andragogy recommends that the learner be allowed to participate in diagnosing his educational needs, planning his experiences, and developing a suitable learning climate" (Knowles 1990, p. 236). This revised dynamic is in contrast to the historical, traditional learning environment which provides less opportunity for the student to become autonomous and self directed. Further, this formal change in relationship places even more importance on the need to understand the problem of the dual expertise required of educators in order better to enable tutors to adapt to both current and future pedagogical and organisational requirements.

The relationship between adult learners and the teacher / tutor is a recurring theme within the literature on adult education. Rogers for example draws attention to what he calls the learning contract between learner and teacher, stating that: "Such an agreement is based on assumptions made by both teacher and adult student even before the two have met" (Rogers 1986, p. xvii). There is now a greater formalized need for consideration and anticipation of the unspoken personal objectives of the student as they "contractually" engage in the learning process. Consideration and anticipation of such objectives are just two of the many competences which rely on the teacher having gained adequate educational understanding and expertise in teaching, as distinct from the former professional trade expertise implicit in their specialist subject area, which again emphasises the need for duality of expertise.

Before explaining how I addressed my approach to researching the complexities which manifest and contribute to problems experienced by tutors in meeting the requirements implicit in their role, it is necessary to further explain the elements, dynamics and context which give rise to this investigation.

Requirement to change

In this section I draw attention to concerns about the readiness of tutors, from a pedagogical perspective, to meet the changing demands of their role as tutors of their former profession. A shift in the focus of training programmes towards delivery using a more student-centred learning approach demands that tutors move away from the familiar didactic (teacher centred) approach to training which is traditionally used by heads of department when working in industry as, for example, Head or Executive Chef in a production kitchen. As Knowles (1990) and Brookfield (1996) found, tutors are required to move towards a role as a facilitator of learning, which demands a more informed and rounded set of skills, knowledge and understanding relevant to the ways in which people learn. As the latter further observes:

> "...teachers should respect the learner's individuality and remember that adult education is a collaborative, transactional encounter in which objectives, methods, and evaluation should be negotiated by all concerned."
>
> (Brookfield 1996, p. 126)

The shift, or transition, that is required of tutors involves moving away from a "teacher centred" approach, which focuses on the delivery of subject / material and the transferring of information, and moving towards an approach and discourse which are "student centred" (Rogers 1983) and focus on how the student understands the material. This transition requires the tutor's commitment and investment in the learning and personal development of each of their students. For example, the Rogerian concept of student centred learning is derived from the "person centred" model (Rogers 1961). In order to achieve such an approach to learning in what can be described as a student centred discourse there is a requirement for the tutor to adopt, amongst other things, an empathetic position towards students (Ramsden 1992), in contrast to the maintenance of hierarchy and distance. However, for Rogers, this transition can only be achieved if the:

> "leader or person who is perceived as an authority figure in the situation, is sufficiently secure within himself and in his relationship to others that he experiences an essential trust in the capacity of others to think for themselves, to learn for themselves".
>
> (Rogers 1993, p. 188)

Government legislation in the Republic of Ireland now dictates that this transition is necessary, and organisational policy has been aligned with it through the adoption of a competitive market focused approach to the provision of education, which sees the student as a client. However, in the context of this study, and as noted by Hyland and Merrill (2003) with respect to FE in England, behind this competitive market focused environment sits a government-induced neo-liberalist culture of inspection, audit and performativity through which the standards of provision within the FE sector are assessed, judged and or promoted. Tutors will, therefore, need to demonstrate compliance with a student centred learning discourse. However, such compliance requires a certain amount of acceptance, from a number of perspectives, of the revised organisational managerialist policies and values. For example, in addition to the roles of tutor and chef, there is a third role to consider: that of employee. Following "incorporation", employees can be viewed as corporate representatives and as such in consideration of imposed policies; employees are required to make a personal shift with regards to their role within the organisation to one of "provider" of the needs of the client / market. As employees, compliance with revised regimes such as student centred discourse can be

viewed as a legitimate organisational directive, and as such, provides further context to the focus on the need for transition.

At this juncture the distinction needs to be made between, on the one hand, the orientation of student centred learning (which focuses on learning pedagogy and the relationship between student and tutor in the interest of learning) and on the other, the notion of student as client (which focuses on market forces and sees education as providing a service to the consumer / client student), both of which raise the profile of the student hierarchy and strengthen the discourses of student centeredness which have become dominant. It remains to be seen however, how "employees" cope with the transition to, and the demands of, a student centred learning discourse; the effects this transition may have on constructs of professional identity; and further, the forms of compliance or non-compliance, acceptance or rejection deployed in the face of new regimes, be they incidental or strategic (see for example, Ball 1994, and Shain and Gleeson 1999).

It is however in the interest of both internal and external stakeholders that tutors are equipped to provide a professional service to what is now seen as their client group – the students who are now recognised as holding a high position within the hierarchy of stakeholders. There are of course different views or perspectives on what being a professional means or what it is to provide a professional service, therefore a wider engagement with the literature on professionalism in Further Education in England is provided below under the heading of "Review of literature and frameworks". However the current research focuses particularly on the concept of professional "practitioners". An example of this is provided by Jarvis who states that:

> "...the concept of the professional is used to refer to the practitioner who seeks to be the master of the knowledge on which his profession is founded ..."
>
> (Jarvis 1983, p. 27)

In taking the view that there is a need for tutors to seek a position from which to master their profession in order to be able to provide a professional service, Jarvis supports the notion that tutors are required to maintain mastery of their former profession, and also to master the occupation of educator and trainer in their role of tutor. This duality of knowledge and expertise required of tutors has been noted within the literature, although

with an increasing tendency to focus on a need to specify and codify professional and vocational knowledge in order to identify good, transferable pedagogical practice. To a lesser extent the focus of the literature seeks specifically to understand how practitioners / teachers manage this duality and the impacts this has on the individual or practice. However if we accept that meeting the needs of learners is central to the required expertise of the teacher / tutor, then the need for the development of pedagogical skills in tandem with the maintenance of former / current subject expertise is critical. Avis *et al.* (2002a) state that:

> "...the learner is construed of as infinitely diverse, having a particular range of learning needs and styles that the lecturer should address in their day to day practice and for which it is crucial that the latter is prepared. Part of such preparation could be delivered by ensuring that lecturers are appropriately qualified to teach in the sector ... However such an interest in qualified staff should not be construed as simply a response to a government steer, but rather seen as recognition of the need for lecturers to develop their pedagogic skills ..."
>
> (Avis *et al.* 2002a, p. 29-30)

However Robson (2006) observes that: "... expertise or knowledge of teaching is for many (especially the universities) still a secondary concern, if it is a concern at all". Robson does however recognise that teachers, in contrast to other professions, are unique in requiring a duality of knowledge, stating that:

> "When we come to consider teachers' professional knowledge, we find that they are in a unique position. Unlike engineers, lawyers or nurses, for example, who all acquire specialist knowledge that is directly related to their field of practice, most teachers in post-compulsory education are faced with first acquiring specialist knowledge of their chosen subject, and *then* the knowledge of how to teach it..."
>
> (Robson 2006, p. 14).

Robson (*ibid.*) further observes: "The assumption has been (and in many quarters is still) that if I know my subject, I can, by definition, teach it to others" (p. 14).

There are indeed apparent similarities in the daily activity of a "master practitioner" in a work context and a tutor operating within a situated learning paradigm, since both roles require immersion into actual production environments. The transition from master practitioner to tutor might therefore be thought in the first instance to be unproblematic; but this transition needed to be examined more closely.

Contrasting the traditional and required tutor models

In this section I provide a framework to clarify significant differences between three "progressional" practitioner / tutor role models which are illustrated in Table 1.1 below. Each model identifies particular shifts in dynamics and role orientation which impact on practitioners as they move from a working role as chef in industry towards becoming a tutor of their craft within the context of Further Education (FE). Each model is representative of a particular stage in this transition. Model one, "Expert / Master Practitioner" is representative of the role of chef prior to moving into Further Education. Model two, "Traditional Tutor", illustrates the traditional role of tutor and model three, the "Revised Tutor Model", shows the tutor role following changes in the focus of government education policy towards student centeredness and the knock-on effects of these policies on internal organisational policy towards one of marketisation (a client focused approach). Thus, this section contributes to the study by providing conceptual detail of the changing roles of the tutor (progression from model one to model three) which is important at this point in the thesis in order to provide further relevance to the research focus.

In order to gain further understanding of the dynamics and complexities which impact on the role of the tutor, therefore, Table 1.1 below provides a heuristic framework for analysis and discussion of these three models. This discussion is based around the key dynamics and role orientation of each model, identified within the sub-headings A-G. Further, under sub-heading G of each model, I draw on the concept of communities of practice (Lave and Wenger 1998) in an attempt to identify degrees of, and relationships to, particular communities of practice. At this point I need to make it clear as to how Table 1.1 below was compiled. The reader will note that in respect to Table 1.1 the information provided within sections B, C and G, are informed by my earlier preliminary work / inquiry in this area. Further, sections A, D and E, are informed by typical historical and current job descriptions relating to each of the role positions or models. However, model three, the "Revised Tutor Model" is further informed by an internal organisational document for Training Centres - *Quality Assurance for Training Centres* - which aims to ensure high quality programme provision for students, and has echoes of managerialism and performativity agendas. Lastly, the source of information in section F is application

forms for programmes currently provided through the network of National Training Centres in the Republic of Ireland. The traditional tutor model, although it is in some instances still in use, can now be said to be outdated on the basis that it does not accommodate the required shift in orientation of the student / client focused tutor role identified by government and organisational policy. The revised tutor model is intentionally more closely representative of requirements of the present day or future-orientated tutor role. The contrasts between tutor models are significant as they identify both the emergent profile change of programme participants and the organisational cultural and policy shifts which resulted in the adoption of a student-focused, market-driven, client-centred stakeholder approach.

	Model One	Model Two	Model Three
	Expert / Master Practitioner ***Chef in Industry*** ***Dynamics and orientation***	***Traditional Tutor Model*** ***Dynamics and orientation***	***Post-Government/Org. policy shift*** ***Revised Tutor Model*** ***Dynamics and orientation***
A	1) Provide quality product and service to consumer (guest in hotel, restaurant or bar). Key stakeholders: a) Employer b) Consumer	1) Provide quality product (trained personnel) to end user (industry). Key stakeholders: a) Government / organisation b) Industry	1) Provide quality product (trained personnel) to end user (industry). 2) Provide quality product and service to consumer (quality training programme to student). Key stakeholders: a) Government / organisation b) Industry c) Consumer / client (student)
B	Internal culture, social behaviour values and habits reflect historical/traditional area of discourse and domain.	Internal culture, social behaviour values and habits reflect historical/ traditional "previous" area of discourse and domain.	Internal culture, social behaviour values and habits required to reflect "new" or "modified" area of discourse and domain (training and education).
C	Power position over subordinates and new entrants to the community / domain - trainees.	Power position over subordinates and new entrants to the community / domain - students.	Much reduced power position over subordinates and new entrants to the community/domain – consumer / client (students).
D	Performance indicators aligned to: quality product / service – cost effective and profit orientated.	Performance indicators aligned to: a) Government/organisation. Numbers trained and placed in industry – cost efficiency – quality. b) Industry. Availability and quality of product (the student).	Performance indicators aligned to: a) Government / organisation. Numbers trained and placed in industry – cost efficiency – quality. b) Industry. Availability and quality of product (the student) c) Consumer / client (student). Quality of training provision – client / student satisfaction rates.
E	Approach to training: Situated learning / apprenticeship.	Approach to training: Structured situated learning, competency based.	Approach to training: Structured, flexible situated learning, competency based. Increased requirement for andragogical learning approach.
F	Trainee: new entrant / novice learning the trade.	Student: high percentage of school leavers, limited number aged 21–60 years. Limited number of non-Irish nationals.	Student / client: reduced percentage of school leavers, increased percentage aged 21–60 years. Increasing number of non-Irish nationals.
G	High internal social status within own community / domain. Self and community perception - professional practitioner in existing discipline and community / domain.	Emerging internal social status within new community of practice. Distanced from old community / domain. Self and community perception - professional practitioner in former discipline and community / domain.	Emerging internal social status within new community of practice. Distanced from old community / domain. Self and community perception - professional practitioner in former discipline and community / domain. Requirement / need to become a "professional" practitioner in new discipline.

Table 1.1: *Key features / dynamics and role orientation: Expert / Master Practitioner, Traditional and Revised Tutor Models*

Table: 1.1 above identifies under (**A**) that each of the three representative models provides an end quality product and service to the consumer. For the purposes of this discussion the master practitioner (Model One) has been identified as a chef in a hotel or restaurant, a typical area from which tutors are recruited. With respect to both the traditional and revised tutor models, the eventual "employer" of students is identified as being the "end-user," the customer and a key stakeholder. This is of course reflective of the purpose of training centres. As a state body, the Republic's National Authority provides a trained workforce for the tourism industry and thus satisfies the needs of government and of organisations, as key stakeholders.

However, there is an additional dimension with respect to the revised tutor model, the recognition that the "student" now holds consumer status and is seen as a key stakeholder. One example of how this new dynamic has impacted in practice is a requirement for the development of a quality assurance programme (a project assigned to the researcher), for use in all training centres. This programme focuses on implementation, review and evaluation (including formal complaint procedures) of all Further Education and Training Awards Council (FETAC) awarded programmes within a division. One example of elements of this programme being implemented at the time of writing is that students are requested to complete a comprehensive evaluation form on completion of their programmes. Focus groups are conducted with students, aiming to continuously improve training programmes in terms of content, delivery methodologies and learning environment, both physical and cultural. It is evident that such actions contribute to the demise of previous and historical teacher centred discourses and strengthen the replacement discourses of "student centeredness" which are now dominant. However with the implementation of what can be described as neoliberal influences on curricula and performativity (Hyland and Merrill 2003), quality assurance programmes and the use of post-programme focus groups, the student / "customer" can be viewed as an instrument to enforce managerialist marketisation agendas by acting as surrogate surveillance devices (Parker and Jary 1995). Further, according to Randle and Brady (1997), this shift in the status of the student to client / customer has implications for control over the labour process; for example, Randle and Brady observe that:

> "Marketisation has reconstructed the student as 'customer' and encouraged monitoring of lecturers through quality systems and complaints procedures. The customer has in turn taken on the role of manager, being in the unique position of being able to monitor and evaluate the hitherto hidden, expert and indetermediate aspects of the lecturer's role."
>
> (Randle and Brady 1997, p. 136)

The paradox is however that whilst quality assurance regimes and other tactics of strategic surveillance are designed to measure performance to standards in the interests of client / customer satisfaction, there is a danger that the consequence of lecturers' non-visible work being undervalued will be a loss of morale which will, in the long term, reduce the quality of service to the customer (Randle and Brady 1997).

Internal culture, social behaviour, values and habits are identified under (**B**). It can be seen that the traditional tutor model is reflective of, and similar to, the discourse of the tutor's previous practitioner domain. The motivation which underpins the maintenance of this position is influenced by the actual and perceived role of the tutor; for example, the daily production of food items in an industrial setting not dissimilar from the tutor's previous role as master craftsman / practitioner in industry. However the revised tutor model (post cultural and policy shift) identifies the need for the tutor to modify their behaviour and andragogical approach to those which promote a student-centred educational environment. Before a master practitioner or traditional tutor can modify behaviour in this way, amongst other things, there must be a willingness to adopt new ways of thinking and being, a movement which could be described as a personal journey into a new and different "community of practice"; a journey from a historical community of practice, representative of professional practitioners, towards a community of practice comprised of education and training.

One implicit consequence of both the shift of student status to that of client, consumer and key stakeholder, and of the orientation of programme delivery methodologies towards a more student-centred approach can be noted under (**C**). The seemingly reduced power position of the tutor under the revised model can be compared with that of expert / master practitioner in industry and with traditional tutors. Although it is not within the scope of this particular research project to explore power positions, it is worth noting that this subtle power shift has the potential to impact directly on tutor - student relationships in terms of the dynamics within the hierarchy between both

entities. Again, tutors within the revised tutor model are required to move away from the former didactic discourse towards a discourse sympathetic to the premise of student-centred learning and facilitation, drawing on deeper knowledge and understandings of the ways in which people learn.

Section **(D)** identifies performance indicators, or key measures of success for each model. These are determined by historical and current job descriptions and the "Quality Assurance for Training Centres" document, (which applies to model three only). Performance indicators are revised as the tutor moves from expert / master practitioner in industry to adopt the traditional tutor model, and are realigned still further under the revised tutor model. Originally the "product" was identified as the culinary dish produced by the master practitioner from a variety of ingredients, and the end-user as the dining customer. However under the traditional tutor model the student becomes the "raw material". In what can be described as a "learning factory" production "value chain", on completion of training a successful student can be identified as the "product". As the student enters the workforce, industry becomes the customer, or end-user, of that product. Under the traditional tutor model, throughput of students therefore is seen as the key performance indicator, the rationale being that the tourism and hospitality industry is in desperate need of qualified operatives, and one role of the National Authority is to recruit, educate, train and develop personnel for industry. However it is significant to note that, under the revised tutor model, the student is identified as having consumer or client status, and also as being an end-user of the product (in this context the education / training programme which they both receive and participate in). This assumption is directly related to the National Qualifications Authority of Ireland key policy objectives mentioned above. The need for a high quality product in this regard is therefore paramount, hence the introduction of a quality assurance programme. These revisions and changes in emphasis are complex and subtle, yet they result in a huge impact on the role of the tutor. These subtleties are not immediately obvious when looked at from a tutor perspective. But, however subtle they may seem, they must be understood and embraced to allow a successful personal and professional journey from master practitioner in industry to the "revised tutor model". As mentioned above under **(B)**, this journey can be viewed as moving from one community of practice into another.

The approach to training is further emphasised under (**E**), drawing attention to the progressive shift required across all three models. Situated learning is identified as an approach within each, and although training is more structured in the traditional tutor model than one would expect in an industry setting, the revised tutor model has the added dimension of a need for an increased andragogical facilitative approach which demands a far greater understanding of the ways in which people learn than is required either in the traditional tutor model or in industry. Again, this required increase in level and depth of understanding suggests a need for tutors to recognise the necessity of moving towards working within revised educational paradigms; this is in contrast to historical methodologies, which favour an autocratic approach. This shift reflects elements advocated by Guile and Lucas (1999) in their concept of the "learning professional" within which it is suggested that teachers need to develop a more holistic sense of professionalism and perspective of learning, where the learning professional transcends vocational and disciplinary difference through commitment to pedagogy; an expansive model. It is further suggested that teachers seek revised pedagogies which are more student focused than previous didactic models. The concept further advocates for teachers to link their vocational specialism's to other specialism's in the support of the development of students' key or core skills and, amongst other things, to embrace the concept of lifelong learning (see also Avis *et al.* 2002a).

Incremental profile changes relating to persons receiving training / education are highlighted under (**F**). The reader will note in particular the distinction in age profile between the traditional tutor model (the initial, historical position) and the revised tutor model (the current and predicted medium- to long-term position). The age profile has changed from one predominantly represented by school leavers to one which has a high degree of mature adults within a 20 – 60 year age bracket; further, the proportion of non-Irish nationals is shown to have increased dramatically, contributing a new dynamic to the learning environment in terms of possible language barriers and culture.

(**G**) is an attempt to conceptualise the social status, positioning and possible self-perception and community perception of each role within the three models. In order to assist further discussion it is useful to view the movement from expert or master practitioner (Model One) to revised tutor model (Model Three) through the lens and concept of "communities of practice" (Lave and Wenger 1991). From this perspective,

as the master practitioner takes on the role of tutor he or she is presented with the opportunity to engage with a community of practice which is different to the "practitioner" community of practice to which he or she formerly belonged. I suggest that an individual's social status in the former community of practice is in danger of being reduced with the move into education and training, since individuals are distanced from the daily activity of master practitioner in industry (where social status within the individual's own community of practice was seen as high); at this stage the tutor is seen as still operating as master practitioner of their former profession within a tutor role. However I also propose that the social status of the tutor in the traditional model is restricted to the emergent, peripheral participation stage of a new education / training community of practice. It is noted under the revised tutor model that it is implicit that the aim of the tutor is to focus on becoming a master practitioner in the new discipline and community of practice – that of education / training. The underlying factors here again demonstrate the need for tutors to make a transition from the role of professional master practitioner or practising head of department (Head Chef) to a role which is more informed by training and education. Managing this transition is of interest and forms the basis for the inquiry of this research project.

As part of the preparation for this research, preliminary inquiries highlighted a need for greater understanding both of the issues that impact on practitioners during transition from a working practitioner role to a tutor of their profession and further, of the support required to assist individuals who embark on this journey. It is these phenomena which highlight the problem to be investigated through this research study, and the focus of this research arises from this context. The research aim was to conduct a critical investigation and exploration into the complexities involved and the issues that arise when professional master practitioners are required to make the transition, in terms of their job role, from an operational master craftsman (in industry) to that of an educator and trainer with respect to their former profession, when there is an inherent requirement both to maintain an occupational expertise and to develop and master the expertise required to be an educator / trainer. There is little published work in the field that seeks adequately to understand this transition and the inherent problems which arise around notions of dual expertise / professionalism from this particular perspective. In particular, there are no studies that look closely at the nature of the phenomenon and how practitioners moving into FE experience or cope with this problem within the context of the Republic of Ireland. Therefore

conducting such a study in my professional context would contribute to my professional practice and make a valuable contribution to knowledge in the field.

There is however an increasing body of work that examines the development of trainee FE teachers in England and their experiences of the Further Education sector, which is useful and relevant to this research study (see for example, Avis *et al.* 2002b; Bathmaker and Avis 2005a; Bathmaker and Avis 2005b; Robson 2000; and Colley *et al.* 2007). These studies are particularly concerned with the content and pedagogical approaches to such development programmes and with the changing constructs of teaching and learning in the Further Education sector. Further, this body of work addresses forms of duality of professionalism and role identity, and shifting identities of teachers in the Further Education sector from an array of academic perspectives (Avis 1999; Ainley and Bailey 1997; Bathmaker and Avis 2007; and Robson *et al.* 2004).

The literature identifies far-reaching changes over the last 20 years or so in England with respect to the operating environment and working context of teachers in Further and Higher Education (Roscoe 2002; Beaty 1998; Nixon 1996). These changes in working context have placed ever-increasing pressures on teachers as they cope to varying degrees with the effects of policies enforced through managerialist agendas such as increased commitment to audit and "performativity", (Avis 2005; Ball 2003), enforced constructs of "best practice pedagogy" and related constructs of professionalism. Moreover, there are calls for the professionalisation of the sector through the recognition of the Further Education National Training Organisation (FENTO) standards and more recently the Life Long Learning UK standards (2007), (Bailey and Robson 2002; Colley *et al.* 2007). Further, as Sachs (2001) states: "some would say that it is in the best interests of Government for teachers not to be seen as a profession as it gives greater opportunity for regulative control of the profession" (p. 149). All of these tensions manifest in the personal and collective struggles and negotiations amongst trainee and experienced lecturers as they search for a preferred professional identity, seeking among those available from a duality of constructs, either internally constructed or externally imposed. Bathmaker and Avis state that:

> "The development of professional identities amongst lecturers training to teach in further education (FE) colleges in England involves processes of adaptation. These

> partly take place during teaching placement in FE, as trainees navigate between their own anticipated professional identities and the identities which they feel under pressure to assume as they engage in their work with students".
>
> (Bathmaker and Avis 2007, p. 509)

Various concepts and frameworks have been used to examine dualities of professionalism and professional identities from standpoints arising from differing perspectives of what it is to be a professional teacher. However the use of the concept of communities of practice (Lave and Wenger 1991) to explore trainee teachers' notions of professional identity has proved particularly useful. For example, Bathmaker and Avis (2005a) considered the formation of professional identity amongst a group of trainee lecturers completing a one year full-time teacher training course. They draw attention to complexities which give rise to the availability of identities (or lack of them) to newcomers. This study identified, amongst other things, how newcomers were marginalised from an experienced community of practice in further education, in contrast to acceptance through a process of "legitimate peripheral participation" whilst on placement, and further observed that "their marginalisation appears to be related to the impact of current changes in FE" (Bathmaker and Avis 2005a, p. 61). This observation of the experiences of trainee teachers is relevant to the current study because it raises questions about the basis for recognising the legitimacy of newcomers from the perspective of established community members. It is not sufficient to claim membership by title alone.

The current research project therefore is located within two particular debates, the first of which is the discussion about the legitimacy of membership and acceptance into established communities of practice and the complexities inherent in the maintenance of such a position. In common with Bathmaker and Avis's research (2005a), this study is situated in the context of gaining acceptance into a community of practice which is not representative of the existing and professional technical area of expertise. The second debate concerns the dual professionalism and constructs of identity of teacher / lecturers in the Further Education sector. A recent study by Boyd and Lawley (2009) built on the work of Manias and Aitken (2005) and Carson and Carnwell (2007), who contributed to the understanding of experiences of lecturers who were originally occupational practitioners. Boyd and Lawley (2009) investigated the experiences of nurses recently appointed as lecturers in higher education and found that within the case study workplace context, the experiences of new nurse lecturers encouraged them to hold on to their existing identity as

clinical practitioners in preference to developing new professional identities as academics (p. 298). While this study has some elements in common with the current research, the latter, as well as being located within the FE sector, contributes further to the debate by investigating notions of professional identity from a combined construct of both personal, (internalized), and formal (externalised) perspectives within the context of training and education within Republic of Ireland. I use the term "formal" to differentiate from the personal perspective of informants. In this sense "formal" relates to factors such as professional identities constructed through the recognition of a formal job role title, relevant formal qualifications, and by professional representative bodies and associations.

Thus, the focus of this research contributes to the central debate and future understanding of the complexities and issues that impact on the maintenance of professional credibility, ability and professional identity of trainers and educators who stem from a background and community of practice of professional practitioner, and who now occupy a position at the nexus of dual professional identities. The study therefore began with the following research questions which are sufficiently broad not to close down possibilities for adjustment as the research progressed, yet sufficiently focused to capture the intent of the research.

1) How do six professional occupational practitioners in the Republic of Ireland experience their transition from one community of practice into another? (Shifting from a working role in industry to a working role as tutor of their profession in an education and training setting)

2) How are these professional practitioners who are now employed as tutors coping with the need for dual expertise?

3) What are the complexities and issues involved in this transition and how might these affect notions of identity and professional credibility when there is a requirement to demonstrate and maintain mastery of the former and the new community of practice in order to provide a credible service to students and other key stakeholders?

Structure of the dissertation

In this section I provide a brief, concise overview of the structure of this dissertation, identifying key content of each chapter in turn. Chapter 1 focuses on the context in which this study took place and provides insights in relation to the particular situation and set of circumstances which tutors of occupational crafts operate within and the related struggles which affect notions of professional identity, capability and credibility of tutors within a State Authority in the Republic of Ireland. In setting the context, this chapter provides a preliminary discussion in terms of the shift required of tutors as they adopt the role of tutor of their profession and in doing so make redundant their former work roles as occupational chefs in industry. This preliminary discussion is based around Table 1.1 (p. 12 above) which proposes three progressive role models which map this journey by identifying key features / dynamics and role orientation of Expert / Master Practitioner (chef in industry), Traditional Tutor, and Revised Tutor Models; these draw attention to the dynamics within which tutors currently find themselves. This chapter also addresses the literature which informs this study and in doing so identifies the particular area of interest towards which this study is focused. Chapter 2 is devoted to a discussion around methodological considerations, methods and the particular approach taken by the researcher. Chapter 3 provides information on the procedure and processes followed during analysis. A summary discussion of processes 1-9 is provided, this discussion is further supported by Figure 3.1: "Analysis Flow", which provides a visual representation of the interrelationships and links between each process. Chapter 4 provides an in-depth discussion of the findings of this research, focusing on each of the three themes identified: Theme one: Multiplicity of engagement with others; Theme two: Contributing factors which inform professional identity; and Theme three: Maintenance of formal and informal role legitimacy. The chapter then provides a summary of each.

The final chapter, Chapter 5, is devoted to the implications, recommendations and conclusions of the research, including reflections on the way this project has been conceptualised. This chapter provides a brief reminder of the problem to be investigated, returns to the original research questions and draws conclusions about the answers towards which this investigation was focused and further provides a summary of key aspects of findings. In order to assist discussion a model (Figure 5.1) is presented

in an attempt to visually conceptualise the position in which informants find themselves as they endeavour to fulfil the role of tutor of their former profession; a situation and phenomenon which I have called "The Professional Eclipse". The implications of this phenomenon are discussed from the perspective of both tutors and the employing organisation. Furthermore, considerations of what practical recommendations can be offered to assist in mitigating the problem are proposed. A brief reminder of the area in which the literature currently falls short in adequately addressing the problems which initially prompted this research inquiry is provided. This section is followed by a summary of the ways in which this thesis contributes to the field. A reflection on the conceptual framework then follows, within which I reflect on the usefulness of the concept of communities of practice (Lave and Wenger 1991) as a way of conceptualising the problem on which this research is focused. The limitations of this small qualitative study are identified, concluding with consideration of a number of questions which could play a part in future research.

Review of literature and frameworks

While the context of this research is further education in the Republic of Ireland, a wider engagement with the literature on professionalism in further education in England was necessary in order to draw attention to a number of theoretical understandings, concepts and policies, developed over the last decade or so, which have relevance to the context of this research, and also to illuminate similar sites of struggle to those experienced within the further education sector in the Republic of Ireland. Therefore this section provides insights into the literature relating to further education in England in order to provide further context for this research.

Professionalism in further education in England

According to Gleeson *et al.* (2005):

> "Since Incorporation, FE has become part of a wider discourse of modernisation and designed to reconcile New Labour's "third way" political ambitions (socialism and Keynesian democracy), with the neo-liberalism of the "New right" reforms under Thatcherism (Market individualism devoted to choice)"
> (Gleeson *et al.* 2005 p. 448).

Thatcherism, which occupied the 1970s and 1980s, promoted an education policy which has since proved to have been somewhat anti-educational, favouring institutional competition and market driven educational policies. Under New Labour, however, there was a shift in ideology which moved education policy towards a rhetoric which also included an ideology of education for all, through the partnership and collaboration of key stakeholders. Education, however, to the detriment of valuable synergies remains a competitive environment in which institutions are compelled to compete in order to attract funding, status and indeed, students. Behind this competitive environment sits a government-induced neo-liberalist culture of inspection, audit and performativity through which the standards of provision within the FE sector are assessed, judged and or promoted (Hyland and Merrill, 2003).

New Labour similarly adopted policies to maximise individual and collective performance and efficiencies within the education sector; research has since identified that these policies further contributed to conditions which led to those working in both compulsory and post-compulsory education (FE) becoming overworked and overstressed. Again, factors which contribute to these conditions are identified as those which align to concepts of managerialism and performativity: a regime of top down surveillance, and control through mechanisms such as accountability and continuous self assessment against imposed criteria. Consequently, lecturers in FE have experienced unprecedented change and loss of control of their teaching process (Randle and Brady 1997) and work situation (see also Avis 2002a).

The current discourse which permeates education is one which reflects the rhetoric of neo-Fordism, having shifted from a discourse of post-Fordism following the ascendency of Thatcherism in the 1970s and 1980s (see Avis *et al.*, 1996; Avis 2009; Hodkinson 1997). Hodkinson distinguished this shift in educational discourse through the lens of both post-Fordism and neo-Fordism, observing that the former advocates the importance of people, teamwork, autonomy, empowerment and the personal responsibility of workers for their own professional development. Hodkinson further observes that: "Within education, the commonest use of post-Fordist ideas is as a justification for the expansion of vocational education and training in order to provide the better skilled workforce which English industry needs" (Hodkinson 1997, p. 71). However, "neo-Fordism" also takes into account government policies on the

management and improvement of education which are dominated by a parallel discourse of technical / "instrumental rationality", (Habermas 1971; Gibson 1986), which effectively treats teachers as technicians to be controlled. Technical rationality sees education as a controlled linear production line of measurable inputs and outputs, with internal and external systematic quality inspection turning education into a technical process. Hodkinson further observes that: "To improve education quality we need to break out of the neo-Fordist discourse. In so doing, professionalism reappears as a central concern for teacher development" (Hodkinson 1997, p. 69). In the absence of such a "break-out" and with the aim of accommodating post-Fordist values and rhetoric as dominant over technical rationality, at the time of writing, government policies continue to be reflected in the transformational nature and professional identities of those working in education. In consideration of this, Avis states:

> "That we are witnessing the increased proletarianization, deskilling and intensification of labour within further education catches the lived experience of many who work within the sector. We can see quite clearly such processes reflected in increased teaching loads and in the transformation of the nature of teaching and learning. However this is only part of the picture and sits alongside attempts to modernize teaching and learning. Such attempts aim to transform the social relations of work and close off, or at least play down, some of those activities previously central to teacher identity and central worth. This could be described as a process of reprofessionalization, but here again the terms fail to grasp the unevenness and contradictoriness of processes involved."
>
> (Avis 2009, p. 118)

Further, market reform and the new managerialism discourse are seen by some as driving a wedge between senior management and lecturers in FE by running institutions on business accounting, bottom line principles (Clarke and Newman 1997; Randle and Brady 1994) in contrast to and above the professional interests and pedagogic values of lecturers.

However Gleeson and Shain (1999), drawing on preliminary analysis from an ESRC funded project "Changing Teachers and Management Cultures in FE" (CTMC) observe that those with middle management responsibilities in the FE workplace (who are traditionally drawn from the ranks) are identified as mediators or buffers between senior management (managerialism discourse) and lecturers (educational professionalism). Such a position is seen as conflictual in that it both privileges and demands a close

working relationship with both camps in order to transform policy into practice. Gleeson and Shain identify a change in managerial cultures with respect to these "academic" middle managers and further suggest that: "managerialism is not as complete or uncontested as is often portrayed" (Gleeson and Shain 1999, p. 461). For example, the majority of managers within their study, when faced with dealing with pressures from above and below, adopted a stance of what Gleeson and Shain term as "strategic compliance", defined as an artful pragmatism which reconciles professional and managerialist interests. This stance was adopted in preference to other positions such as "willing compliance" (a deep commitment to the FE institution and its corporate image) or "unwilling compliance" (scepticism and disenchantment with the new FE ethos). This "strategic compliance" was upheld whilst maintaining commitment to educational and other professional values in support of student care and collegiality. Gleeson and Shain conclude that:

> "... new professional identities arise from ambiguities and contradiction in the education work place ... identities and responses, though shaped and influenced by managerialism, are not determined by it. This suggests that managerialism is not as complete or uncontested as is often assumed, and that we should look for innovative signs of professional life in new ways and places.
>
> (Gleeson and Shain 1999, p. 488-9).

It seems evident that those working within the FE sector are finding new ways and strategies to maintain personal and individual constructs of professionalism and identity, whilst at the same time satisfying the increasing demands of managerialism and performativity. Strategic compliance suggests that professionalism is not seen as being static but rather a position which is continually subject to inner negotiation between the personal resistance offered and the conformity that the workplace context demands, with the aim of protecting professional values.

Shain and Gleeson (1999) further explore the impact of this shifting policy framework of managerialism on FE lecturers, again drawing on preliminary analysis of the CTMC project data and on other conceptualisations and views of professionalism, such as that of the reflective practitioner. However Elliott (1996a) rejects this concept of "professionalism". And further, Randle and Brady (1997) suggest that lecturers in FE "... reject the values represented by this development (managerialism) and are opposed to the threat they perceive to the professional culture of further education" (Randle and

Brady 1997, p. 121). Seeking to provide a "clearer picture" of the trends towards de-professionalization and re-professionalization in a highly managerial competitive context, Shain and Gleeson (1999) also draw on the work of Clark and Newman (1997) and Seddon (1997) "...that has explored the relationship between managerialism and the redefinition of professionalism in the managerial state" (Shain and Gleeson 1999, p. 446). As we have seen, not all managers support or share the values of managerialism, (Gleeson and Shain 1999), and further it is premature to assume that teachers are all strict defenders of pedagogic values and hold a polarised position to those of managers who advocate for managerialism and marketisation (Shain and Gleeson *ibid.*). Rather, lecturers have different and flexible responses to policy, formed through consideration and balancing aspects such as professional values and ideologies and risk to personal survival in the form of continued employment. Shain and Gleeson describe these responses as: "...resistance and rejection; compliance and strategic compliance" (Shain and Gleeson 1999, p. 453). It is interesting to note however that the term "resistance and rejection" did not appear in the responses attributed to academic middle managers in FE, (Gleeson and Shain 1999); the term "compliance" features in all three positions noted. This "rejection" is seen to manifest in such actions as refusal to abandon the so called silver book agreement in place of new contracts, in defence and protection of established professional autonomy pedagogic values (Randle and Brady 1997) or, "working to the letter of new contracts and no more" (Shain and Gleeson 1999, p. 454).

In contrast, "compliance" is seen typically as a response from new or post-incorporation contract staff, who see opportunity in new managerial reform agendas. This category of staff also supports criticism of longer-serving staff as being "lazy and complacent". "Strategic compliance" is a position adopted by the wider constituency of lecturers in the CTMC project. They adopt positions and strategies which allow for the achievement of their professionalism objectives while still providing learning opportunities whose quality is defined through process rather than just output measures, and which are at times outside of direct policy. This strategy is achieved by bending the rules or offering alternative measures within the system whilst satisfying audit, and further by effective networking and maximising resources across departments and providers. Shain and Gleeson suggest rather than viewing this behaviour as legitimating a "more for less" process of market reform, a less cynical response suggests that: "something more interesting is going on, in the way teachers are redefining professionalism *in spite of*

rather than because of official policy agendas" (Shain and Gleeson 1999, p. 459). New forms of professionalism are being formed in FE which includes reworked residual aspects of old professionalism in preferred ways. Strategic compliers are not seen as self preserving, unlike compliers, and do not display the retrospective disgruntlement of old timers, Shain and Gleeson state that:

> "... it would seem that education commitment to students and their learning agendas is the main area in which FE teachers are likely to gain professional credibility as FE recovers from a period of mismanagement, industrial action, sleaze and low morale. If, as Ranson (1994) argues, future resources of professionalism reside in the communities which professionals serve, this offers FE an opportunity to respond beyond the present confines of market and managerial reform."
>
> (Shain and Gleeson 1999, pp. 460-461)

However as mentioned above, an alternative conceptualisation or revitalisation of FE lecturer professionalism has been put forward, the "learning professional" (Guile and Lucas 1999). This model advocates a shift away from a former reliance on insular subject-based knowledge as a barometer for FE teacher competence, credibility and professionalism and calls for an expanded notion of professionalism which moves towards embracing forms of interconnected knowledge including, among others, a shift towards learner centred pedagogic knowledge. This shift requires moving to a more facilitative role in the learning encounter with students, which may also include offering support in the form of guidance or counselling (Guile and Lucas 1999). The concept further suggests that there is a need for FE lecturers to develop a more holistic perspective to their professionalism and become actively engaged with economic, educational and technological change, which bring new and additional platforms for student learning. Furthermore, the concept of the "learning professional" advocates for FE lecturers to embrace the life-long learning agenda (Hyland and Merrill 2003) of continuous professional development. The concept of the learning professional offers an alternative to the subtle use of personal and collective strategies to counter managerialist and performative agendas and the ensuing struggles between agency and structure by suggesting a new way of thinking about the function of the FE lecturer, redefining their professionalism.

Whilst the above discussion focused on sites of struggle around teacher and lecturer professionalism in the education sector in England, the related theoretical understandings about how government-induced policies and concepts such as neo-liberalism, managerialism, performativity and regimes of top down surveillance affect notions of professional identity have relevance to the context of this research. For example, quality assurance regimes are now in place against which tutor performance is measured. Surrogate surveillance systems (Parker and Jary 1995) are also in place which give legitimacy and hierarchy to the student voice via outcomes drawn from post-programme focus group meetings. Further, student centeredness and learner centred methodologies are ingrained within government educational policy and numbers of successful student outcomes form key government performance indicators for both the tutors and the organisation. These observations serve as further context to the dynamics in which informants are situated as they struggle with the maintenance of their professional credibility, legitimacy and identity within the Republic of Ireland.

It has already been mentioned that, recognising that the phenomenon under investigation was likely to be associated with the complex ways in which tutors relate to their dual roles, identities and professional communities, it was decided to conceptualise these dualities through the lens of participation in communities of practice (Lave and Wenger 1991). Therefore in this section I have provided insights into the literature relating to communities of practice, within which I identify a perceived gap towards which this investigation is focused. However further relevant literature and frameworks were drawn on in tandem with, and determined by, ongoing analysis. This literature was therefore treated as data without privilege of hierarchy.

Communities of practice

In order to provide further depth and a critical framework for this inquiry I utilised and overlaid the concept of communities of practice onto the occupational roles of the master craftsman / practitioner in industry, and the tutor. This process provided a lens through which to see the complexities involved in moving from one occupational domain, and one community of practice, to another. This is done by framing this transition in the context of moving from a role as chef master craftsman / practitioner in a community of practice in an industry setting, to the role of tutor of their former profession within an education and training community of practice, operating in an educational setting.

Building on work by Brown and Duguid (1991) the concept of communities of practice was introduced in 1991 by Jean Lave and Etienne Wenger in their book *Situated Learning - Legitimate Peripheral Participation*. Lave and Wenger (*ibid.*) described the concept of a community of practice as:

> "... a set of relations among persons, activity, and world, over time and in relation with other tangential and overlapping communities of practice ... an intrinsic condition for the existence of knowledge ..." (p. 98)

There is however an additional level of complexity to this research. Due in some part to the overuse or misuse of the concept in recent years, the definition of what a community of practice is, and the ways in which it is applied and talked about, have become blurred and somewhat inconsistent. A number of definitions are found in the literature; Snyder for instance states that:

> "Communities of practice consist of people who are informally as well as contextually bound by a shared interest in learning and applying a common practice."
>
> (Snyder 1997, p. 1)

Snyder therefore sees communities of practice as being informally bound, as do Hildreth and Kimble (2000), although Hildreth and Kimble suggest this binding is in pursuit of solutions for a common class of problems. In Snyder (1997) the solving of problems is not recognised as having significance.

Further, Hildreth and Kimble define a community of practice as:

> "a group of professionals informally bound to one another through exposure to a common class of problems, common pursuit of solutions, and thereby themselves embodying a store of knowledge,"
>
> (Hildreth and Kimble 2000, p. 3)

This definition is also somewhat contradictory to that of Lave and Wenger (1991) as here the interpretation of a community of practice uses the term "professionals", bound by looking for answers to shared problems. It is not however within the scope of this research project to unpack Hildreth and Kimble's meaning of the term professional, but

Hildreth and Kimble's definition clearly excludes amateurs or people drawn together through interest in an activity alone.

Although the concept of communities of practice is continually evolving and open to change, there is a broad consensus of definitions found within the literature. It is a definition based upon this consensus that will be used in the present study: a group of people operating collectively at varying levels of expertise within and potentially throughout an area of practice, engaged in skills and knowledge acquisition embedded in the sociocultural activities, histories, artefacts, tools and discourse collectively called a community of practice. According to this definition, such a community can comprise any profession or group: bricklayers, midwives, surgeons, teachers or chefs. In articulating what Lave and Wenger (1991) term as the generally accepted and contrasting institutional view of learning, Wenger states that:

> "Our institutions, to the extent that they address issues of learning explicitly, are largely based on the assumption that learning is an individual process that has a beginning and an end, that it is best separated from the rest of our activities, and that it is a result of teaching."
>
> (Wenger 1998, p. 3)

Lave and Wenger (1991), however, offered an alternative interpretation to this generally accepted institutional view. They discuss learning in context through engagement in socio-cultural activities embedded within the histories, artefacts, tools and discourse of community of practice, describing this as learning through 'legitimate peripheral participation'. This alternative interpretation moved the concept of situated learning forward by focusing on the relationships between learning and the social situations in which learning takes place, arguing that learning is situated in certain forms of social co-participation rather than defining it as the acquisition of propositional knowledge. Hanks (1990) in Lave and Wenger (1991) observed that:

> "... Rather than asking what kinds of cognitive processes and conceptual structures are involved, they ask what kinds of social engagement provide the proper context for learning to take place."
>
> (p. 14)

Lave and Wenger (*ibid.*) contrast their alternative view on learning with the traditional classroom environment and didactic pedagogies, emphasising the importance of

workplace learning in non-formal situations (Eraut 1994). They draw on learning examples, studying the "situatedness" of acquiring learning through apprenticeships among Yucatec Mayan midwives in Mexico, among Vai and Gola tailors, in the work-learning settings of U.S. navy quartermasters, among butchers in U.S. supermarkets and among "non-drinking alcoholics" in Alcoholics Anonymous. It is significant to note that Lave and Wenger (1991) discussed the concept of communities of practice as being holistic, and existing both within metaphorical boundaries and peripheries and among defined groups of people, Vai and Gola tailors for example. At the time this placed certain limitations on the concept in not allowing for the notion of multiple and various levels of community engagement and membership.

However the concept of communities of practice has developed since its original conception. Wenger (1998) introduced the idea that organisations comprise constellations of communities of practice. These are seen as the foundations of knowledge production and management, adding to the debate about knowledge management and the learning organisation. They focus on the human capabilities of adding value to organisations through constellations of overlapping communities; there are, however, critics of this particular view (Wilson 2002). Further, Kimble and Hildreth (2005, p. 102) observe that: "The benefits that communities of practice can bring as part of a knowledge management programme have led to them becoming the object of much attention both in academic and commercial circles". As the concepts of communities of practice evolved, Wenger acknowledged that: "During the past five years, we have seen communities of practice improve organisational performance at companies as diverse as an international bank, a major car manufacturer and a U.S. government agency" (Wenger 2000, p. 140). Snyder and Briggs (2003) reported positive examples of the U.S. government applying communities of practice to assist in the formalisation of policy and in the implementation of change in relation to professional practices. However Fuller *et al.* (2005, p. 49) argue that "... whilst Lave and Wenger's work continues to provide an important source of theoretical insight for inspiration for research in to learning at work, it has significant limitations". As well as identifying enduring strengths in Lave and Wenger's approach, Fuller *et al.*, (2005) analyse case study data and identify and present four key areas for attention:

> "First, Lave and Wenger's (1991) attempt to stretch legitimate peripheral participation to cover all workplace learning is unconvincing ... Second, Lave and Wenger (1991) are over dismissive of the role 'teaching' plays in the workplace learning process and of learning in off-the-job settings ... Thirdly, although Lave and Wenger (1991) acknowledge the significance of learner identity, they never fully develop this idea in relation to particular learners ... Fourth, Lave and Wenger acknowledge, but never fully explore, the significance of conflict and unequal power relations as part of their theorising on the internal operations of communities of practice and its relationship with the wider context."
>
> (Fuller *et al.* 2005, pp. 65-66)

Further, Colley *et al.*, (2007) draw attention to how researchers of workplace learning have argued for the extension of the dynamics of the conceptual framework of communities of practice, stating that:

> "... Entrants to a community of practice may be far from tabula rasa novices but bring with them an existing habitus; previous biographies, knowledges, practices and values, all shared with others elsewhere. These may impact (sometimes negatively) on the dynamics of the community of practice (Eckert and McConnell-Ginet, 1999; Hodkinson and Hodkinson, 2004)."
>
> (Colley *et al.* 2007, p. 178)

Colley *et al.* (2007) use the lens of communities of practice to review both the dominant and alternative academic constructs of what it means to be a professional in the context of teachers who participated in a project, *Transforming Local Cultures in Further Education* (TLC). Within this they identify, amongst other things, a number of instances of what they term "conduct unbecoming" on the part of some tutors. This is important because it challenges assumptions that an individual's engagement with their professional community of practice through legitimate peripheral participation (Lave and Wenger 1991) is unidirectional, with an intention and trajectory towards 'becoming' (as opposed to unbecoming) a full member of their professional community of practice. "Conduct unbecoming" relates to the adoption of an outward trajectory of reduced or non-conformance from a community of practice, triggered by circumstances which invoke marginalisation from the community through such things as enforced changes in practice or tensions which arise around personal and organisational constructs of professional identity. Colley *et al.* (2007) state that the tutors: "... moved from full membership and belonging in their professional community of practice to a renewed state of peripheral participation and, in one case de-legitimated practice and

eventual exclusion" (p. 173). The observations of Colley *et al.* (2007) are useful in the context of this research inquiry because they assist in the understanding of how personal constructs of professional identity can influence the domain positioning (peripheral - full) and levels of engagement with professional communities of practice. Thus, it is important to note key application and contradictions of communities of practice within the literature in order to provide a context to the framework which is applied to this research project. I draw particular attention to the ways in which Wenger (1998) discusses boundaries of communities as boundaries of practice, overlaps and peripheries, as illustrated in Figure 1.1.

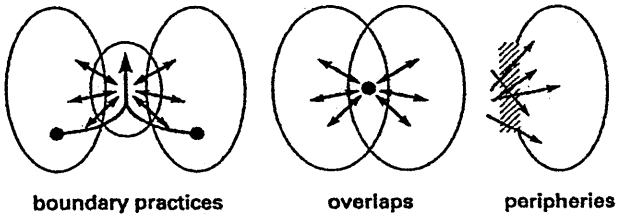


Figure 1.1 *Types of connections provided by practice (adapted from Wenger 1998, p. 114)*

Wenger (1998) discusses these connections provided by practice as "overlapping communities", and describes the practices of individuals as they interact across community boundaries in three distinct ways. He states that:

> "If a boundary encounter – especially of the delegation variety – becomes established and provides an ongoing forum for mutual agreement, then a practice is likely to start emerging. Its enterprise is to deal with boundaries and sustain a connection between another number of practises by addressing conflicts, reconciling perspectives and finding resolutions. The resulting of boundary connection becomes a sort of brokering. Boundary practises are common in organisations; examples of which include task forces, executive committees and cross functional teams ..."
>
> (Wenger 1998, p. 114)

The second type of connection provided by practice is described as "overlaps":

> "The second type of practice-based connection does not require a specific boundary enterprise, but is provided by direct sustained overlaps between two practises."
>
> (Wenger 1998, p. 115)

This particular practice-based connection exists, for example, where two differing communities of practice work together but do not merge, "... they remain distinct, with distinct enterprises and distinct practices. But their engagement in both communities at once creates not so much an identifiable boundary practice as an overlap between their practices" (Wenger, 1998, p. 117). The third type of connection provided by practice is "peripheries":

> "Communities of practice can connect with the rest of the world by providing peripheral experiences – of the kind I argue newcomers need – to people who are not on a trajectory to become full members ... This kind of peripherality can include observation, but it can also go beyond mere observation and involve actual forms of engagement ... The periphery of a practice is thus a region that is neither fully inside nor fully outside, and surrounds the practice with a degree of permeability ..."
>
> (Wenger 1998, p. 117)

From these brief descriptions a general understanding and differentiation between each community connection provided by practice can be formed. This discussion assists in the understanding of how communities interact with other complementary and overlapping communities. However, the literature to date does not provide any significant understandings of how individuals who are entering from a different field of professional expertise experience the issues and problems which arise from the requirement to attain and maintain a duality of expert skills and knowledge required of tutors as they shift from one community of practice into another. Likewise, there is no research on how multiple communities of practice are managed and the effects this may have on an individual. These understandings are particularly significant when exploring the shift from a role as an operational master craftsman working in industry, to one as an educator and trainer with respect to their former profession. Figure 1.2 below visually articulates this shift from one community of practice into another and draws attention to the duality of expertise required of tutors. This model is useful at this juncture in so far as it provides an insight into the problem on which this investigation is focused and, in doing so, flags the phenomenon in which tutors find themselves; the notion that the tutor is required to possess and continually update skills and knowledge with regard to each of the two communities of practice or domains, the former and the new, in order to claim legitimacy in the use of the term "Professional Tutor".

This model is further developed and discussed in Chapter 5 (p. 177) where, as Figure 5.1, it is labelled the "Professional Eclipse Model".

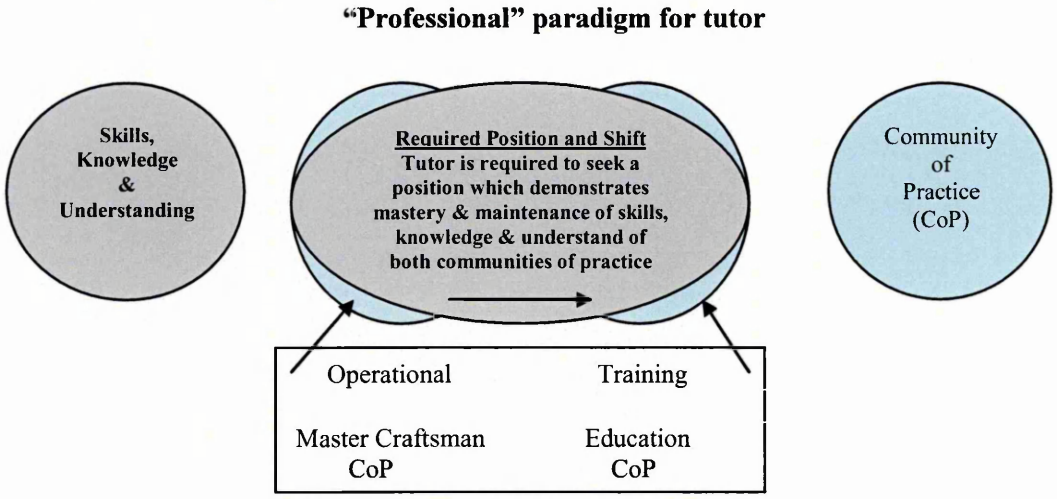


Figure 1.2 Preliminary – Professional Eclipse Model: D. Panter

Boyd and Lawley (2009) provide a notable exception to the use of the concept of communities of practice as a critical framework for research. As noted above, they investigated the experiences of nurses who, originating from occupational practitioner communities of practice, had recently been appointed as lecturers in higher education. It was found that: "the activity of the lecturers in their membership of different teams ... involves boundary crossing as they build their respective identities within their new role..." (p. 298). Further, the study identified the need to understand the importance of induction and workplace learning in the lecturers' development in both professional subject fields and in the work context. The notion of a need for continuous personal / professional development across the domains of both professional practitioner and pedagogue is again consistent with this research, however, it is the complexities which lie behind the association with, and identification of, personal drivers / motivations, needs and benefits in attaining such development, and the personal strategies deployed by tutors in order to "keep up to date with" or simply maintain their professional expertise, which is of significance in this research study.

Wenger *et al.* (2002) presented a further development of the concept of communities of practice, proposing the idea that there is the potential to actively cultivate such communities of practice within organisations; the purpose of such communities is again to develop and manage organisational knowledge and learning, placing them at the

forefront of the relationship between knowledge and professional practice. The idea that communities can potentially be cultivated and managed is a distinct shift from the original concept coined by Lave and Wenger (1991).

However, utilising the concept of communities of practice provided a way of gaining understandings of the dilemmas and complexities informants experience as they negotiate their path in order to take on a role of tutor of their occupational profession. Gaining understanding of these complexities as a result of this study makes a valuable contribution to the field. Communities of practice provide a conceptual lens through which to view and articulate what is taking place within a substantiated framework. They also define and encircle areas of practice by boundary, which is useful when examining the dynamics which come in to play when attempts are made to shift from one into another. Further, the concept of communities of practice provides a vocabulary through which to discuss this transition.

Concepts of self

There is a need to consider the literature around the various schools of thought in the social sciences in order to gain a deeper understanding of what is taking place in relation to the journey which tutors are required to embark on, and how this journey might impact on an individual's thoughts, actions and behaviours in relation to identity and to concepts of self. Such an analysis is particularly relevant when considering first the shift required by newly-appointed tutors in terms of job role, title, location, culture and environment from "master craftsman" in industry to tutor in a training / educational setting and second, the shift required of existing long-serving tutors towards a model that better reflects the "revised tutor" as identified in Table 1.1.

There are a variety of schools of thought which offer particular and contrasting emphases on ways in which the concept of self is constructed. Elliott, for example, states that:

> "The idea of the reasoning and interpreting self is central to many schools of thought in the social sciences, but the emphasis on agency in these perspectives changes considerably depending on whether we are talking about sociological, psychoanalytic, post-structuralist, feminist or postmodern approaches."
>
> (Elliott 2001, p. 3)

Whilst post-structuralism, feminism and post-modern approaches are of interest and have their own legitimacy, any in-depth discussion or critique from these particular standpoints falls beyond the scope of this particular piece of research, on the basis of allowing further space for discussion from two particular and contrasting perspectives. On the one hand, for example, sociological theories, in contrast to psychoanalytic, place emphasis on how our sense of self is shaped by external forces; a social construct (social constructivism) reflecting society at large and localised institutional culture. On the other hand psychoanalytic theory promotes the idea of selfhood being an internal construct which challenges the previous emphasis, placing an individual in a position of emotional choice in the way in which they interact with society. Elliott (2001) observes that: "Such contrasting approaches have very different ways of conceptualizing how individuals cope with the burdens on identity and the self in their every day lives" (p. 3). Goffman (1990), taking the sociological perspective, promoted the idea that the presentation of self in everyday life is a controlled, staged dramaturgical performance, which reflects behaviours one would expect to witness during a particular interaction or set of circumstances, observing that:

> "... Interaction (that is face-to-face interaction) may be roughly defined as reciprocal influence of individuals upon one another's actions when in one another's immediate physical presence."
>
> (Goffman 1990, p. 26)

Elliott states that:

> "There are profound connections between such cultural assumptions about identity and conceptions of the individual self in the social sciences and humanities. Selfhood is flexible, fractured, fragmented, de-centered and brittle: such a conception of individual identity is probably the central outlook in current social and political thought."
>
> (Elliott 2001, p. 2)

Wenger (1998) discusses learning, meaning and identity as forms of belonging or not belonging to a community of practice, taking the view and perspective of "identity in practice", identity by participation, and by non-participation. A link can be made from this particular perspective to the observations of Goffman (*ibid.*) and social constructivism, following the notion that identity is reflected in expected behaviours and performances

portrayed by individuals as representatives of a particular community and discourse. However, having chosen communities of practice as a conceptual framework for this research project, identity is seen as being linked to the concept of communities of practice. Moreover, for Wenger (*ibid.*) participation in a community of practice on the one hand, and identity on the other are, two sides of the same coin – or a matter of saying the same thing in different ways. Although this particular view is one of a number of feasible positions, for the purpose of this research Wenger's (1998) approach will be adopted, given that this research is about the identification and maintenance of identity in practice, in relation to informants in the role of tutor who were previously identified as professional chefs.

This transition of formal identity from chef to tutor is complex, because individuals are placed in a position where they are required to negotiate and manage identity at the nexus of two professional areas of expertise or communities of practice. Tensions arise between these two identities because, in choosing one of the professional identities, it follows that the remaining identity must, at least in part, become redundant. On the one hand this closes down any previous investment in that community and, on the other, restricts further opportunity for personal and professional development. Moreover, in fulfilling the role of tutor there is an expectation that an individual will display the qualities and expertise of both a teacher and, in this instance, chef. In addition, a further dimension is added to the complexities because it is expected that an individual will recognise and portray characteristics of corporate identity, a confirmative layer of expected behaviours which also reflect managerialist requirements and adherence to corporate governance and culture. These dualities of required performance and expertise, and the tensions this places on the self when selecting professional identities are linked to the conceptual framework of communities of practice – identity in practice (Wenger 1998). This research further examines selected identities of tutor and student, and the way in which some identities are made available while others are not. In the context of the learning environment, for example, when a tutor adopts the role of Head Chef from a number of alternative roles available in the context of situated learning (facilitator, teacher or partner in learning); the student is left with the role of subordinate chef, in contrast to client or other possible positions within the learning environment hierarchy.

An understanding of the possible ways in which the transition from one community of practice to another affects notions of professional identity is relevant to many situations where professional practitioners transfer to a role of teacher / tutor of their particular profession.

Chapter summary

Chapter 1 provided details of the genesis and context of this study. In particular, the influence of a change in focus of government policy towards education was discussed, drawing attention to ways in which these policies have impacted on those within the organisation and how they view their key client base. At the time of writing students were identified as the key clients. The discussion identified that, following the adoption of a student-centred learning approach to all programmes, the student is now identified as having high status within the learning environment hierarchy. Questions were asked about the readiness of tutors to meet the demands of this change in dynamic and revised role orientation. In consideration of this, the key dynamics and role orientation of tutors was discussed, drawing on Table 1.1 which proposed three progressive role models concluding with the most current: the revised tutor model.

The need for tutors to equip themselves with the necessary pedagogical skills and expertise in addition to those relating to their particular craft was discussed, concluding that this placed the role of tutors in a position of professional duality. The shift required of informants as they move from working chefs in industry to become tutors of their profession was discussed. Since the aim is to meet the implicit demands set out in role model three, it was discussed that this transition could be seen through the lens of communities of practice (Lave and Wenger 1991), shifting from one community of practice into another. Figure 1.2, the preliminary Professional Eclipse model (see p. 35 above) visually articulated this shift and drew attention to the duality of expertise required of tutors, providing further insight into the problem on which this investigation was focused. It was noted that this model will be further developed and discussed in Chapter 5 where it appears as the Professional Eclipse Model (see Figure 5.1, p. 177).

Further, attention was drawn to the literature identifying the particular areas of interest on which this study is focused. A section outlining the structure of the dissertation and the initial research questions was also provided.

The next chapter is dedicated to providing details of the research methodology used for this research study, and discusses in depth the processes involved in assessing and selecting the research methods used, considers issues of reliability and ethics, and describes the process of collecting the data that forms the basis of this research.

Chapter 2: Methodology

Introduction

In this chapter I provide a discussion about the methodological considerations, the methods and the particular approach taken to the research. Having adopting a broadly constructionist position, the consequences of this decision for the methodology are also discussed. First I draw attention to the relevance of research on professional identities and develop this discussion into one which underpins the decision to use a qualitative research methodology. Particular attention is then drawn to how I addressed the importance of ethical considerations, technical issues and the acknowledgment of positionality and bias. This discussion is followed by an overview of the methods used and the approach taken in the current research study.

The relevance of research on professional identity

This research study investigates issues that impact on the process experienced by tutors as they transfer from one community of practice into another. It focuses on cases where there is a need both to maintain occupational expertise and to seek a position from which to master the expertise required to be a tutor of one's profession. As I have previously mentioned, this research highlights a need for a greater understanding both of the inherent complexities involved in this transition and of the ways in which multiple communities of practice are managed. It is anticipated that gaining further understanding will assist in drawing attention to the support and development required to assist individuals in this transition. It is suggested that currently, this need is not sufficiently recognised by the informants or by the employing organisation.

This investigation is also central to the debate and future understanding of the complexities and issues that impact on the maintenance of professional credibility, ability, and professional identity of trainers and educators who have a background and community of practice as a professional practitioner. There are many situations in which practitioners are required, or choose, to tutor on behalf of their former profession; all technical trade areas,

for example, fall into this category, as do midwifery and occupational therapy, to name but a few. However, this particular investigation is centred on six individual professional chefs who are now employed as tutors of their profession in the Republic of Ireland; this represents a unique contribution to knowledge in the field.

A qualitative approach

In this section I provide a discussion around the reasoning which supports the choice of methodology for the current research study. The particular research questions relating to this project required an investigation into personal experience, demanding expressions of individual views and an understanding of self in a particular context. Further, the questions are directed at gaining an understanding of what is taking place, seeking to discover personal meanings and elicit deep, rich data from a small number of participants about their personal experience. As researcher, I needed to gain an understanding of what was happening, look at the totality of each situation and develop ideas through an analysis of data. In this instance, the data concerned the personal experience of an individual's journey or transition from master practitioner in an industry setting to tutor of their profession in an educational setting; a journey from one community of practice into another.

I also needed to bear in mind that there are particular philosophical traditions and associated underlying assumptions in relation to how the world is, how it might be viewed and, therefore, interpreted. Prior to starting the research process, it was necessary to gain an appreciation and understanding of the debate relating to the various traditions and associated research methods, not only at the initial planning and configuration stage of a research project, when epistemological and ontological perspectives were adopted, but throughout the duration of the research, including the eventual writing up of research findings. We accept there are no hard and fast rules which state that philosophies are exclusive in terms of application to research; rather each is seen as the positions, views or standpoints taken from which the researcher approaches a research project.

My standpoint was influenced by my research intentions in terms of the anticipated audience and the determinant use of the eventual findings, for example who or what group of people the research aims to influence or convince. In this particular case there

are many individuals, groups or bodies who may be thought of as stakeholders in this research project:

a) The informants, individual or group, on the basis that this project could be viewed as an opportunity to provide informants with a collective or individual voice, a form of emancipation. Further, the research findings may have a direct impact on their work role as tutor and future personal development.

b) The organisation within which the research is conducted. It is anticipated that a deeper understanding of the types of support required by tutors who are drawn from an industry setting will be recognised, and the responsibility incumbent on the organisation to make provision in providing these supports will be acted upon.

c) Any reader who has an interest in this unique inquiry into what, it could be argued, is a global phenomenon in terms of the dynamics which take place in the field of education and training when professional occupational practitioners shift from a working role in an industry or work setting, to a working role as tutor of their profession in an education and training setting.

As researcher I needed to be continually aware that an individual's view of an experience and the meaning which they placed upon this experience is real and true for them. Creswell (2003, p. 8) observes that these experiences "are varied and multiple, leading the researcher to look for a complexity of views rather than narrow meaning into a few categories or ideas". When individuals reflect on their "varied and multiple" experiences, they draw upon their life experience and discourse in order to form what can be described as a reflective construction of truth. The philosophical problem is of course how do we, or even how could we know something to be true, and accept this truth as knowledge which, once communicated, becomes information which in turn may be shared, elaborated on, stored or dismissed?

The Greeks classified knowledge into two categories: *doxa* and *episteme*; respectively that which was believed to be true, and that which is known to be true. The intervention which transformed the former to the latter was believed to be science. However, my role as

researcher operating within a social constructionist domain was to seek to gain a deep understanding, a search for knowledge in relation to what is or was taking place. This required placing trust in the personal reports of my individual research informants as being authentic; and faith in the expectation that knowledge would be gained and forthcoming as the study progressed. Therefore my personal epistemological stance is broadly constructionist, which would concur with Corbin and Strauss who state that:

> "... concepts and theories are constructed by researchers out of stories that are constructed by research participants who are trying to explain and make sense out of their experiences and/or lives, both to the researcher and themselves. Out of these multiple constructions, analysts construct something that they call knowledge."
>
> (Corbin and Strauss 2008, p. 10)

Further, as researcher I also needed to be cognisant of the danger of my own subjectivity or personal bias affecting the interpretation (Strauss and Corbin 1998) and final research results. In order to reduce this danger I implemented a programme of continuous member checking (Lincoln and Guba 1985). I return to the issue of bias later in this chapter.

Ontology is the study of the nature of reality (Pinnegar and Hamilton 2009). In considering my ontological stance, I concur with Creswell (1998) who observes that reality is constructed by individuals involved in the research situation. These would include my personal realities as researcher, the individual and multiple realities of the research informants and further, according to Creswell (*ibid.*) " ... those of the reader or audience interpreting a study" (p. 76). In considering the possible range of individual constructed realities, this placed a daunting responsibility on me to maintain, as far as possible, an open mind to the realities that were presented to me as being true to the individual as, according to Corbin and Strauss:

> "... it is not the event itself that is the issue in our studies, because each person experiences and gives meaning to events in light of his or her own biography or experiences, according to gender, time and place, cultural, political, religious, and professional background..."
>
> (Corbin and Strauss 2008, p. 10)

Each perspective of reality was real to each informant. This reality, however, may have compared or contrasted with other informants' positions. As researcher it was clear I needed to recognise that my own view of reality would have an impact on this study, on

the basis of my being close to the subject. I have an in-depth knowledge of the professional discourse of master craftsman and a deep understanding of the role of tutor gained over some considerable years. However I argue that this "closeness" should be viewed as a positive aspect, which adds a dimension of considered interpretive strength to the research project. Further, I set out to achieve a position from which to make the claim (though somewhat tentatively) that, as far as possible, I have ensured that my reality has not encroached upon or diluted the individual or collective realities of the research informants.

However, having adopting a broadly constructionist position, this placed certain demands on me as researcher to consider and clarify the consequences of this decision for the methodology, for example, taking positions on the construction of knowledge and the objectivity of findings that are consistent with constructionist views. What did taking a social constructionist position mean to me as researcher, and in what sense could I be objective? According to Gergen and Gergen:

> Contemporary constructionism has multiple roots. They grow from a variety of different dialogues that span the humanities and the sciences. In this sense, social constructionism is not a singular and unified position. Rather, it is better seen as an unfolding dialogue among participants who vary considerably in their logics, values, and visions. To be sure, there is substantial sharing, but there is no single slate of assumptions to which all would adhere. And the dialogues remain in motion. To articulate a final truth, a foundational logic, or a code of values would indeed be antithetical to the flow of the dialogue itself.
>
> (Gergen and Gergen 2003, p. 2)

Further, Burr observes that: "There is no one feature which could be said to identify a social constructionist position. Instead, we might loosely group as social constructionist any approach which has as its foundation one or more of the following key assumptions:

- *A critical stance toward taken-for-granted knowledge.* It invites us to be critical of the idea that our observations of the world unproblematically yield its nature to us, to challenge the view that conventional knowledge is based upon objective, unbiased observation of the world.

- *Historical and cultural specificity.* All ways of understanding are historically and culturally relative... products of that culture and are dependant upon the particular social and economic arrangements prevailing in that time.

- *Knowledge is sustained by social processes.* It is through daily interactions between people in the course of social life that our versions of knowledge become fabricated.

- *Knowledge and social action go together.* Descriptions or constructions of the world therefore sustain some patterns of social action and exclude others. Our constructions of the world are therefore bound up with power relationships because they have implications for what it is permissible for different people to do, and for how they may treat others."

(Burr 1995, pp. 2-4).

The position I take on the construction of knowledge corresponds with the observations made by Burr (*ibid.*) insofar as adopting the view that knowledge is created, sustained and modified by the social process. My position therefore acknowledges the discursiveness and temporality of knowledge and the provisionality of phenomena in the social domain. Thus as researcher my aim was not to espouse claims to absolute truth or definitive knowledge, as this clearly contradicts the social constructionist position, but rather to offer the reader a considered account of what seems to be taking place at the time of writing, on the basis of analysis. However, Sayer states that:

> "To say that certain propositions are true is not to say that they are beyond improvement. It is not only that they may later be shown to be false but that, even if they are not, they may be shown to be partial rather than complete, or integrated within a wider conceptual scheme that is flawed"
>
> (Sayer 2000, p. 43).

In considering ways in which I could be objective in my findings and remain consistent to the constructionist views, the following position was adopted. The social construction of reality is an ongoing dynamic process that is reproduced by people acting on their interpretations and their knowledge of it. The collective, inter-subjective reflexive truths offered to me through the interview process drew on the "life worlds" (Habermas 1987) and professional discourse of informants. A "discourse" through which mutual understandings are reached via a continual process of negotiation for consensus for the benefit and overall "good" of the group / community as opposed to being strategic, or designed to achieve personal goals through the use of power. More specifically, a dynamic in which actions by individuals are designed to promote common understanding within a group / community in order to promote cooperation; Habermas

describes this dynamic as "communicative action" (Habermas 1984, 1987, and 1990). Habermas observes that individuals:

> "seek to reach an understanding about the action situation and their plans of action in order to coordinate their actions by way of agreement. The central concept of *interpretation* refers in the first instance to negotiating definitions of the situation which admit of consensus."
>
> (Habermas 1984, p. 86)

This "consensus" is seen as an understanding about the way things are, and about actions which should be taken and which are accepted as legitimate within the relative framework of their lived in group discourse. Thus, these inter-subjective understandings can be viewed as forms of truth or tentative knowledge which may, over time, become accepted norms / givens or taken for granteds. In this context, as researcher, there was an opportunity for me to adopt a position of reflectivity, a critical theorising stance which allowed for an amount of objectivity when problematising and "thematising" (Habermas 1984) the constructs, stories and taken-for-granted versions of truth which were presented during the interview process as I subjected the data to analysis. Thus, whist remaining authentic to the ideologies of social constructivism, an inevitable degree of objectification was afforded in order that meaningful, critical analysis could take place in preference to presenting findings as a mere account of a collection of interviews.

However, considering the observations of Burr (*ibid.*) it was necessary to recognise that there were implications for the interview process and my relationship with the informants. For example, in taking the view that "knowledge and social action go together", each interview could be described as being a "daily interaction" where a "version of knowledge was fabricated" (Burr 1995, pp. 2-4). Further, Guba and Lincoln note that:

> "Evaluation outcomes are not descriptions of the 'way things really are' or 'really work', or of some 'true' state of affairs, but instead represent meaningful constructions that individual actors or groups of actors form to make sense of the situations in which they find themselves. The findings are not facts in some ultimate sense but are, instead, literally created through an interactive process that includes the evaluator ... What emerges from this process is one or more constructions that are the realities of the case."
>
> (Guba and Lincoln 1998, p. 8)

Furthermore I fully acknowledge that this "version of knowledge" will to some degree actually have been influenced by the role of power relations with respect to the informants' formal position relative my position as manager within the same organisation. The question remains, to what degree then was it possible for me as researcher to gain insight into those patterns of social action which were sustained and others which may have been excluded? Thus, in my interpretation of what informants said, I needed to be sensitive to any distorting effect. The ways in which I attempted to mitigate such effects are outlined below in the discussion of ethical considerations.

Taking into account the issues discussed above, I needed a methodology which enabled me to gain and analyse rich data about the individuals who are the subjects of the research, including their experience and ways of thinking. The strengths of qualitative enquiry are that it facilitates understanding of complex phenomena and the relationship between human behaviour and the context in which interactions and activity take place. I needed to view and examine the world through the eyes and experience of informants, through concepts and evolving theory which were grounded in the data under analysis. As previously mentioned, it was not, of course, sufficient to merely document informants' perceptions of their worlds, it was incumbent on me as researcher, as a social scientist, to analyse the data collected and present it in order to generate theory. I initially considered utilizing a grounded theory approach to the research, (Glaser 1992; Strauss and Corbin 1990; Strauss and Corbin 1998) on the basis that first, grounded theory provides the researcher with a framework which, when applied to qualitative research, facilitates the construction of theory which is grounded in the data, through a process of iterative and systematic analysis. Secondly, grounded theory lends itself to the investigation and further understanding of social phenomena. According to Strauss and Corbin:

> "Grounded Theory … is inductively derived from the study of the phenomenon it represents. That is, it is discovered, developed and provisionally verified through systematic data collection and analysis of data pertaining to that phenomenon. Therefore, data collection, analysis and theory stand in reciprocal relationship with each other … one begins with an area of study and what is relevant to that area is allowed to emerge."
>
> (Strauss and Corbin 1990, p. 23)

One of the main tenets of this approach is that coding should emerge from the data, and that the concepts drawn out in the analysis should be supported from the data rather than using preconceived hypotheses, models or theories. However, my prior understanding of the context to be investigated was both inevitable and necessary; I found therefore I could not use grounded theory in its purest sense and chose to conduct a close qualitative inquiry using elements drawn from grounded theory (Glaser 1992; Strauss and Corbin 1990; and Strauss and Corbin 1998), combined with template theory (King 1998, 2006). Template theory accommodates a measure of *a priori* knowledge and is described by King in the following terms:

> "The term 'template analysis' does not describe a single, clearly delineated method; it refers rather to a varied but related group of techniques for thematically organising and analysing textual data. The essence of template analysis is that the researcher produces a list of codes ('templates') representing themes identified in their textual data. Some of these will usually be defined a priori, but they will be modified and added to as the researcher reads and interprets the text ... template analysis is, on the whole a more flexible technique with fewer specified procedures permitting researchers to tailor it to match their own requirements."
>
> (King 2006, pp. 156-157)

However, the influence of elements drawn from grounded theory gave rise to the maintenance of an iterative process throughout the research project and also justified the treatment of literature as data, without hierarchy. Further justification of the partial use of grounded theory in tandem with template analysis is discussed below in the section on Methods.

Reliability and validity

In this section I draw attention to my consideration of reliability and validity. The terms "reliability" and "validity" sit more easily with quantitative research methodologies and the positivist, objectivist and scientific view of the world, where replication is a key determinant for reliability and claims of truth. Corbin, in Corbin and Strauss (2008) observes: "I (Corbin) don't feel comfortable using the terms 'validity' and 'reliability' when discussing qualitative research. These terms carry with them too many quantitative implications (a personal bias) ..." (p. 300). Further, Glaser and Strauss observe that:

> "A great deal of sociological work, unlike research in physical science, never gets to the stage of rigorous demonstration because the social structures being studied are undergoing continuous change. Older structures frequently take on new dimensions before highly rigorous research can be accomplished."
>
> (Glaser and Strauss 1967, p. 235)

I agree with Corbin, and Glaser and Strauss, and adopt the view that the social world is in a constant state of flux. Actors, actants and context are constantly changing and moving on; therefore it is not either possible or necessary to replicate social phenomena or human behaviour. Attempting proof of reliability through replication would imply an acceptance of one absolute (positive) reality, which does not align with social constructivist philosophical values. I therefore make no claim to external reliability. Kirk and Miller (1986), however, are of the opinion that provided that the researcher is committed to providing a faithful description of others' understandings and perceptions then ideas such as validity and reliability can provide a very useful discipline. Therefore I do make reasonably justifiable claims in terms of internal reliability in relation to the way in which the research was conducted and the procedures followed. Silverman (2001) observes that high reliability in qualitative research is associated with low-inference descriptors, namely: tape-recording all face-to-face interviews, carefully transcribing these tapes according to the needs of reliable analysis, and presenting long extracts of data in the research report. During this research project, face-to-face interviews conducted with all research respondents were recorded and transcribed with care, taking time to return to recordings repeatedly in order to ensure accuracy. There were occasions when the need arose to confirm single words within recorded data with an Irish colleague in order to overcome problems associated with accent and colloquialisms. Maxwell (1998, p. 94) refers to rich data as being "... detailed and complete enough that they provide a full and revealing picture of what is going on". In accordance with Silverman's (2001) observation, long extracts of rich data are presented in this thesis, as and when deemed appropriate.

I regard this particular research inquiry, conducted within a social science domain, as "naturalistic", being unique with an amount of idiosyncrasy. However, I also take the view that the theory generated through analysis of data with regard to the phenomena identified may be applicable or transferable to other situations with similar circumstances. Many situations arise where professional practitioners take a career decision to move into the

field of education and training, and in doing so adopt a role which demands the development and maintenance of duality of expertise in order to teach or train students in the expertise of their former profession, discipline or trade. However, Cohen *et al.* argue that:

> "The premises of naturalistic studies include the uniqueness and idiosyncrasy of situations such that the study can not be replicated – that is their strength rather than their weakness".
>
> (Cohen *et al.* 2003, p. 119)

Ethical considerations

Ethical consideration is paramount to all research; in this section I provide an overview of the ways in which I approached this responsibility. A consideration of ethical issues should be at the heart of all research (Burgess 1989), and although an extended consideration of this issue is beyond the scope of this research I concur with Verma and Mallick who state that:

> "... researchers have ethical obligations not only to the subjects of, or participants in, their studies but also to the research community, and the world of education generally ..."
>
> (Verma and Mallick 2004, p. 151)

There were a number of ethical issues that needed to be addressed within the research plan. When discussing ethics, Robson states that:

> "It is vital that, at a very early stage of your preparations to carry out an inquiry you give serious thought to these ethical aspects of what you are proposing ... How is our 'right to know' balanced against the participants' right to privacy, dignity and self-determination ..."
>
> (Robson 1997, p. 29)

This question was ingrained in my thinking and checked my behaviour throughout the implementation of this investigation. As researchers we know there is a need to understand and consider explicitly the needs and individual concerns of those we study and to ensure that appropriate attention is given to each. Furthermore, a relationship of trust is required between researcher and informants, and it is the wellbeing of our informants which must

remain top priority; the motivation for research is of secondary importance. Further, as researcher and in consideration of my rank within the organisation in which the research was carried out I needed to consider the potential effect my position might have on both the interpretation of data and the role of power within the relationship. The role of power was a constant consideration which could not be avoided. All I could do in this regard was to assure informants that, since I had earlier followed a career path similar to their own, I had empathy with their position. I also assured them that I was acting independently of the organisation (even though it may have an interest in the findings) for the sake of the research and in the anticipation of positive action as a result of it. However I could not be sure of being accepted as independent nor can I state categorically that my position did not in some way influence informants' responses or my thinking during analysis. However, recognising the issues in relation to power placed me in a position of strength in terms of how to minimise their potential effects on the research process. For example, I endeavoured to place myself outside the work role when meeting informants, the environment in which face to face communication took place was purposely distanced from work areas, and a non-threatening relaxed environment was established through general conversation (as far as one could gauge) before engaging in the interview process. Seven main elements were key to the assurance of the ethical aspects of the research:

a) Basis of participation

The participation of informants in the research process was on a voluntary basis, with an understanding that participation could be withdrawn at any time without the need to qualify their reason for withdrawal. Informants who participated in individual interviews, or those whose opinions were sought, were asked for permission to use their comments.

b) Transparency of the research project

The project was explained to each informant on a one-to-one basis in terms of overall aims and objectives, their particular role as research informant, and my role as a researcher. Further, I also felt it important that each of the research informants be made aware of the anticipated audience for the eventual findings. For example, the organisation by which they were employed may have an interest in the findings in order to gain a more informed knowledge base in relation to the transition of practitioners to the role of tutor.

c) Contributor written consent

A contributor consent form was provided to each prospective informant. Further, a signed consent form was received from each informant prior to commencement (Appendix 5), however it is important to state that in addition each informant did receive one-to-one clarification in relation to the research project.

d) Guarantee of anonymity

Robson observes that individuals need to be protected from:

> " ... direct effects of the intervention, but also by the investigator ensuring that the reporting of the study maintains confidentiality."
>
> (Robson 1997, p. 67)

The issue of confidentiality was discussed with each informant as part of the initial project overview, and the stance taken was simply this: that since training and education is a comparatively close-knit community no guarantees could be given in terms of maintaining anonymity or confidentiality. However it was stated that every effort would be made to guard the identity of the researcher's sources and the integrity of the researcher would remain absolute. Choices to participate were made on this basis. Further, it was agreed with each key informant that pseudonyms would be used with an aim to further protect individual identities. Each informant was asked to select a name of a planet on the basis that this approach seemed agreeable to all.

e) Acknowledging positionality

My job title is Regional Training Centre Manager, and the research subjects for this project were Instructors within the same organisation. I therefore needed to consider my positionality in the following terms:

- The recognition that my rank above that of the informants / tutors had the potential to influence the performance and responses of individual or collective informants on the basis of a need to impress or conceal (the role of power is again considered).

- The possibility that a number of informants could have been selected from those who reported directly to me, which would have raised further questions around possible motivations for participation or non-participation.

- The fact that the research could be viewed as insider research purely for the benefit of the organisation, as opposed to an opportunity for informants to engage within a safe environment for reasons of personal or collective emancipation, or even just to kindly assist a colleague.

Having recognised the need to consider the ways in which my positionality could potentially affect the research project, three decisions were taken in order to reduce this potential. First, as far as possible I endeavoured to achieve and maintain an environment of mutual trust and respect which in turn seemed to promote a relaxed empathetic relationship between informant and researcher. Secondly, I avoided approaching tutors who reported directly to me or those operating from the same geographical location and finally, time was dedicated to each informant to discuss my motivation in conducting the research; further, I fully acknowledged to informants that it was realistic to assume that the findings of the research may generate some organisational interest or re-thinking in terms of individual or collective professional and personal development.

Despite these precautions, I acknowledge that my positionality may still have affected the research in some way; this is seen as unavoidable. However I also saw my positionality as bringing a further source of interpretive strength to the project: I have first-hand experience and a deep understanding of the role of tutor and of the transition from master craftsman to tutor of that craft, as I shifted from occupational practitioner to a role in education and training. Corbin and Strauss underline the potential value of the researcher's personal experience:

> "When we share a common culture with our research participants, and some times even if we don't share the same culture, we, as researchers, often have life experiences that are similar to those of our participants. It makes sense, then, to draw upon those experiences to obtain insight in to what our participants are describing."
>
> (Corbin and Strauss 2008, p. 80)

Further, my work path history was volunteered to all informants; sharing this information assisted in gaining the level of vital rapport necessary in order to gain access to deep and personal feelings and experiences. However, further consideration of my positionality was needed on the basis of adopting a social constructionist stance. Whilst, on the one hand, having shared insights into a common culture with research participants was viewed as bringing an interpretive strength to the project, on the other hand, having experienced a number of personal and professional areas of discourse, for example: chef practitioner, educator, manager and researcher, brought particular tensions to the research.

Adopting a social constructionist stance meant that, as a researcher, I would draw on my previous knowledge and former experiences in order to make sense of new information. Previous knowledge is constructed by taking account of such things as personal and collective histories, discourse, culture and environment. As a researcher, I needed to consider the ways in which my own previous experience of a number of professional discourses might influence my interpretation of what was taking place and the tensions this might bring to the research. For example, it could be argued that my current professional discourse of manager would influence my interpretive thinking in favour of adopting a managerialist perspective, drawing on such constructs as "structure" and "performativity" (Clarke and Newman 1997) which, amongst other things, as discussed in Chapter 1 (p. 23 and p. 28), advocate for a regime of top down management control and surveillance of performance against predetermined indicators and set criteria. In contrast, my former professional discourse of educator would conflict with such constructs in favour of alternative perspectives which draw on concepts such as "agency" (Gleeson *et al.* 2005) and "professional subjectivity"; these advocate for principles including self determination, professional autonomy and pedagogic values (Randle and Brady 1997). Further, one of the main requirements of the EdD was that the research should relate to professional practice. This research project arose out of a concern I had identified within my own organisation while in a managerial position, which suggests that my management discourse would become dominant in steering my thinking throughout the research project; this may actually have been the case. However, as mentioned above, I adopted the view that social constructivism builds on all previous knowledge and encounters (including former discourses) in order to make sense of new information. Therefore, it was not possible to compartmentalise particular

discourse knowledge in any meaningful way. Therefore I argue that the entirety of my former knowledge contributed to my understanding and interpretation of the research project. However, taking the view that knowledge and social action go together (Burr 1995), I fully accept that during the interactions which made up one to one interviews with informants my power position, taking the social constructionist view, will have influenced the construction and fabrication of the versions of knowledge which were presented to me. Although having personal experience of a number of relevant discourses may have brought certain tensions to my positionality, these experiences also provided for a broad and deep framework of understanding of the research subject.

f) Gaining official sanction

In accordance with good practice in relation to the protocol of conducting this inquiry within my own organisation, I sought official sanction from the employing organisation prior to proceeding. Following a briefing meeting a letter of sanction was duly signed on behalf of the organisation, although this was not an official organisational requirement.

g) Access to informants

Having secured consent forms from each potential informant, a timetable was devised and agreed for the initial semi-structured interviews, outside daily student contact hours and on a discreet basis. Following the initial interviews an iterative process of continuous member checking (Lincoln and Guba 1985) was accommodated on an individual basis with each informant as and when required (face-to-face and through media) for the purpose of clarification and further data gathering; testing ideas as themes began to form during analysis. This process continued to a point where themes were exhausted and where no further benefit could be gained by returning.

Technical issues

Having experienced technical equipment and tape malfunctions whilst studying for an MA in Management Learning, a hand-held digital recorder and supportive software was purchased for this study which proved successful once the learning curve had been mastered. All interviews were recorded using digital recording equipment, assisting the

interesting yet arduous effort committed to the process of transcribing. Further to this considerable consideration was given to the utilization of a data software package, on the basis that the systematic elements implicit in utilising template analysis and elements of grounded theory lend themselves to the use of computer software packages, assisting in the analysis process and making it possible to generate theoretical categories from small amounts of data (Dey, 1993). N-Vivo software can assist in the management of data by maximising efficiency during data collection, sorting, coding and analysis as these processes take place in tandem (Gilbert 2002). In preparation I flew to the UK specifically to attend an Introduction to N-Vivo training programme provided by Sheffield Hallam University. However, having purchased N-Vivo I found using the software provided an unnecessary interface between the data and the researcher and this, combined with some mistrust of IT systems, compounded my concern about working with this medium. In preference I found working with live, tangible data spread across the table or carpet, utilising highlighter pens and filing boxes a more rewarding process, achieving a closeness to the data which was not evident when working through the software package. This is not a criticism of N-Vivo, merely a personal preference to a way of working. It is interesting to note that, according to Corbin and Strauss (2008), Strauss never elected to use qualitative software to assist the research process, preferring instead to work with the data manually.

Acknowledging bias

I have over 38 years' experience of professional working life: 13 formative years as a "master craftsman" (executive chef), eight or more years as a lecturer of my craft and 17 years as manager of a tourism-specific education and training college based in the Republic of Ireland. This last role also has a requirement to take responsibility for educational projects in Eastern Europe. I acknowledged early on in the project that there was a potential danger - or even inevitability - that I would bring a certain amount of "baggage" with me to the project from my personal and professional areas of discourse although, as discussed above under positionality, these experiences also provided for a broad and deep framework of understanding of the research subject. However, remaining fully aware of the potential dangers of researcher bias creeping into this piece of qualitative research, and the probability of this having a negative impact on reliability and credibility, I needed to consider how to reduce this risk.

Miles and Huberman state that:

> "Each researcher is a one person research machine: defining the problem, doing the sampling, designing the instruments, collecting the information, reducing the information, analysing it, interpreting it, writing it up."
>
> (Miles and Huberman 1994, p. 230)

Miles and Huberman clearly identify opportunities for researcher bias to manifest, either by design or default, in a research project. As researcher I also needed to ensure that I did not fall into the trap of "going native" identified as a potential danger on the basis that the research subject was clearly close to me in terms of subject area. My approach was to ensure a heightened awareness of the need to adopt and protect a degree of social distance between the researcher and the informants, whilst at the same time encouraging and maintaining a trusting empathetic relationship. Personal bias, going native and the area of subjectivity clearly need to be addressed in order to carry out valid research. In terms of subjectivity, Kvale identifies that:

> "A biased subjectivity simply means sloppy and unreliable work; researchers noticing only the evidence that supports their opinions, selectively interpreting and reporting statements justifying their own conclusions, overlooking any counterevidence."
>
> (Kvale 1996, p. 212)

In order to address subjective bias I have laid out, in the following chapter, the procedure followed during analysis. This procedure demonstrates that, in addition to constant member checking, I have utilised colleagues in drawing out categories and themes independently from my own as a means of checking and substantiating my interpretations. Taking a perspectival subjective approach by adopting different perspectives and posing different questions to the same text looking for alternative interpretations (multiple perspectival interpretations) is considered by Kvale (1996, p. 212) to be: "... a specific strength of interview research". Further, member checking was integrated throughout this process, transcripts were authenticated by informants and themes were drawn out from data through a process of induction grounded in the data. However, I do accept that unknowingly bias may still have manifested somewhere within this research project but I would argue that I have acknowledged this and attempted to reduce the risk.

Methods

In this section I provide an overview and discussion of the research methods used in this study, the approaches taken in their implementation and considerations in the selection of informants. Further, a table is provided below (Table 2.1) which provides collective informant profile information.

Van Maanen (1983, p. 9) describes methods as: "an array of interpretative techniques which seek to describe, decode, translate and otherwise come to terms with the meaning, not the frequency, of certain more or less naturally occurring phenomena in social work'. Was there a need to restrict myself by only considering the "array" of interpretative techniques and methods traditionally accepted as qualitative research tools? Glaser and Strauss suggest that:

> "The perception that different methods emerge from different philosophies has important implications. First, theory is generated differently depending on the paradigm. In the positivist approach, theory is deducted as a result of testing hypotheses. In phenomenological and interpretive approaches, theory is generated from the data collected, that is, it is 'grounded' in the data."
>
> (Glaser and Strauss 1967, p. 3)

The statement implies that it is the philosophical standpoint of the researcher and the research topic itself that dictate the methods to be used for collecting or generating data. Bryman and Cramer (1988) further observe that, from a technical perspective, there is an argument to say that both qualitative and quantitative methods can be used together in the same study; it is the ways in which they are applied that is important. There is, then, a perception of some freedom when selecting methods within or even across different or opposing philosophies. My particular stance takes consideration of the observations of both Glaser and Strauss and of Bryman and Cramer, mentioned above. When choosing research methods, it is the degree to which the chosen methods are used and applied, and the way in which theory is generated via data gleaned by those methods that is a key determinant of consideration; not just the method itself. We know there are of course many other considerations which come to the fore when identifying the method or methods most suited to one's research project, not least their potential for answering the research questions. As mentioned above within this particular research project I utilised elements of

grounded theory, (Glaser and Strauss 1967) combined with techniques and approaches associated with "template analysis" which is described by King as:

> "... occupying a position between content analysis (Weber, 1985), where codes are predetermined ... and grounded theory (Glaser and Strauss, 1967), where there is no *priori* definition of codes. Within this middle ground there is scope for a wide variation of analytical techniques ..."
>
> (King 1998, p. 118)

The decision to include template analysis as part of the original analytical framework design was based on my need to develop hierarchies of coded category templates which enabled some use of *a priori* knowledge, further, these templates facilitated a visual representation and framework to be used in later discussion. This particular methodology also supported the choice of data collecting instruments, the first of which was the semi-structured face-to-face interview.

Method 1: Semi-structured face-to-face interviews

Semi-structured face-to-face interviews were selected as the main data collecting instrument on the following basis. I had used loosely structured face-to-face interview as a method during my MA in Management Learning, and concluded, on reflection, that I may have been in a better position to compare and contrast responses in greater depth had I applied a semi-structured approach and placed a higher degree of focus on planning questions. I also needed to consider that the research questions required the use of methods which would provide an opportunity to probe into the "self" of each research respondent, in order to gain a deep understanding of what was taking place. Semi-structured face-to-face interviews provide space and time for both the necessary one-to-one interaction and critical personal reflections to take place within what could be regarded as a safe environment. Finally, geographical and time implications, in tandem with my considerable day-to-day work load, precluded the selection of observation as a suitable method; further, as Patton (1990, p. 196) notes: "... we cannot observe feelings, thoughts and intentions. We cannot observe behaviours that took place at some previous time ...".

I did however consider the use of focus groups but decided against this method on the basis of previous experience which highlighted a tendency for consensus or, according to Habermas (1984, 1987 and 1990), communicative action, to quickly permeate throughout

the group, due perhaps to peer pressure or a reluctance of individuals to share personal reflections within a forum, restricting any potential opportunity to probe more deeply into individual experience. Further I adopted the view that had I conducted a focus group the "ghosts" of conversation would undoubtedly influence answers provided by research informants to questions posed at a later date during face-to-face interviews. Although the focus group as a method does have merits when used in the correct context, this particular research required individual experiences and feelings to be drawn out and deep personal reflection to take place on the basis of providing insight into the individual self, in contrast to the possibility of a diluted group view or consensus. However 'consensus' would at times prove to permeate through the interviews (Pring 2000) in the form of reflective taken-for-granteds and accepted norms or ways of being within the professional discourse of informants, for example, notions of shared language, social givens, and understandings of the way things are and what is expected of the role of chef/tutor.

Not wanting to limit or over-control the individual interviews, the semi-structured face-to-face interview provided an opportunity for interviewees to say what they need to say in relation to the overall interview subject and frame of reference. However the interview method has its critics and associated problems. Denzin (1970) for example lists a number of problems which can distort interviewees' responses. However I would concur with Verma and Mallick who state that:

> "Critics of the interview approach say that the collection of data by interview involves a complex set of social relationships that can contaminate the final product ... The fact remains that interviews can yield rich material unobtainable in any other way, and which can support or be supported by other data ..."
>
> (Verma and Mallick 2004, p. 128)

Despite the risk of social relationships contaminating the research, if one is aware of the danger then strategies can be employed to limit this potential. With this in mind I adopted the view that if the interviews are too confined or restricted in terms of their content and overall parameters (as in a structured interview) this could increase the risk of researcher bias and inevitably reduce the validity and richness of the data. Therefore semi-structured face-to-face interviews were conducted with each research informant, within an environment, framework and conditions where interviewees had an opportunity to speak

freely in their own voice with an opportunity to digress if necessary, which assisted the personal reflective element of the interview process.

Method 2: Comparing and contrasting documentary data with interview data

A method of comparing and contrasting the data relating to future personal development needs that had been drawn from the interview process with data collated from informants' individual personal development plans (PDPs) was deployed as a form of triangulation, both in relation to informants' perceived development trajectories and those formally agreed with the organisation. Further, an understanding of the views of the organisational development priorities could also be determined. A personal development plan forms part of an individual's annual scope of agreed activities and targets relating to job role and identified areas of personal development. This document is signed off at line manager level annually. Examples of personal development opportunities are: coaching / mentoring, partaking in one or more internal courses provided through the human resource development department (HRD) or through external formal study programmes. The basis for electing to use personal development plans as a secondary research instrument was also their potential for identifying and substantiating which areas, or communities of practice, each research informant identified with in terms of current and or future development trajectories, whether that be occupational master craftsman (professional chef) or educator and trainer (professional tutor), or something different again. Moreover, the degree or level of perception of a personal need for development *per se* could also be identified. Personal development plans for years 2006-8 were freely offered to me by each individual informant on request.

Method 3: Less formal data gathering throughout the research process

A personal reflective diary in which I recorded my thinking at periodic times of reflection and sense-making was maintained. These notes were then used to assist in my conceptualisation of what was taking place. Academic memos to self were introduced and used to consolidate thoughts during analysis of data; this process provided narrative summaries of what the data was saying to me in relation to each informant. Further, a process of continued member checking was followed throughout the study. Theoretical sampling as outlined by Corbin and Strauss (2008) was used throughout research and analysis. This activity involved returning to the literature as required; using the literature as data without privilege of hierarchy. The research project itself was an iterative process.

Selection of informants

In this section I provide details of the working role-context from which informants were drawn and of their work profile. A specific directorate within the Irish Government State Authority has a division dedicated to the funding and implementation of training and education across all sectors of the tourism industry. As a resource there is one permanent regional training centre strategically situated in each of the four major cities of the Republic of Ireland. Each training centre has provision for a number of hospitality and tourism related skills education and training programmes, one of which is culinary skills (certified at level 4 within the national qualification framework). Currently there are nine full-time chef tutors employed within these four training centres. Further provision for the training and education of chefs is provided at a higher level of certification (Craft) through a regional network of Institutes of Technology; thus six volunteer interviewees were selected from the locations mentioned above, covering a range of characteristics including age, gender, length of service as chef and as tutor; these volunteers were engaged from the cohort of full-time skills tutors in the Republic of Ireland. Two of the total cohort of full-time skills tutors were under my jurisdiction and were not approached to participate in this research study. Table: 2.1 provides a profile of tutors who kindly volunteered to partake in this research inquiry as subjects and informants.

INFORMANT	GENDER	AGE	YEARS OPERATING AS CHEF	YEARS OPERATING PART-TIME AS TUTOR	YEARS OPERATING FULL-TIME AS TUTOR
NEPTUNE	Female	60-65	NO CV 17	3	27
SATURN	Female	30-35	11	0	4
EARTH	Male	60-65	20	0	28
VENUS	Female	30-35	10	4	3
MARS	Male	40-45	21	10 months	5
MERCURY	Female	30-35	8	2 months	2

Table 2.1: *Informant profile*
It is noted that the gender profile is predominantly female; this representation is by chance rather than design.

The approach taken – the interview

In this section I provide details of the approach taken in the planning and implementation of the face-to-face semi-structured interviews, in particular the recording of the interviews, and the transcription, checking and authentication of transcripts. Further detail is provided of the iterative process of identifying, sourcing and working with documentary data.

Each interview took place in a private room away from distractions. Prior to commencement the significance of the interviews and the scope and objectives of the research was re-emphasised in a one-to-one discussion, which also provided a further opportunity for questions and clarification.

Scheduling interviews proved to be complex. Because of the individual workloads and commitments of all concerned, compounded by logistics, I was required to undertake extensive travel. On reflection, the overall process was successful, although one interview had to be deferred and rescheduled owing to noise pollution from nearby road works.

In preparation for using a semi-structured interview approach a number of sub-frameworks were developed, comprising groups of questions. These directed the interview through a series of interlinked topics relevant to the overarching frame of reference, taking the interviewee through a retrospective mapping of their individual career paths over time from entry through to the present day. The intention was to provide the scope and initial framework which would encourage informants to reflect on the issues, complexities, hopes, emotions and anxieties of their personal journey. This approach follows Kvale, who recommends that semi-structured interviews have:

> "… a sequence of themes to be covered, as well as suggested questions. Yet at the same time there is openness to changes of sequence and forms of questions in order to follow up answers given and stories told by the subjects."
>
> (Kvale 1996, p. 124)

An opportunity was taken to test the framework of questions with colleagues prior to implementation in order to test my thinking. This exercise proved useful in that it

facilitated discussion around the framework and further provided support of my judgement.

Each interview commenced by providing the interviewee with an overview of the direction and anticipated topics which the interview would cover, starting with the opening questions which attempted to draw out the reasons why each informant wanted to be a chef in the first instance and their individual motivations and drivers for becoming a chef. The second framework of questioning aimed to identify what it was like to be a chef in terms of role, social aspects and professional identity. The third enquired into the reasons for a change in personal trajectory towards becoming or taking on the job role of tutor of their profession. The fourth framework attempted to identify what it was like, being a tutor of their (former) profession in terms of role, social aspects and professional identity. The fifth attempted to gain insights into the personal journey from former to current job role and the possible complexities implicit in this transition, for instance, keeping up to date with a developing profession whilst working as a tutor of that same profession. The questions in framework six were structured with the aim of gaining insight into individual, personal and professional development paths, both formal and informal, and to further draw out and uncover aspects of professional identity.

During the interview process opportunities arose to further probe answers provided by interviewees for the purpose of clarification, and in order to gain deeper understanding by drawing out further information. In terms of the structure being flexible, as Cassell and Symon state:

> "Flexibility is the single most important factor in successful qualitative interviewing. It is likely that a common opening question will be used to start all interviews in a study, but beyond that topics need not be addressed in the order in which they appear in the interview guide, or any other predetermined sequence ..."
> (Cassell and Symon 2006, p. 17)

It must be stated that each framework of questions did not easily flow into the next in anticipated order; this is put down to the structure of the interview and the variety of personalities and personal approaches taken to the interview process. However this was not seen as a problem either for the interviewee or the interviewer, and was to some extent

anticipated. What I had found surprising, apart from the keenness of interviewees to reflect and reveal the "self", (or the self constructed for the interview) was a particular post-interview reaction of four interviewees during the wind down directly after the interview. Each stated they found the interview to be an emotional experience and that self searching provided an opportunity to reflect on how they came to be in their current situations and the complexities that gave rise to this; they found the process personally rewarding. The overarching interview frame of reference was covered within each interview.

Recording and transcription

Each interview was recorded on a small hand-held digital recorder placed discreetly on a table in close proximity to the interview, as previously agreed. Following the conclusion of the interview process, each recording was transferred on to a personal computer which enabled the recordings to be played back and scrutinised repeatedly during the many hours of transcription which followed. I elected to transcribe each interview personally, which proved to be extremely time consuming (as one would expect). However I was rewarded by an opportunity to achieve closeness with the data at an early stage.

Checking of transcripts

Transcripts were checked by listening repeatedly to the recordings, whilst reading each transcript. Amendments were made as and when anomalies were found. In the event of not being able to hear a phrase, owing the speed of the spoken word or a colloquialism, I inserted a question mark highlighted in yellow providing a reference point for clarification purposes.

Authentication of transcripts

Following best practice and to add further rigour to the research, a full transcript of each interview was provided to the respective interviewee, as previously agreed. Transcripts were sent with a contributor interview transcription validation form (Appendix 6) requesting that interviewees read the transcripts, check for accuracy, complete any space highlighted in yellow and authenticate by signing the communication validation form. Interviewees were also encouraged to add further comments if they wished to do so. It was interesting to note that two transcripts were returned with hand-written grammatical adjustments to their original statements. In making adjustments in this way, the

interviewees unwittingly placed me (as researcher) in a dilemma; I needed to consider either making permanent changes to the transcript text; or discounting them. I elected to discount on the basis that making adjustments for the sake of a couple of grammatical errors would not change or dilute the authenticity of the original personal accounts or alter what was actually said; it was purely a matter of grammar. Following authentication, all amendments and words requiring clarification by interviewees in areas highlighted were incorporated into the final transcripts. A copy of the Contributor Interview Transcription Form can be found at Appendix 6 below.

Documentary data

Collecting and working with documentary data was an iterative process which proved at times to be fraught and problematic whilst also being illuminating and rewarding. For example, individual personal development plans were requested and provided freely. Documents arrived over a period of time in part or complete form, in a mixture of hard and soft copy, hand-written, typed, or both, and in an array of texts and formats. This degree of variation was caused by these documents being locally produced by individual informants within a preconceived template; only the back page is forwarded to the central Human Resources department to be used when planning the annual schedule of internal and external training development programmes. At a later stage I realised I would need copies of each informant's *curriculum vitae* in order to substantiate career trajectories, previous experience, and pathways taken into the roles of chef and tutor. Again, these documents were provided freely (although one did not materialize; the informant had been in the role of tutor for 27 years). As before, however, they arrived in various time frames and formats, all of which made the task of collating more problematic. Further in to the research I found I also required details of qualifications taken both prior to and after taking the role of tutor (this information was not provided by the *curriculum vitae*) in order to further substantiate levels, allegiance to particular communities of practice, and motivation to engage in personal development. During the process of receiving the above documents and information, and in tandem with analysis, templates were prepared which were populated with data as it arrived, making the process of further analysis less fraught. However working with this type of data, and in consequence of the ways in which it was received, occupied precious time within the research process. In summary, the selected methodology

proved to be sufficiently flexible to facilitate the need for adjustments as they were identified or became apparent. The methods used for the inquiry enabled a rich pool of data relevant to the research questions to be drawn out and gathered. Even though this process was complex and at times frustrating it was in itself rewarding and worthwhile, which enabled momentum to be maintained. Constraints in terms of the different geographical locations of informants were anticipated, factored in to the research design and overcome. The approach taken in consideration of ethical issues and protocol is defensible and placed consideration of informants at the forefront of the research at all times. In return, informants provided personal insights and information vital to the research project for which I am eternally grateful.

Chapter summary

This chapter focused on providing information about methodological considerations in determining the adoption of a qualitative approach and clarification of the constructionist positions taken and the consequence of adopting this position for the methodology. Further, particular emphasis was placed on providing information about the methods employed in the gathering of data and the approaches adopted with respect to each. Attention was drawn to the consideration given to ethical concerns and the ways in which these were addressed within the research design. Information was further provided about the profile of the six research informants. Having provided information about research methodology and data gathering and collection, Chapter 3 provides a summary of how the analysis of the data was conducted, an iterative process.

Chapter 3: Analysis

Introduction

This chapter contributes to the dissertation by providing information and a summary of how analysis was conducted and the procedures which were followed through nine identifiable processes. For example process one outlines the procedure adopted for identifying and writing up the initial coding of data, whilst processes two to nine draw attention to the identification and development of categories and the development of a hierarchy of nodes depicting visual representation of categories and representative elements with respect to each informant across three identified themes. Further, a model depicting the flow of analysis, Figure: 3.1, is provided in order to visually articulate how each of the nine processes interlinked as analysis took place. I had intended to provide just a short summary of the process and procedures followed during analysis in conjunction with Figure 3.1, however in attempting this I found the result left out much of the reasoning and thinking behind the analysis, which is of value to the inquiry.

Procedure followed during analysis

The methodological approach and implicit analysis process proved to be complex, a complexity which created some difficulty in articulating the process of analysis in a linear fashion. Corbin and Strauss provide some comfort to the researcher, observing that:

> "The world is very complex. There are no simple explanations for things. Rather, events are the result of multiple factors coming together and interacting in complex and often unanticipated ways. Therefore methodology that attempts to understand experience and explain situations will have to be complex."
>
> (Corbin and Strauss 2008, p. 8)

Further, my personal experience reflects that of Corbin and Strauss (*ibid.*), who state that: "The author knows full well that something occurs when doing analysis that is beyond the ability of persons to articulate or explain" (p. 9), a statement echoed by Denzin (1994, p. 538), who claims that "Interpretation is an art that can not be formalized". In order to assist

discussion in relation to the ways in which data analysis was conducted, the process followed is illustrated in Figure 3.1, following which a summary is provided.

Analysis Flow

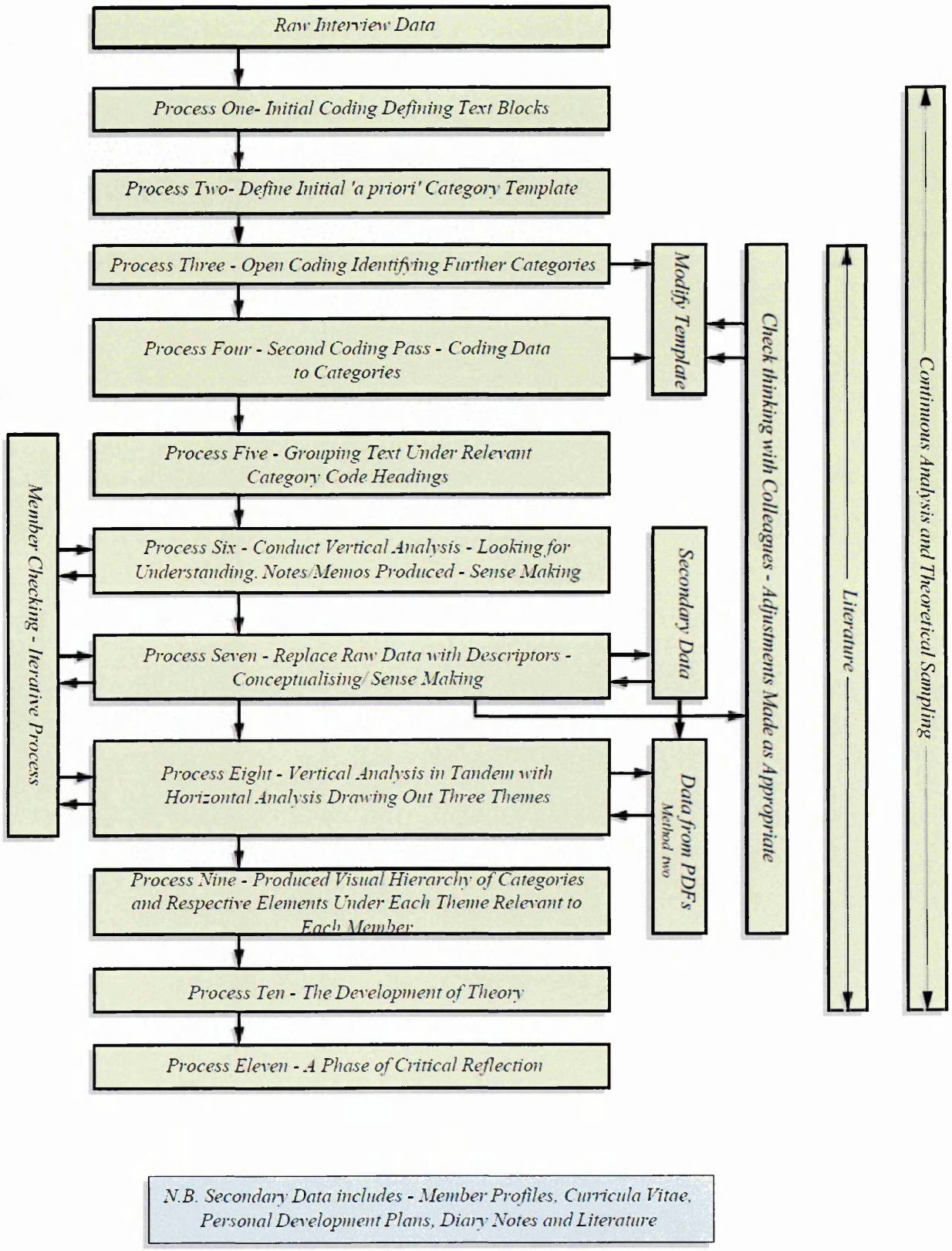


Figure 3.1 *Analysis flow*

Process one: Working with the data - initial coding

Following formal authentication of each interview transcript the next step was to implement a process of initial coding of the textual data. This allowed precise back referencing throughout the process of continued analysis. This coding involved further focused readings of each interview transcript in its entirety, but in this instance the aim was to identify natural gaps in conversation in order to identify where it was thought a subject shift had taken place. Each block of text within each transcript was allocated a reference number in the margin, identifying where each had originated, with initials referencing who had spoken. At this stage as researcher I was not necessarily looking for meaning, but rather looking for blocks of textual data which made sense when standing alone. This process greatly assisted my ability to accurately reference the original context within which lines or individual words of text were spoken during each interview, which proved particularly important given the amount of sorting, cutting and pasting which was to follow.

Process two: Defining an initial template of categories

In the preface to Corbin and Strauss (2008), Corbin states that:

> "How a person does qualitative analysis is not something that can be dictated. Doing qualitative research is something that a researcher has to feel him-herself through. A book only provides some ideas and techniques. It is up to the individual to make use of procedures in a way that best suit him or her."
>
> (Corbin and Strauss 2008, p. x)

In line with this statement by Corbin and Strauss (*ibid.*), and as discussed above under methodology, this research project drew on elements associated with grounded theory (Glaser and Strauss 1967) combined with the use of techniques and procedures associated with template analysis (King, 2006). Utilising aspects of template analysis and associated techniques within a grounded theory methodology is noted by King (*ibid.*) as being powerful. Following research to explore and understand the "collective stress and coping" in which a grounded theory approach was taken, Länsisalmi *et al.* state that:

> "In our opinion, grounded theory can be used both within an approach that is context-based (which represents the traditional school of grounded theory) and one that applies *a priori* concepts … it could be applied in a similar fashion as template analysis starting from a loosely predetermined conceptual frame and verifying and/or modifying it through gathering and analysing data with grounded theory methodology. In such a context, grounded theory is powerful as it gives room for the interpretation of 'real' experiences of the participants and also provides a systematic means to efficiently analyse large quantities of unstructured qualitative data."
>
> (Länsisalmi *et al.* 2006, p. 253)

Combining methodological techniques in this way afforded a comprehensive yet specific framework for analysis and proved useful in several ways. When utilising a grounded theory approach to analysis one would tend to form or identify categories and allocate codes through a process of induction of data, without consideration of any preconceived hypotheses or formulations. As researcher I could not legitimately lay claim to working from a blank canvas, on the basis of having tentative notions which could not be ignored as they provoked the initial interest in this research topic. Further, the closeness of my positionality to this research has been discussed above in considering the preparation and structure required for the semi-structured interview, and in particular the development of a framework which guided sets of associated questions. It would be difficult to convince myself – and therefore others – that categories could be drawn out of the data without allowing a number of preformed conceptions to influence this process; effectively falling into the trap of leaving myself open to accusations of forcing text into categories.

One of the benefits of adopting initiatives associated with template analysis is that the dilemma facing the researcher in relation to calling on previous knowledge is somewhat alleviated. For instance, King (2006) suggests that: "Often the best starting point for constructing an initial template is the interview topic guide – the set of question areas, probes and prompts used by the interviewer" (p. 259). It follows then that template analysis provides legitimacy to the researcher to draw on what has gone before. Further, Strauss and Corbin (1997) are of the view that: "Whether we want to admit it or not, we can not completely divorce ourselves from what we know" (p. 47). Here I make the distinction that calling on what is already known is a personal strategy rather than an inevitability. Therefore some pre-defined *a priori* categories and codes were allowed to be used in the first instance when defining the initial category template, following

which incremental adjustments and revisions were made as deemed appropriate during the process of data induction and analysis, as further understandings formed. There was however a danger that too great a percentage of pre-defined codes might be used.

My approach was guided by King who states that:

> "The danger in starting off with too many pre-defined codes is that the initial template may blinker analysis, preventing you from considering data which conflicts with your assumptions. At the other extreme, starting with too sparse a set of codes can leave you lacking in any clear direction ..."
>
> (King 2006, p. 259)

In the first instance, as suggested by King (*ibid.*), the initial template reflected areas drawn out in the framework of questions within the semi-structured interviews. The categories within this template were used only as a starting point or initial guide. As analysis progressed these initial categories would be amended or revised as the template developed, and further categories were identified. The initial categories identified were as follows:

1. Career Selection
2. Transition
3. Role Identity
4. Development
5. Social Networks
6. Keeping up to date.

The illuminative significance of these particular categories is in their overarching role in providing an initial vocabulary which is both relevant to the topic area and sufficiently broad to allow further development and modification as analysis took place. However, some deliberation was necessary in following King (2006). The interview topic guide was examined in order to draw out the initial categories which populated the first template. Adopting this recommended strategy made sense, as the interview topic guide was designed to interrogate the career paths of informants from their first job to the present day, with the aim of drawing out the complexities, career influences, emotions, struggles, and related highs and lows experienced on this very personal journey from a

position of professional occupational practitioner to a position of tutor of that profession – hence from one community of practice into another.

Categories one to six were recognised as "high order", the term given to categories which are seen as enveloping any number of lower order categories or elements which sit comfortably within, and relate to, a high order, overarching category. An example of this hierarchy would be Use of Mentors (high order) comprising a) Within Education and b) Within Former Specialist Occupation (low order).

Process three: Identifying further template categories - open coding

On the first coding pass (discounting process one) each interview transcript was subjected to focused reading in order to identify and draw out further categories from within the textual data to add to *a priori* categories or codes, modifying the template in the process. During this phase it again became evident that recognition should be given to the possibility and the potential temptation to force data into preconceived or convenient categories. In order to secure further validation and reduce this risk two colleagues, both of whom were engaged in educational research, were requested to look independently for a set of first codings or categories. A process of modification and adjustment of the template continued until the entire set of interview transcripts had been scrutinised, forming a list of categories, a framework / template which represented the full set of data. Thirteen high order categories were established from this process, which are identified in Table 3.1 below. However as a researcher there is always a need to maintain an open mind and, as far as possible, ensure that analysis did not become distorted by my own preconceptions. Further I was aware that while particular categories identified from the data opened up certain analytical possibilities, by definition they potentially closed down others. However we know this dilemma is familiar to researchers and is a constant consequence of choice and decision making when working with data. The categories listed in Table 3.1 were identified from the data, based on their significance to the individual and collective journeys of informants from one community of practice in to another, as drawn out in the interview process. At this particular stage analysis was under way, but had not reached levels of meaningful interpretation. Categories were grouped on a basis

of their particular inter/combined relevance. However category 1.1, Time, is seen as having an overarching significance.

1.1)	Time
1.2)	Use of mentor – in social networks
1.3)	Social networks
1.4)	Professional networks – in social networks
2.1)	Qualifications
2.2)	Perception of self
2.3)	Identifying role
2.4)	Related experience, expertise/competency in role
2.5)	Career selection
3.1)	Culture
3.2)	Personal development
3.3)	Perception of qualifications
3.4)	Challenges in keeping up to date
3.5)	Satisfaction *(identified during second coding pass)*

Table 3.1 *Higher order template categories*

A substantial number of categories were identified *a priori* in addition to those drawn out of a process of inductive analysis by myself and the two independent third parties. In order to assist the allocation or coding of textural data to categories, each category within the template was allocated a colour code in preference to a numerical code, on the basis that colour coding enabled text to be highlighted accordingly, showing at a glance which text had been allocated and to which particular category.

Process four: Allocating data to categories – second coding pass

A second coding pass of each interview transcript was conducted with the aim of allocating or coding the totality to categories within the template. Each transcript was analysed in turn. Text which did not at first seem to sit comfortably within any particular category was allocated the colour black, with italic font denoting 'not yet categorised' (see Figure 3.1). One new category emerged during this phase of analysis (Satisfaction) which again gave rise to further modification of the template. The small amount of text which

appeared to fit more than one category was privileged in this way. Eventually the totality of text was allocated a category, resulting in a multi-coloured and shaded transcript for each informant.

Process five: Grouping text under relevant category and code headings

A process of consolidating coded data in colour-coded categories was deployed by systematically grouping data of matching colour code together under relevant and representative categories. The aim was to produce a document for each informant showing blocks of text allocated to categories, with one coloured block for each category; thus drawing together related quotes from within the entirety of each interview and providing a more focused representation of related data. In order to alleviate possible misinterpretations arising from the transfer of data, it was helpful to leave in some context during this stage of data sorting. An example of this format is laid out below.

Category -2.1: Qualifications – ***(Training and Education 2.1.1)***

150-Int: "OK now you hadn't any qualifications in training and education at the time"?

151-M: *"None at all"*

164-Int: "What changes did that make in terms of you as a person and your own identity as a chef"?

165-M: *"It kind of blows you out of the water a bit because you have all this training behind you to be a chef but then you're suddenly doing it and you say well I am a chef but I'm not a chef, I'm trained as a chef but I have no training in education and that kind of brings down your confidence a small bit..."*

Figure 3.2 *Example of coding with context*

It must be noted that as a result of this process further adjustments in the allocation of text to categories were made, following which a document was produced for each informant. It was anticipated that separate documents would prove useful in highlighting possible

matching or paradoxes between each informant as analysis progressed. According to Corbin and Strauss (2008), looking for paradox or "the negative case" is useful:

> "The negative case is a case that does not fit the pattern. It is the exception to the action/interaction/emotional response of others being studied ... it enables the researcher to offer an alternative explanation. Looking for the negative case provides for a fuller exploration of the dimensions of a concept. It adds richness to explanation and points out that life is not exact and there are always exceptions to points of view."
>
> (Corbin and Strauss 2008, p. 84)

The negative case was identified and is discussed in Chapter 4 below.

Process six: Vertical analysis

Corbin and Strauss (2008) are of the view that: "Early analysis is about gaining insight and generating initial concepts. In order to make sense of the data one must first "chew" on it, "digest" it, and "feel" it." (p. 140). In order to gain further understandings of what the data was saying to me, what can be termed as a "vertical analysis" was conducted. Each set of interview data was subjected to repeated, focused reading, hand-written notes or "memos" were made at the edge of each page as and when ideas or critical thoughts came to mind, in an attempt to conceptualise what was taking place and make sense of the data. These memos assisted with process seven.

This process also included the merging of vertical analysis with the analysis of secondary data. In tandem with this vertical analysis, a process of theoretical sampling was implemented; an iterative process guided by the inductive analysis of data. Secondary data included the following:

Data drawn from research method two

- Informants' *curriculum vitae* - i.e. career path / trajectory
- Informants' annual Personal Development Plans
- Qualifications sets – both before and after taking on role of tutor
- Literature

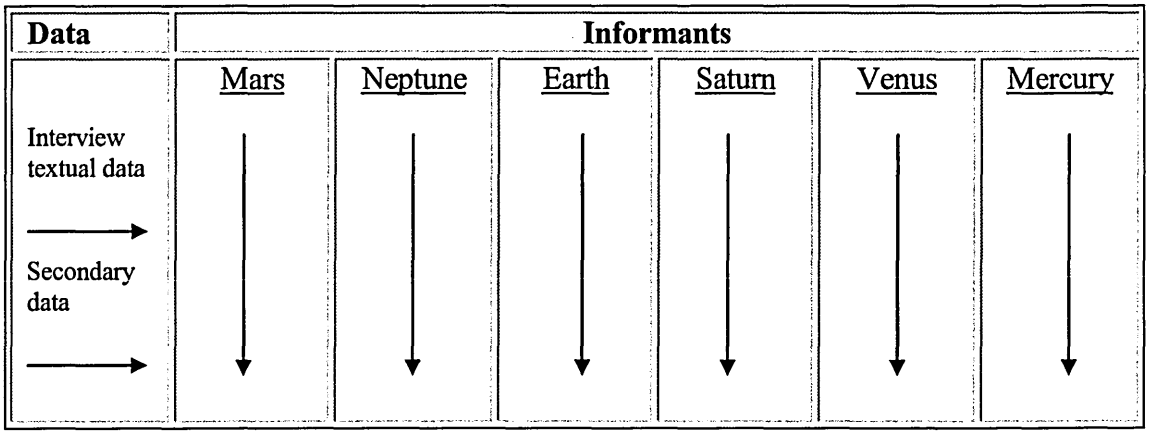


Figure 3.3 *Vertical Analysis - process six*

It was anticipated that specific secondary data would be needed to assist in providing an informed and rich picture of what was taking place. For instance, research method two (as discussed in Chapter 2 above) provided an opportunity to access and analyse documentary evidence specific to each informant's Personal Development Plan.

Data was collated and a spreadsheet developed for each informant, identifying planned personal development between years 2006–2008 under the original formal HRD headings: Formal Training Courses; On Job / In House; and Coaching and Self Learning. Following further theoretical sampling one heading was added: "Qualifications cited on CV" (see Table 3.2 below).

Period	Formal Training Courses	On Job / In House	Coaching	Self Learning	Qualifications cited on CV prior to current employment
2006	Operations training techniques - 3 day Group training techniques - 2 day Management of food hygiene	Computer: Excel; Stock taking	Budget control	Reading, web use	City & Guilds Professional Cookery 706/1/2 N.T.C.B. Advanced Culinary Arts Advanced Kitchen & Larder Kitchen Management Advanced Pastry Gastronomy Specialised Pastry HETAC Diploma in Professional Cookery
2007	Implementing Hazard Analysis Post graduate diploma in adult education *–postponed*	None	On lesson plans	None	
2008	Post graduate diploma in adult education *- postponed* Report writing Emotional intelligence	Coaching on training development plan	On lesson plans Implementing budgets	None	

Table 3.2 *Individual Personal Development Plan (informant Mars) 2006-2008.*

During analysis each planned development intervention, course or programme indicated was re-allocated within a new document under one of three revised headings: Occupational (e.g. BSc International Culinary Arts); Education and Training (e.g. MA in Training and Education); and Non-Specific (e.g. Managing Stress in the Workplace) (see Table 3.3 below).

Occupational			
Management of food hygiene Implementing Hazard Analysis Coaching on lesson plans	Reading, web use City & Guilds Professional Cookery 706/1/2 N.T.C.B. Advanced Culinary Arts	Advanced Kitchen & Larder Advanced Pastry Gastronomy Specialised Pastry	HETAC Diploma in Professional Cookery Kitchen Management
Education and Training			
Train the Trainer -3 day Group training techniques 2-day	Post graduate diploma in adult education *(postponed twice - not yet started)*		
Non-Specific			
Report writing Emotional intelligence Computer – Excel; Stock taking	Coaching on training development plan Budget Control Implementing Budgets		
Comments Name - research informant - Mars			

Table 3.3 *Individual Personal Development Focus - Analysis Record: 2006-2008.*

Table 3.3 highlights the emphasis and personal development focus relating to research informant Mars. Further analysis provided indicators as to which area or field each research informant identified with in terms of current and or future development trajectories. This might be, for example, the role of occupational master craftsman (professional chef) or educator-trainer (professional tutor), or something different to these. Identifying individual development trajectories (whether consciously determined or not) is seen as key to gaining understandings into the self positioning of individual informants on the continuum between roles. The degree to which informants had embraced the opportunity for personal development provided a further indication as to personal levels of perception of a need to engage in development *per se*.

Process seven: Replacing raw data with descriptors – conceptualising and sense making

During this process a technique drawn from template analysis (King 2006) was applied to the data, in order to further interpret data relating to each category and produce a document which replaced interview text and raw data with interpretive descriptors relating to each informant under each category. In order for this process to be achieved it was necessary to return to the collective data utilised during vertical analysis and to the memos which had been produced in an attempt to capture my thinking, understanding and interpretation of what the data was saying to me. Revisiting data collectively in this way provided a rich pool from which to draw a more focused and greater depth of understanding and interpretation. Entering into a process of in-depth interpretation proved rewarding and helped to bring further clarity to my thinking; challenging my understanding and interpretation in preparation for the identification and drawing out of themes. An example of a descriptor or memo is given below in Figure 3.4.

Category 3.3) Perception of qualifications	***Descriptor: memo*** *Venus sees the importance of gaining qualifications relating to chef.* *Under education and training – Venus sees a level of basic training as useful but was in the role as trainer for a year before taking the 3 day trainer programme which meant that Venus felt very uncomfortable, apprehensive and nervous when shifting into the role of tutor (Note- can not just cross over CoP's)* *Venus is comfortable within her own domain in the kitchen with the artefacts and tools that transfer from industry into the training situation.* *Venus learned from other practitioners (tutors) as she went along and was preparing at night time for the next day in tutor role.* *Venus has now identified the need to do an MA in training and education and broaden her horizons.* *She has the chef skills but knows that she needs academic skills not just the badge. Venus thinks that academic skills are expected from you by the students. (Key – Note meeting expectations of students)* *Venus has recognition that there is a minimum requirement to teach in certain institutes of technology, which is why she completed the honours degree as chef (not education related)*

Category 3.4) Challenges in keeping up to date	*Venus does subscribe to various publications - catering magazines which relate to occupational skill area, but does not subscribe to any education/training journals.* *Sees a need to go back into industry in order to continue to be effective as a tutor.* *Venus states that a couple of weeks a year in industry is necessary. Understands that industry is moving on and things are very different now re - equipment. Venus is of the view that seeing new equipment is not enough in trade shows etc. you have to see application first hand.* *Venus identifies that within our own organisation we have new equipment standing idle as the tutors do not know how to use it.* *(Note – this is a classic symptom of not keeping up to date)* *There is almost a frustration in not keeping up to date with industry. Venus feels vulnerable in not being able to keep up to date and has a concern that she may not be providing what industry needs, a direct result of not keeping up to date.* *Venus says she has heard this stated by chefs in industry.* *(Note – confidence internally and externally in terms of training outcomes meeting the needs of industry is not what it should be)* *There is also some internal snobbery over industry practical shortcuts when operating in the kitchen. Shortcuts are seen as not doing things properly by tutors but are seen as necessary as industry practitioners.*

Figure 3.4 *Example extract of descriptor relating to Venus*

Process eight: Vertical analysis in tandem with horizontal analysis

Descriptors were subjected to vertical and horizontal analysis both down and across each matching category, with the aim of identifying phenomena and further drawing out themes through a process of comparing and contrasting phenomena relating to individual and / or collective informants. This process is illustrated in Figure 3.5.

Data	Informants					
	Mars	Neptune	Earth	Saturn	Venus	Mercury
Analysis of descriptors re- visit raw data →	↓ → ←	↓ → ←	↓ → ←	↓ → ←	↓ → ←	↓ → ←

Figure 3.5 *Vertical and horizontal analysis in tandem – process eight*

Three themes were identified during the continuous process of collection, induction and analysis of data:

Theme one: Multiplicity of engagement with others

Theme two: Professional identity

Theme three: Maintenance of formal and informal role legitimacy.

On occasion, in addition to revisiting amounts of raw data it was useful to check my thinking and interpretation with that of informants and other third parties. Checking and verifying in this way helped in relation to validation. There is still, however, no way of proving certainty in relation to my interpretations other than knowing that, based on my continuous interaction and member checking and the shared understandings which developed, it is reasonable to suggest that the interpretations presented are reliable and have credibility.

Process nine: Thematic template and derivative categories

Prior to attempting to produce a draft discussion of the research findings it became clear that it would be of benefit to produce a visual representation of the three themes identified and their derivative categories and elements, providing a comprehensive representation of what seemed to be taking place. This decision was taken on the basis that a visual thematic template of "nodes", which represented individual informants' positions in relation to each of the three themes, would be useful both in terms of interpretation of findings for me as

researcher and for the reader in terms of providing a further insight to the research process and findings.

The focus of this research required an investigation into the journey or transition of occupational practitioners from an industry setting to the role of tutor of their profession in an educational setting. Therefore, in terms of the personal positioning of informants within these two communities of practice, an opportunity was provided within each template to show particular contrasts in thought and behaviour which contribute to either encouraging or discouraging identity with either community. A total of 18 templates were produced in all, representing each of the six informants across each of the three themes. For the purpose of reference, the themes were numbered one to three, and categories under each theme were prefixed with the corresponding theme number and were numerically labelled in ascending order; for instance: Theme three - "Maintenance of formal and informal role legitimacy" has associated categories: 3.1-Culture; 3.2-Perception of qualifications; 3.3-Satisfaction; 3.4-Challenges in keeping up to date; and 3.5-Personal development. Each derivative element under each category which identified an informant's particular position in relation to that category was coded accordingly under "Occupational Practitioner" and "Training and Education".

An example of one of 18 visual thematic templates of "nodes" is provided in Figure 3.6 below, for information. The example provided relates to Theme three - "Maintenance of formal and informal role legitimacy" and is specific to the research informant under the pseudonym of Earth. A comprehensive visual aid is provided to aid interpretation and discussion. These templates draw on and reflect the narrative found within the descriptors which were born out of the analysis process.

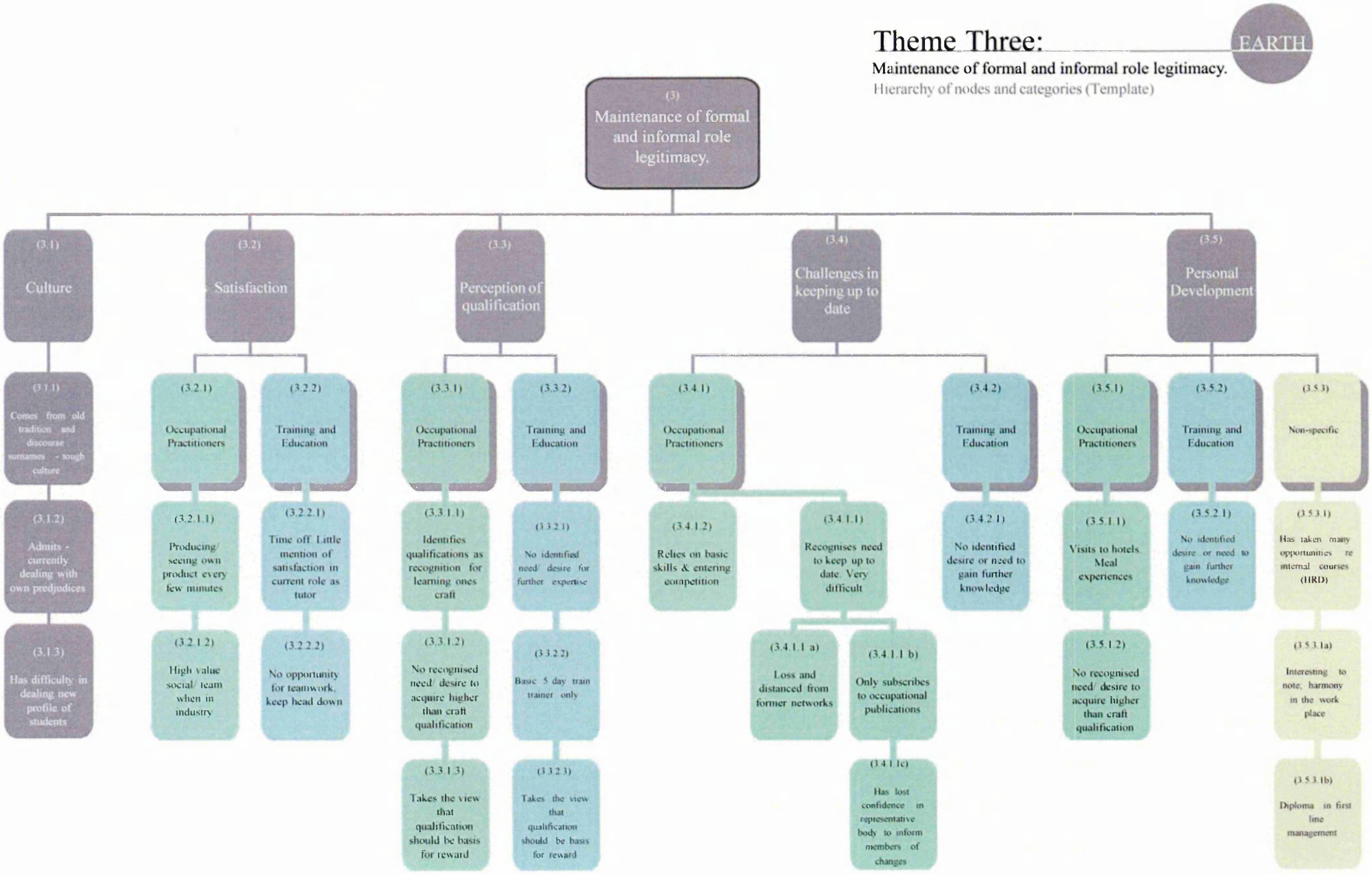


Figure: 3.6 *Hierarchy of nodes and categories – informant Earth*

Following the above activity I returned once more to the documents produced following Process five (Grouping text under relevant category/code headings) in order to insert the additional coding system to text which corresponded or supported informants' particular positions as laid out in the 18 thematic templates. This additional coding activity proved time consuming, however it was beneficial in that it provided a useful way of displaying data, allowing cutting, pasting and cross-referencing to be conducted in an efficient manner when writing up. As stated in Chapter 2, the procedure followed during analysis utilised approaches drawn from both grounded theory and template analysis, on the basis of matching the approach to the needs of the research project. The process of analysis was complex; however it could also be described as systematic yet emergent.

Chapter summary

This chapter provided information about the process of analysis. The analysis flow was visually articulated in Figure 3.1 which demonstrated the links and mutual relationships and dependencies between each of the processes employed. Figure 3.6 provided an example of one the 18 informant templates of categories and nodes which were developed for each of the three themes in order to aid analysis. The discussion about the ways in which analysis was conducted demonstrated that the analysis was an organic and iterative process from the point of working with the raw data to the development of categories and themes, and eventual conceptualisation of theory. Themes one to three and related categories are laid out at the introduction of Chapter 4, which discusses the results of the research.

Chapter 4: Results

Introduction

This chapter presents the results of the research study, using the data from the semi-structured interviews and supporting material which was gathered and analysed using the methodological and analytical frameworks discussed in Chapters 2 and 3. The presentation of the research results will be structured under the three themes that emerged during analytical process eight, outlined in the previous chapter, and the related categories:

Theme one: Multiplicity of engagement with others
Theme two: Contributing factors which inform professional identity
Theme three: Maintenance of formal and informal role legitimacy.

The three themes are discussed in order, taking into consideration the specific categories related to each. Each discussion is followed by a related summary and visual thematic template of "nodes" relating to each informant. Conclusions drawn are provided in Chapter 5. A further level of richness and depth is provided by allowing the voice of the informant to be heard within the discussion, utilising quotes lifted directly from informants' interview transcripts. Utilising the actual voices of informants in this way and allowing informants to speak for themselves provides a further level of confidence in the credibility of the research findings.

Themes and theme structure

Three themes were identified during the continuous process of collection, induction and analysis of data. These themes, and the related categories clustered under them, are as follows:

Theme one: Multiplicity of engagement with others.

Related categories:

1.1 - Time

1.2 - Use of mentors

1.3 - Social networks

1.4 - Professional networks

Theme two: Contributing factors which inform professional identity.

Related categories:

2.1- Qualifications

2.2 - Perception of self

2.3 - Identifying role

2.4 - Related experience, expertise / competency in role

2.5 - Career selection

Theme three: Maintenance of formal and informal role legitimacy.

Related categories:

3.1 - Culture

3.2 - Perception of qualifications

3.3 - Satisfaction

3.4 - Challenges in keeping up to date

3.5 - Personal development

Theme one: Multiplicity of engagement with others

Wenger (1998) suggests that:

> "Whatever it takes to make mutual engagement possible is an essential component to any practice ... being included in what matters is a requirement for being engaged in a community of practice, just as engagement is what defines belonging."
>
> (Wenger 1998, p. 74)

Multiplicity of engagement with others is defined for the purpose of this study in terms of individual selected engagement with members of occupational communities of practice, and communities of practice which relate to the job role of tutor in education and training.

1.1 Time

Time is a significant factor when moving from one community of practice into another; it has an incremental impact on each of the three themes identified. Time is not, therefore, discussed separately, but as an element which underlies this personal progression, or transition, in a variety of ways.

Multiplicity of engagement with others and how tutors manage their levels of engagement over time is key to making progress into another community of practice, in this instance a community of practice which relates to education and training. However it also takes time to continue engagement with informants' occupational community of practice. Time is a limited resource; during the interview process informants were asked to reflect on how they engage with others, particularly their social networks, both when working in industry as occupational, professional chef and currently, as a tutor of their profession. Determining levels of engagement with communities provided clues as to individual positioning in terms of belonging to a particular community of practice.

1.2 Use of mentors, 1.3 Social networks and 1.4 Professional networks

Three pathways through which informants socialised and engaged with others were identified as being key in relation to personal work journeys, namely: a) Personal mentors, b) Social networks and c) Professional networks; these pathways, a, b, and c are discussed collectively. For these research participants, when they were in industry operating as professional chefs / master practitioners, the extent and level to which they engaged socially and communicated with peers and work colleagues was high and seen as part of the nature of their occupational community of practice. Wenger (*ibid.*) identifies this phenomenon and further describes mutual engagement as "what defines a community" (p. 73). However, the length of time informants had spent as tutor of their profession impacted in a negative way on the maintenance of former professional and social occupational networks. Some explanation is provided by the particular work

context of chefs in industry, which triggers a need for a high level of socialising and forms of engagement with colleagues. This may contribute to the incremental decline in relation to maintaining former social network when working as tutor. For example Mars, who has been employed as a full-time tutor for five years and was previously as a chef in industry for 21 years, speaks of socialising when working in industry as a way of relieving the stress of daily work pressures, which is not now seen as necessary when working in the role of tutor. Further, contacts with former colleagues in industry have fallen away over time. Mars described this in interview.

Note: Names and locations have been changed in order to protect anonymity.

> *77-M: I have one contact left out of all them, G Smith and I think he actually left the business... 58-M: You seem to keep contacts better back then...*
>
> ***179- Int: in terms of the social network that you would have had as a chef when you were full time as a chef and the social network that you might have now as trainer/educator, has that changed?***
>
> *180-M: Your social life tends to change a lot*
>
> *182-M: you spend more time outside when you finish in the evening you go for a drink that was the natural thing in industry.*
>
> *184-M: When you were a chef that was the given thing to do after all the pressure of that night; finish up go for a drink, relax and you tend to go out as a group. Whereas in training I won't say you don't have the same pressure, it's just a different kind of pressure.*
>
> ***185- Int: Pressure to go out?***
>
> *186-M: No not to go out, in the kitchen itself, in the classroom. So you wouldn't have that pressure to relieve and stress relief whereas if you keep it when you're working in the industry it builds up and builds up and it can't be a good thing. So you tend to socialise a lot more, that can be a good thing or a bad thing depends.*

It is evident that in addition to being a means of releasing pressure following evening production, a significant and key trigger for socialising with work colleagues / friends when working as a chef was celebration of joint community achievement. In the role of tutor the context and need to engage with the former community of practice has reduced. Significantly, there is no indication or recognition of a need to seek social

engagement within and around a community of practice which encompasses the role of tutor. Surprisingly, Mars has maintained a social network of sorts with others in education and training, but these contacts are all former chefs now working in education and training and are not drawn from other disciplines or roles within the education and training community.

On the subject of new networks, Mars said:

> *188-M: I have, the people in the IT (Institute of Technology) I've kept in contact with every one of them but it's mainly because I've worked with most of them out in the industry before that.*

One of the professional networks is the Panel of Chefs, which comprises professional chefs representing the profession in industry. Mars's knowledge of panel members who represent him as a chef is limited; the two names he mentioned are also tutors. It is interesting to note that although a number of members of the panel are tutors, the representation of tutors is not formalised. This observation is noted as it demonstrates a possible lack of recognition of the role of tutor by fellow industry practitioners:

> ***269- Int: And the people on the panel of chefs are any of these trainers and educators?***
>
> *270-M: I know Frank is one and there is another chef Sue is one and that's all I know...*

Wenger (1998) describes three dimensions of the relation by which practice is the source of coherence of a community: mutual engagement, joint enterprise and a shared repertoire. Informants reveal that chefs tend by the very nature of their occupation to operate in an environment which encompasses these three dimensions. Earth has been employed as a full-time tutor for 28 years and was a chef in industry for 20 years. He reflected on social engagement and provided examples of a strong sense of team and coherence of community when working in industry. Again, although Earth formerly had a great sense of belonging through engagement with community there is now very little communication with his previous occupational community of practice; time is also seen as a factor here. Earth gives examples of chefs' strong sense of community;

21- Int: so your social life was really around the chef side of things?

22-Earth: Yeah and everybody in the hotel in the next day they asked what you did

24-E: Even if it was only peeling the veg, or doing something else, or chopping onions you were asked where did you go last night, was Barry's any good last night? The hotel there were dances, and cinema, what was the film like last night, was it good? Was it worth going to see in the afternoon, you had the afternoon split shifts?...

25- Int: And that's what you liked about, the whole buzz and the comradeship

26-E: I loved the buzz, and the friendship and the comradeship. I'm still friends with quite a few of them, and we only met there a couple of times in the last 2 years, a lot of them kind of met in W's Hotel just to recap on the life now that we've drifted apart, we've had our differences.

100-E: ...worked well as a team and again it came back to a team, there was only a small number of us there, there was a bar person, a restaurant person, there was accommodation, and three chefs.

101- Int: so you were back

102-E: oh yeah safe culture where you were sort of asked how did you get on last night, what did you do at the week-end.

Similarly, Neptune has been employed as a full-time tutor for 27 years and worked as a chef in industry for 17 years. Neptune gives an additional reason behind high levels of socialising when working as a chef, adopting the view that "it was part of being young" as well as being related to the particular industry and community norms:

52- Int: And in terms of the social scene that was there, if you don't mind me asking, did you socialise with the people that you were working with?

53-Neptune: Before I joined the company? yeah

54- Int: I mean most people tend to I mean you know, I know speaking personally but you'll be working till late and then you probably all go out and have a drink having satisfied yourself that you got through the evening you know or whatever, was that the case? Was that the social scene part of the industry if you like?

55-Neptune: It was but as well as being a part of the industry really and truly it was part of being young at the time because we just burnt the candle at both ends and there was no problem whatsoever when you finished your day's work you went off to dances or whatever was going on and when you look back now you wonder

how you did it because in the morning you would have been up very early, and you would have started early and then the afternoon, split shifts and you're back in again in the evening you know but you enjoyed it you didn't think anything of it you know.

On the other hand Saturn worked in industry as a professional chef for 11 years prior to gaining employment as a tutor of her profession and has been employed as tutor for just four years. In contrast to informants who had worked as tutor for many years, Saturn still maintains contact with her occupational community of practice. Saturn's statements enforce the view of a strong sense of belonging to her occupational community, stating that: *74-S: "Your life is in it"*. Saturn has not at this juncture sought community engagement or social networks related to her role in education, and describes her current community of practice thus:

16-S: Yeah I still keep in contact with all my chefs... I've kept in contact and stayed in contact say with Jed the head chef in the W- hotel and say Fred, [now a tutor] *I'd be in contact with him and chefs around as well that you've worked with, it's a small world as I say... we'd know them from industry or working with them so you keep a link with them.*

72-S: ... I suppose, you can have a social life I suppose in industry, you can have a very good social life when you're in industry. I suppose work colleagues, they were your friends, who you went out with. Your work colleagues, you worked together all day and you probably went out then as well...

73- Int: So you're really immersed into that role.

74-S: Your life is in it

31- Int: In terms of the network of people that you built up whilst you were a chef, you say there are still quite a few of those that you keep in touch with.

32-S: In touch with ya.

103- Int: Just sort of summing up a little bit now am just in terms of your previous networks that you had in industry. You've moved over into this area now, have you started to develop any other networks in training and education at all?

104-S: No.

Similarly to Saturn, Mercury has been employed in the role of tutor for only two years, prior to which she was a professional chef in industry for eight years. However, analysis

suggests that both circumstance and, to a degree, strategic selection placed Mercury in a self-constructed support structure provided in the main through a small number of selected individuals who, it could be argued, have provided mentorship throughout Mercury's career progression to date. From training college to industry, mentorship within the occupational community of practice has continued. Mercury developed expertise engaging and working with renowned chefs (members of the Panel of Chefs) learning through a form of continued "legitimate peripheral participation". Lave and Wenger (1991) state that: "viewing learning as legitimate peripheral participation means that learning is not merely a condition for membership, but is itself an evolving form of membership" (p. 53). Further, Mercury's mentors provided for high profile employment through the occupational community network and the opportunity to assist entries to international competitions which relied on team membership, mutual engagement, an understanding of joint enterprise and shared repertoire:

> *22-Mer: A few people were saying like "how did you get there" and I just said well Fred my tutor just put me there.*
>
> ***28- Int: What about your friends in college there, did you manage to build up a good rapport with them?***
>
> *29-Mer: I have to say it was a great, at the time when I started there Peter he was the head chef there and he was on the panel of chefs and he was very talented and he actually brought us around, he used to bring his commis around with him to help him with the prep for the chefs' competitions.*
>
> *30-Mer: So it was the fact of being honoured again, to be asked to go with the panel of chefs, because the panel of chefs were well known, back then it was like wow. The knowledge and the skill, even just being with them, seeing what they were doing was great and the fact that there was about 17 chefs in the kitchen and I have to say it was a great team effort. If somebody was behind in anything you'd jump in, even people would come back up from their breaks early, to help other people out.*
>
> ***31- Int: And why was that do you think?***
>
> *32-Mer: Because I suppose we had an interest, we were motivated in the job, we wanted to help each other out and we wanted at the end of the day we didn't want our team to fail, we wanted to be on top, we wanted to be ready at all times and I suppose if we weren't ready we were failing ourselves and I suppose as well that we had so much respect for Peter as the head chef because he showed great respect for us and there was great communication and team work in the kitchen , none of us wanted anything to go wrong.*

33- Int: Yeah that great so, can I ask do you mind did you socialise with these people?

34-Mer: an odd time, I have to say an odd time well for a commis to come into the kitchen and to bond so well, was a great achievement cause even like when we were getting our appraisals done, they even said it and we were asked like even Peter said we are going over across the road for a drink if you'd like to come and I had to turn around to say like thanks very much. It wasn't that often that we did, but then when I got to know myself and get myself to come out even better, getting comfortable in the job, we would probably go out 2 or 3 times a week.

38-Mer: I have to say I'm still in contact with everybody that I worked with who I started off with (at college)

40-Mer: and if I needed anything I'd ring B B, I have to say even if I'm designing a menu or something and I wasn't sure I'd ring B B .

Further, it is interesting to note that Mercury does not identify with community members within education and, interestingly, sees these relationships as work-related without social dimension; feeling the need to act in a certain way; a corporate representative or, as described by Goffman (1990), a need to put on a performance.

113- Int: Would you, the old network you would probably have a few drinks with those or a meal or something, would that happen in the new?

114-Mer: No I have to say probably the meal and maybe a soft drink rarely I have to say I'd, maybe at a chef conference if we are at the dinner that night have one or two glasses but that would be it because at the end of the day I'm at work and I suppose the old network they know exactly who I am and I don't have to act a certain way or anything but I suppose at the end of the day it's work related and I'm there to work, I'm there I suppose representing my employer.

115- Int: So there's a different dynamic that takes place with the people that you sort of associate with training and education to the dynamic in perhaps

116-Mer: the craft yea

Continuing the trend in terms of social interaction and engagement with communities of practice Venus, who has been employed as a professional chef in industry for 10 years and tutor for the last three, provides further evidence which supports the notion that high levels of social engagement and networking are associated with occupational communities of practice. Venus confirms that she would not socialise with the people in training and education in the same way as she would have when working as a chef, describing the two

communities as being: *65-V: "It's just I think it's different circles I think also as well... different circles..."* Even though there is a sense of team, Venus's perception is of working as an individual within the setting of education, with a group of students. Venus adopts a similar view to that taken by Mars, supporting the notion that socialising with community members (work colleagues and friends) following hectic production was a form of joint "community calibration" in getting through the night's work, a form of pressure release. However, reflecting on her current role of tutor, Venus states that: *65-V:...I just think, even though we work together as a team here, you are more as an individual.*

Venus's short quote is important as it highlights a possible lack of opportunity to engage with an education community of practice, through the perception of working independently yet still within a team. Wenger (1998), discussing another profession, states that: "... It is not because claims processors work in the same office that they form a community of practice. It is because they sustain dense relations of mutual engagement organised around what they are there to do" (p. 74). Transferring these conditions to Venus's context, working in a team does not qualify as engaging with a community of practice, nor does it implicitly provide the required conditions or dynamics to foster the beginnings of a community of practice:

> *59-V: Yeah your social scene, usually quite often especially when you're younger and you're working in kitchens you find your whole life revolved around your work in a sense you're there and quite often when you're on split shifts the reality is that you don't actually leave the kitchen, you're there all day so I mean a good part of your work a good part of your life is taken up with work and then your social life is usually taken up with the people that you work with as well.*
>
> ***60-Int: yeah ok and then so when you move into training and education are you with the same sort of set of people or a different set of people or?***
>
> *61-V: No it's not the same when you're in training and education*
>
> ***62-Int: Ok in what way?***
>
> *63-V: Well it's more, I'm not sure how to put it, you wouldn't socialise with the people in training and education the way you would when you're working in the kitchen.*
>
> *65-V: It's just I think it's different circles I think also as well, different circles...*

65-V: ...I just think, even though we work together as a team here, you are more as an individual with your group whereas when you're working in a kitchen you're together with people all day along and especially say for instance on a Saturday when you've had a busy Saturday night and everything's accumulating all week towards this Saturday night and then you all go out and enjoy the fact that you got through the Saturday night.

67-V: Yeah so the teamwork is there and then you celebrate.

Theme one: summary and discussion

The data allows an understanding of the role played by social interaction and multiplicity of engagement with others in terms of providing cohesive "glue" which binds community members together within a particular community of practice. It is clear that there are indeed opportunities for those elements described by Wenger (1998) - mutual engagement, joint enterprise and shared repertoire - to "precipitate" within operational practitioner communities of practice. Mutual engagement takes place in many forms in addition to everyday work activity; the use of mentors in a variety of ways and a shared sense of community celebration around achievement and joint enterprise is seen as a key element which drives social interaction and depth of engagement within an occupational community of practice. A shared repertoire is also created and maintained through evolving professional practice and inter-community competition. However when informants take on the role of tutor of their profession, and operate within an educational setting, informants reveal much reduced levels of maintenance with regard to membership of, and continued engagement with, former operational practitioner communities of practice. The significance is that over time direct contact with industry members in hotels and catering is reduced significantly. The implications of this phenomenon are that tutors are at risk of becoming increasingly vulnerable to being professionally less informed in a number of ways:

a) Occupational practice: new and accepted ways of doing things.
b) Legislation: being aware of and implementing legislation relevant to industry
c) Technical developments: Knowledge and use of new equipment.

The decline in first hand access to these sorts of skills, knowledge and understanding not only has potential to dilute any ongoing legitimacy of claim to being a professional chef (a

subject I return to under Theme three - Maintenance of formal and informal role legitimacy) but also places doubt on the legitimacy of the claim to being a professional tutor of their craft.

None of the informants lay claim to or recognise a need to seek social interaction or engagement with a community of practice based in education, describing potential community members as being in "different circles" or as subjects for "formal interaction". Part of the explanation for perception of difference can be addressed by considering whether individuals who target career trajectories towards craft have alternative skill sets to those who have a bent towards academia. However I argue that, in shifting away from former operational community of practice and displaying a reluctance to engage with new forms of community relating to education and training, tutors move incrementally, over time, to a position between the two communities, resulting in a potential and static state of equilibrium and vulnerability. This phenomenon is expanded upon and articulated in Figure 5.1 "Professional Eclipse" (p. 178). Time is also seen as a limited resource; there is insufficient time available on a day-to-day basis to facilitate the complexity of combined roles implicit in that of tutor.

Theme one, "Multiplicity of engagement with others" hierarchy of nodes and category templates are provided in Appendices: 2.1 – 2.6 for the further interest of the reader.

Theme two: Contributing factors which inform professional identity

Whilst the data from Theme one identifies and draws attention to the dangers of an incremental shift by informants towards a position of static equilibrium between two communities of practice, Theme two exposes some confusion as well as varied perspectives taken by informants in relation to professional identity in the context of fulfilling the role of tutor of their profession.

Contributing factors which inform identity are viewed in this instance in terms of the actions taken by informants and the personal beliefs and understandings which assist in framing their current individual and collective profiles of professional identity.

There are many ways into the subject of professional identity. However, for the purpose of this research, results focus on and are discussed under the categories outlined below, on the basis of their individual and collective status in contributing factors which inform professional identity. Theme two is further illustrated in the hierarchy of nodes and category templates provided in Appendices 3.1 – 3.6 for the further interest of the reader. The categories identified are as follows:

2.1 – Qualifications

2.2 – Perception of self

2.3 – Identifying role

2.4 – Related experience, expertise / competency in role

2.5 – Career selection

2.1 Qualifications

The attainment of professional qualifications is seen as an important element within the complex framework of factors which contribute to determining individual professional identity. Professional qualifications inform us of allegiance to and identity with a particular profession, irrespective of the underlying motivation for attainment. The data show that occupational qualifications attained by informants, either full or part-time, reflect high levels of personal commitment to their particular occupational area of expertise. Further, there is an understanding among informants that achievement of craft level (6), a minimum of two years' full-time or equivalent study, is the minimum accepted norm or benchmark for persons aiming to pursue a professional career as a chef. Moreover a number of higher qualifications have been achieved, up to and including honours degree level. Demonstration of such achievement is to be expected however on two counts:

1) Relevant occupational qualifications are key criteria in the selection of tutors

2) Professional qualifications support claims of having earned the right to belong and be considered as a member of the profession and community of practice to which the qualifications relate (Occupational Practitioner-Chef).

It could be argued, however, that such qualifications are merely benchmarks of achievement, relating to levels of expertise which permit informants to engage with their community of practice from a particular position on the hierarchical ladder. Such qualifications are not ends in themselves, but cornerstones upon which occupational knowledge is furthered and upon which professional practices are built. Accordingly, continued professional growth is required of informants in order to attain and maintain occupational mastery of the profession which they represent. Some recognition of this requirement is evident, on the basis that informants have taken the opportunity to develop further since acquiring the role of tutor of their profession. However typically, with one exception, individual development trajectories are shown as being either one-dimensional, favouring occupational development as a chef, indifferent, or even counter-productive to seeking a position of "master" in relation to their current professional work role in education and training, a position seen as an implicit demand / requirement of the role of tutor. Details particular to personal development trajectories are discussed below under theme three.

Bearing in mind professional identity, it is interesting to note that none of the informants had received training or possessed any qualifications relating to education and training prior to being offered positions as tutors. However, as part of their induction to the role of tutor, all informants undertook a three-day training programme which, in former years, was known as "On Job Trainer" (OJT) which included an element of coaching skills framed around the Kolb Learning Cycle (Kolb, 1976). According to informants this was a useful programme, but at this point the attainment of education and training qualifications ceases, the exception being Venus who, since becoming a tutor, has commenced study for an MSc in Education with the aim of moving on to teach in an Institute of Technology. There seems to be little in the way of assistance provided by the employing organisation in terms of support and encouragement for tutors to undertake qualifications relating to education and training. Part of the reason for this lack of encouragement seems to be based on a lack of understanding of the complex journey and

shift implicit in the transition from occupational professional practitioner to tutor in an educational setting, and hence from one community of practice into another, whilst maintaining occupational proficiency.

It is evident, and must be stated, that organisational support is available, but only in cases where the individual has themselves identified a need or desire to undertake further study, and has then demonstrated that the study fits within the overall organisational remit and current strategy. In such a case degrees of financial support and time off for study can be granted. Personal development of this type is seen as the responsibility of the individual as opposed to the organisation, but the outcome of this policy has proven detrimental and is identified as a potential barrier to the transition of informants into the role of tutor. The evidence given below indicates that neither the informant nor the organisation is sufficiently informed as to the level and degree of developmental support required for the transition into the role of tutor.

An example of the lack of personal preparation, education and organisational support in the way of training and development for chefs newly recruited to the role of tutor is provided by Earth. In recounting his first day as tutor (over 25 years ago) he highlights the historical organisational expectations of the role. Unfortunately, the data suggests that this model of understanding has received little modification over time:

> ***121- Int: So a lot of your training is in production anyway***
>
> *122-E: a lot of it's in production yeah, it's, I devise my own system to train and nobody, when I came to EDTRAIN nobody told me how to train. We were given a syllabus; I arrived the first day the manager wants to know what time we'll have the cold meat salad up for, yeah. So what time do you want it, 12 o'clock, we had it up. If it means doing it yourself you would do it. After that the trainees get to know it's hands on, if you're clever enough you'll get your* mise en place* *done in the afternoon, you tell them why you're doing certain things as part of their training but it's* mise en place, *I devised my own system, I give them their weekly menu cycle, they had to do their own research and development on the menu because they never know what they're going to cook.*
>
> (**mise en place* is a French culinary term meaning - things in their place, or "preparation").

It is evident that from a management perspective at this time, the success measurement in relation to the effectiveness of training focuses clearly on outcomes of production, with little if any concern or consideration of the pedagogical implications or of how learning was to be facilitated.

It seems there is still a lack of recognition of a need for anything more than provision of a basic On Job Trainer course to bridge the gap from occupational expert in industry to tutor in an educational setting. In the absence of any formal training in relation to the role of tutor, Earth drew from his own experience of receiving training as a chef in industry whilst following the indenture model, stating: *44-E: "... I'm sure it's like the continuous assessment what we do now, the chef was there every day to see how you were operating ...".* The indenture model had as a central concept total immersion in conditions, which reflect what is described by Lave and Wenger (1991) as: "Legitimate Peripheral Participation ... a descriptor of engagement in social practice that entails learning as an integral constitute" (p. 35). An example of learning within the context of legitimate peripheral participation is recounted by Earth:

> ***41- Int: What about did qualifications come into this at all? Did anybody go to college in those days or?***
>
> *42-E: No no, trained through the indenture scheme. We had to attend a lecture once a month, and on your progression you got your increment, it was really a rise; ...We didn't have to do any exams, there was an internal exam that you could do, and the head chef of the sister hotel in the H would come up, and you would have an afternoon where you would have to cook a dish or cook a chicken chasseur, perhaps your first stage of your egg mayonnaise. So there was that ...*
>
> ***43- Int: You used to do that so as a matter of course then?***
>
> *44-E: Yes, That was the criteria that allowed you to go on, and I'm sure it's like the continuous assessment what we do now, the chef was there every day to see how you were operating, putting up the goods and can you understand, you were greatly encouraged to read the menus when you weren't busy. You were greatly encouraged to read the cookery books that were there, and you'd have the* Larousse Gastronomique *down and the* Répertoire de la Cuisine, *and the menus changed daily ...*
>
> ***45- Int: That's quite a bit of pressure isn't it?***
>
> *46-E: Yes, so if you were on the soup and it had lamb broth one day and* Crème de Légumes, *the next day* Crème de Champignons. *Again the next day, you'd*

have to know all the garnishes, and you cursed him some days, ... Then we became junior chef, with commis under me, so you had to nurture them, you didn't know you were doing that but.

At the time of writing Earth had not shifted from his initial position on the approach to education and training: treating students similarly to the way in which he himself was treated when first working and learning in industry. This position has become ingrained over many years and has become expected behaviour from this quarter. However the model used does not have the same relevance to today's student-consumer expectations. It relies on mutual acceptance of a hierarchy of roles within the learning environment, the tutor relying on and adopting the only role known and practised (that of head chef) and the student adopting the only role which is left available, the subordinate role of trainee chef. It is not anticipated that Earth will elect to study for any further qualifications to add to the initial indenture qualification received when first in industry. It is suggested this reluctance is in part due to the personal perception of qualification; Earth takes the view that qualifications should be a basis for financial reward, and both historically and currently qualifications are not financially rewarded. For other informants, however, the lack of relevant qualifications has triggered elements of vulnerability. Mercury provides us with the following insight:

82-Mer: I found it to be honest hard because I suppose I was unsure of myself, because I can even remember my first day I was very nervous and obviously you always try to hide your nerves but it was very hard not to, your first day you're nervous even I remember my hands were shaking, I was like oh god but I suppose believe in yourself that you can do it and pass it on to the other students... I was very very nervous and I didn't believe in myself at the start but then I suppose my confidence came back and I was telling myself that I could do it and I suppose I'd say after a week or two but I suppose after a year that I'm very comfortable doing it, I suppose you get in your comfort zone.

A further example is provided by Mars who turned down an initial offer of part-time work as tutor, recommending a substitute:

96- Int: Did you doubt your ability to go in or not?

97-M: That would have been part of it I'd say, it was more fear yeah now that you say it, it could have been more fear than anything else so I recommended someone and sent him in...

150- Int: Ok now you hadn't any qualifications in training and education at the time?

151-M: None at all

224-M: If I had them they would have built up my confidence but not having them you can't let them affect your confidence either because if you walk into class and you're not confident in what you're doing the students are going to pick up on it straight away...

Having been a tutor for over five years, however, Mars has decided he wants more qualifications:

214-M: I've given it a great deal of thought actually in the last year, even before I came back, I went back into industry from Ballyliery and even at that stage I wanted more qualifications, didn't really know at the time what I wanted and now I'm back in training it would have to be specific and geared towards that.

172-M: They have to look up to you and say "yeah that fellow knows what he's talking about. He could go out to any hotel and work" but at the same time you have to have the training and education because you won't know how to train them so it works both ways, you can't be one without the other.

There is now some recognition of a need to develop learning in relation to education and training, in addition to maintaining occupational proficiency. Such a recognition demonstrates a shift in mindset which may, in turn, promote seeking legitimate engagement with a community of practice which encompasses education and training. For example the statement by Mars: *"you can't be one without the other"* is significant, as it draws attention to the thinking which supports perceptions of self and identifying role; furthermore, it indicates an acceptance of two distinct and explicit areas of expertise which are mutually complementary and implicit; that of occupational master craftsman and that of educator and trainer. In general it is fair to say there is a trend among informants which recognises a need to achieve qualifications specific to each community of practice. However, seeking and maintaining mastery or high level expertise in more than one community of practice proves complex and elusive; a discussion I return to under theme three below.

2.2 Perception of self

Elliott (2007) states that: "At its simplest, the self can be thought of as mediator between mind and matter, the interweaving of our internal and external worlds" (p. 53). In this particular instance it is the professional selves, conceptualised by informants in terms of how they are seen by others and as determined internally, that are relevant. Responding to questions such as "how do you currently see or define yourself: chef, tutor or ... ?" informants generally struggled to define their individual professional self. Mars provides an example of this dilemma when attempting to define and articulate his professional self; a demonstration of what it is like to exist at the nexus of occupational practitioner and educator-trainer of that occupation:

> *108-M: I would say I'm a qualified chef/trainer I suppose at the end of the day I started off as a craft person, I still am a craft person but the fact that I actually pass on the knowledge and the skills that I have learned through my years so deep down I suppose I would like to say I'm a trainer-cum-chef because a chef is still training, ...*
>
> *165-M: It kind of blows you out of the water a bit because you have all this training behind you to be a chef but then you're suddenly doing it and you say well I am a chef but I'm not a chef, I'm trained as a chef but I have no training in education and that kind of brings down your confidence a small bit.*

Results show despite the existing struggle encountered by informants in terms of perception of self in relation to professional identity, following some deliberation, informants generally identified their professional self as "chef". This response again indicates a strong identity with the original professional occupation, in contrast to other legitimate identities available such as tutor, or educator/trainer. This trend is not surprising considering the amounts and depth of engagement and personal histories informants have invested within the occupational community of practice in attaining such an identity. In order to give recognition to alternative professional identities, previous identities must fall redundant (Elliott 2001, Goffman 1990). Further, there have been insufficient tangible depths of engagement and little in the way of seeking or exploration of shared repertoires with an educational community of practice to motivate or support a professional identity shift:

> *128-E: I still call myself a chef*
> *130-E: I very seldom say a teacher; I would say I'm a chef instructor.*

Saturn explored this concept in more depth:

> *60-S: I am a chef; I am a qualified chef and am I'm training instructing students on cooking. I'd consider myself a qualified chef and at the moment I'm instructing students on the cooking.*

Informants tended to adopt a position which protects occupational professional identity by describing themselves in terms which, in the first instance, fit the concept of being a "broker" of knowledge from an occupational community of practice *"Instructing students on cooking"*. Brokerage is described by Wenger (1998) as: "... to transfer some element of one practice into another" (p. 109). Brokerage is taking place between communities of practice, although in this instance between an occupational community of practice and a community of practice within which the recipient (student) of that which is transferred belongs. However in order to transfer this knowledge the occupational chef calls on expertise implicit to the community of practice which relates to education / training. Therefore it is not sufficient to describe this interaction as mere brokerage, on the basis that learning takes place as a result of successful transfer. It is not just a matter of passing or brokering "information", revised process or procedure. It follows therefore that this interaction is not brokerage but something different. However it should be noted that the literature on workplace learning is moving away from the notion of "transfer", and that this metaphor is now contested. Hager and Hodkinson (2009) conclude that: "...the conceptual flaws of transfer can be avoided by employing alternative metaphors" (p. 619). Using the conceptual framework of communities of practice an attempt can be made to plot the professional orientation of an individual based on depth and breadth of active engagement and allegiance to specific communities. The state of interdependency of the two communities of practice (occupational and educational) to the role of tutor can also be articulated. For example, a broker would occupy a position within the occupational community of practice, making little attempt to interact or engage with the boundary of the educational/training community of practice, other than the occasional "reconnaissance" or "scouting" trips.

As part of the personal shift to the role of tutor, an acceptance of a need for modified personal behaviour is required; previous accepted behaviours of chefs do not transfer to

the context of an education and training environment uncensored. For example, Goffman states that:

> "When an individual plays a part he implicitly requests his observers to take seriously the impression that is fostered before them. They are asked to believe the character they see actually possesses the attributes he appears to possess, that the tasks he performs will have the consequences that are implicitly claimed for it, and that, in general matters, matters are what they appear to be."
>
> (Goffman 1990, p. 28)

According to Goffman, students observing a tutor of a professional occupation are asked to believe in a duality of identities. The tasks performed are to be judged from two particular perspectives: those belonging to the occupation and those which are implicit to the role of a tutor. The uniform worn by the tutor (chef's whites) engenders certain expectations in terms of professional competence. However, place this character in a context reflective of education and training, and the character is expected to portray specific behaviours which match the expectations of such an environment. Informants reveal that they are aware of a need to meet the behaviour expectation of students, thus demonstrating an understanding of the professional self which they are expected to portray if their performance to be believed.

Mars described some of the key differences in how he is perceived in the two environments:

> *212-M: I think the biggest thing that changes most chefs is their patience. Because you can let fly in industry whereas there is no way you could accept that in training because you can't encourage people whereas out in industry it gets hot and heavy, very busy service you would raise your voice a little bit. In here that wouldn't be acceptable that's the one thing you have to build up, patience and that reflects on everything.*

And further:

> *278-M: ...You can have an off day in the kitchen but you can't have the off day in the class because the students will pick on it straight away.*
>
> *280-M: Your customers won't see you.*
>
> ***281- Int: And an off day in the class, you know would that affect your credibility do you think with the students?***

282-M: Definitely would yeah. I haven't had one yet but yeah it would definitely, I would presume it would affect your credibility depends on what kind of an off day you have. If you come in bad tempered yeah it's not going to go down very well, that wouldn't be acceptable. No I wouldn't plan on having an off day with students.

However a contrasting example comes from Earth who, as already seen, holds on to the traditional training model (*118-E: ...you fall back into your slot...)* which brings with it certain behaviours which seem to be embedded within the role behaviours of chef, and which are not authentic to the role of tutor:

118-E: ... because chefs by nature have short fuses and they approach you when they are hyper and when they're not able to discuss and they usually use profanity and then they're usually shot down, so I learnt an awful lot about how to deal better with people and I have to say am from the culture of cheffing it does not help you when you're busy, you get anxious and you get stressed and you see stupid things being done in this training scenario am you fall back into your slot that's an unfortunate. You fall back into that slot, you're agitated and you tend to shout and you to tend to be this "Ramsay" that you see ... now I'm able to tell my trainees in teaching that when I'm stressed or I'm going to be stressed or it's kind of likely I'm going to be stressed today and I can tell them all about tomorrow you know this is going to be the biggest number we've had in here, 300 tomorrow.

There is some indication that chefs remaining in industry view the role of tutor, from an external perspective, as an easy option or "cop-out", drawing criticism. Anecdotal evidence suggests the phrase "if you can't do, then teach it" is used to express an occupational perspective or stance adopted towards those whose career shifts to the role of tutor. Behind the phrase sits a subtle challenge to occupational and professional self identity.

271- Int: And how do they perceive you, do you get any flack in terms of...?

272-M: I would presume if I was in the opposite issue I would give them some flack

273- Int: Based on what?

274-M: Your 9 to 5 job Monday to Friday.

278-M: I think a lot of people have a misconception that it's a handy number and you soon find out it's not a handy number because you have to build for it ...

Further, there is a general self perception of reduced professional confidence and self belief among informants as they find ways of coping with the inherent responsibilities of their new role in education. Typically informants find they are vulnerable at times, particularly when removed from the comfort zone of a kitchen in order to facilitate theory classes. A certain level of naivety results in a number of informants walking into a class unwittingly under-prepared in terms of subject knowledge and teaching techniques, the negative consequences of which often impact on both student and tutor, as revealed by Mercury:

> *134-Mer: Probably, maybe as a tutor if I'm just looking outside the box at myself,... I wasn't a 100% sure of what I was teaching but I delivered it, they did very well in their exams but I didn't believe in myself, like standing up doing it and one day I was giving a class and they were just looking at me and I was like oh god I'm failing here so I just stopped the class and I just said go for coffee, I went down, I made a phone call and they emailed something over to me and I read through whatever and I was flying it then because they broke it down for me well I suppose it's really believe in myself, it's hard to stand up and teach a course if you're not a 100% sure even though like it's part of the syllabus that you teach.*
>
> ***135- Int: Absolutely yeah. In terms of that have you any sort of critical incident***
>
> *136-Mer: Just one student said I just can't do it and I kind of got mad with her you're just saying you can't do it and then am I was kind of mad with myself because I just got really mad with her, ... that was just like, she was saying like you're not explaining it properly and I probably wasn't explaining it properly and I know in the back of my head I was saying I know I'm probably not explaining that properly but come on.*

Examples provided by Mercury are not exclusive to her; neither are they particularly rare occurrences with regards to the informants generally as they experience the complexities implicit in the role of tutor of their profession.

2.3 Identifying role

A factor which contributes to gaining a more informed understanding in relation to professional identities (and ultimately community membership) of our informants is the notion of individual "role identity". By "role identity" I mean the personal interpretations of informants of the role they are employed to fulfil under the title of tutor. Interpretations of the ways in which informants experience their job roles is not

simply a matter of individual choice. It is a matter of degrees of imposed, negotiated and independent behaviour reflective of community expectations, a continuous trade-off between the individual and the social. However in unpacking individual and collective role identities, informants exposed and identified particular attachments and weightings towards particular communities of practice. Identifying further clues as to community membership in this way proved useful as it provided further indications of the progression – or otherwise – of informants on their journey to meaningful engagements with a community of practice which represents education and training. Consciously or not, in tandem with any progression in this regard informants also demonstrated levels of commitment to the maintenance of membership of their occupational community of practice. Wenger (1998) highlights a further dimension which comes in to play in relation to role identity: the notion that participation and non-participation, inclusion and exclusion, are influential in defining whether or not one belongs to a particular community of practice:

> "Issues of identity are an integral aspect of social theory of learning and are thus inseparable from issues of practice, community and meaning ... focusing on identity brings to the fore the issues of non participation as well as participation, and of exclusion as well as inclusion. Our identities include our ability and our inability to shape the meanings that define our communities and our forms of belonging."
>
> (Wenger 1998, p. 145)

This statement by Wenger has particular relevance to the context of our informants. One consequence of shifting professional work roles from practitioner in industry to tutor is that it makes redundant certain activities and responsibilities which are implicit in the role of occupational practitioner. Conversely, occupying the position of tutor opens up and makes available a range of alternative activities and responsibilities implicit in the role of tutor. For example, participation in industry as a professional chef is no longer a requirement for our informants, having taken on the role of tutor. However, degrees of levels of engagement with a community of practice within which histories, beliefs, discourse and activities are focused on education and training has become a requirement which, depending on the degree of engagement, influences interpretations of role identity and sense of belonging to one or another community. In probing informants for their thoughts around how they identified, applied and interpreted their role as tutor it

became evident that this line of questioning required a great deal of individual reflection. Role identity proved to be a complex phenomenon for informants to grapple with and articulate. Note again the example of this complexity cited earlier by Mars:

> *165-M: It kind of blows you out of the water a bit because you have all this training behind you to be a chef but then you're suddenly doing it and you say well I am a chef but I'm not a chef, I'm trained as a chef but I have no training in education and that kind of brings down your confidence a small bit.*

Complexity such as this is understandable. On the one hand, informants are trained, qualified and experienced professional practitioners who, on a daily basis, are still required to work in a context of real and live production, producing food for consumption. On the other hand informants are tutors of their profession, who on a daily basis are still required to work in a context of real and live production, with an emphasis on training and education. Consequently, informants revealed that they identified with a number of roles and the emphasis shifted from one to the other depending on the immediate identified need. For example, Venus identifies a need to start off in the role of Head Chef with each new group of students, and gradually pull back from direct training to a position more reflective of facilitation:

> *125-V: I think it's a combination of everything really, initially you would be all three, especially the head chef because they'd look at you as the head chef but as the training progresses you have to start to give, well I know I do anyway I would try to start to give trainees that little bit more responsibility and take the step back and you'd be more the facilitator then because you have to let them move on because at the end of the day as I say to them I'm not going to be there to check that oven for you when you're out in the industry, you have to start to do it yourself. I think it's probably a combination of all three of them.*

Typically, however, informants identified to varying degrees with the two key roles that one would expect: chef and tutor. However, informants unpacked the over-arching descriptor by identifying "attributes" or "competences" in an effort to further define their particular role identity, examples of which were: facilitator, leader, motivator, provider of encouragement, even role model.

Interestingly, all of the above attributes can be attributed to either of the two key role identities, making the task of identifying allegiance and professional identity more complex. However, despite the struggle experienced by informants in defining their particular role identity, the examples below offer an insight into the positions adopted by informants as they considered their role as tutor. Mars, for instance, initially reflects on adopting the role of Head Chef and leader, a familiar role and one which is still available, as the working environment and context is, by design, largely manufactured to mirror a working production kitchen in industry:

> *139-M: It would be more a role of a head chef because you can take all your commis as your chef de parties.*

The term "commis" is used to identify newcomers or trainee chefs and the term "chef de partie" is used to identify practising chefs who oversee a number of commis chefs within a department or section of the kitchen, for example the larder or pastry section. Earth is referring to identifying and using his students as commis chefs and chefs de partie in the production / training kitchen.

> *141-M: Ok you have to train them a bit more, and show them a bit more as a head chef would but basically you're basically still the head chef, you're the leader of the kitchen.*

Again by definition the only role left for students to adopt in this model is the role of subordinate; consumer or client is not an option. Mars reverts to previous and professional role identity type on the basis of being practical: *139-M:... because you can take all your commis* (students) *as your chef de parties.* However, typically informants have limited experience in relation to other role identities which might legitimately fulfil the space in which they operate; educator/trainer for example. In order for a shift in the area of role identity to take place, it is evident that informants would need to be secure in the knowledge that in relinquishing the mantle of Head Chef, with the consequent alignment to other role identities, their professional competence would not be seen as being diluted.

Interestingly, as the interview process progressed, informants had time to conduct a sort of self analysis as they thought again about the answers they had provided earlier. Mars,

for example, showed further analysis had taken place by providing supplementary perspectives in relation to role identity, identifying partially with the role of trainer, stating that:

> 239-M: *I would have to say I'm a trainer now at the moment, I couldn't class myself as a chef because I don't work in a kitchen, this one here is a training environment full stop. Like it's not a real kitchen, it's not the hustle and bustle of a real kitchen. But I'd always like to see myself as some bit of being a chef as well.*
>
> *170-M: I'd like to see myself as both because you can't train chefs without being a chef.*

Earth also clearly identified with the role of Head Chef, demonstrating strong allegiance to his occupational community of practice. However the approach adopted in relation to training was unique to each of the other informants. Earth continued to draw on the traditions which he himself experienced learning through the indenture scheme, or immersion into the practice:

> *104-E: Well the training came very natural because you knew how to do the job, the people you had didn't and you gave them induction, encouragement mentally observation you know you were able to fill that role, and once you kept encouraging them they were progressing every day .*
>
> ***125- Int: So you're very much like in the industry mode really?***
>
> *126-E: Still in industry mode yeah, still industry mode. Very hard after 26 years training ...*
>
> *132-E: ... the students are your commis chefs...*

It is fair to say that typically, informants felt comfortable in the role identity of chef. It could be argued that this role is in fact implicit in the role of tutor of the profession. There is the belief, of course, first expressed by Mars who stated that: *170-M: "...you can't train chefs without being a chef".* The complexity of role identity seems to manifest itself in the question of how much of a chef's role identity an individual needs to maintain in order to feel secure with a role identity of tutor, and how much does he or she need to discard or to replace with alternative parts? In consideration of this, the individual's "comfort zone" seems to act as a selective symbolic glue, vortex or safe

refuge to which informants are attracted and which they reflect upon when determining role identity.

Mercury provides the following example of the comfort zone, contrasted with reflections of operating outside it when delivering theory classes:

> *84-Mer: The practical training in the kitchen was much easier because it was my comfort zone, I was there with my hands, I could show them but when I was standing up in the theory class I'd be there and they're just looking at me ... I have to say theory would have been the hardest at the start.*

Informants referred to a "comfort zone" on a number of occasions, when it became apparent that the comfort zone exists within, and relates to the physical training space provided in which informants play out the role of tutor on a daily basis. In particular, comfort is provided by familiar artefacts, reified objects, including uniform (chef's whites), activity and process. The zone can be determined by the physical environment, general surroundings and context similar to that of industry, all of which are properties historically bound to informants' professional occupational communities of practice. It is not surprising, therefore, when informants reflected on their particular role identity, that chef is the role which comes to the fore, weighted against that of educator/trainer. Neptune, however, adopts the view that stepping out of production mode is both preferable and less difficult; making a case that she sees her role identity as a chef having to work in a context of production under duress.

> *7-N: There are different scenarios, if you're in a kitchen where you can go into your kitchen and close the door with your class and you don't have a need to produce a meal that's a very different thing but when you're teaching students and have to produce a meal at the end of it at a certain time, you know it's more difficult.*

Up to now I have quoted data as necessary from informants to illustrate how role identity is taken and the implications this may have. The following summaries try to give a less fragmented picture of the way role identity worked in the practice of each informant.

Earth: Role identity is Master/Head Chef, although the descriptor of chef instructor was also stated. Earth uses a training methodology drawn from personal experience which reflects an indenture model (a form of paid internal apprenticeship in which participants were immersed in work activity under assessment). During production and training activities, therefore, Earth's students played the role of commis chefs, as in industry. The role adopted by Earth had the consequence of reducing the role options available to students; client / consumer or equal status were not available options.

Neptune: Role identity is seen as production chef whilst training students. However the preferred methodological / pedagogical approach in fulfilling the role of tutor is one of nurturing and caring for students, away from the production kitchens if possible, on the basis that production is seen as providing unnecessary levels of difficulty. The role identity adopted by Neptune allows for a degree of levelling in relation to role hierarchy within the class dynamic with respect to tutor and student. The student could be considered to be incorporated into the community of practice. This approach is reflective of observations of Avis *et al,*. (2002a) in their study of construction of learners taking GNVQ who state that: "... In some instances, in the GNVQ study we glimpsed examples of this process with learners and lecturers working collectively to resolve shared problems" (p. 46).

Venus: Role identity is seen as chef, educator/trainer and facilitator of learning. It is interesting to note the position taken in relation to role identity; this position may be connected to Venus' career trajectory towards teaching. This particular model also allows for a degree of levelling in relation to role hierarchy within the class dynamic with respect to tutor and student. Venus is of the view that students expect the tutor to adopt the role of Head Chef, consequently this is the initial role taken. Her adopted methodological approach was in part aligned to a phrase first coined by Lave and Wenger (1991), "legitimate peripheral participation". We know however from Lave and Wenger (*ibid.*) that this phrase was not intended to represent a learning methodology, rather "a descriptor of engagement in social practice that entails learning as an integral constituent" (p. 35). However Venus also in part concurs with Neptune, taking the view that pressure of production can sometimes "get in the way of training".

Saturn: Role identity is seen as a role model and supervisor of students with a personal responsibility for passing on the skills and knowledge of the profession to others. Saturn is most comfortable in the role of chef in a production kitchen and feels most vulnerable when delivering theory to students in a class situation. Saturn clearly takes the role and responsibilities of tutor seriously, adopting a nurturing methodological approach to training. This particular model also allows for a degree of negotiation in relation to role hierarchy within the class dynamic, however Saturn maintains an overall protective and caring role.

Mars: Role identity is seen initially as chef and leader, though following further reflection the role of trainer was also identified. Mars sees the role of chef as a driver of people and adopts the view that training is the same, the driving of students. However the roles which Mars identifies with and the selected methodological approach taken to programme implementation reduced the role options available to students; again client / consumer or equal status was not an available option.

Mercury: Role identity is seen as being a Head Chef, but also as a trainer and identifies with being more at ease when conducting training in relation to practical skills in the comfort zone of the production kitchen, in contrast to facilitating theory to classes. Mercury takes the view that training students is the same as providing training when working in industry. However taking this view is limiting the role of tutor on the basis of the requirement to provide underpinning knowledge designed to support practical elements within the programme syllabus. Mercury is not unique in experiencing feelings of anxiety or vulnerability when faced with facilitating theory classes. Again, the role adopted by Mercury reduced the role options available to students; client / consumer or equal status was not an available option.

2.4 Related experience, expertise and competency in role

Leading on from discussions in relation to role identity, this section focuses on the adequacy of experience in preparation for the role of tutor. Attaining the required levels of experience appropriate to a professional occupational skill as a chef prior to taking on the role of tutor is taken as a given and, significantly, at the time of writing criteria for recruitment to the role of tutor were appreciably weighted towards those candidates who

operated at a high level of occupational expertise. Little attention was paid to other attributes or experience which would complement the education and training elements within the role of tutor. This approach is substantiated by data drawn out of informants' individual *curricula vitae* which were freely provided by informants upon request. Qualification elements listed within these documents were drawn out and populated into each informant's Individual Personal Development Plans (discussed above in section 2.1) for analysis.

This analysis identified a significant gap: the need to consider factors which contribute to a successful transfer from the role of chef in industry to the role of tutor of the same profession. Typically, informants were recruited directly from industry, with no experience of education or training. However two informants had experienced a few hours' teaching, albeit with differing motivations. For instance, Mars had been approached to undertake a couple of hours' teaching in a local Institute of Technology. The offer was reluctantly accepted. Mars stated that:

> *93-M: ...I got into teaching because I.T. (the Institute of Technology) phoned me up to cover for someone who was out sick. The first time they phoned me up I said no.*
>
> ***94- Int: Why?***
>
> *95-M: Because I didn't have any interest in it, didn't want to be going to go teaching. I was quite happy doing my little thing in the kitchen.*
>
> *97-M: ...And a year later there was someone going out on maternity leave so the person I recommended, recommended me back so they gave me a ring back so they were fairly badly stuck so they actually slotted in an hour that I could come in that suited me down to the ground on a Friday afternoon, which was a bad time for students but a good time for me. So I went in for the hour with them.*

However in contrast to each of the other informants Venus, who determined a career trajectory towards a full-time teaching post, had intentionally sought teaching hours in an Institute of Technology early on in her career, stating that:

> *34-V: So I went along and did an interview and from that I did, for 3 years I did 6 hours a week, two 3 hour classes teaching second year, French chefs practical pastry work so that's how I am managed to get into that.*

35-Int: And so practically you weren't doing theory classes at that stage

36-V: No I would have done mainly one or two that was practical but it would have been theory involved in that as well.

38-V: Particularly with the pastry work

39-Int: Would that be then through demonstration and then they going away to do produce it and show it back to you?

40-V: Yeah, yeah partly demonstration and then doing it as well yeah

42-V:...I mean for those 6 hours that I did I probably had at least 3 to 6 hours at home doing preparation and even correcting things from the previous week so it gave me a realisation of what was actually involved in it ...

In contrast, Neptune provides an example of the impact of having a lack of expertise in relation to education and training and being faced with a class of eager students:

32-N: Like when you were in the industry and you were in charge of your kitchen and your staff, it was always very natural and everything and then all of a sudden you have a class of students and all eyes are on you all the time and you have to train them by the book as well and the timing element has to come into it as well whenever you have a deadline, you know so you're trying to do everything and in the beginning until you get used to it, I'd have to say it's not easy ...

A baptism of fire seems to have been the norm in terms of integration of informants into the role of tutor. Although the first lone class experience has to take place at some stage, it is the reasons behind the baptism of fire approach, and why it has continued to be accepted as normal, that is of concern and interest if learning is to be gained. Informants reveal there is a perception both from an organisational perspective and on the part of the informants that if an individual possesses expert technical expertise relating to a profession or trade, such an individual has the ability to teach, train and educate others in those skills to a similarly expert level. A contributing factor to this assumption stems from programme designs which demand high levels of practical participation. For example, as we have seen, informants typically adopt the role of Head Chef in a production training scenario, leaving students to adopt roles which reflect the industry role of commis chefs (or subordinates). The context in which training takes place is so similar to that found in industry (and identified as a comfort zone), that the untrained

eye sees a production kitchen (a stage) occupied by a brigade of chefs, all of whom are in uniform, producing food for daily consumption. The external appearance is that all is well and is as it should be. However informants reveal they are dealing with quite profound feelings of vulnerability, inadequacy and frustration and are at times on the verge of panic. These feelings are accentuated when informants are drawn out of the physical context of a production kitchen, their "comfort zone", in order to facilitate a theory class.

Until such time as informants speak outwardly in relation to their experiences, or a platform is provided for such conversation in relation to what is taking place behind the performance on view, the performance will be believed. We know this from Goffman (1990). Simply, the people in charge of providing a quality experience for students and for supporting the tutor to do so are not seeing the needs of tutors and are complacent in assuming what they see, a busy and productive kitchen, is good education and that tutors are coping. The consequence is that there is little visual evidence to promote further consideration by the organisation of the value of initial and continued development of persons in the role of tutor.

This lack of understanding is seen to be generalised, for instance Mars recalls similar feelings, having been offered a few teaching hours in a local Institute of Technology prior to being recruited to the role of tutor:

> ***100- Int: I see and did you have to prepare your own lessons going in?***
>
> *101-M: I did yeah; they gave me the book in the beginning and said that's what you're teaching*
>
> ***225- Int: How did you feel walking into class you got 15 or 16 students looking at you in a theory class?***
>
> *226-M: the first time doing it in ... Institute of Technology, I was a nervous wreck.*
>
> *227-M: And there's no other way to describe it.*

What does this mean, and why is this observation important? The significance in recognising what is taking place, and identifying possible reasons, is yet another piece

in the jigsaw which builds understanding of the importance of affording due recognition to the skill and knowledge sets required when fulfilling the role of tutor of professions. In contribution to this, informants do not currently choose to voice feelings of vulnerability to their peers, but just get on with the job, and further, do not seek platforms to communicate such feelings to the training organisation. It seems that in turn, the organisation is oblivious to any signals received or indicators which might alert the need for development paths for tutors in this regard. Thus the need is not identified and formal recognition of its significance is not forthcoming. The consequence of this is a further closing down of opportunities for informants to seek positions of meaningful engagement with communities of practice which represent education and training for the purpose of developing the skills, knowledge and understanding which underpin the role of tutor. In the absence of this meaningful engagement it is likely that informants will continue to experience feelings of vulnerability and further are in danger in relation to the requirements of the revised tutor role falling out of reach.

2.5 Career selection

Informants' career selection provides insight into how and why the career trajectories of our informants have come to fore, in turn contributing to our understanding of further factors which inform the professional identity of informants. With one exception (Venus), informants revealed that they did not plan to become either a chef or a tutor. Rather, each informant entered these roles either by chance or by circumstance, or were eased into the role by third parties. In contrast, Venus's first choice career was to work as chef, but she always maintained a trajectory towards teaching:

> *4-V: Basically I always enjoyed cooking, had a passion for cooking from a young age and I was influenced by family members who taught me how to cook and gave me a good foundation I think and interest in food and am I had my first job when I was 13 working in a kitchen which I really enjoyed and that made me want to go on to have a career in the kitchen as opposed to just cooking at home.*

> *32-V: yes I mentioned that earlier I didn't mention that now, I always wanted to be a teacher...*

Venus was motivated to gain experience in an environment of education and training over a three-year period, which provided access to and engagement with a few members of a new community of practice in education and training, on a weekly basis. These particular interactions are what Wenger (1998), describes as: "... a direct and sustained overlap between two practices" (p. 115). These "overlaps" assisted in opening up opportunities for Venus. Because she actually sought engagement and identified herself as a teacher as well as a chef, her occupation and identity were less threatened than they were for other informants, where becoming a teacher was incremental, by default or haphazard.

Mars, for example, entered his occupational community by accident and further, having carved out a successful career as chef, was not interested in or committed to changing career to move into a role in education as tutor at the first opportunity:

> *4-M: ...it was more by accident because I was actually working, I was going to school my brother offered me a part time job as a kitchen porter. I was only 13 at the time.*
>
> *6-M: So I went in working weekends as a kitchen porter, so one of the commis actually left and there was an opening ... and I wanted to fill it so it was by accident but as soon as the commis left it was on purpose.*
>
> *10-M: Something I wanted to do once I seen it.*
>
> *12-M: My brother being there I had a bit of pull so he was the head chef at the time*

Later an offer came to take up a few hours of teaching:

> *62-M: And said look there's a job here if you want it come over.*
>
> *95-M:... I didn't have any interest in it, didn't want to be going to go teaching...*
>
> *123-M: I wouldn't say that, I enjoyed the 3 hours*
>
> *127-M: ... I'd no intention of shifting over completely when I started first.*
>
> *135-M: The hours built up more and I got more and more involved in it ... I went up and said yeah I'll try it, full time for a couple of months, the 11 month contract and the first experience was in Poland ...*

Similarly to Mars, Mercury also observed that her career selection was by accident:

> *4-Mer: I think it was by accident, I started off actually in my first job in a café doing the dishes in the wash up and I remember one day I was asked would I go down to the kitchen to help the pastry chef ...*

Neptune's career progressed from a love of cooking:

> *11-N: Well I was always interested in cooking you know and then I won a scholarship, it was given by ESB at the time and that kind of started me off you know but I always had a love for cooking am so I suppose it went on from there.*

Earth, however, entered the profession and community of practice relating to chef at the age of 14 through parental guidance, following in the footsteps of a family role model who, it would seem, was viewed as being successful. Career selection was not fully determined by Earth:

> *4-E: I started in 1960, it was down in the R- Hotel, and it possibly was by chance that's really basically it. I was a 14 year old in Craft Skills school like a technical school, and the parents, my father worked as a tradesman ... and a friend of his there, his son happened to be a waiter in the R- and obviously heard through the grapevine that they were looking for commis chefs or a commis chef.*
>
> *So I was taking out of school before my final exam, and I suppose with consultation my parents went down to see the school teacher and they said, well if he comes back and does his exam, we'll get you some papers, do a little bit of revision and he should be able to get through his exam. So basically that's what happened and my parents went down and spoke to the school teacher, he released me, went to the job, went to the R-.*

The role model was provided by Earth's uncle, a chef in England:

> *4-E: Very naïve 14 year old but my uncle had been the chef, my mum's brother had been a chef in England in the Army. Then he went onto work in Henley, and he's always had a very high esteem in our family and Chef was seen as a good craft skills worker, so even then we didn't know the difference, but certainly he seemed better dressed and a lot more disposable income. He had good flash cars when he came home from England maybe it was only a once off I'm not sure, but that's the way it looked to us, so it looked a very prosperous job. I think that's the way my parents looked at it as well.*

12-E: ...The Company had an indenture scheme that your parents signed up after six months, you got six months transition, or probation and you signed up then for an indenture scheme.

As we can see it is evident that career choice for all, with the exception of Venus, has evolved or has been guided by others. Further, and significantly, this observation seems also to be relevant to the "transfer process" from professional practitioner to the role of tutor. Earth recalls the process through which he transferred from chef in industry to the role of tutor of his profession (at the time CERT was the Council for Education, Recruitment and Training in relation to the hotel, catering and tourism industry):

76-.E: I said I could have done that, but never felt confident enough, never thought I'd be able to teach. I'd rather be cooking and stuff, doing what you do well, didn't think I could teach seemed to be a wider spectrum to be able to teach, ... I remember ringing up K at the time. He was grumpy on the phone, why the hell didn't you apply when the ad was in the paper, I said well I wasn't looking for a job at the time. So I left it at that, and I got a phone call from another colleague, and he said look he says, I hear you're interested in going to work for CERT teaching. I said well I was. He said there might be some vacancies. He says why don't you write to them and get an application form. So I proceeded and made the application form, got the interview and 2 guys interviewed me, same two guys M and K who I had seen as buddies, and was always jovial with them. Then this easy going conversation, and then they offered me the job.

Neptune also recalls initially receiving an approach from CERT to enter into the area of education and training with an offer of an opportunity to deliver short culinary programmes in various locations around the country; typically 8–12 weeks in duration:

24- Int: So you were working, were you approached to come into CERT or...

25-N: Yes CERT were going to run a multi skills course I think it was.

27-N: So many weeks in the restaurant and so many weeks in the kitchen and whatever and I was asked to be an instructor on that so, I accepted ... they ran sort of from the end of the summer up to Christmas.

35-N: and the first year I spent going around different parts of Ireland on those courses, giving those courses.

36- Int: giving the same sort of 13 week type programmes.

37-N: Sometimes they were 8 weeks; sometimes they were 12 depending on where it was you know like.

38- Int: In the skill area of chefs?

39-N: oh yeah, yeah

57-N: ... well I had a taste of it then and I liked it and I was hoping that maybe I was just wondering that there will be a full time job which I wasn't very sure of.

Mercury recalls being assisted and encouraged by a contact based in an Institute of Technology, and successfully securing a position:

62-Mer: ...M who is a tutor in G, [Institute of Technology] she sat me down and she helped me do things with my CV and cover letter and stuff, sent it in and I got a reply back, and I felt great, I have to say I never looked back since.

80-Mer: I suppose the fact that when I was in the G- Southern I was actually showing people what to do, ... I said I wouldn't mind doing this so I went over and talked to somebody in the I.T. and they were saying well why don't you do it, you'd be great...

An opportunity arose for Venus to achieve her ambition; entering into the realms of teaching following a contact and recommendation from her former tutor to cover a few classes at an Institute of Technology:

32-V: yes I mentioned that earlier I didn't mention that now, I always wanted to be a teacher... I was fortunate enough about 5 years ago to get a phone call from one of the lecturers that I'd had in college who told me that they needed somebody to cover classes and that he wanted to nominate me

42-V: ... it was a nice introduction to it because it was only a couple of hours a week and there was a lot involved in it ...

In the previous section we have gained some insight into informants' different trajectories and motivations and how they came to be chefs. It is likely these different trajectories relate to differences in motivation to seek meaningful engagement with the role of tutor.

In order to meaningfully engage with other communities of practice there is a need to bridge and overcome boundaries comprising the unique ways in which members of the

"other" community engage with each other. A level of shared practice provides opportunities for engagement, as experienced by Venus during her initial part-time intervention teaching in an Institute of Technology. A shared dialogue was developed over time in terms of language, practice and behaviours in preparation to taking up a full-time post as tutor. Dipping a toe in the water provided freedom to choose whether to continue to develop further meaningful membership through communication, shared meaning and practice. In contrast to Venus, the other informants typically found they were immersed in a role in education without first having this opportunity. The effect of this is similar to jumping into a plunge pool: an impulse to head for the side and cling to the edge, holding on to that which is familiar; in this case a professional identity with an occupational community of practice, and a reluctance to venture back in to the unfamiliar waters of a community of practice particular to education / training.

Theme two: Summary and discussion

In this theme, which examined contributing factors informing professional identity, focus was placed on qualifications; the perception of self; identifying roles; related experience, expertise/competency in role; and finally, career selection. Analysis of the data identified some confusion and varied perspectives taken by informants in relation to professional identity in the context of fulfilling the role of tutor of their profession. There is an understanding among informants that qualifications (at minimum, craft level) are key to determining identity among a community of practice which is representative of professional practitioners. However, a number of higher qualifications have been achieved. The motivations for attainment of qualifications differ widely: a need to gain skills and knowledge; a badge of recognition both internally and externally in relation to community of practice; financial reward; and providing job opportunities. Qualifications are a form of formal recognition of an individual professional identity; only one informant however had pursued a qualification relating to the field of education. Significantly, this particular informant formed career objectives at an early stage of her career, the overall goal being to teach. In terms of access to qualifications, the employing organisation provided a basic "On Job Trainer" programme within the first few months of employment for chefs newly recruited to the role of tutor. The assumption was that this programme was all that was required to complete the

transition; the consequences of this are a reduction in the potential of informants in meeting the requirements of the role. This organisational assumption reveals a lack of understanding of the complex journey undertaken by informants from the role of practitioner to that of tutor. However, support is available to informants based on individual case making, driven by employees. From an informant's perspective, unless both the informant and the organisation recognise a need for encouragement to attain an education qualification, informants will continue to remain vulnerable in the role of tutor.

Perception of self is another factor which contributes to professional identity. In this particular instance focus was drawn to the informants' conceptions of their professional selves in terms of how they are seen by others and as determined internally by themselves. Typically, informants struggled internally to define their individual professional selves, as they are located at the nexus of a duality of roles between operational practitioner and tutor of that occupation. Following deliberation, informants tended to identify with the role of chef in preference to other legitimate identities available, indicating a strong sense of belonging to occupational community of practice. The term "broker" of knowledge (a concept discussed by Wenger, 1998) was explored; this term is the closest to the role of tutor as played by informants. It was argued, however, that it does not capture what is actually taking place in the role of tutor.

In terms of the portrayal of their professional selves to their students, again a duality of roles was portrayed by the informants. The first role is that of professional chef and the second, professional educator / trainer. These particular findings drew on Goffman's (1990) theories in relation to performances. It was demonstrated that typically informants were aware of a need to meet student expectations in relation to performances given and behaviours expected. Further there was an understanding that the discourse of chef does not transfer to the context of tutor unless edited in terms of expected behaviours. Informants believed that the role of tutor is not fully recognised by the professional representative body for professional chefs; this added to concerns surrounding identity.

A factor which contributes to gaining a more informed understanding of the professional identities and community membership of informants is the notion of individual role identity; the personal interpretations of informants concerning the role they are employed to fulfil under the title of tutor. Attachments and weightings towards communities of practice were identified, providing indications of the degree of progress on informants' journeys towards meaningful engagement with an education and training community of practice. The data also provided evidence on the maintenance of individuals' membership of their occupational community of practice.

One consequence of shifting professional work roles from practitioner to tutor is that it makes redundant certain activities and responsibilities which were available and implicit in the former role. Conversely, occupying a position of tutor makes available a range of alternative activities and responsibilities implicit in that role. In probing informants for their thoughts on how they identified, applied and interpreted their role as tutor, this line of questioning provoked a great deal of individual reflection. Role identity proved to be a complex phenomenon for informants to grapple with and articulate. This complexity is understandable, given the duality of roles which informants have to fulfil under the title of tutor. Consequently, informants identified with a number of roles. Within these the emphasis, in terms of ranking, shifted from one to the other depending on the immediate identified need. Examples given were Head Chef, tutor, trainer and facilitator, the two key roles being chef and tutor. An array of mutual attributes was also identified. This made the tasks of identifying allegiance to a single role and of determining clues to professional identity more complex. In order for any shift in the area of role identity to take place, informants would need to be secure in the knowledge that if they relinquished the mantle of Head Chef, their professional competence would not be perceived as being diluted.

Further individual role identity was found to affect methodological approaches to programme delivery. Particular roles, adopted by informants by default, reduced the roles available to students; this in turn defined elements of group dynamic and hierarchy within the class. For example, when the tutor took the role of Head Chef and leader of a production kitchen, reflecting industry practice, the only role available to the student to

occupy would be the subordinate role of commis chefs, closing down options more aligned to the changing student profile of consumer and client.

Typically, however, informants felt comfortable in the role of chef, an identity which is in fact implicit in the role of tutor of that profession. Further, the term "comfort zone" and the physical representation of such was identified as a sort of selective symbolic glue, or a safe refuge to which informants are attracted, and which they reflect upon when determining role identity. The term "comfort zone" relates to the physical training environment provided, in which our informants play out the role of tutor on a daily basis. This space contains properties historically bound to the informants' professional occupational community of practice. It is not surprising, therefore, that when informants reflected on their particular role identity, chef was the first role which came to the fore.

Leading on from discussions in relation to role identity, an examination of related experience, expertise and competency in the informants' role provided discussion in relation to the adequacy of experience in preparation for the role of tutor. Recruitment of tutors was significantly geared towards those candidates who were deemed to operate at a high level of expertise as professional chefs. Limited consideration was paid to other attributes or experience in education or training.

Insufficient attention by the organisation is given to the factors contributing to the successful transfer of an individual from being an occupational chef in industry to becoming a tutor. The "baptism of fire" approach was apparently the usual method of professional integration for informants. However it is the assumptions which underpin this baptism of fire that are of concern and interest. There is a perception both in terms of an organisational perspective and on the part of informants that if an individual possesses technical expertise, that individual has the ability to teach, train and educate others in those skills to a similarly expert level.

The context in which training takes place is one which is similar to that found in industry; the audience sees a production kitchen occupied by a brigade of chefs in uniform, producing food for daily consumption and a confident tutor in charge. In reality, informants in role as head chef are typically dealing with quite profound feelings

of vulnerability, inadequacy and frustration. Such feelings are exacerbated when informants leave the production kitchen in order to facilitate theory classes.

Informants do not currently choose to voice feelings of vulnerability to their peers, or to the training organisation that employs them. In turn, it seems, the training organisation is oblivious to any signals received or indicators which might alert them to the need for development paths for tutors in this regard. Thus there is a closing down rather than opening up of opportunities for informants to seek meaningful engagement with communities of practice which represent education and training, and which underpin the role of tutor. In the absence of this meaningful engagement informants will continue to experience feelings of vulnerability; further, it is likely there is danger of the requirements of the role of tutor falling out of reach of informants over time as their knowledge gap in the area of education / training widens.

Investigation of informants' career selection process provided an insight into how and why the career trajectories of our informants have come about, in turn contributing to our understanding in relation to further factors which inform professional identify in relation to our informants. Only one of the informants chose independently to follow a career as a chef or a tutor. Rather, they entered these roles by way of chance, incremental evolvement or third parties. Those informants who determined career path trajectories towards education / training as a clear objective are more likely to seek access to, and meaningful engagement with, other communities of practice in this field, in preference to maintaining mono-dimensional community membership relating to their original professional occupation.

In order to meaningfully engage with other communities of practice there is a need for informants to overcome barriers in relation to the unique and even idiosyncratic ways in which members of communities engage with each other. Levels of shared practice, interests and dialogue provide opportunities for meaningful engagement, as experienced by Venus during her initial part-time intervention teaching in an Institute of Technology. Sudden and complete immersion of informants into a tutor role within the field of education creates an impulse to hold on to the familiar, thus strengthening professional identity within the occupational community of practice and generating a

reluctance to venture into the unfamiliar waters of a community of practice particular to education and training. Gaining a position from which to try the experience safely provides freedom and time to choose whether to continue meaningful membership of complementary communities of practice.

The hierarchy of nodes and category templates relating to theme two, "Professional Identity", are provided in Appendices 3.1 – 3.6 for the further interest of the reader. A discussion is provided below in relation to theme three: Maintenance of formal and informal role legitimacy.

Theme three: Maintenance of formal and informal role legitimacy

This theme addresses the maintenance of formal and informal role legitimacy and examines role identity under five sub-categories:

3.1) Culture
3.2) Perception of qualifications
3.3) Satisfaction
3.4) Challenges in keeping up to date
3.5) Personal development.

In order to qualify what is meant in this instance by "formal" and "informal" role legitimacy, I will address each in turn by providing a brief definition of my understanding and interpretation as applied to this research project.

Legitimate: Seen as and being authentic and valid in terms of depth and capacity to "be" and deliver in the role of chef and or tutor.

Formal: Being officially recognised by employer, representative bodies and award bodies as having proven depth of skills, knowledge and understanding which underpin and are implicit in the title of chef or tutor.

Informal: Without needing to be officially sanctioned; as viewed by colleagues, students and other stakeholders; both internal and external.

3.1 Culture

Within this theme the term "culture", which impacts on the daily activities of informants, means two distinct things. First is that historical "culture" derived through tradition, discourse and behaviours relating to ways of being and the way participants act within an occupation and community of practice. Second, it refers to differences assumed to be associated with different ethnic heritages, i.e. in the sense of a multicultural society. It is relevant here because the multicultural society is new to the Republic of Ireland. The impact of such a phenomenon has revised the *status quo* most familiar to informants in terms of the dynamic which exists between student and tutor within their respective classes. This has brought new demands and challenges to informants, particularly in relation to coping strategies. Informants are now experiencing pressure to facilitate learning through revised delivery methodologies which accommodate varied and flexible approaches; an area in which analysis suggests informants are somewhat exposed. This exposure is seemingly precipitated in the main by informants having not yet recognised a need for a personal shift or development in ways which encourage the seeking of meaningful learning and engagement with an education and training community of practice. Currently, as we shall see under 3.5 (Personal development) informants have typically given little acknowledgement to personal development in the area of education and training with the aim of gaining understandings in relation to the philosophical underpinning of the ways in which people learn. The implication is that all that is left in the professional arsenal of informants to draw on when faced with the complexities of meeting the learning needs of a multicultural class of students is a reliance on former occupational capacity to lead from the front, or top down; this is a fall back position of power through hierarchy of role "I will show and you will follow and repeat". When informants adopt such a position, this action in turn exposes professional vulnerability as holes or gaps are revealed in individuals' professional capacity to meet the requirements of the role of tutor.

Mars spoke of culture shock on returning to working in industry in Ireland having moved back from London only five years ago; his comments support the notion of a multicultured society being a recent phenomenon in the Republic of Ireland:

> *69-M: And we decided to get married and have a family and I loved working in London, I loved the work but it wasn't the place where I seen to raise a family so at that stage we made a decision we would come back to Ireland and raise a family here. But it was a culture shock actually coming back from a 5 star in London to Js Hotel in Limerick, there was nothing wrong with it but it was just a real culture shock.*
>
> ***70- Int: In what way do you mean culture shock?***
>
> *71-M: In every way because when I was working in London, it was 16 hours a day more or less 6 or 7 days a week. And you didn't ask any questions, you didn't get overtime but you wanted to do it because if you didn't do it there was someone outside the back door waiting to come in to replace you. Here in Ireland it was more easy going, the hours were shorter... It was actually bringing ideas back from England trying to put them onto a plate and trying to get food accepted like Gravadlax back then that wasn't heard of and putting raw salmon roes onto a plate.*
>
> *75-M: I think it was different cultures, in England you had a mixture of cultures whereas back in Ireland back then you didn't have any mixture, it was Irish, Irish, Irish....*

Earth offered further insights:

> *38-E: ...He was great! Well the fact that he was Irish ...I liked him a lot at the start, didn't find his culinary skills magic ...*
>
> *48-E:..H was head of the Irish Transport and General Workers' Union and they were very opposed to a French man coming in taking the jobs. They reckoned the Irish were good enough, but in reflection they weren't I have to say.*

In contrast Mars, who had some experience in working in a multicultural environment in London, reflected on his 10-week experience of working in Poland as teaching Polish nationals who attended a pilot training programme prior to moving to the Republic of Ireland to work. However in this instance all students had at least two years' culinary experience and were drawn from Polish schools of gastronomy. On reflection, Mars sees this time as being most challenging:

160- Int: Ok so that was your experience in Poland then if I can sort of, how would you summarise that experience

161-M: Probably the best experience of my life in every way because you have different cultures, it was the most challenging and because you moved over to a different culture..., you had to learn a different way of communicating, now most of them could speak very good English in fairness to them but basic things like and even your skills were tested, the likes of flour, completely different flour so when you go to make pastry and demonstrate pastry it doesn't end up so you have to put it in a little bit more effort. So it pushes it to your limits.

Following a time when all things in Ireland were Irish, European Union expansion has provided migration opportunities to Eastern Europeans and others to relocate to the Republic of Ireland in order to undertake education and training programmes locally. As a direct result many of the problems and challenges and remarks that Mars associated with working in Poland are directly transferred to informants in the job role of tutors in the Republic of Ireland. Quotes from both Earth and Saturn offer clues as to how this dynamic, an influx of non-Irish nationals into classes, has impacted on the ways in which informants interact with their students, drawing attention to a need to spend more time and effort with students than in previous years. Further, communication difficulties between international students and informants are identified as a potential barrier to student learning. While informants expected differing levels of personal commitment from students, ranging from high to low, they experienced instances of near "non-committal" and they reported this as being an accepted norm within one particular ethnic group. It is also clear that it cannot now be taken for granted that all students will be able to follow basic instruction, as experienced by Earth and Saturn:

154-E: ...you get some good ones, we've had some stressful times with ethnic communities, the Nigerians have been very difficult to teach, it's their culture, the afternoon they flop out ...

40-S:... I suppose and I suppose we have a lot of people from different countries in now and we have to deal with that as well ... years ago you were used to everyone speaking English whereas now that's, it's a barrier at the moment because people don't understand you, you have to speak a lot slower, you have to spend more time with people whereas before you could say to them you know; get me a lemon or a lime and that was no problem but when you have to think of people now from different countries they mightn't know what ours is. That it's difficult at the moment ... I think you need a lot of patience as well and when you're training and you have to understand people ... not everybody can ah

learn something by showing them once, some people learn differently, some people learn by doing, some people learn by seeing , some people by writing out, you have to allow for that as well ... now we have a different culture and you obviously have to spend more time and you don't take things for granted that everybody knows what a chicken is or everyone knows what a piece of fish is ...

Venus recognised that, in addition to revised expectation, new technology and cuisine, multiculturalism has had a direct affect on the profile of her students in terms of their formal levels of education, which are now seen as being higher:

89-Int: And what changes do you think might be happening I mean you know is it just dishes or is it just technology or ?

90-V: A lot of things, I mean dishes and technology, I mean I think the whole eating culture in Ireland has changed over the last couple of years, a lot of it has got to do with as they say globalisation the fact that the people are travelling but also we have a huge influx of foreign nationals coming into the country who are bringing their own different cultures and their own different dishes am cuisine into the country and people will be looking for that and they're our new customers now as well you see ...

102-V: ...people's needs are changing right but also in terms of education the people are becoming more demanding, people are becoming more educated themselves so by the time that they come to us now they're probably sometimes more educated than they would have been 5 or 6 years ago.

Venus's responses provide further evidence that the role of tutor is becoming incrementally more challenging in terms of meeting the demands of changing profiles of students. There is clearly a need for informants to equip themselves with the learning required to meet these demands in a proficient and professional way, both in terms of satisfying all relevant stakeholders and in providing evidence of legitimacy, both informal and formal, in the role of tutor of their profession. One of the ways in which formal recognition of legitimacy can be gained is through personal development, gaining relevant qualifications which are acknowledged within and throughout the community of practice within which one practices and with which, in turn, one is identified. Achieving this position presents a dilemma for informants as we have already seen, given that there are in fact two communities of practice within which tutors of professions are required to demonstrate competency as a requisite to attaining formal and informal legitimacy in role.

3.2 Perception of qualifications

Informants' perceptions of qualifications vary, both in terms of occupational qualifications and of those specific to education and training. Examples of the perceived importance of qualifications are:

- A means to an end
- A basis for reward
- A basis for recognition
- Personal empowerment
- Not necessary
- Vital
- As providing some confidence
- A means to providing access to jobs
- A means to providing access to travel

However, in order for these descriptors to be of any use in gaining further understanding of the determinants which influence these views it is necessary to draw attention to individual perspectives. Mars, for instance, was initially averse to studying for qualifications *per se*; he was a chef and qualifications *"got in the way of things"*:

> *15-M: ... I was quite happy to work away up the line without any training...*
>
> *28-M: Now at that stage I was out of college a year and one of the tutors in Galway phoned me and asked me did I want to come back and do the advanced courses. And actually I laughed at him at that stage, said no I'm "cheffing" now that's what I want to do, I'm in the thick of it I like it*

However, inspired by watching world-renowned chefs and following some encouragement, Mars did go on to achieve craft and higher qualifications.

> *32-M: Going and doing college at the same time that was doing blocks at the same time so it was easy to do but I was in the kitchen and that's all I wanted to do.*
>
> *36-M: Quite happy I was quite happy with that at the time sixteen seventeen.*
>
> ***39- Int: Right and how did you find then the you know; the difference between probably the way your brother did it and the way you did it in getting the qualification. Did that help you?***

40-M: The qualifications helped me a bit, I don't know actually to be honest. I seen Anton Mossimann on the television one night and

41- Int: Anton Mossimann? [Anton Mossimann is a renowned chef]

42-M: Yeah and I seen the way he was doing things and I looked at the way I was doing things, I says I don't want to end up like this I want to end up like him.

50-M: It gave me confidence it gave me basic knowledge of everything from there on I knew I had basic knowledge of everything and that built up my confidence and even at that going for a job, it was easier to go for a job when you had the qualifications.

Qualifications in this instance are seen as providing self confidence and a badge of recognition, not necessarily as useful learning. Mars further describes taking qualifications as a means of *(91-M) "ungluing myself from that rut"*.

90- Int: Ok, so you went back to college. What made you then suddenly decide then that you wanted to go back to college to get qualifications, what changed in you because at one time you didn't want to go back?

91-M: I think settling into a rut and was the only way I could see of ungluing myself from that rut was to retrain myself and get that get up and go in me back again so I decided to do the Advanced Kitchen and larder, now that was intentionally that was the only one I was going to do at the time but once I got one done I wanted to do another one and ended up doing the whole lot of them.

The perception of studying for qualifications relating to education and training is similar to the position taken initially by Mars in relation to qualifications relating to his own occupational area; taking the view that immersion into the role is the best way of becoming proficient, somewhat dismissive of qualifications, a starting point from which Mars eventually progressed. However at the time of writing, Mars had postponed commencing any formal education relating to education and training:

233-M: I would be a lot more confident but that's down to experience, it's experience that would build it up more than qualification.

235-M: You need the experience because the qualifications can give you so much but you need the practical skills of doing like how do you deal with a student that's disrupting the class, or a person that's too quiet and won't answer your questions, the qualification will teach you how to do that but in reality

you're going to have to put that into practice, every time you do it you get more experience. You build up people skills more than anything else.

In contrast to each of the other five informants, Earth entered the system of gaining qualifications through an early form of indenture or apprenticeship, progressing into industry through what can be termed as old school passage. Earth perceives qualifications as a basis for further financial reward (a position which is in contrast to that of his employing organisation). Further rewards are not forthcoming, consequently Earth does not see any reason or personal benefit to progress in terms of qualifications from occupational craft level and, moreover, does not identify a sufficient need to generate interest and intention to study for qualifications relating to education and training although, it should be noted, Earth has a very high level of competency and expertise as a classical chef.

Neptune displays a similar position to Earth in terms of individual perception of qualifications which relate to education and training, although Neptune acknowledged the three-day trainer course she attended in the beginning was useful, particularly in relation to:

(85-N:) ...how to deal with people in a different way...but then after a little while it's just like when you were in the industry, it comes naturally...

However Neptune holds occupational qualifications in high value and has achieved a BSc in Culinary Arts:

84- Int: And in terms of you know you did your instructor's course, and your one-to-one training and group training techniques and have they helped you in being a trainer? In what ways do you have to draw on that?

85-N: Well in the beginning you needed it in the beginning because it was so very different but then after a little while it's just like when you were in the industry, it comes naturally to you but like in the beginning you didn't really need to know how to deal with people in a different way, like you are teaching now whereas before you know you were in charge and that was a different scene.

It is interesting to note that Neptune hints at a subtle change in the power relationship with regards to subordinates when working in industry and now, when working in

education. Saturn, however, seems to have clear personal perception of education *per se*, particularly those qualifications which relate to her occupational area, as being of high value; she received a medal for student of the year, stating: *(8-S) "...it was hard work but it was worth it..."* however it is interesting to note, even though Saturn now identifies her career path is to "*...go into lecturing...*" there is no indication of any recognised need or perception of benefit in studying for qualifications which relate to education and training:

> *8-S: ... It was very difficult working long hours in industry and then spending one day then in college and then my other day off was study doing assignments and research, because I was working towards going into lecturing that's what I wanted that was my goal... it was hard work but it was worth it and I want to continue onto my education at the moment I just finished my, I got my Diploma in Culinary Arts there last year.*
>
> *10-S: And I was awarded student of the year ... I got just a little medal just in recognition of my hard work and it was great then because I brought that into the students...*
>
> *18-S: I think it's important, education, you're never educated enough I think there's always something new you have to learn everyday ... education is important because you can travel with it and it's important as well to keep updated with yourself and to keep your brain working as well.*

Saturn clearly identifies a number of benefits in educating oneself, such as assisting personal confidence and providing access to travel through job opportunities:

> ***19- Int: And what does that give to you in terms of confidence?***
>
> *20-S: You're more confident, you know what you're talking about, like you know if you're educated you can talk to people you can stand up and you needn't be scared of people and because as long as you know what you're talking about and if you're trained and that, you know what you're talking about.*

Saturn is currently struggling with the value in studying for a degree and later an MA in Culinary Arts, having listened to perceptions of colleagues in relation to such qualification stating that: *(46-S:) " ... I'm talking to a few of the instructors in Galway and they're kind of guiding me along on what courses I should be looking at you know"*:

44-S: ...I'm looking at different courses at the moment was going to back and do my degree in Culinary Arts am I was looking at that. That was going to be one year in Newry and then I looked into that and then it was one day a week like and then I was told I was going to have to go back for another 2 and a half years to get a Masters so and then I was told then by other instructors in Galway that it wasn't worth the paper it was written on.

45- Int: To who?

46-S: What I'm saying is like the Masters in Culinary Arts like is not going to benefit you that much, you should go off and look into doing something else so I'm talking to a few of the instructors in Galway and they're kind of guiding me along on what courses I should be looking at you know.

As researcher I needed to probe here and freely admit I found myself almost leading the informant to consider whether she thought of focusing on studying for qualifications which would assist the role of tutor in providing learning, directed at the philosophical underpinnings of educating and training; how people learn and the tools and techniques which can be applied; for instance a Masters degree in Education and Training:

47- Int: Is this in relation to your job role as a tutor?

48-S: Yes, it would be kind of doing different it would nearly being going into opening up your own business as well, it would be looking at that, the managing side, financial side which I think is very important as well, the budget side I was looking at am the financial control one, I was looking at that you know for budgets and keeping within budget and everything, I think it's important.

49- Int: Is that so that you can pass that information onto your students or is that for yourself?

50-S: For myself because budgeting is in am is in my job role, you have to keep within certain budget, be able to forecast am budgets and things like that, I would like to get into that and I have an interest in figures pass onto students as well because costing is on, is costing and GP, that's on their programme...

Again the responses from Saturn indicate there is a perception that the only qualifications relevant to her role as tutor are those which support occupational expertise. Saturn further sees qualifications as recognition of expertise from an industry perspective in terms of securing employment:

70-S:...suppose train in training college it's important to have your qualifications behind you, because you'll see in any papers now for ads they

either want am the qualifications they have City & Guilds or NTCB and another one now that they have now as well is HACCP and must be have good knowledge of HACCP* you know so people want people that are trained and have education and qualified you know to cover themselves...*

*National Training Certification Board (NTCB)
*Hazard Analysis and Critical Control Points (HACCP)

Mercury, on the other hand, has a personal perception that qualifications are empowering, give a sense of pride and are a means to an end in terms of a recognised bench mark, badge of recognition to secure particular employment.

Mercury has the intention to secure employment in an Institute of Technology with a view to teaching and further recognises that an MA in Education is the minimum requirement. At the time of writing Mercury was considering studying for such a qualification, the driver being access to a work role and future financial benefit; not necessarily for the learning. However Mercury did hint at gaining (*76-Mer:) "a better understanding"*:

76-Mer: Because I work in the education and training department and I just thought I'm working in there so I might have better understanding and I love the word empowerment because I feel empowered in the last few months empowered to educate myself to get further in life.

8-Mer: I suppose really at the end of the day to have paper, a cert stating that I was qualified in this, just looking down at the end of the road really I suppose for financial background really, in order to get the right salary I needed to have qualifications.

9- Int: Qualifications so the qualifications meant some sort of, I suppose you were speaking and acting with authority perhaps from having the qualification.

10-Mer: Yeah

11- Int: What about the learning in relation to the qualifications?

12-Mer: I suppose obviously in the college there would be tutors there that would have the knowledge and the skills, they were able to pass that on to me so therefore I was gaining, improving my knowledge and my skill of making different cakes or going onto main courses and stuff like that.

54-Mer: so it was a great achievement for myself, I remember getting that cert I thought I was the business, I felt great.

126-Mer: I suppose really it's to develop myself, I want to develop myself as much as possible because at the end of the day I hope to be back home in the I.T. College teaching and I need Masters to do that.

127- Int: Ok so you need the Masters to get the job that you want?

128-M: yeah

However in contrast Venus has always maintained a career trajectory towards teaching. She perceives she has the relevant qualifications relating to her occupational area as chef, but interestingly identifies the need to gain further skills and knowledge in relation to education and training. Venus is unique in this regard but also sees qualifications as a benchmark for gaining employment. There may be a link between a distinct career trajectory towards teaching and the recognition of a need to study education, in contrast to being drawn into an educating and training role by circumstances of chance or opportunity:

79-V:... I've started to do a Masters in training and education so I need to broaden my horizons in that respect.

80-Int: And what prompted you to take that programme on?

81-V: Because I just wanted to get more information and more training and knowledge in this area because I feel I have the culinary skills that I require to do my job but I don't feel that I have all the academic skills or qualifications I need to do my job.

82-Int: Is that because the benches the line is getting higher in terms of the qualifications required for this type of job

83-V: They are getting higher I mean I remember when I started to work in here first for instance, I didn't have any qualifications all I had my 706 one and two and I had my advanced pastry but yet I went in and I was teaching people and now if I wanted to get a job in one of the institutes I would have to have at least an honours degree at least

In common with all the other informants, Venus had been recruited to the role of tutor on the basis of experience and occupational qualifications, and only attended a three-day "train the trainer" programme following one year of employment as tutor. The

perception is that this programme was very useful, if only to substantiate correct practice. Having initially experienced a level of nervousness and apprehension, Venus had been learning the role of tutor through a process of Legitimate Peripheral Participation during her first year as tutor, mirroring behaviours and technical expertise observed from others who can be described as the more established tutors and community members who have come to occupy individual and particular stages of transition (over time) into the role of tutor educator/trainer; thus adding to her own capabilities drawn from industry:

> *51-V: And then I've done various different things since I started working with this organisation as in the train the trainer programme, train the trainer and operations training, techniques which has been very beneficial.*
>
> ***52-Int: And how long were you in the position here before you did the train the trainer***
>
> *53-V: I was here for a year before I did that*
>
> ***54-Int: And how did you feel within that year in terms of your preparation in relation to training and education***
>
> *55-V: It wasn't that I felt uncomfortable I mean initially when I started I was a bit nervous and a bit apprehensive but I feel comfortable when I'm in the kitchen so when I'm in the kitchen and I'm showing someone how to do something I feel confident enough that I'm able to do it but I needed some background and I hadn't been given any of that and I had asked colleagues and I had watched other people how to do things but I had no formal training in that so I felt that I didn't need to do that but am I think from doing the programmes I did learn stuff but I also found out that I had been doing a lot of things in the right way so that was good and that was helpful and am yeah.*

It is interesting to note a level of comfort and confidence is provided by familiar work surroundings of the kitchen, and "showing" students how to do something, possibly maintaining or reverting to the role of occupational practitioner. However Venus also holds the view that one should be academically prepared in order to give value to the client (or student), stating that: *"(85-V) and it's only right, I think it's only proper you know, people expect a lot of you, they're giving their time and quite often their money to come along"* (informal role legitimacy).

There is a notion of multiple perceptions among informants of how useful qualifications are and the reasons for endeavouring to achieve them, whilst at the same time underlining a general theme in relation to seeking qualifications relating to education and training. In all cases, with the exception of Mercury and Venus, the perception is that seeking education qualifications is not necessary. Mercury however believes that a qualification relating to education would be necessary, but only in respect of gaining access to targeted employment (formal role legitimacy). On the other hand Venus, who has a career trajectory aligned to teaching, recognises the need to gain academic skills and learning in order to carry out the job of tutor (informal role legitimacy). In restricting access to learning in relation to education and training tutors typically encourage further barriers to engagement with a community of practice which reflects or encompasses education and training, further hampering movement or transition in this regard.

3.3 Satisfaction

One further way of gaining insight and understanding of what is taking place as occupational master craftsmen transfer to the role of tutor is to identify levels of personal satisfaction, and the ways in which informants experience personal satisfaction both from the perspective of occupational chef and of tutor.

Satisfaction emerged as being a significant dimension which altered considerably following the personal shift required by informants in moving from an occupational practitioner role in industry to the role of tutor of that occupation. Informants revealed that triggers for personal satisfaction have changed in two distinct ways: first, by unit of measurement – in terms of the unit that success is measured against, and second, by time – in terms of duration between input and tangible, measurable outcomes which signal success and inherent satisfaction. Taking the first of these, occupational practitioners, when working as chefs in industry, were under continuous pressure to produce individual dishes to an exacting standard in order to meet personal goals, the customer's needs and business requirements. Mercury provides an example:

> 4-Mer: *...I loved producing, starting with raw ingredients and having a dish then at the end and then the fact that the customers are saying that they enjoyed*

it so I liked having the customer needs, pleasing the customers and I suppose the satisfaction for myself ...

26-Mer: I liked producing, I liked producing stuff, I suppose to me it was a work of art, I liked producing the work of art and giving it to the customer and hearing back saying that was fantastic, I felt great.

Occupational practitioners can in many ways be viewed as artists and, in the case of chefs, artists under continuous critique. You are only as good as your last dish, hence chefs gain great satisfaction from producing dishes to their standards many times during one shift. The unit which provided a measurement of satisfaction is the unit of production; the dish itself. In contrast, chefs now working as tutors of their profession typically do not have opportunity to produce dishes under similar conditions or context to those experienced in industry. The unit of measurement has shifted from "dish" (produced by chef) to "student" (under tuition of tutor). Tutors now identify the student as a single unit of production and thus the measurement of personal and organisational success; which in turn directly relates to personal tutor satisfaction. Time is the second change factor to consider. Tutors no longer have opportunity to measure success or to feel safe in the knowledge they can perform or more importantly, demonstrate high levels of performance to themselves or to others on a daily basis. Typically, students graduate from programmes either on a four-month or two-year basis, depending on the programme. Students are identified as a product of the tutor and therefore measures of success identified by the tutor are infrequent and further, are somewhat intangible. Intangible if one considers the question, "is the grade achieved by a student a direct measure of levels of tutor ability and performance?" Moreover, the protracted time-frame for measuring success has a direct link to reduced opportunities for celebration in the role of tutor, in contrast to that of practitioner-chef. Venus states that:

69-V:... your goals are different you know, you might celebrate maybe at the end of the year of the achievements of the year but it's not the same.

67-V: ...the fact that you've achieved this so you don't have that same feeling in training.

During the interview process, informants were asked what is it that gives rise to job and personal satisfaction from each of the two perspectives. Mars provided an example of

this change of focus, further acknowledging that, as tutor, it could be many years before one sees one's "end product":

> *125-M: ... it was actually about 2 years later, it was one of the commis chefs that was in the class with me came working with us and you could see what you produced, he had an end product now very rarely you see your end product. It's when they came back in 10 years time and say I'm Head Chef in this hotel that's when you see your end product whereas in the kitchen it's every couple of minutes you see your end product. And that's the big difference.*
>
> ***285- Int: And you get job satisfaction by what, what gives you that job satisfaction?***
>
> *286-M: it's hard in here to actually put a pin on it, in industry you'll have an end product, here we have an end product but we don't see the result of the end product, we send students out to industry.*
>
> *288-M: You can see someone coming in - in week 1, they can't fry an egg, you see them in week 16 and what they're capable of doing that's your end product as far as that but in reality the end product is 10 years down the line.*
>
> *290-M: ... That would be the only end product you would have. Because you have the satisfaction you know you can do it and you know your students are capable of doing it and you see them doing it puts a smile on your face.*

However, Mars reflects on a more abstract way in which satisfaction or a "high" was gained through what is identified as "the buzz". When working as a chef in industry, there is an adrenalin rush which comes with live performance and pressure induced through the very act of being and doing what is demanded of chefs on a busy shift:

> *292-M: ... Industry is an adrenalin all the time, here you have it in stages, but you go into a kitchen in industry and you know you're going to have a buzz that night you don't have to go out drinking, you're going to get that high in the kitchen and that's one thing that always affected me. That's one thing I always enjoyed about it, you'd miss that ...*

Meeting challenges through professional role performance and drawing on occupational craft-related expertise confirms both personal and role ability, and in turn giving rise to satisfaction. There is no "buzz" identified in role of tutor; the context in which such a dynamic becomes prevalent does not exist. Instead, the focus is seen to shift to the

performance of the students, and again a connection is made between student progression and the personal ability of tutors as a means of substantiating personal achievement from which satisfaction is drawn. However the role of tutor is also identified as rewarding in the following ways: witnessing the success of the student; passing on skills and knowledge to others; helping people; and providing encouragement. Typically, as shown by the responses of Earth, Neptune and Mercury, tutors speak of their students with pride and satisfaction:

> *154-E: ...I have a group down there now and they're not going until 1 o'clock until lunchtime if everything is done, they are only 2 days in the kitchen but they're brilliant and I know they're brilliant, and that's rewarding when you're teaching.*
>
> *156-E: And when you do see the end of groups that are good it's rewarding, the thing on this is that's the real follow up of who succeeds.*
>
> *160-E: And that is rewarding that you made sort of decisions for people in their lives or they made decisions through your sort of helpfulness and encouragement.*
>
> *59-N: And it's great as well when you see students from day one not knowing anything and come week 16... they appreciate it.*
>
> *106-Mer: ...I enjoy it and I enjoy passing on my knowledge and my skills to the students because seeing the students come in on day one and seeing them leaving, it's a great achievement for me ...*

By examining the triggers relating to job satisfaction we see that tutors' opportunities for personal satisfaction are far more infrequent than when they were occupational practitioners. In order for an element of job satisfaction to be attainable, tutors need to move to a position which identifies and values those success measures which focus on process, and on medium- to long-term measures in preference to traditional immediate outcomes. It is clear that proficiency in role provides levels of satisfaction and assists in the maintenance of role legitimacy. However, in order for these tutors to maintain proficiency in their role they must continually seek a position from which to achieve and maintain mastery of their profession; a "profession" which now encompasses both chef and tutor. Analysis finds that both attaining such a position in the first instance and maintaining it are proving problematic; even elusive. Keeping up to date is vital to

achieving and maintaining mastery of a profession and is in itself a discipline which requires to be strategically managed in order to be effective.

3.4 Challenges in keeping up to date

A general acknowledgement of continuous incremental change and developments taking place in industry was identified. Interestingly, however, there was no acknowledgement of developments relating to education and training such as developing further understanding around perspectives of how people learn, revised, improved or alternative modes of programme design and delivery, and awareness and use of the latest audio-visual equipment techniques. Informants were asked how they managed to update themselves in terms of developments with respect to their role as tutor. Leaving aside formal personal development for the moment, five key trends in approaches taken by informants emerged:

a) Target opportunities to return to industry activity as chef for a few weeks per year in order to update skills and knowledge

b) Subscribe to publications relating to occupational profession (chef/catering industry)

c) Use of the internet to access development and general information relating to occupational profession (chef/catering industry)

d) Attend conferences relating to occupational profession (chef/catering industry)

e) Some use of professional representative body (Panel of Chefs) and field research; collecting menus from renowned establishments.

A desire and identified need to return to industry for a period each year in order to work and experience at first hand new developments and trends which relate to menu items, ways of working and new equipment is seen by informants as essential to maintaining the skills and knowledge necessary to carry out their role of tutor. This goal had only been achieved by two; Neptune's experience took place seven years ago:

> *73-N: ...there's so much new and you know the globalisation and everything and there's all kind of different products and everything like that, to keep up you really need to be out there, so I went out then to my restaurant in Knightsbridge in London Anton Mossimann and I was there with him for about 4 weeks.*

74- Int: How long ago was that?

75-N: Am, seven - eight years

80- Int: So that really gives you confidence to come back into the workplace and say I've been at the coal face again

81-N: exactly yeah and I think that's very important.

Mars added:

249- Int: yeah ok so you really in order to keep yourself up to date you're saying you need the internet, you need to be able to walk into a kitchen but it would be helpful if you could do a bit of part time working in the kitchen.

250-M: Well yeah that's to keep your skills up as well as everything else

252-M: yeah that has to come to play in the general scheme because if you haven't got the skills you can't teach.

220-M: You have to keep up with the industry

244-M: You can go on the internet, that will get you so far but it does you good to walk into a kitchen every now and then as well

245- Int: And do you do that?

246-M: I do with the groups, even by walking into kitchen you can get a feel, I don't know whether it's because I've been in them so long, it's what's happening make you walk into a kitchen to look around. The odd bit of part time would go a long way as well.

Part of Mercury's personal development plan involved returning to industry in the near future:

89- Int: Ok do you read Caterer or

90-Mer: Oh yeah sorry actually I read the Caterer ... I get to a few chef conferences and stuff so it's being able to bring back the trends, the new things that's happening in industry because I'm actually absent from the industry but I'm hoping to go back into the industry for the summer for 2 weeks maybe, I'm going to try to work up in Belfast in ... restaurant.

92-Mer: ...he offered it last year so I'm going to see, being able to bring back what's happening, what they think is the new trend it's easy for me to go to a conference and say, it's easy for me to sit down in a conference and take all this information, bring it back and say this is it instead of being able to see it and be

able you know being able to prepare it and be able to come back to the students and say this is what they're doing at the moment and this is how they do it...

104-Mer: ...I'm going to try and improve that which I've done on my pre plan on my PMDS (personal development plan) is to go out and work in the industry , in a 5 star or a Michelin if they'll take me and I'll be able to bring back my experience to the students.

Venus agreed with the value of renewing industry experience:

87-V: I feel that you can't beat real life experience so I feel that to continue doing the job that I'm doing and continue to be effective I would have to go back into industry.

89 -V: Like not full time maybe for a couple of weeks every year or over a period of time just to keep in tune with what is actually happening in the industry..

91-Int: And you feel the only way really is to go out and experience it

92-V: Yeah I think you need to experience it because for even for instance I can go to a show and they can show me the new oven but it's important to see how it's actually being used in the industry.

Returning to industry to work for a period of time when possible is clearly identified as being an essential tool in keeping up to date. Hands on experience also assists in reasserting confidence in tutors; the activity acts as a sort of personal performance benchmark to be checked against, before returning to teaching with the feeling of having been endorsed and legitimated. However, opportunities to return to industry are few. Opportunities are driven by tutors and accessed through individual special requests or by one-off selection which, given the emphasis and value placed on this updating strategy by tutors, is somewhat unsatisfactory.

In order to gain further depth of understanding of the approaches used by informants to keep up to date, informants were questioned and probed for information relating subscriptions to reading materials, journals, magazines and other relevant publications. Again, there was a keenness to keep up to date with developments relating to their occupational profession through specific magazines, articles and use of internet sites; again, however, it must be noted that there was no evidence of desire, need or recognition of keeping up to date with developments in relation to education and

training. Further evidence from the data given by Mars, Neptune, Venus, Earth and Saturn is presented below to illustrate this phenomenon:

> ***193- Int: In terms of publications what sort of, can I ask you what sort of publications you sign up to, types of?***
>
> *194-M: The only thing, it's more the internet like the FS, Food Safety Authority of Ireland website, the good food BBC good food one. I find you get a lot more of the websites than actually the books because you can spend 5 minutes on the website ...it's a lot easier I think, a lot more accessible.*
>
> *196-M: What food is out there*
>
> *198-M: Yeah what the industry is actually doing like the Food Safety keeps you up with the hygiene. I think the BBC good food one is probably one of the best, the best way I reckon is to actually look up specific restaurants and look at their menus because the best one I think is Charlie Trotter.*

Neptune takes a similar approach:

> *93-N: I did and I do get different journal and food magazines but there are so many of them but what I do find very beneficial is the internet.*
>
> *95-N: I use that quite a lot*

The same choice of topic was reflected by Venus:

> *77-V: Most of them, a lot of them would be catering kind of magazines or hospitality magazines or tourism magazines all linked within the industry, most of them would be.*

Earth emphasised difficulties keeping up to date with his occupational profession:

> ***105- Int: And how do you now manage trying to keep up to date as a chef and also to keep on top of things as a trainer and educator.***
>
> *106-E: Difficult*
>
> ***107- Int: In what way is it difficult?***
>
> *108-E: It's difficult because there's been such a change out there for all this ethnic cooking that's greatly, greatly changed. I mean ethnic cooking what would we call in the 60's to the 80's was curries, Italian food, French was norm, English was norm, and Irish was norm. Theory didn't go much broad, theory*

didn't go, I mean a ratatouille would have been something exotic even though it was a French dish, so didn't go beyond that. Stir frying was the only thing we did stir fry was a stroganoff you know. Kind of difficult to go beyond that...

133- Int: Yeah. I don't want to keep you too long now I'm sorry, in terms of subscribing to magazines and things like that you know, do you , which sort of magazines would you read ?

134-Earth: the Caterer and the Irish Caterer comes through the panel of chefs , that doesn't keep you very up to date with food , it keeps you more up to date with people, you know, obituaries more than anything else now that's what it keeps you up with.

136-Earth: And people moving on and new people coming in to the trend, I don't watch them on the television programmes maybe because I've done too many of them.

137- Int: And do you subscribe to anything from the training and education side of things?

138-Earth: not particularly, no not particularly ...

Saturn's evidence served to underline the trend:

51- Int: Ok just in relation to can I ask you do you subscribe to any publications, magazines or things like that at all?

52-S: The Food and Wine, we get the Food and Wine magazine, we get that yeah.

53- Int: No training and education magazines at all or journals?

54-S: No

55- Int: Can I ask you why? I'm not saying that you should I'm just saying

56-S: Yeah, I suppose I'd never really thought about it you know didn't even think about it really.

In addition to secondary information, publications and use of internet sites, informants make some use of their professional representative body, the Panel of Chefs, and some limited attendance of conferences with colleagues was apparent. The Panel of Chefs is relied on to some extent to keep chefs informed of what is happening in industry in relation to new trends and developments; ironically, however, informants state they did

not attend meetings when working in industry on the basis of not having the time to attend. Informants who have more recently moved from industry into the role of tutor develop a greater affinity with the Panel, compared with those who, like Earth, have been tutors for many years. This is another symptom deriving from informants who occupy a position which has been considerably and incrementally distanced from industry over time. Typically informants, like Mars and Saturn, attended their first Panel meeting a few years after becoming a tutor:

> ***259- Int: And can I ask you do you attend the Panel of Chefs or have you ever attended the Panel of Chefs?***
>
> *260-M: I'm actually attending a first meeting hopefully next Tuesday.*
>
> *264-M: ...they've actually changed the way they do things in the panel, basically before I never had the time because I was in industry and to be honest I couldn't see how the other lads had time but before, they used to go into a room and sit down and have a meeting, now they're actually taking on board to go away on training, so the next meeting they have, is going out to the navy and see how they do things.*
>
> *22-S: Yeah I've joined; when I came to Cork I joined them. And I've attended the meetings and you meet other colleagues there at the network, they inform you what's going on out in the industry...*
>
> ***23- Int: Because that's more educational isn't it, keeping in touch with what's going on?***
>
> *24-S: Educational, in what's going on in industry?*
>
> ***25- Int: Were you member of the Panel of Chefs before you went into education?***
>
> *26-S: No*
>
> *28-S: Never got time off,*
>
> *30-S: No time you were working around the clock, we didn't get time.*

From the evidence of Mars and Venus it seems tutors are required to be self driven in order to keep up to date:

> *202-M: I put pressure on myself to keep myself up to date; I see it as a main responsibility for your self.*

204-M: Because if I kept training the students, showing the same thing, like things we were doing 20 years ago even 10 years ago it wouldn't be on the menu today so I can't be showing my students in 10 years time stuff that's on the menu today so you'd have to push yourself to keep yourself updated...

206-M: So you would have to push yourself

102-V: At the moment I, I've taken on a lot at the moment, stretched I don't know stretched.

A further example of the dangers in not keeping up to date is in relation to equipment. Venus provides an example by drawing attention to newly-installed large equipment which is standing idle because tutors do not know how to use it:

94-V: You know or is it being used in the industry, like the rational oven systems for instance, are you familiar with them?

95-Int: Yes

96-V: Yeah well they're quite good if they're used properly and there's a kitchen I know in an area not too far from here that they kitted the whole kitchen out with these rational ovens because they were told they were the best thing but nobody knows how to use them.

98-Venus: They can do everything and they regenerate, they're used a lot for functions but the kitchen is sitting idle because nobody knows how to use them.

100-V: So it's kind of getting the balance you know.

102-V:... there's no point in me sitting here in 5 years time going "well I've done that, I did that 5 years ago", because that was 5 years ago and you need to keep on top of things and I think particularly am both within the industry as a chef because food is always changing, trends are always changing ,

104-V: It is important to try to keep on top of it, so you need to keep yourself training

Attempting to keep up-to-date is clearly identified by informants as an important element of the day to day activities of being a tutor of a profession. However the data showed there was little or no perception of a need to subscribe to educational journals, online or otherwise, or web-sites with an aim to achieve and maintain a deeper level of understanding and or expertise in the field of education and training.

3.5 Personal development

Keeping up to date, links clearly to the more structured "personal development" pathways of informants. Informants revealed that when entering an occupational community of practice, where each of the informants learned the craft of being a chef, continuous personal development was seen as essential to achieving a level of occupational expertise sufficient to satisfy both internal self recognition and the recognition of other community members. Each of the informants worked their way through levels and ranks implicit to progression within an occupational community. Further, all informants achieved their status within the community through four identifiable pathways:

1) Progressing through levels of job role and related occupational competency
2) Progressing through levels of establishments in relation to graded awards and ranking (two star – five star)
3) Securing qualifications (craft level seen as essential, third level seen as optional)
4) Experiencing pathways 1 and 2 whilst targeting and securing employment in establishments in other countries prior to returning to Ireland.

Mars provides an example of this "immersive" development process:

53- Int: Yeah Ok, so then the idea was to tour around, gain experience gain as much knowledge from other chefs and working conditions in hotels, restaurants.

54-M: Basically yeah... it was a very short stay...six months and move on. Now Killarney was ideal for that because I could stay 6 months in Killarney and most hotels would close down so you'd go up to Dublin and work for 6 months up there and come back down to Killarney. So that was ideal, seasonal.

65- Int: Very good. And you stayed there for how long?

66-M: It was 3 years I stayed there for, I started off in a place called the R which was your average 3 star hotel and I felt I was defeating the purpose coming to London working in a 3 star hotel but I just got my feet there and then I got another job in a place called the Mount-C which was 5 star back then and I was quite happy there but I had to, I was actually recognised as a chef de partie here but I had to go back down to being a commis chef to get a job here, that's

how I ended up in it, and went back as a commis chef and worked my way up to chef de partie again within 3 months so it was worth it.

Earth and Venus provide insights relating to moving through departments or "corners" in a kitchen in order to build expertise, from peeling vegetables to becoming head chef; examples of legitimate peripheral participation:

13- Int: And you worked your way through?

14-E: And I progressed, I progressed very well, and came as I said as a junior commis chef on the roast, ... after four years I didn't even do a fillet steak.

16-E: And became a junior commis, "doing the usual" peeling, taking the eyes out of the potatoes, bashing the salt to distribute for the cooking, chopping the parsley, making French fries for staff tea, first back after lunch, doing the chips for the staff tea and every second evening.

24-E: ...Then as I became good, came onto be promoted to the sauce. The sauce chef was always busy and he wanted good workers so you always got a compliment if you were put on the sauce ...I mean you must have been good, and a couple of chefs de partie wanted you to work in their corner means that you were a good little worker...

27-E: Stayed there, became commis chef then I went on to be the sous chef, then head chef. After 3 years and half years, I was on chef de partie salary.

62-E: ...we were a reputable hotel, 4 star and I remember being called in by the manager he says you're going to take over, but there was no one else wanted to be head chef or there was no one good enough for that...

65-E: So went to Sachs, and I was employed there as the head chef and I picked a team to come with me, some juniors who were very good and we worked there for 4 years.

Venus experienced a similar apprenticeship model to Earth, working her way through the corners of related but specific expertise of a kitchen, learning the trade before embarking on gaining further expertise in Switzerland:

9-Int: So that was working, in what position were you in the W?

10-V: Everything in the Hotel, I was a commis chef so I was a 3rd year commis and a 4th year commis so I did everything and I think the hotel training was good training because you get to do the different stages in a kitchen in terms of all the different departments in a restaurant especially smaller establishments so that

was good training and then I went from there to work in Switzerland for a couple of years which again was a good experience.

20-V: ... it was very similar actually I found I learnt a lot in Switzerland I think Switzerland was far more advanced at that time than Ireland was.

It is clear that development through the four pathways identified above is an essential component to becoming an occupational "master craftsman". The important amount of industry experience as part of this development is further compounded through insights which expose college curricular delivery methodologies (at craft level) as being mis-matched and lacking occupational realism in relation to the needs of students in preparing them for industry. Saturn provides an example of such, reflecting on first experiences in industry:

4-S: ... and it opened my eyes really from basic college which we were only cooking 4 to 6 portions in college and the first morning I went in and saw this big kitchen and I was asked to go and to put up 150 melon and I think 50 egg mayonnaises and it was like pure shock to the system because I was so used to doing 4 portions ...

In addition to inquiring into development paths followed by informants as they immersed themselves within their occupational community of practice, learning their craft and becoming chefs, it was necessary to further substantiate personal development trajectories (and priorities) following the shift made by informants from chef to tutor. Substantiating personal development trajectories further illuminated a trend to prefer continued development in the area of occupational expertise or "non specific" development in preference to gaining further learning and understanding in the area of education and training. Further authentication of data drawn from individual interviews in relation to individual and collective development trajectories was provided through analysis of informants' personal development plans (PDPs) relating to 2006 – 2008 and their *curricula vitae*. (Table: 3.4)

Occupational development	Neptune	Earth	Saturn	Mars	Mercury	Venus
BSc International Culinary Arts	√				√	x
Specialised Pastry				x		
Advanced Kitchen and Larder	x		x	x		
Management of Food Hygiene			√	√	√	
Presentation Skills					√	
Customer Care					√	
Industry Visits					√	√
National Dip Professional Cookery					x	
Advanced Culinary Arts				x	x	√
Gastronomy & Advanced Pastry			x	x	x	
Advanced Pastry (11)	x				x	x
C & G 706/1-2 Professional Cookery	x		x	x	x	
External Meal Experience with Participants	√	√				
C and G 706/4 Professional Cookery		x				
Implementing Hazard Analysis	√		√	√		
Coaching on lesson plans				√		
Reading and web use			√	√		
Kitchen management			x	x		
HETAC Dip in Professional Cookery				x		
Ethnic Cooking			√			
Advanced Diploma in International Culinary Arts Kitchen & Larder	x					x
Certificate in Diet Cookery						x
Education and Training	**Neptune**	**Earth**	**Saturn**	**Mars**	**Mercury**	**Venus**
Train the trainer -3 day	√	√	√	√	√	√
Group training techniques -2 day	√	√	√	√	√	√
MSc in Training & Education Management Considered at interview					Planned	Started
Non-Specific development	**Neptune**	**Earth**	**Saturn**	**Mars**	**Mercury**	**Venus**
Manual Handling – Trainers Course			√		√	√
Assertiveness & Influencing					√	√
Microsoft Word –Intermediate & Advanced	√		√		√	√
Emotional Intelligence			√	√	√	√
Microsoft PowerPoint			√			
Microsoft Outlook	√					√
Managing your time					√	√
First Aid Refresher			√		√	
Preparing for Interviews- Interviewee Focus					√	
Microsoft Excel Introduction & Intermediate	√	√	√	√	√	√
Customer Service					√	
Managing Stress in the workplace	√	√				
Health & Safety					√	
Ethnic Culture Understanding, body language reading		√				
Emotional Intelligence & Influence Skills		√				

Budget Control						
Implementing Budgets				√		
Computer Courses		√	√	√		√
Retirement Plan	√	√				
Certificate in Advanced ECDL		√				
Diploma in first line management		√				
Certificate in first aid		√				
Certificate in manual handling		√				
Certificate in harmony in the workplace		√				
Coaching on training development plan				√		
ECDL 7 Modules			√			
Team Leading Skills			√			
Managing my career						√
Occupational First Aid						√

KEY
Personal development in role of tutor =√
Personal development in role of chef = x

Table: 4.1. *Individual formal personnel development analysis record*

The Formal Personnel Development Analysis Records represents combined data drawn from the Individual Personal Development Plans 2006 – 2008 (Appendices 7.1-7.6) and the Individual Personal Development Focus – Analysis record (Appendices 8.1-8.6), within which attention is drawn to the specific formal training programmes and courses that informants have self-selected, attended and achieved as part of individual personal development during their career. Table 4.1 above provides evidence to further substantiate the notion of a general reluctance among informants to seek engagement in development trajectories which strengthen skills, knowledge and understanding in the area of education and training. Venus is again identified as the one exception, the negative case: she began an MSc in training and education, continuing on a self-determined development path in to education and training which may suggest that her original career choice remains a strong influence in the way in which personal development is steered and valued; she approached the need to study education and training from a perspective of the need to know and understand. In contrast, Mercury has indicated future study on an MSc in training and education on the basis of "badge of recognition", status and access to jobs. Venus will also benefit from similar recognition; however this is not identified as the driver to engage in the qualification. Not

surprisingly, Venus is the only informant to have undertaken a course in "Managing My Career".

Neptune and Earth both identified the need to attend a course on "Managing Stress in the Workplace". Both informants are tutors of long standing, 27 and 28 years respectively, and are both aged between 60 and 65 years. Neither informant has undertaken any development to assist further understanding in relation to education and training other than the mandatory three day "Train the Trainer" / On Job Trainer course. The changes in relation to revised dynamics in the classroom and kitchen with respect to student profile, age, education, language, student status (as consumer, not product) and revised power position between tutor and student contribute to heightened stress in the workplace, particularly to those who have previously been operating under a fairly static regime for many years. Data on culture examined above in section 3.1 offer further support to this proposition. There is however a high level of attendance on computer training courses. The need for computer skills has steadily increased as a medium for both communication and compliance to audit.

Theme three: Summary and discussion

In summary, results show that the emergence of change in relation to the revised student profile contributes to increasing the stress levels of tutors, particularly those tutors who have held the role for many years. Indeed both Earth and Neptune (each having been in role of tutor in excess of 20 years) have undertaken a course on managing stress. Increased stress is seen as a symptom of a lack of personal development in relation to the field of education and training. There is an increased demand for demonstration of educational expertise from tutors in order to meet and accommodate the diverse range of individual learning needs required by students. In addition, an extra burden is placed on tutors to keep up to date in relation to developments taking place within their occupational domain as changes in culture, cuisine, equipment and ways of dining out impact on their profession. However, keeping up to date with developments in both education and training and the informant's occupational domain is essential to achieving and maintaining role legitimacy.

Informants identify returning to industry for a period of time annually in order to experience working again as chef as the most effective way of ensuring skills, knowledge and understanding are in line with industry norms. Returning to industry may also act as a means of reaffirming personal and peer confidence in occupational ability; having moved out of occupational practice, can an individual still "cut the mustard"? However industry placement is not acknowledged as a formal development option for tutors, resulting in restricted opportunities to engage in this critical occupational development activity. Other strategies for maintaining mastery of occupational expertise are: the use of the Internet; attending trade shows; some limited attendance at meetings of the Panel of Chefs, the chefs' representative body; and subscription to occupational publications. However, a complete lack of an identified need to use these strategies for learning relating to education and training was evident. Further, in relation to formal personal development, Table 4.1 above illuminates a trend in the development paths taken by informants, demonstrating a preference for undertaking development which either relates to the occupational area or is non-career specific, in sharp contrast to electing to undertake development which relates to the field of education and training. There is however one exception to this trend: ever since leaving secondary education Venus has had a personal predetermined career trajectory aligned towards teaching, as opposed to those informants whose trajectory was to became chefs in the first instance and who graduated towards becoming a tutor of their profession as their careers progressed (see Avis and Bathmaker 2006). Venus had identified the need to undertake a formal degree in education and training, with the motivation of gaining knowledge and expertise in education and training. Mercury also hinted at a personal acknowledgment of the need to study for a similar degree but on the basis of recognition, a badge in order to gain access to job opportunities. This finding is significant as it is anticipated that Venus will develop opportunities to further engage with a community of practice which relates to education and training on the basis of finding a shared repertoire with this community as learning continues.

Ways of gaining satisfaction are identified as having altered following the shift from chef to tutor. The focus of satisfaction is now directed away from the product or dish produced by the chef, to the student, who is now the "product" of the tutor. Personal and role accountability have moved in terms of measurement instrument and frequency.

This shift has a number of consequences. Chefs operate under a continuous threat to individual and professional competency, based on the standard of production of each dish throughout a shift. This threat to self-esteem and peer recognition is in a constant state of flux, subject to deconstruction and reaffirmation each time an end product is produced. A satisfactory result is seen as "getting through" an evening of production. Mars describes this phenomenon and pressure as the "buzz". As a tutor, the "end product" is seen as the student, the success of which can only be celebrated infrequently (at the end of every four month or two year period, depending on the qualification achieved) compared to many times in one day. Opportunities for celebration are greatly reduced in the role of tutor if the object by which success is measured remains the end product. "Buzz" does not transfer to the context and role of tutor on the basis that the phenomenon of "the buzz" is contextually bound to pressure of activity relating to overcoming and reacting to the demands implicit to the role of occupational master craftsman.

Chefs (in common with most other occupational master craftsmen) can be described as possessing skills, knowledge, understandings and shared histories which relate specifically to an area of discourse and community of practice. The individual is immersed in the physical context of the occupational area and draws on these attributes to perform, act and re-act, feeling real pressures, making live decisions and fearing the pressures of consequences of "being" and fulfilling the requirements of an occupational master craftsman *in situ* and matching context. These same pressures and contexts do not arise for their colleagues in the role of tutor and are replaced by expected behaviours of compliance to the new role, and revised accountabilities, operating under what can be described as new managerialist, performativity regimes, which do not relate to being an occupational master craftsman. The tools and expertise are still required and are drawn on, but in a superficial context: the "buzz" has gone. The consequences of poor standards in relation to a dish produced are legitimately passed over on the basis of being a training exercise; the ability to "be" a chef in real terms is not now required in the role of tutor. What is required, however, is mastery of the skills, knowledge and understandings of the occupational domain and the ability to pass on these tools and attributes to others, through the medium of education and training. Currently any claim of formal role legitimacy by informants in relation to being a tutor is open to challenge

on the basis of limited or no recognised development in the area of education and training, with the exception of one informant, Venus. Informants can claim formal role legitimacy in terms of being qualified chefs, however informal legitimacy may be challenged as time moves on, on the basis of a requirement for continuous personal development and the updating of skills, knowledge and understanding in order to maintain mastery of the profession which informants represent.

The hierarchy of nodes and category templates for theme three, "Maintenance of Formal and Informal Role Legitimacy", are provided below for further interest in Appendices 4.1-4.6. The following chapter addresses the significance of the findings of this research and draws together implications for both the employing organisation and tutors and further provides a number of recommendations. I then move on to discuss and conceptualise the phenomenon which is drawn out of this research and which is seen to affect informants in varying and progressive degrees as they move from occupational practitioner to the role of tutor. To assist this discussion, the "preliminary Professional Eclipse model" (Figure 1.2, p. 35) is further developed and is subsequently labelled; "Professional Eclipse Model" (Figure 5.1, p. 178). This conceptual model is proposed as a way of visually articulating this phenomenon. This discussion is followed by conclusions, particular claims in relation to contributions to knowledge and a methodological reflection on the way in which I have conceptualised this inquiry and the usefulness of employing the conceptual framework of communities of practice. A number of important questions for future research are then proposed as a result of this research. I then conclude with personal reflections.

Chapter 5: Implications, recommendations and conclusions

Introduction

This chapter provides a brief reminder of the problem to be investigated before returning to the original research questions and drawing conclusions about the answers which this investigation was seeking. A summary of key aspects of the research findings is provided which draws together what it is that that we now know about the experiences of these six participants / informants and, in light of this knowledge, how we now need to understand it all.

In order to assist discussion a model, Figure 5.1, (p. 177) is presented in an attempt to visually conceptualise the position in which informants find themselves as they endeavour to fulfil the job role of tutor of their former profession; a situation and phenomenon which I have called the "Professional Eclipse". The implications of this phenomenon are discussed from the perspective of both tutors and the employing organisation. Further, considerations of what practical recommendations can be offered to assist in mitigating the problem are proposed. The section on contributions to knowledge provides a brief reminder of the areas in which the literature currently falls short in adequately addressing the problems which initially prompted this research inquiry, and details the ways in which this thesis contributes to the field. Reflection on the conceptual framework then follows within which I assess the use of communities of practice (Lave and Wenger 1991) as a way of conceptualising the problem which this research explored. The discussion concludes by drawing attention to the limitations of this small qualitative study. Finally, consideration is given to future research in the field by way of offering a number of questions which still need to be asked.

Before considering the answers to the original research questions, a brief reminder of the problem to be investigated and the questions to which I was seeking answers may be useful. The problem under investigation arose out of interest in how professional occupational practitioners experience the shift to becoming tutors of their former

profession within the context of further education in the Republic of Ireland; more particularly, how this shift affects notions of professional identity, credibility and role legitimacy. This shift was examined through the personal stories and experiences of a small group of six individuals who are currently experiencing this journey. A further level of interest is generated by changes in government education policy within the Republic of Ireland, which aimed to reframe the focus of education back onto the student, as student-centred learning. This change in policy in turn impacted on the culture and policies of the organisation by which the six tutors are employed, in terms of now seeing students as clients; a shift towards marketisation. Managerialist regimes followed in the form of performativity models and tactics of surveillance. Further, the additional dimension of shifts in recent years in terms of student demographics to a more discerning and demanding profile raised questions about the personal and organisational preparation of tutors to meet these new demands; both pedagogical and subject-based.

The conceptual framework of communities of practice (Lave and Wenger 1991) was used to examine this transition, which was framed as moving from an occupational into a further education community of practice. The original research questions were as follows:

1) How do six professional occupational practitioners in the Republic of Ireland experience their transition from one community of practice into another? (Shifting from a working role in industry to a working role as tutor of their profession in an education and training setting)

2) How are these professional practitioners who are now employed as tutors coping with the need for dual expertise?

3) What are the complexities and issues involved in this transition and how might these affect notions of identity and professional credibility when there is a requirement to demonstrate and maintain mastery of the former and the new community of practice in order to provide a credible service to students and other key stakeholders?

Summary of findings

By way of exploring how and to what degree these questions have been answered, I have laid out below what I found about the experiences of these six participants, first as they cope with the shift from a working role in industry to a working role as tutor of their profession and secondly, how they cope with the notion of dual expertise. This is followed by a discussion of my conceptualisation ("professional eclipse") of what is taking place as this shift occurs and how professional identity and credibility are affected.

However, in consideration of my adoption of a social constructionist position (as discussed above), it is important for me to reemphasise the consequence of adopting such a position for the findings of this research and contributions to knowledge. Therefore I restate that I acknowledge the discursiveness and temporality of knowledge and the provisionality of phenomena in the social domain. Thus, as researcher, my aim was not to establish absolute truths or make definitive claims to knowledge as this clearly contrasts with the social constructionist position, but rather to offer to the reader a considered account of what seems to be taking place at the time of writing, on the basis of analysis. As Guba and Lincoln observe, the aim is to present: "... a constructed reality that is as informed and sophisticated as it can be made at a particular point in time". (Guba and Lincoln 1989, p. 44).

Guba and Lincoln further observe that:

> "Evaluation outcomes are not descriptions of the way things really are or really work, or of some true state of affairs, but instead represent meaningful constructions that individual actors or groups of actors form to make sense of the situations in which they find themselves. The findings are not facts in some ultimate sense but are instead, literally *created* through an interactive process that *includes* the evaluator ... What emerges from this process is one or more *constructions* that *are* the realities of the case."
>
> (Guba and Lincoln 1989, p. 8)

In summary, informants employed in the role of tutors of their occupational profession reveal they are experiencing the following in variable degrees:

a) Informants reveal they are experiencing confusion about their professional identity. This confusion is observed from two perspectives. Firstly, from an internal organisation perspective, recruitment and development strategies for tutors are heavily weighted towards the professional occupational expertise of chef, rather than that of tutor. Pedagogical expertise is not recognised as being significant, which implies that from an organisational perspective tutors are seen as having a one-dimensional professional identity as chef, in contrast to recognising a duality of identities within the role of tutor. Thus there is little incentive for informants to identify with the professional identity of educator / trainer. Secondly, from an individual perspective, working in a training environment as a tutor is seen to compound issues of loss of former occupational professional identity. Further, the perceived view of colleagues who remain working in industry as chefs is that tutors have taken an easy option and dropped out of the industry and, more significantly, out of the profession. In addition to the confusion experienced by informants about their professional identity, it is clear there is confusion about the professional identity of the tutor from the perspective of an external observer.

b) Informants are experiencing confusion in relation to perceptions of self in terms of role identity (chef-tutor) when in class. Informants tend to adopt the role of "head chef" more easily than other legitimate roles available, for example facilitator or partner in learning, leaving the subordinate role available to students. Identity is embedded in practice; tutors are in the main holding on to former, tested identities by practising in the job role of Head Chef in a kitchen production context / environment; this does not demand a significant shift from their role identity and practice when they were working in industry as a practitioner. Further, with the student taking the subordinate role within the situated learning context, this closes down opportunities for either party to collaborate in a learning partnership. Further, the adult learner is seen to have less opportunity to become self directional within the learning environment. Reluctance on the part of the

tutor to relinquish hierarchy in the learning environment stems from a lack of confidence in personal pedagogical expertise.

c) Informants are, over time, not only slipping away from the industry which represents their professional occupational area of practice but are typically not seeking any meaningful engagement with an educational community of practice in order to further develop skills knowledge and expertise required of a tutor. Thus professional competence, credibility and role legitimacy are open to challenge, which places informants in a vulnerable position when making claims of full professional competence with respect to either of the professional identities: the occupational one as chef or the educational identity as tutor.

d) Informants reveal that, when contrasted with working as an occupational chef in industry, their second role of tutor provides reduced opportunities for gaining personal job satisfaction. For a chef, job satisfaction typically came as a result of the production of high-quality menu items which demonstrated levels of professional accomplishment and expertise. Job satisfaction now comes as a result of the success of a student. The student becomes the object measurement to which all endeavour is directed, shifting the focus of the object which gave rise to job satisfaction and the frequency of opportunity for celebration. Further, informants are now required to work within a framework of measures relating to performativity and conformance to internal and external audit, all of which has impacted on the levels of job satisfaction.

e) Informants perceive that they do not have the personal capacity to keep up to date with developments in their professional occupation. Informants identified a personal and professional need to return to industry on an annual basis as one key strategy in keeping up to date and as a form of personal performance barometer. Opportunities to return to industry in this way are rare, however, and are not formalised. Secondary strategies such as

the use of the Internet are seen as a poor substitute when compared to opportunities for actual practice to hone skills back in industry.

f) Informants reveal feelings of being distanced from the industry from which they came, and which they represent. Over time, professional and social links to practice are reducing whilst industry is continually developing both technically and in terms of movements in personnel.

g) Informants are becoming distanced from former social networks, which have not been replaced by social networks within the new role. Over time there is a reduced commonality and mutual enterprise for engagement with former networks. New networks within education are not seen as being relevant.

In part answer to the original research questions, each of the above elements (a-g) are contributing factors to various degrees of feelings of anxiety, vulnerability, frustration and confusion currently being experienced by each of the six informants as they experience the move from a working role in industry to a role as tutor of their former profession in an education and training setting, and hence from one community of practice to another. All these things contribute to my proposing that the legitimacy of the informants to term themselves "professional" is open to challenge in the context of both professional chef or professional tutor. This proposition is discussed further in the following section.

Loss of legitimacy to use the term professional

Elliott believes that:

> "... there are two historical types of profession, the occupational and the status profession. The occupational professions are based on the specialisation of knowledge and task as opposed to the status professions which held high social status in the echelons of the social system, and were not generally service/work orientated."
>
> (Elliott 1972, p. 14)

I argue that the professional occupational practitioner (in the present study, a chef) falls into the former category of occupational profession. Further, Jarvis (1983, p. 27) claims that: "...the concept of the professional is used to refer to the practitioner who seeks to be the master of the knowledge on which his profession is founded ...". This statement seems to suggest that the term "professional" cannot legitimately be claimed solely on the premise of being a practitioner or member of a profession. There are many ways into professionalism and "professional identity" as discussed above; however, for the purpose of this investigation I adopt the view of Jarvis (1983). It is suggested therefore that informants cannot legitimately lay claim to recognition as "professionals" in either of the two work roles, or communities of practice, both of which are implicit in the role of tutor. This can be argued on the basis that typically informants do not acknowledge the need to seek mastery of skills and knowledge through continuous development with regards to both of the communities of practice.

There is evidence however to suggest that informants did seek access to development within their occupational skill area to varying degrees. However, even if a greater understanding is gained and the informants acknowledge the need to seek such development, there are barriers which need to be overcome in order to make progress in this regard. Any claims to being a professional tutor can only be considered if tutors override problems associated with maintaining links to their former occupational community of practice and their relevant representative associations and, further, seek and embrace opportunities for continual personal development in relation to the field of education and training. This position is a symptom of dual professionalism rather than the cause, which further contributes to the dilemma: that informants demonstrated considerable depths of confusion in locating their individual role and professional identity. This confusion is systemic to the duality of roles and the context in which informants are required to play out their professional lives on a daily basis. Informants are required to demonstrate high levels of "performance" in two key areas of expertise: that of occupational practitioner and that of educator and trainer; each performance is expected to be believed in order to provide the quality and levels of service required by the role of tutor. Informants shift and adjust "visual" role performances and identities as and when the role or audience of the tutor dictate (Goffman, 1990). However these roles do not necessarily align to the struggles in relation to role and professional identity

which are taking place internally and personally. There are echoes here of Colley *et al.*'s (2007) "unbecoming teachers".

Wenger (1998) states that: "The temporal dimension of identity is critical. Not only do we keep negotiating our identities but they place our engagement in practice in this temporal context" (p. 155). If we accept that the temporal state of identity in practice is a feature of continuous negotiation in determining who we are at any one time, then the context of practice also influences professional identity. Not only are informants negotiating their particular space in relation to their occupation as chef, but negotiation is also taking place in relation to the education / training dimension within the role of tutor, thus adding a further layer of complexity to the challenge with regard to the role and professional identity of informants. Moreover, this professional identity "conflict" dilutes the capacity of informants to seek a position from which to master either of the two professional roles, thus claims to professional legitimacy are compromised. It is clear therefore that the tutor of an occupational profession has, as an implicit dimension in relation to professional identity, the potential for doubling the complexity of those roles which do not identify with such formal duality. Therefore, the struggles experienced by informants in this regard are to be expected.

In the light of what I now know and the process and findings of this enquiry, a reflection on whether the original research questions are still the right ones or whether they need to be amended, supplemented or nuanced is necessary. There is also an opportunity here to ask whether the assumptions underlying the questions need to be reassessed.

Question 1 has an underlying assumption that it is possible to have a successful transition into another, different, community of practice. As we have seen in addition to the conflicts discussed above, communities have the power to marginalise the levels of legitimate engagement with both existing and potential members to a community. Also there is an underlying assumption within question 1) that there is a community of practice in further education. Such an assumption is questioned within the literature and is now seen as taking an over-simplistic view (Bathmaker and Avis 2005). Therefore the first research question is rephrased as follows:

> Question 1) - How do six professional occupational practitioners in the Republic of Ireland experience their transition, shifting from a working role in industry to a working role as tutor of their profession in an education and training setting? And how would using the concept of "community of practice" as a heuristic framework enable more precise definition to be gained about the nature of both occupational and the educational communities of practice?

Time is identified as having significant influence over the incremental dismantling of informants' occupational professional identity; thus question 3 is supplemented as follows:

> Question 3) - What are the complexities and issues involved in this transition and how might these affect notions of identity and professional credibility over time when there is a requirement to demonstrate and maintain mastery of the former and the new communities of practice in order to provide a credible service to students and other key stakeholders?

Question 2 remains relevant and unchanged.

There follows an attempt to conceptualise the phenomenon and to propose some tentative solutions to the problem: what is actually taking place during the transition of informants / practitioners to the role of tutor? This phenomenon has been conceptualised as the "Professional Eclipse", representing the shift from one community of practice into another while, at the same time, there is a requirement to maintain occupational proficiency in the former and to develop expertise in the latter; a state that is termed dual professionalism.

Professional eclipse

Discussion of the "Professional Eclipse" phenomenon also draws attention to a particular gap in knowledge which exists at the time of writing. This is a gap within which the phenomenon identified through this research sits, relating directly to the journey of informants moving from one community of practice into another. This journey is viewed

through a heuristic conceptual lens of "communities of practice" the concept of which has continually developed since its original conception by Lave and Wenger (1991). Chapter 1 discussed an example of this development, drawing attention to Figure 1.1, adapted from Wenger (1998), which provided information about the types of connections provided by practice. Wenger (1998) describes these connections as overlapping communities through the practices of individuals as they interact across community boundaries in three distinct ways: boundaries, overlaps and peripheries. In order to distinguish between these three types of "connection provided by practice" and the phenomenon experienced by informants identified as a result of this research, it is necessary to re-visit each of these. From these brief descriptions a general understanding and differentiation between each community connection provided by practice can be formed. Concerning boundary practice, Wenger states:

> "... a boundary encounter – especially of the delegation variety – becomes established and provides an ongoing forum for mutual engagement ... boundary practice becomes a form of collective brokering. Boundary practices are common in organizations; examples include task forces, executive committees and cross-functional teams..."
>
> (Wenger 1998, p. 114)

"Overlaps" are the second type of practice-based connection and are described by Wenger (*ibid.*) in the following way: "The second type of practice-based connection does not require a specific boundary enterprise, but is provided by direct sustained overlaps between two practices" (p. 115). An example of this particular practice-based connection is, for example, where two differing communities of practice work together but do not merge, "... they remained distinct, with distinct enterprises and distinct practices. But their engagement in both communities at once created not so much an identifiable boundary practice as an overlap between their practices" (Wenger 1998, p. 117). The third type of connection provided by practice is "peripheries". Wenger (*ibid.*) states that:

> "Communities of practice can connect with the rest of the world by providing peripheral experiences – of the kind I argued newcomers need – to people who are not on a trajectory to become full members ... This kind of peripherality can include observation, but it can also go beyond mere observation and involve actual forms of engagement ... The periphery of a practice is thus a region that is

> neither fully inside nor fully outside, and surrounds the practice with a degree of permeability…"
>
> (Wenger 1998, p. 117)

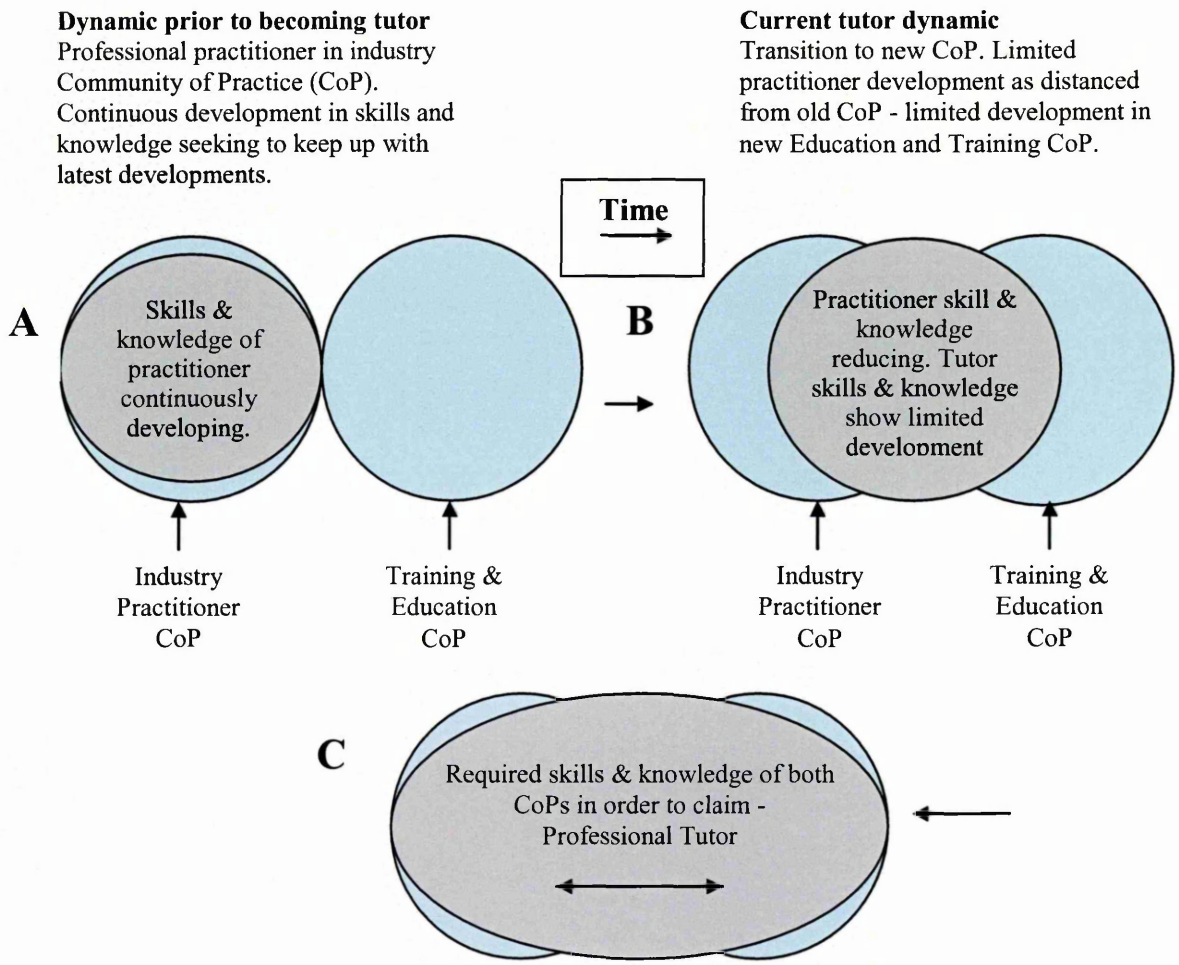
These insights are critical to assisting in the understanding of how communities interact with other complementary and or overlapping communities. As previously mentioned, however, the literature to date does not provide an understanding of how individuals experience the shift from one community of practice into another from a longitudinal perspective and how the incremental effects of time over this movement influences claims to particular professional identities, role competence and legitimacy. Neither does it explain how multiple communities of practice are managed and the effect this may have on an individual, particularly when making the shift from being an occupational master craftsman in an industry setting to becoming a tutor of their former occupation. In this situation as we have seen there is a requirement to maintain a duality of expertise, both occupational and that of educator / trainer. However as mentioned above there is a growing body of knowledge which examines dualities of professional identity, specifically in relation to trainee or experienced teachers in further education in England. Moreover, Nixon (1996) speaks of "a crisis of professional identity" within universities in England, further observing that: "This dual professional identity is becoming increasingly difficult to sustain…" (p. 7).

The phenomenon which arises out of this research project through the personal and collective experiences of six informants, contributes further to the understanding of dual professionalism by drawing attention, on the one hand, to the complexities which over time impede the maintenance of professional occupational competency, role legitimacy and authenticity and on the other, to the circumstances which are seen to hinder the development of an individual's pedagogical expertise, all of which contribute to notions of individual "professional identity". This phenomenon arises as informants experience the journey from one community of practice to another.

As we have seen, typically informants are struggling in various degrees to accomplish this move and are falling victim to operating at the nexus of two distinct professional roles and communities of practice. The individual need to maintain occupational

proficiency and seek proficiency in the field of further education and training is, in the main, out of reach. The Professional Eclipse model illustrated in Figure 5.1 below is an attempt to visually articulate and draw attention to this phenomenon which over time impacts on the experience of tutors as they are caught in this transition. The dynamics which occur highlight incremental shifts in the domain positioning of tutors towards a state of static equilibrium between their occupational and educational communities of practice as they drift away from their occupational community of practice and resist, consciously or not, or become "marginalised" from an education and training community of practice (Bathmaker and Avis 2005a). I argue that over time legitimate claims to use the term professional are reduced when examined within a dual professional context. Rather, dual professionalism is better articulated as "Dual - Professional Eclipse".

Professional Eclipse



Occupational "Professional" Paradigm for Tutor:
The tutor is required to possess and continually update skills and knowledge with regard to each of the two communities of practice/domains in order to claim legitimacy in the use of the term "Professional Tutor". This model further highlights dynamics which influence conflicts in relation to individual professional identity

Figure 5.1 *Professional Eclipse Model:* D. Panter

The reader will note from the model that it is suggested that in order to claim legitimacy as a professional tutor there is a requirement for the tutor to provide a professional service to the student / client. This cannot be achieved unless the tutor actively assumes a position from which to seek and maintain mastery of each of the two communities of practice (Position C). This position is not currently in reach of informants. Attempting this journey

identifies the issues raised above in the summary of findings. The incremental shifts in the domain positioning of tutors towards a state of static equilibrium between two communities of practice referred to above is discussed further through the following observations. In addition to informing the dilemma in relation to claims of professional identity, the model also attempts to articulate visually the typical amount of movement achieved by informants across communities of practice. Position A identifies the start position of a professional practitioner on becoming a tutor. Over time, position B depicts determinant movement into a community of practice representative of further education and training. The reader will note on moving to position B a crescent is exposed to the left of the occupational realm of skills and knowledge sets within the industry practitioner community of practice. This crescent represents a slippage in relation to keeping up to date through industry links, formal and informal networks, media, publications and actual practice. This slippage adds to the dilemma of informants' professional identity. Further, the crescent remaining to the right of the training and education community of practice is representative of movement and development still to be achieved in order to gain proficiency in the further education area. Levels of personal commitment, motivation, understanding and levels of organisational and community support or marginalisation are each identified as contributing factors to the amounts of progress achieved, or indeed attempted, in relation to this transition by informants. At the time of writing, through no fault of their own, informants occupy a position which is vulnerable and exposed to critique in relation to fulfilling the demands implicit in the role of tutor. Furthermore, their professional identity is compromised. The question arises, is it possible for anyone to fulfil the expectations of the role? Perhaps all that can realistically be achieved is a shared understanding of a need to continually seek a position from which to master the duality of expertise implicit to the role. In addressing this challenge Peel (2005) calls for continued professional development (CPD) through critical personal reflection, stating that: "...this appears particularly important where professionals straddle more than one professional identity" (p. 136). CPD is seen as being preferable to the deployment of a range of short-term coping strategies.

Looking to the future, if this particular phenomenon remains unchanged I make the following assumption: the position which informants occupy, having made what can be described as a community expertise shift, may in time develop momentum and become a

newly-formed community of practice, neither representative of the profession of chef nor of education and training, but a blurring of identities. This position can be viewed as being negative, in the sense that it will represent a dilution of each community of practice, creating a danger of becoming insular and lacking in professional expertise. However in order for a new community to develop, informants would need to connect and develop meaningful, mutual engagement with each other; currently this is not the case. Wenger states that:

> One teacher, isolated from other practitioners and immersed in classroom issues, ceases to be representative of anything else; and artefacts gain local meanings that do not point anywhere."
>
> (Wenger 1998, p. 115)

It is now apparent that further questions need to be asked, for example:

- In what ways do the two worlds of professional "cheffing" and professional tutoring differ?
- If the community of practice of professional tutoring barely exists, or differs so much in terms of the rewards membership brings, what implications does that have organisationally and personally?
- Is it a feasible aim for any person simultaneously to maintain almost full participation in two different worlds (communities of practice) or is the task impossible?

Given all of this, there follows a discussion of the shared implications between the employing organisation and informants and a number of practical recommendations to mitigate the problem under investigation.

Shared implications for employers and tutors

It is clear there are responsibilities which need to be recognised and addressed by both the training organisation and tutors if the effects of the phenomenon, conceptualised above as the "Professional Eclipse", on the individual journeys of practitioners to the role of tutor are to be minimised. For example both parties have a requirement to gain an in-depth

understanding of the complexities of the problem and the inherent need for recruitment, development and support strategies for tutors if there is to be any meaningful progress made toward providing assistance to occupational practitioners in relation to what has proved to be a complex transitional journey into the role of tutor. Further, tutors need to gain a depth of understanding of the phenomenon in which they find themselves in order to encourage meaningful engagement with the employing training organisation and acknowledge potential development paths. It must be stated, in relation to organisational policy, that there is no intentional lack of support; rather the organisation is seen as being very supportive. It is a matter of a need to understand the problem and the levels of shared responsibility that this brings.

The following section considers the implications of the research findings for the employing training organisation. It is divided into four parts, considering in turn: the recruitment strategies for tutors; the development needs of tutors; keeping up to date with occupational practice; and the need for the development of tutor expertise in the fields of education and training.

Implications for the organisation

Alignment of recruitment strategies with tutor skills and attributes

As I have discussed previously, at the time of conducting this research recruitment to the role of tutor focused primarily on the candidates' levels of proven occupational expertise as chefs. Little or no consideration was afforded to identifying any skills, expertise and understanding in the area of education and training. The notion which drives this particular policy seems to derive from an internal organisational belief that, providing an individual possesses high levels of occupational skills, those individuals are equipped to educate and train others to a similar occupational standard (Robson 2006) after having received – in most but not all cases – the basic three-day "On Job Training" programme. Such an approach contributes to the creation of a vacuum in terms of technical ability, skills and knowledge sets implicit to the role of tutor. This in turn places individuals in an increasingly exposed and vulnerable position in terms of adequacy in fulfilling the role of tutor. Greater understanding is required of the skill sets, competences and attributes demanded of those teaching a profession or craft.

Recruitment strategies must be aligned to these new understandings, and policies amended and implemented accordingly.

Absence of a development strategy and policy for tutors (continued professional development)

First, it must be acknowledged there is currently within the training organisation a list of short courses available to employees, which is revised periodically. These particular courses however are not aligned to the specific development needs of tutors but are generic to general business and administration needs. It is recommended that a clear development path for tutors is developed and communicated, accessed through individual needs analysis commencing with a full induction programme both in relation to the organisation and to the specific role of tutor. However development paths can only be identified if the following are first in place:

1) Organisational understanding of the support and competencies required in the role of tutor
2) Tutor acknowledgement of the need for personal development in the area of education and training, and willingness to engage in it
3) Organisational policy acceptance of a shared responsibility for the personal development of employees.

Furthermore, clear goals and objectives need to be communicated to tutors. Currently there is some confusion in relation to the required outcomes of the role in terms of satisfying all stakeholders, including the government, the organisation, the tourism industry, the Further Education and Training Awards Council and the students. A contributing factor to this confusion is the contradictory perspectives of stakeholder hierarchy. On the one hand the students can be identified as the end user, client and consumer; on the other hand, and conversely, there is a need for the training organisation to stay close and relevant to the tourism industry. In taking this perspective, qualified students are seen as a product to industry, industry is thus defined as the customer, client and end user. Currently, establishing the role of tutor in terms of relationship to and between student and tutor is seen as being problematic. Informants need to work on negotiating a consensus in terms of distribution of power within the context of

the learning environment and in doing so, establish the status of the student. The changing demographic of students to one which is a more discerning and demanding of tutors raises the question as to whether is there room for a shared responsibility for learning. We know from Knowles (1990) that one of the characteristics of the adult learner is the "self-concept" and in consideration of this Knowles (*ibid.*) recommends that: "...the learner be allowed to participate in diagnosing his educational needs, planning his experiences, developing a suitable learning climate" (p. 236). Establishing a relationship model between student and tutor will contribute to consolidating methodological and pedagogical perspectives with regards to programme delivery. However, this is not a criticism of the various methodological perspectives and strategies adopted by informants / tutors (for a variety of reasons) in relation to programme delivery. Rather it is a call for meaningful discussion between informants and the organisation in this regard. Further, as "employees", informants will need to consider and negotiate around the potential impact of the requirement for transition to a student centred discourse on their professional identity and contractual job role.

Complexities in keeping up to date with occupational practice

Informants are experiencing difficulty in keeping up to date with developments in their original professional occupational field. Tutors use a number of strategies in an attempt to keep up to date, including the use of industry contacts and previous formal and informal networks. However, the level of engagement with such contacts is linked to the length of time informants have held the position of tutor. The longer they have spent out of industry the weaker their links become in terms of frequency and reach. One key means of gathering occupational insights and maintaining occupational proficiency identified by the informants themselves, is working back in industry for a number of weeks per year. There is a need for the training organisation to recognise the importance of the concept of returning to industry, and adjust and implement policy in this regard. However, returning to industry seems to have another and more significant meaning. Due to informants now operating in what can be described as an artificial context in relation to occupational activity (since the "buzz" has not transferred to the role of tutor), this process is a means, conscious or not, of reaffirming a level of professional competence and identity, which seems to be much needed.

Lack of understanding of the need to develop expertise in education and training

In addition to slippage occurring in the maintenance of occupational expertise, typically informants do not recognise the need to master expertise in the field of education and training. Informants do experience, however, the negative impact of adopting this view as they become increasingly exposed to a demanding student demographic and revised policy which aims to place students at the centre of learning pedagogy. Only one informant, Venus, does not hold this view, having developed a career trajectory towards teaching. As mentioned above, there is a responsibility which falls both on informants and the training organisation to develop policies to support tutors in this regard.

In summary, the identified support structures and development paths need to be formulated and implemented in co-operation with informants as soon as is practicable. Further, in the long term, I argue that a programme of formal recognition (both internally and externally) of the role and position of tutor needs to be put in place and communicated with the aim of elevating the image and importance of the role in its capacity to continually renew the profession of chef. I also suggest an internal forum be established in order to provide a platform for discussion and engagement between fellow tutors with the aim of reaffirming professional practice and identity. This forum should provide an opportunity for informants to engage collectively with the employing training organisation in order to establish role objectives and development needs analyses which take cognisance of professional identities. Finally, it is proposed that mentoring should be considered as a way of introducing professional practitioners into the role of tutor of their profession.

Contribution to knowledge

The gaps in the literature which prompted this study are to be found in the understanding of how tutors of further education who stem from a professional occupational community of practice (Lave and Wenger 1991) having made the shift to a position of tutor of their former profession, cope with the inherent demand to seek a position from which to master multiple communities of practice. More particularly, the existing literature does not contribute to the understanding of how individuals, over time, experience and manage the complexities which impact on both the achievement and maintenance of educational expertise and the maintenance of occupational

competency, role legitimacy and notions of professional identity as they experience this move. There follows a summary of the ways in which this thesis has contributed to the field.

The research has provided six rich and illuminating studies of the experience of FE lecturers coping with the transition from occupational master practitioner to the role of tutor of their profession.

Further insights and understanding have been provided of the role that social and formal networks play in determine the personal career development paths of these six individuals as they move to a position of dual professionalism.

The study has provided insights into six individual career trajectories and selected personal development strategies over time and space, from first encounters with their professional occupational domain through to their present day role as tutor.

Further understandings have been gained about the complexities, dynamics and emotions which impact on the personal journeys of six tutors in the Republic of Ireland as they attempt the shift from one community of practice into another.

The research has contributed to the understanding of the issues and problems around the attainment and maintenance of duality of expert skills and knowledge required of tutors / teachers, particularly when there is a requirement to demonstrate and maintain mastery of both a former occupational community of practice and a community of practice which is representative of education and training.

A contribution has been made to the conceptual tools of communities of practice; adding a further model; the "Professional Eclipse".

The thesis has particularly described and conceptualised the ways in which time contributes to the phenomenon experienced by informants as conceptualised within the professional eclipses model (Figure 5.1 above). For example, the progressive amounts of time informants had held the position of tutor was seen to be directly related to their

reduced ability to maintain occupational proficiency, professional role legitimacy and identity.

The study has raised important questions concerning the management of the problem, proposing evidence-based ways in which the problem might be addressed or mitigated. Further, it has raised important questions about how the use of the term "professional" is open to challenge with respect to either of the two role identities, occupational or tutor, on the basis of role legitimacy.

The three themes and related categories drawn out through this research project in the Republic of Ireland are collectively unique: Theme one: Multiplicity of engagement with others; theme two: Contributing factors which inform professional identity; and theme three: Maintenance of formal and informal role legitimacy.

The study has offered further insight into the relationships between student and tutor and how government and organisational policy within the Republic of Ireland affects notions of hierarchy within this dynamic and within the learning contract, in turn identifying individual adjustments required of tutors.

This research further informs tutor selection, recruitment and development policies within a national context with regards to the state organisation within which I am employed in the Republic of Ireland.

Reflection on conceptual framework

The concept of communities of practice and the literature surrounding it were originally discussed above on pp. 29-37. However, it would be useful at this point to further critique the construct of communities of practice in relation to the empirical work carried out; this discussion follows, together with a consideration of the limitations of the construct.

Since the construct of communities of practice was first coined by Lave and Wenger (1991), a large body of literature on this topic has been developed; it has attracted much attention across the social sciences where researchers are interested in knowledge as a situated practice and has, more recently, achieved prominence in the wider debates about the development and management of organisational knowledge. However, with few exceptions as noted above, at the time of writing the literature to date has not provided any significant understandings of how individuals who are entering a community of practice from a different field of professional expertise experience the issues and problems which arise from the requirement to attain and maintain a duality of expert skills and knowledge as they shift from one community of practice into another; particularly within the context of the Republic of Ireland. Neither has there been any investigation of how multiple communities of practice are managed, and the effects this may have on an individual.

I once managed to have a brief conversation with Etienne Wenger during an educational conference and workshop. I asked the question "Is there a community of practice in a classroom?" Etienne answered, "Yes, if it is useful to see it as such". Indeed Avis *et al*, (2002a) identified "hazy glimpses" of a community of practice in a study of GNVQ teachers, finding that: "lecturers and students laboured collectively in the pursuit of qualification outcomes" (p. 44). Although Avis (*ibid.*) further acknowledged that: "It may well be that we have exaggerated the potential for the development of progressive communities of practice that incorporate learners and lecturers" (p. 46). However Etienne's reply provided a certain reassurance to my thinking in relation to conceptualising the transition of occupational practitioners to the role of tutor as being from one community of practice (Lave and Wenger 1991) into another, and therefore shifting from an occupational community to one to which is of further education, whilst recognising the need to maintain membership with the former.

On reflection, how successful was the use of communities of practice as a way of conceptualising this transition and the problem under investigation? Even though the concept does not entirely fit the education side, if we consider the notion that teacher identity is born out of, amongst other things, continued interaction with fellow members in practice which draws on a shared repertoire: reified objects, tools and shared histories in a

social and physical context, then these practices belong to a community of sorts; a community of practice. Moreover Hodkinson and Hodkinson (2004a) state that: "School teachers can be seen to belong to several overlapping communities of practice, the teaching profession, the school where they work, the community of fellow specialists in a particular subject..." (p. 29). This observation is also applicable to tutors in further education and occupational practitioners. Chefs, for example, belong to the community of practice within the kitchen brigade (a tight community), the larger community of practice within the hotel / restaurant and the community of the profession of chefs. The question arises, is it useful to view these collective and overlapping communities as one overarching community of practice? Following Bourdieu and Wacquant's (1992) concepts of *field of practice* or *learning field*, Hodkinson and Hodkinson (2004a) suggest that: "... the community of practice or 'field' of school teacher learning includes all these overlapping levels of interaction" (p. 29) and further state that:

> "The *field of practice*, or *learning field*, following Bourdieu, may be better terms than community of practice to represent the view that learning is ubiquitously social. Community of practice may be better preserved for the narrower, more cohesive types of social relations that characterise Lave and Wenger's examples. Such a community of practice implies a smaller scale of focus than 'field', and can be useful where such narrower communities can be clearly identified"
>
> (Hodkinson and Hodkinson 2004a, p. 30)

These observations are useful because they assist in the understanding of why it is problematic to articulate or visualise what a community of practice in further education looks like. It has to do with dimension; Hodkinson and Hodkinson (2004a) state that: "The nature and scale of communities of practice or learning fields is partly a matter of empirical determination" (p. 30). I maintain there are communities of practice within an educational context though they seem to be secondary to occupational communities in terms of importance and visibility. This notion is mentioned within the literature, for example, according to Robson:

> "The importance in the post-compulsory context of teachers' existing identities and communities of practice cannot be over stated ... the priority that, for most, attaches to the teacher's specialist knowledge of their subject or occupation as opposed to their pedagogical knowledge."
>
> (Robson 2006, p. 73)

However, the definition of what a community of practice is, and the ways in which it is applied and talked about have become blurred and somewhat inconsistent. The term "community" is open to multiple interpretations which can be seen as problematic (Roberts 2006), resulting in a number of contrasting definitions appearing in the literature, examples of which are provided in Chapter 1. In tandem with the acknowledgement of the usefulness and popularity of the concept of communities of practice (Lave and Wenger 1991) which continues to provide "an important source of theoretical insight for inspiration for research into learning at work" (Fuller *et al.* 2005), I accept that the concept is contested and has to date attracted a certain amount of criticism, for example as regards the neglect of power (Contu and Willmott 2000, 2003; Fuller *et al.* 2005; Fox 2000), and the concept's failure to acknowledge former conditions such as habitus (Mutch 2003; Colley *et al.* 2007). Furthermore, there are rising tensions in the literature about the notion of the exploitation of communities of practice and of human capital by organisations for the purpose of knowledge innovation (Lesser and Everest 2001) through the supposed cultivation and management of communities of practice (Wenger and Snyder 2000; Wenger *et al.* 2002). References to hegemonic relations, power and alienation that populated the earlier discourse are, as Fox (2000) notes: "referred to in passing in the footnotes" (p. 875). The original concept (Lave and Wenger 1991) is, it seems, in danger of being cast into the shadows of its own evolution. Furthermore, the overarching use of the term risks weakening the original conceptualisation of communities of practice as learning and knowledge-generating entities situated in certain kinds of practice. However, the use of the construct of communities of practice as a heuristic framework for this particular study draws more closely on the original definitions as articulated by Lave and Wenger (1991), who describe the concept of a community of practice as:

> "... a set of relations among persons, activity and world and in relation with other tangential and overlapping communities of practice ... an intrinsic condition for the existence of knowledge ..." (p. 98).

Even though the construct of communities of practice is contested and has a number of limitations as noted, it has proved useful in a number of ways in relation to this research, for example; together with the close attention to the experience of the six participants, using communities of practice as a heuristic framework has enabled me to give even

more precision to the nature of communities of practice with respect to both occupational and further education. Furthermore, it has provided a framework which enabled discussion about the complexities which drive, or indeed block, the transition of the six informants from a working role of practitioner to one of tutor of their profession, moving from one community of practice into another, and the subsequent requirement for further transition. Moreover, and more importantly, the concept of communities of practice provided a language through which to conduct this research project and a heuristic framework which allowed me as researcher to articulate the phenomenon identified through this research, the "Professional Eclipse", illuminating a significant dilemma in relation to the positioning of informants who occupy the role of tutor. Further, the way in which this phenomenon is conceptualised contributes to Lave and Wenger's concept of communities of practice. On reflection, while alternative frameworks may have proven to be suited to this particular investigation, all one can do as a researcher when faced with alternatives is to make choices, and choosing one inevitably precludes others. However, significantly, the construct of communities of practice (Lave and Wenger 1991) has been used as a framework for research into further education since inception, but more particularly over the last decade. Examples of such work are provided by Malcolm and Zukas (2000), Viskovic and Robson (2001), Avis *et al.* (2002a), Hodkinson and Hodkinson (2004a), Bathmaker and Avis (2005a), Fuller *et al.* (2005), and Avis and Fisher (2006) to name but a few; most of which have informed this research study. In summary, utilising communities of practice as a framework through which to conceptualise the problem under investigation has proved successful in a number of ways in its application. However, there are limitations to this small qualitative study to which I now draw attention.

Limitations of the study

This small qualitative research study draws attention to the personal and collective struggles and emotional journeys of six informants. Their personal, reflective stories map their journeys from initial encounters with their occupational profession as a chef to their current job role as tutor of their former profession. I draw attention to the limitations of this study which is evidenced by the small number of research informants and is therefore the reported perceptions of a small group of people. Moreover, this research study took place

within the context and confines of one a single state-run organisation within the Republic of Ireland. However the experiences of such a small group provided valuable insights and further understanding in relation to the challenges and dynamics which affect levels of achievement and maintenance of role credibility, proficiency, and legitimacy, all of which contribute to the construction of professional identity. Moreover, insights were provided into the ways in which these six informants experience the complexities of operating in an environment which demands of individuals an ability to manage multiple communities of practice and notions of dual professionalism. With respect to methodology, I agree with Corbin and Strauss who state that:

> "Qualitative data are inherently rich in substance and full of possibilities. It is impossible to say that there is only one story that can be constructed from the data. Though participants speak through data, the data themselves do not wave flags denoting what is important and what is not. Different analysts focus on different aspects of data, interpret things differently and identify different meanings."
>
> (Corbin and Strauss 2008, p. 50)

In consideration of the above, and from a social constructionist perspective, I adopted the view that "knowledge and social action go together" (Burr 1995, p. 3) and that social constructivism builds on all previous knowledge and encounters (including discourse) in order to make sense of new information. Having personal experience of a number of relevant discourses (manager, educator and former tutor) brought certain tensions and contradictions to my positionality in terms of managing and balancing particular perspectives, bringing a further level of complexity to the research. However there is a certain inevitability of eventually having to make choices around a problem, including the methods used, the nature of the data, and the outcomes and construction of knowledge claims. My job as manager is to improve practice, therefore the choices made in an attempt to mitigate the problem required that I maintained, as far as possible, a dominant default position aligned to the discourse of manager. However, this is not to say that I did not personally empathise with or draw on other discourses available to me.

As researcher I accept that in opening up certain possibilities of interpretation, potentially these choices shut down alternative opportunities of interpretation. All that can be said is that throughout this research project the researcher's integrity with

regards to the informants has remained at the forefront and paramount. I am fully aware that my interpretations must be viewed as transient, temporary and provisional in nature as all things move on. Furthermore, I fully accept that during the one-to-one interviews the influence of my power position (taking the social constructionist position) will have influenced the construction and fabrication of versions of knowledge which were presented here.

Further I am cognisant of feelings of responsibility in some respects of having a role in the emancipatory voice of informants in the interpretations provided. To this end I have, where possible, provided transcribed extracts from actual interviews with the aim of encouraging the voice of informants to permeate the research project.

It is anticipated the implications of the findings of this research will contribute to the ways in which the selection, induction and planned continuous development of tutors is approached both within an organisational and a national context in the Republic of Ireland. The phenomenon identified within the "professional eclipses" has not to my knowledge previously been investigated in this way in the literature, particularly within the context of the Republic of Ireland, so potentially the findings may eventually have implications beyond the confines of the context of this particular piece of research. This investigation, though small, is central to the debate and future understanding of the complexities and dynamics that impact on maintaining professional credibility and identity with regard to teachers, trainers and educators who stem from a background and community of practice of professional occupation practitioner.

The research questions asked were not fully answered; further research is required in order to gain a fuller understanding of the dynamic taking place. However, this research project offered an interpretation of what seems to be taking place and provided further tentative understandings in distinct areas with respect to six individuals who have undertaken the role of tutor of their professional occupation within the context of further education in a State Authority within the Republic of Ireland. I do however acknowledge that this is a limited study. I make no claims as to the generalisability of the findings however, those reading this study may relate it to their own context.

Possible questions for further research

There remain a number of significant questions which future research scholars need to ask in order to carry this work forward. For example, if we accept the notion that the challenge incumbent on tutors in further education is to seek a position from which to master both occupational and pedagogical specialisms and expertise in order to achieve and maintain role proficiency, credibility and legitimacy, then the following question needs to be asked: How can joint responsibility (organisational and personal) for the continued professional development of tutors be implemented and facilitated within an organisation without incurring accusations of being dictatorial, top-down managerialist control policies? This is important in order to encourage personal commitment and engagement with the self development process; adapting a critical stance towards their professional identity.

As we have seen, it is suggested that informant tutors currently occupy positions between two communities of practice as depicted in the Professional Eclipse model (Figure 5.1 above). This position is identified as vulnerable to critique from a number of perspectives. Further, the desired position (C) in this model suggests that there is a requirement to seek the skills and knowledge of each of the two communities of practice in order to legitimately claim the title of professional tutor; currently this position is identified as being out of reach. Two questions arise: first, what part or parts of occupational and pedagogical skills, knowledge and expertise can affordably be lost or allowed to diminish without affecting role proficiency, credibility and legitimacy as tutor of a profession? And secondly, what part or parts of professional identity are lost when the physical professional context is displaced or removed as an implicit stage or outcome of attempting a shift from an occupational community of practice to one which encompasses the education/training of that occupation?

Informants (with the exception of one) revealed that they incrementally drifted into further education though interventions from social and formal networks, which raises the question: Why is it that typically professional practitioners seem to drift into a job role in the field of education and training, as opposed to actively targeting this trajectory as a first choice career path?

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Appendices

Appendix 1: Reflections on the personal process of research

Addressing practical issues

When considering this research project, I was aware that time would become a practical issue. I work full-time in a position which requires input and management of a number of projects at one time on a local, national and, at times, an international basis in addition to normal daily activities and responsibilities. Further, it was apparent that living and working in the Republic of Ireland would bring a number of additional and unique challenges to the project, particularly in terms of geographical relationship to Sheffield Hallam University. However it was clearly beneficial to have chosen a research subject area that was, in the main, geographically close to hand and which also had relevance in a professional context to my own organisation. Additionally, but not least, the research meets the particular criteria set out for the EdD.

The process of studying for the EdD

Researching and writing this doctoral thesis has been part of the lives of all of my family since 2004. The journey has been long and arduous, a voyage of discovery both in terms of learning and in terms of self-discovery. There have been times, as I am sure the reader will empathise, when I have considered walking away from it, reflecting on the personal and family sacrifices which have been made: holidays cut short, weekends and evening family time reduced and feelings of guilt. The actual process of completing this dissertation was one of emotion, from elation, excitement, relief, and joy to the other extremes of anxiety, frustration, loneliness and self-doubt. However I was determined to see the project through; this is what I had committed to, wanted and had worked for. I had a responsibility to myself, my family and of course my informants who kindly confided and trusted in me. Further, my tutors at Sheffield Hallam University have invested time and faith in me to come through and have given personal time and continued encouragement for which I am eternally grateful. However conducting this research in the Republic of Ireland, distanced from Hallam whilst

holding down a demanding work role with a measure of international activity was, to say the least, extremely demanding, and time was always an issue.

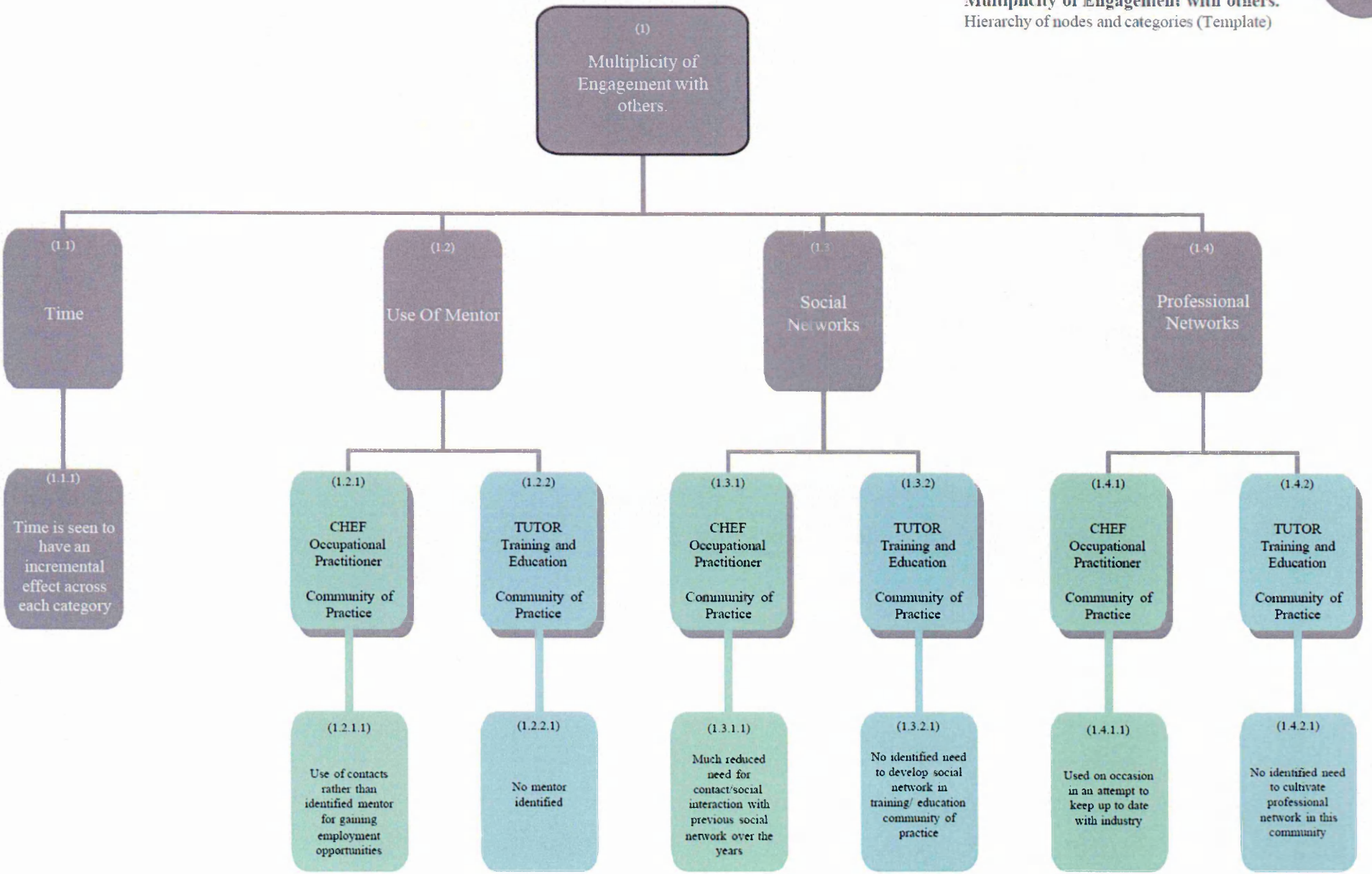
As mentioned as far as I am aware the phenomenon identified through the research has not previously been investigated or discussed in the literature, so potentially the findings may eventually have implications above and beyond the confines of the context of this particular piece of research, and beyond the Republic of Ireland. The thought of this was exciting and provided a further driving force as I worked through the data on a voyage of discovery. Moments of insight during analysis were like lights being switched on through times of darkness, the momentum moving me on to the next encounter with the data. I found the research project never left me. I have been accused by family on many occasions of going "into my bubble". The doctoral process has been a process through which I have grown as a person, a scholar, and a researcher. I have learned to question and become a critically reflective practitioner and deeper thinker and now intend to use what I learned for the benefit of others. During year one in Hallam a past doctoral student presented to the new recruits and stated: "You will find you are in a different place at the conclusion of the doctoral process to the one you occupy now". At the time I was not sure what she was referring to. I now understand the statement and I am grateful for it.

Appendix: 2.1

Theme One:

Multiplicity of Engagement with others.

Hierarchy of nodes and categories (Template)



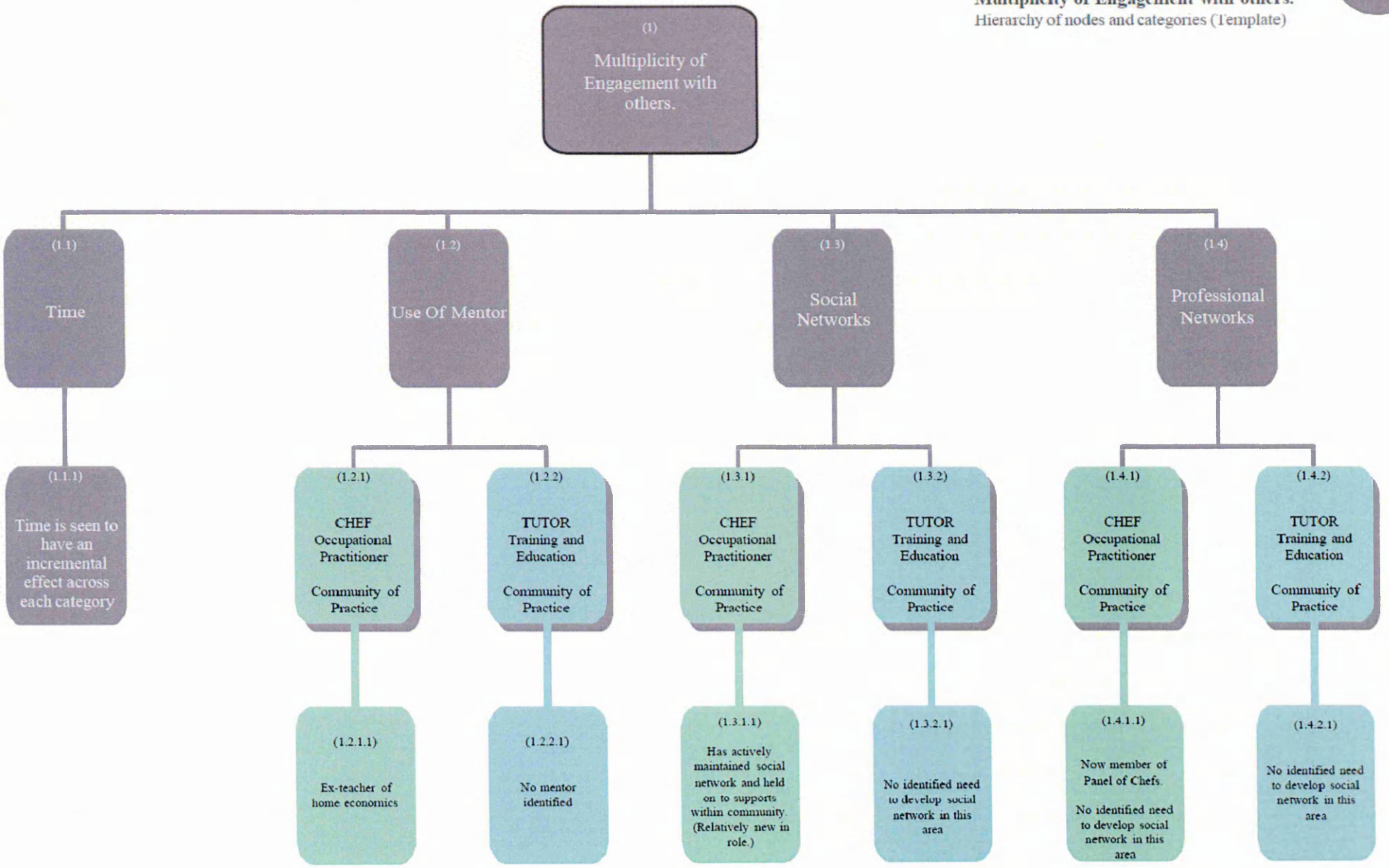
Appendix: 2.2

Theme One:

SATURN

Multiplicity of Engagement with others.

Hierarchy of nodes and categories (Template)



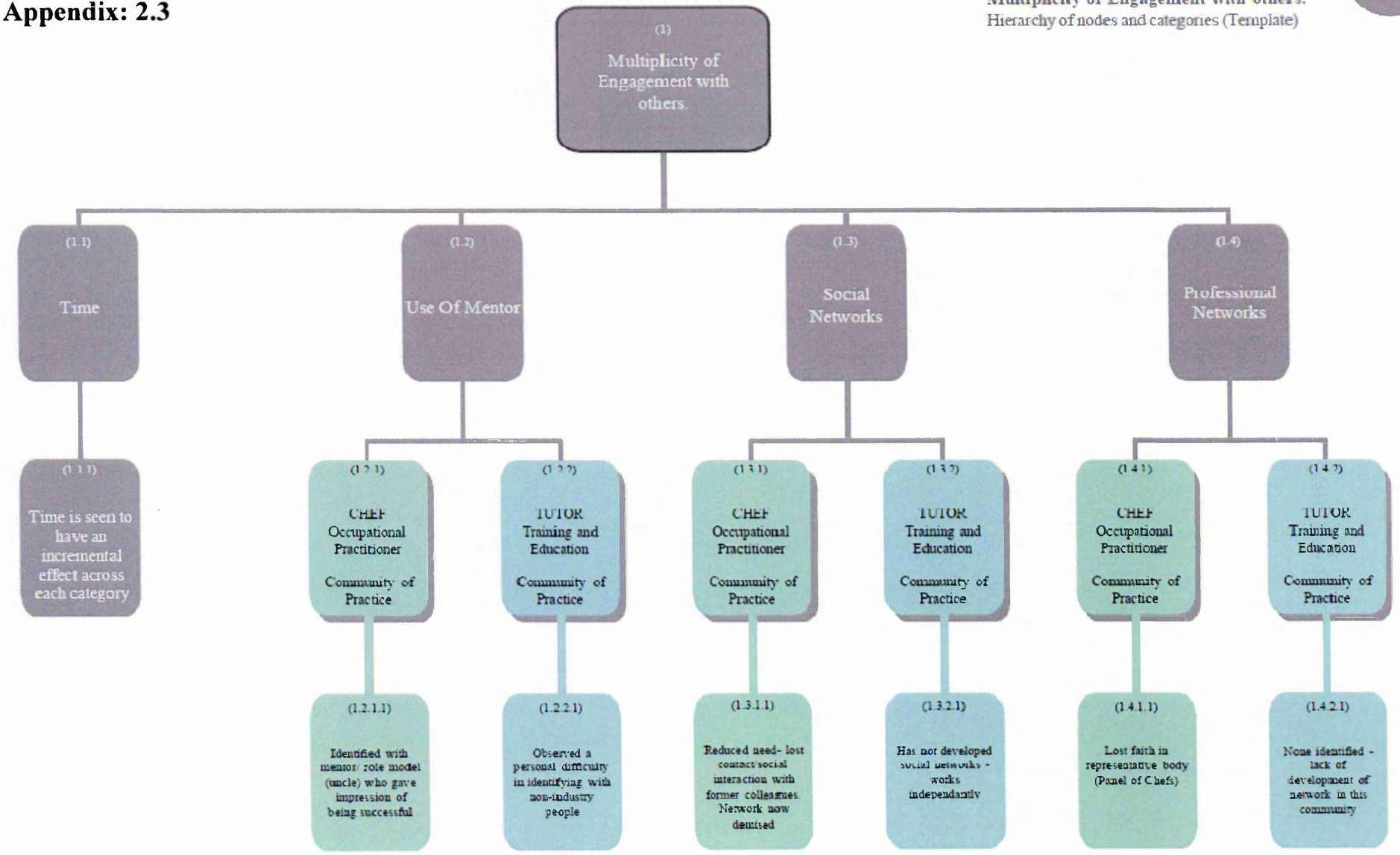
Appendix: 2.3

Theme One:

EARTH

Multiplicity of Engagement with others.

Hierarchy of nodes and categories (Template)

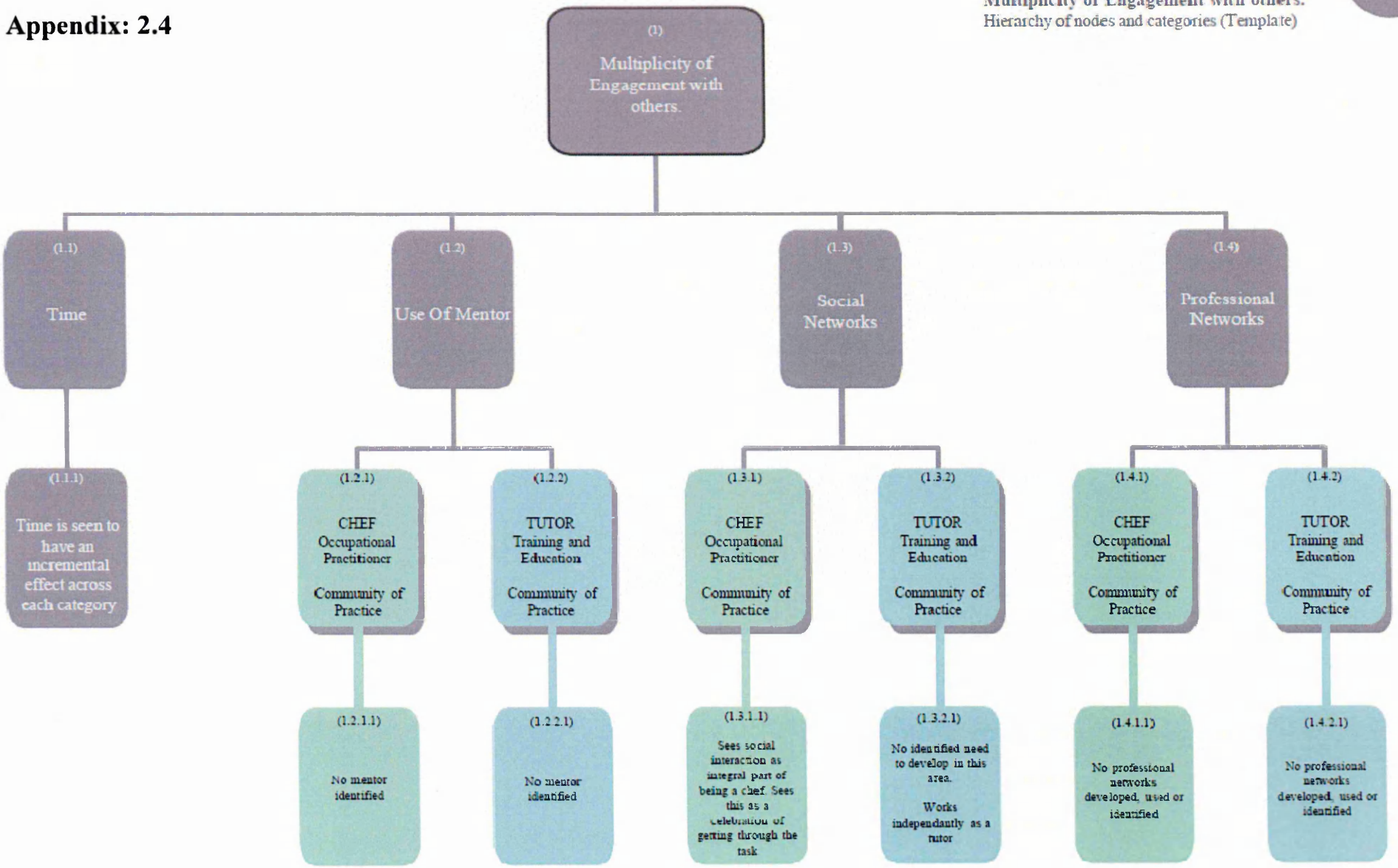


Appendix: 2.4

Theme One:

VENUS

Multiplicity of Engagement with others.
Hierarchy of nodes and categories (Template)

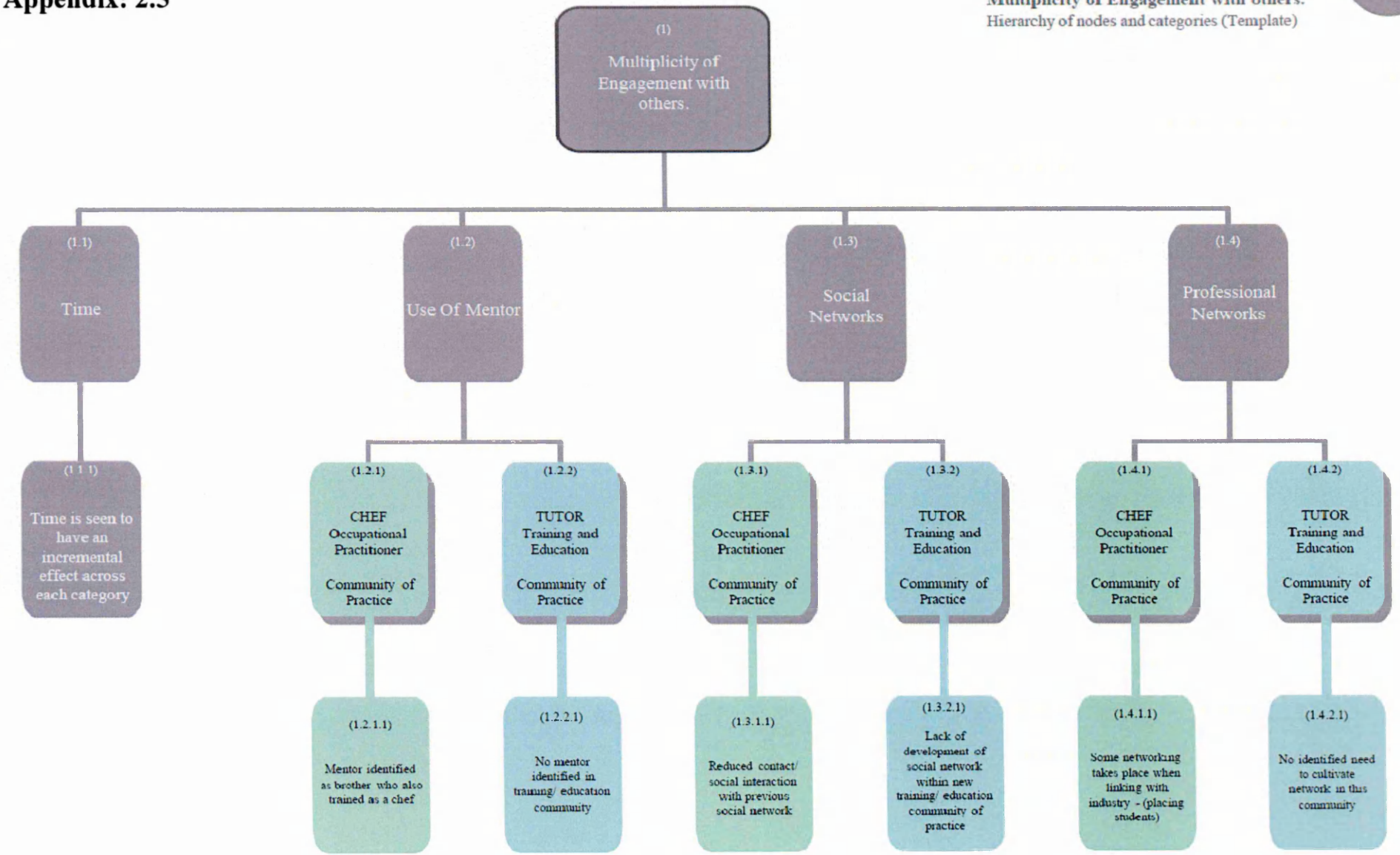


Appendix: 2.5

Theme One:

Multiplicity of Engagement with others.

Hierarchy of nodes and categories (Template)

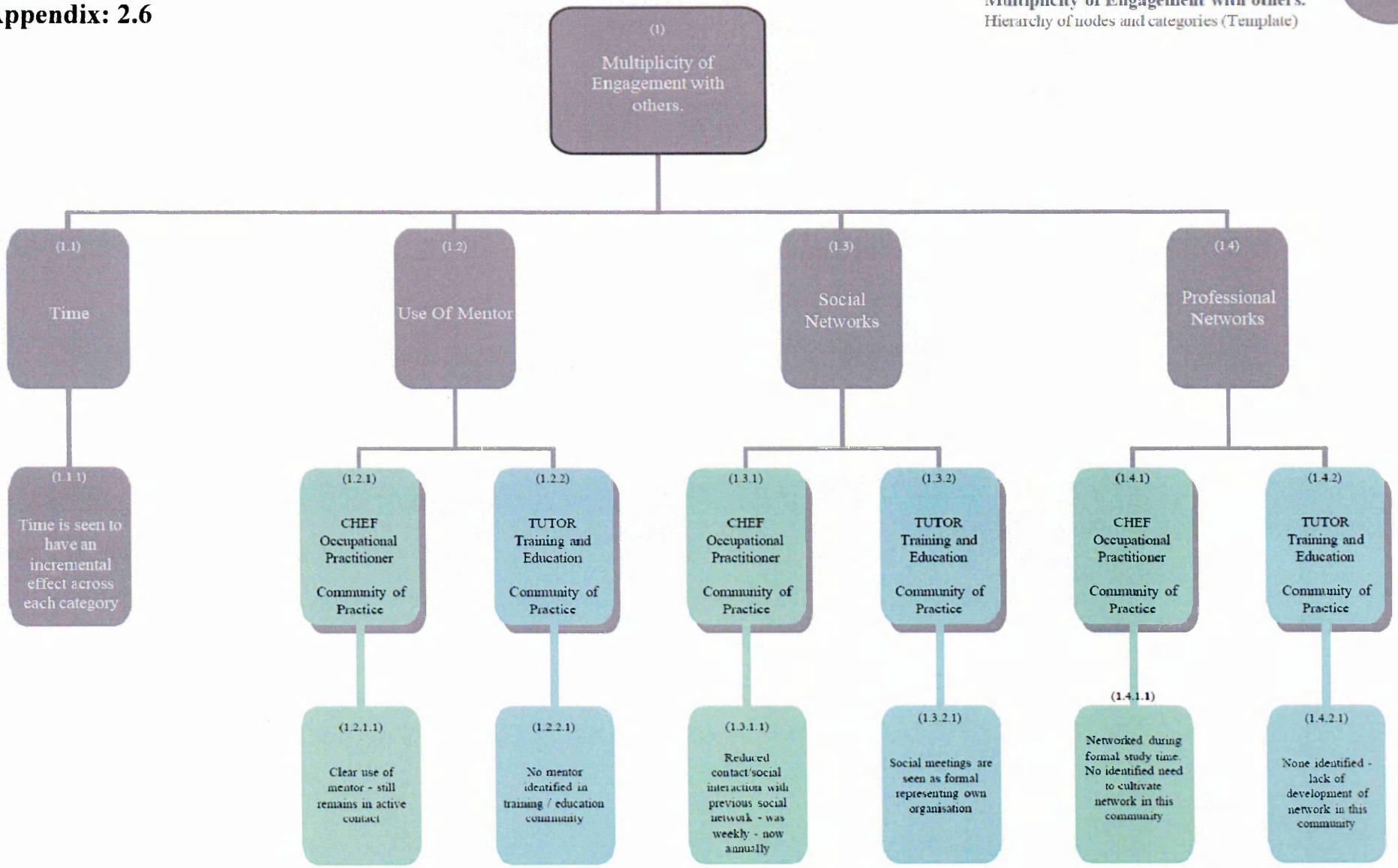


Appendix: 2.6

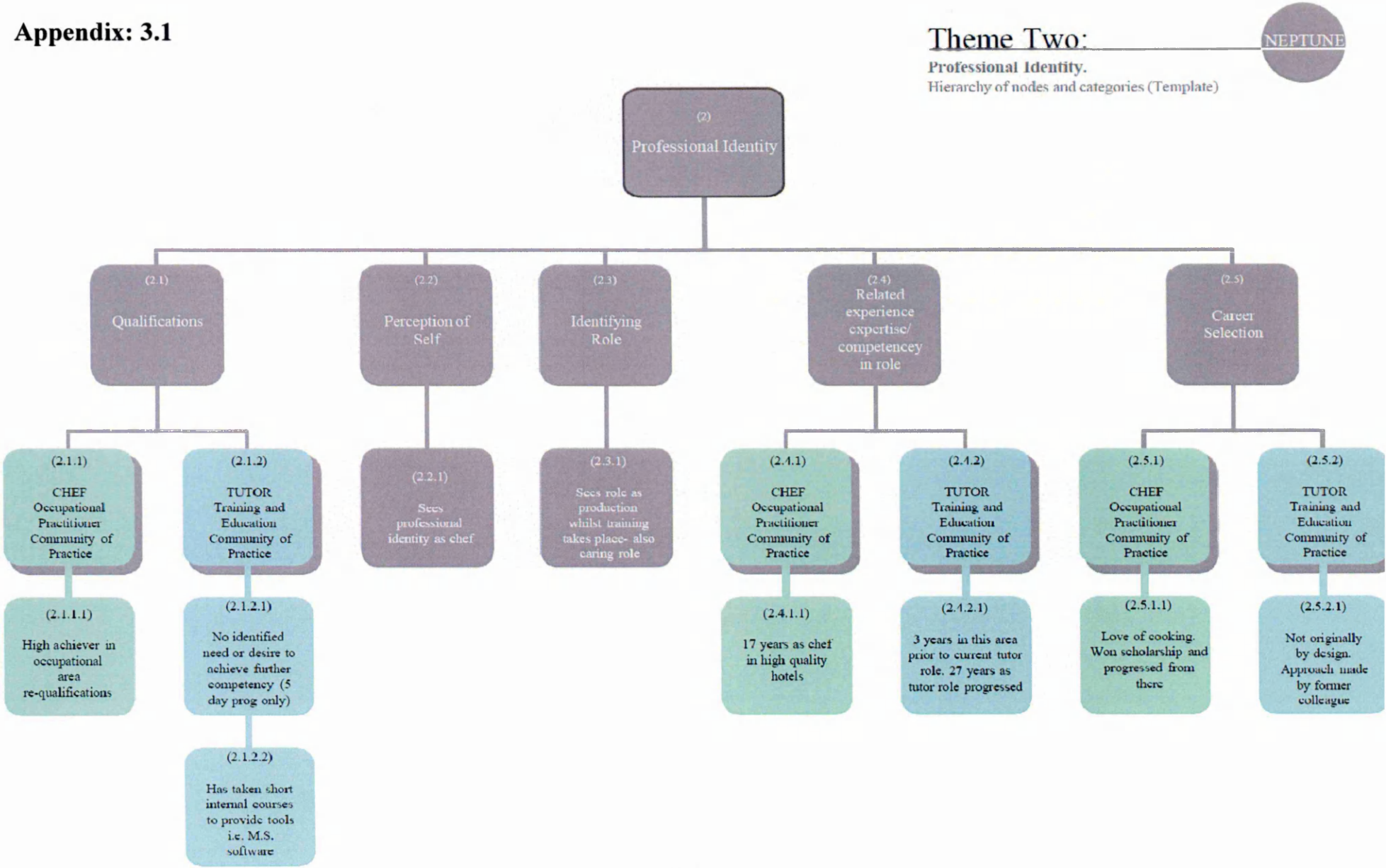
Theme One:

Multiplicity of Engagement with others.

Hierarchy of nodes and categories (Template)



Appendix: 3.1


Theme Two:
NEPTUNE
Professional Identity.
Hierarchy of nodes and categories (Template)
(2) Professional Identity
(2.1) Qualifications
(2.2) Perception of Self
(2.3) Identifying Role
(2.4) Related experience expertise/ competencey in role
(2.5) Career Selection
(2.1.1) CHEF Occupational Practitioner Community of Practice
(2.1.2) TUTOR Training and Education Community of Practice
(2.2.1) Sees professional identity as chef
(2.3.1) Sees role as production whilst training takes place- also caring role
(2.4.1) CHEF Occupational Practitioner Community of Practice
(2.4.2) TUTOR Training and Education Community of Practice
(2.5.1) CHEF Occupational Practitioner Community of Practice
(2.5.2) TUTOR Training and Education Community of Practice
(2.1.1.1) High achiever in occupational area re-qualifications
(2.1.2.1) No identified need or desire to achieve further competency (5 day prog only)
(2.1.2.2) Has taken short internal courses to provide tools i.e. M.S. software
(2.4.1.1) 17 years as chef in high quality hotels
(2.4.2.1) 3 years in this area prior to current tutor role. 27 years as tutor role progressed
(2.5.1.1) Love of cooking. Won scholarship and progressed from there
(2.5.2.1) Not originally by design. Approach made by former colleague

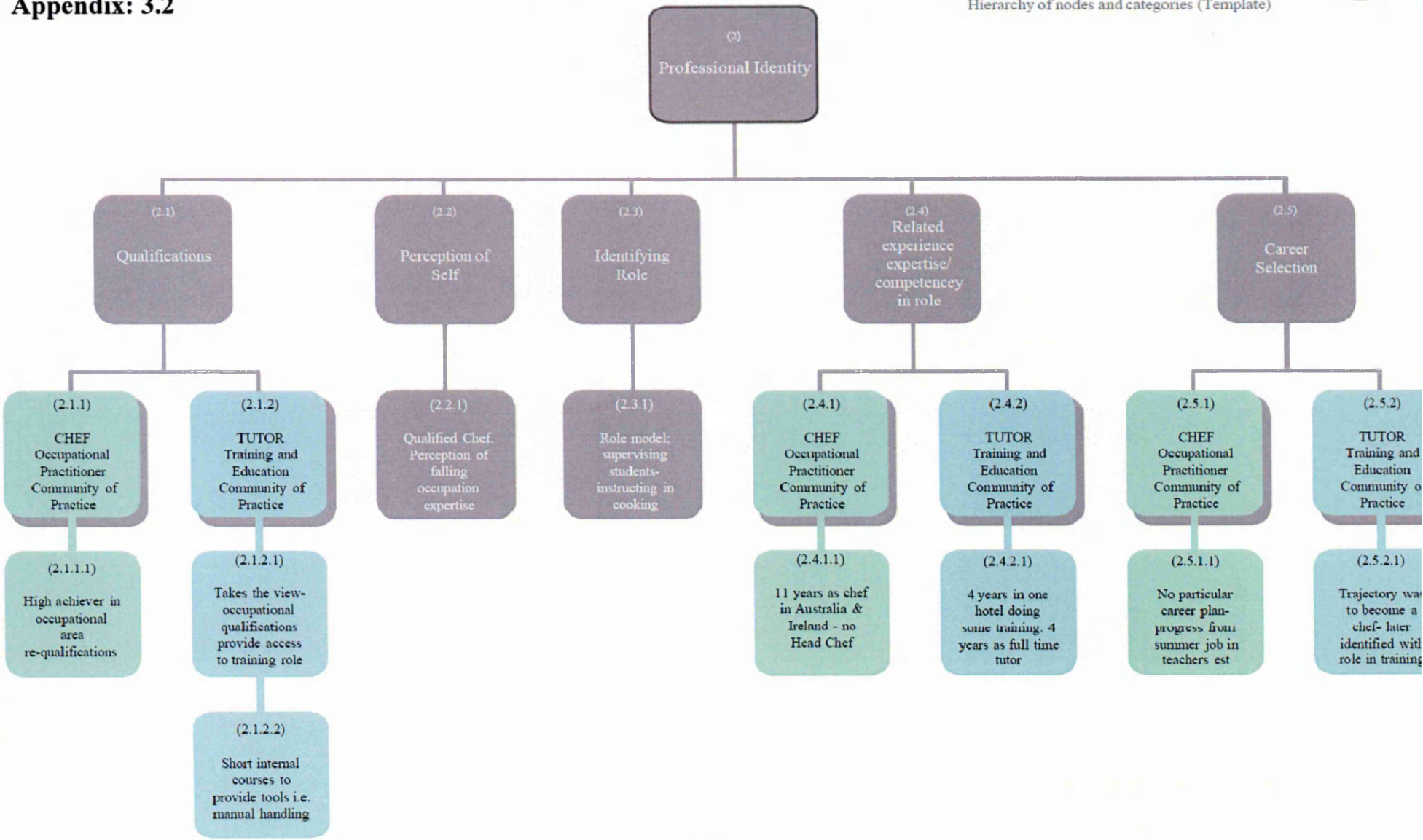
Appendix: 3.2

Theme Two:

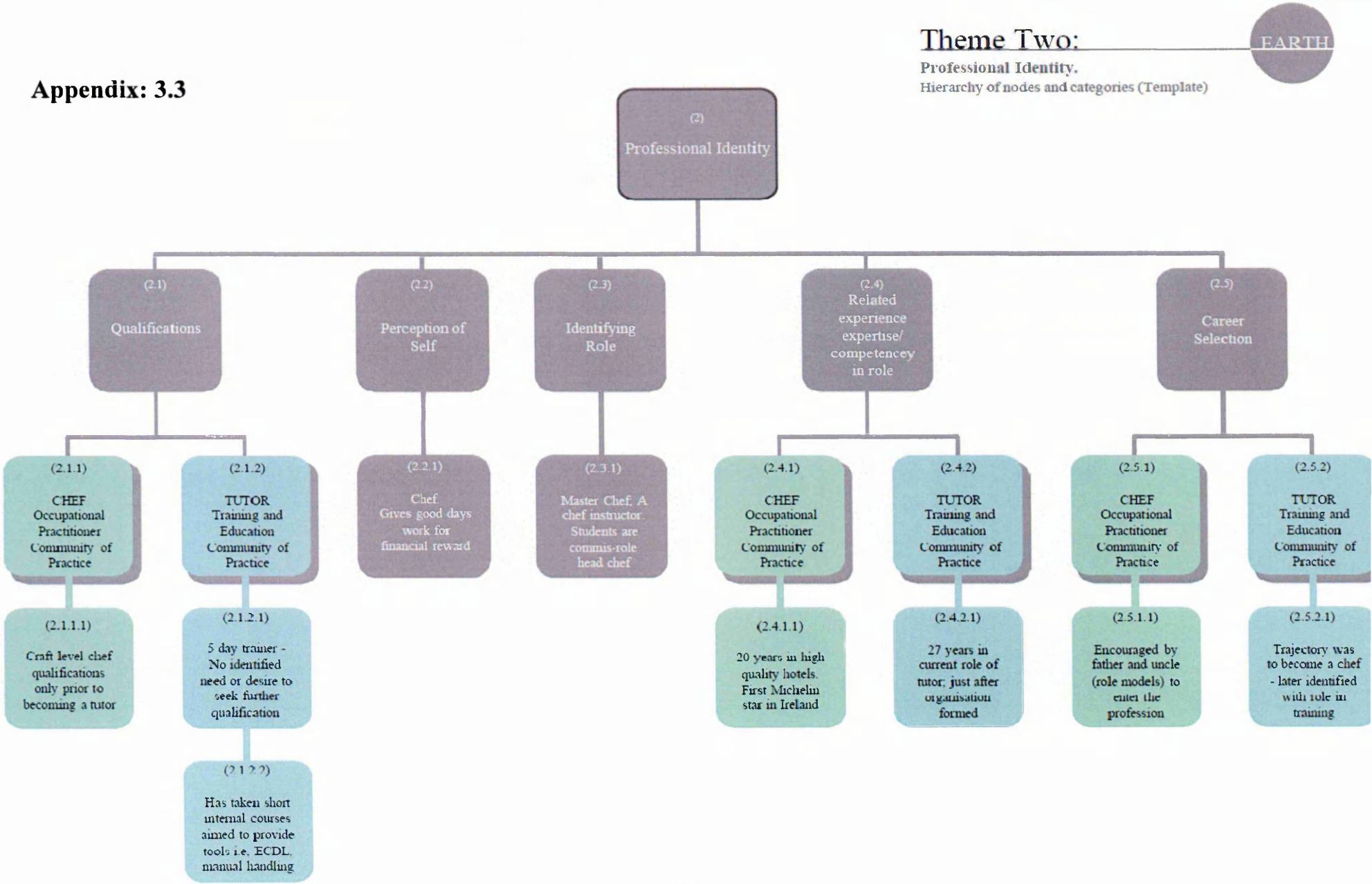
SATURN

Professional Identity.

Hierarchy of nodes and categories (Template)



Appendix: 3.3

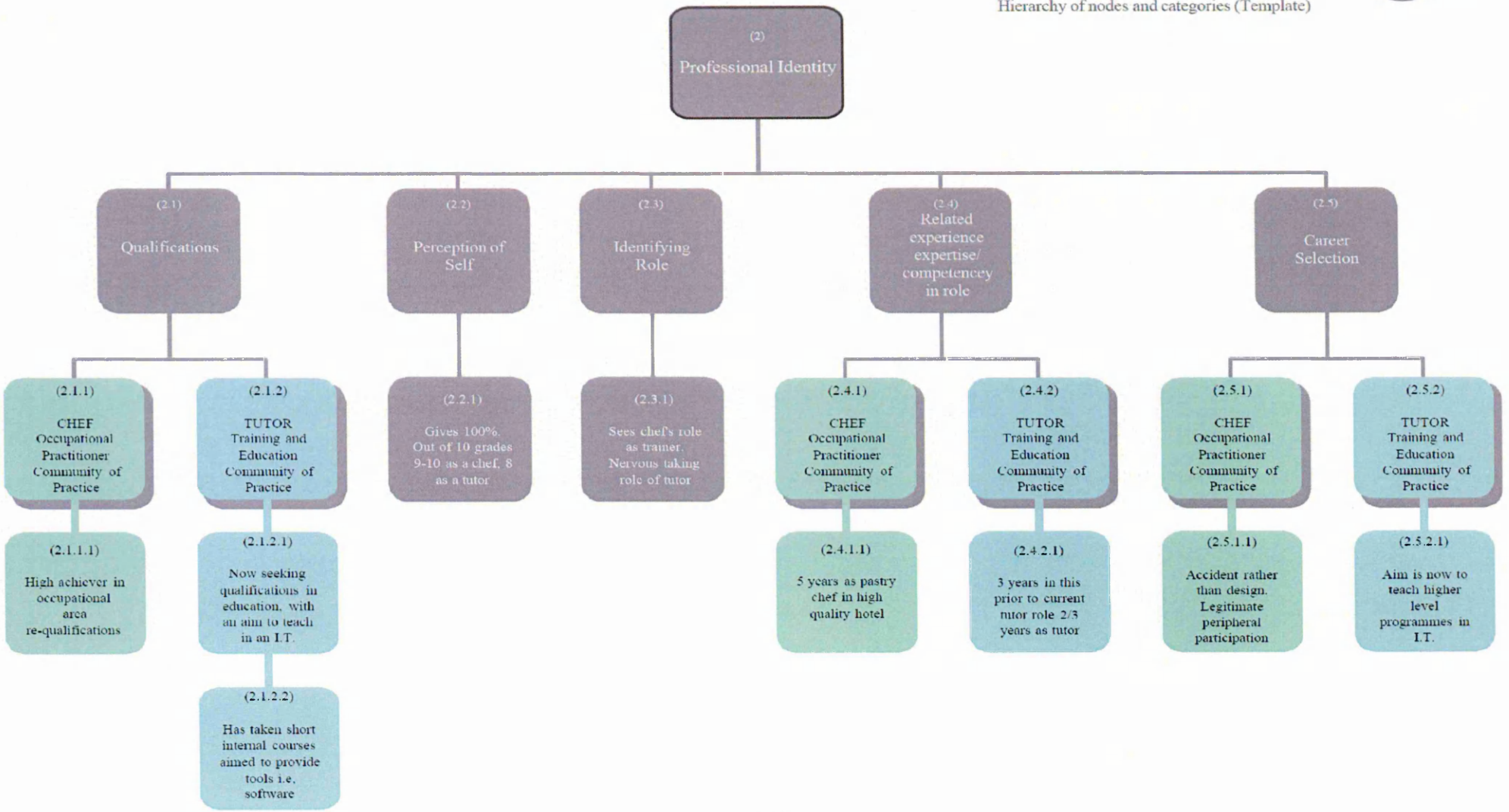

Theme Two:
EARTH
Professional Identity.
Hierarchy of nodes and categories (Template)
(2) Professional Identity
(2.1) Qualifications
(2.2) Perception of Self
(2.3) Identifying Role
(2.4) Related experience expertise/ competencey in role
(2.5) Career Selection
(2.1.1) CHEF Occupational Practitioner Community of Practice
(2.1.2) TUTOR Training and Education Community of Practice
(2.2.1) Chef. Gives good days work for financial reward
(2.3.1) Master Chef; A chef instructor. Students are commis-role head chef
(2.4.1) CHEF Occupational Practitioner Community of Practice
(2.4.2) TUTOR Training and Education Community of Practice
(2.5.1) CHEF Occupational Practitioner Community of Practice
(2.5.2) TUTOR Training and Education Community of Practice
(2.1.1.1) Craft level chef qualifications only prior to becoming a tutor
(2.1.2.1) 5 day trainer - No identified need or desire to seek further qualification
(2.1.2.2) Has taken short internal courses aimed to provide tools i.e. ECDL, manual handling
(2.4.1.1) 20 years in high quality hotels. First Michelin star in Ireland
(2.4.2.1) 27 years in current role of tutor; just after organisation formed
(2.5.1.1) Encouraged by father and uncle (role models) to enter the profession
(2.5.2.1) Trajectory was to become a chef - later identified with role in training

Appendix: 3.4

Theme Two:

Professional Identity.

Hierarchy of nodes and categories (Template)

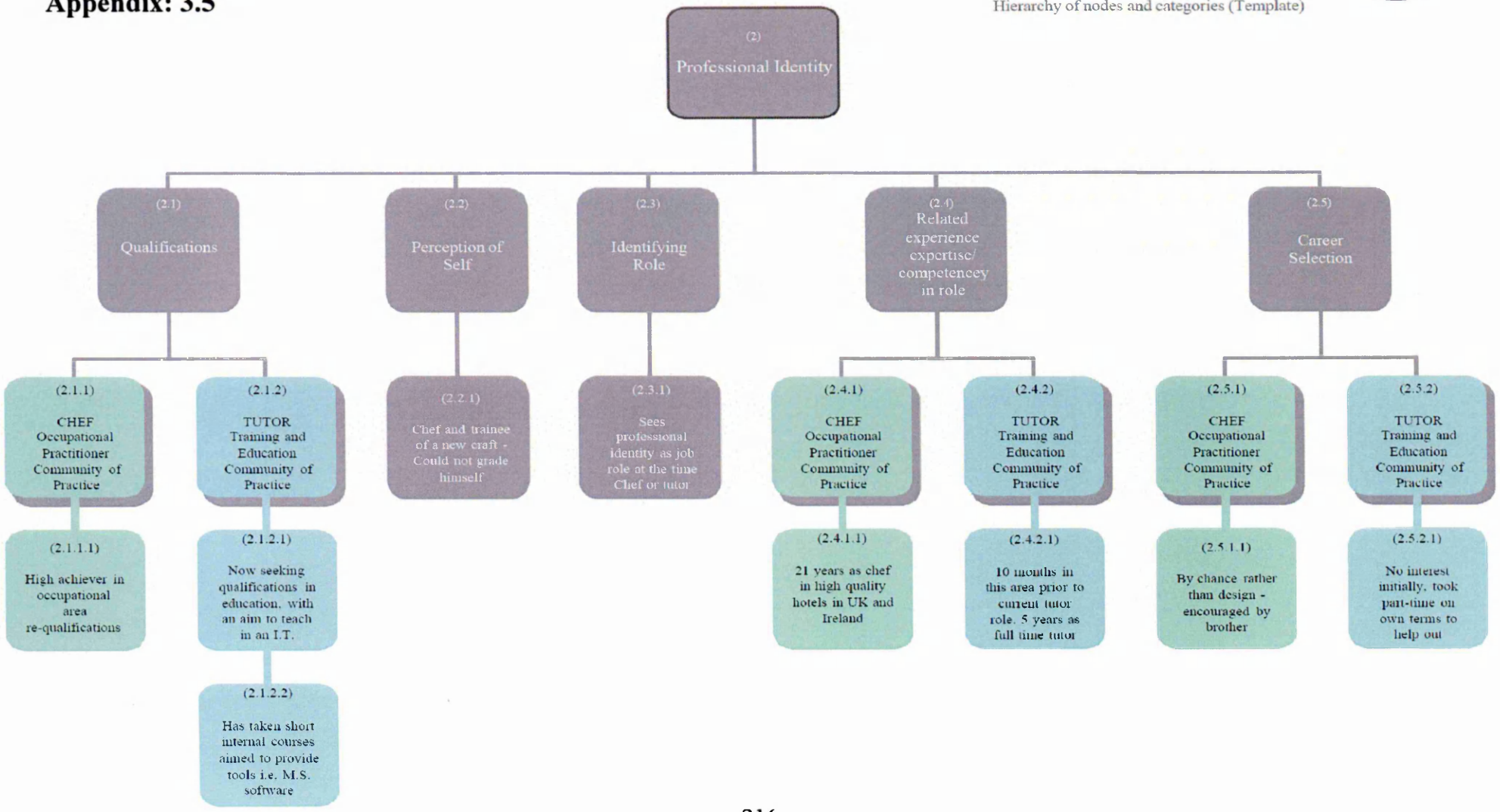


Appendix: 3.5

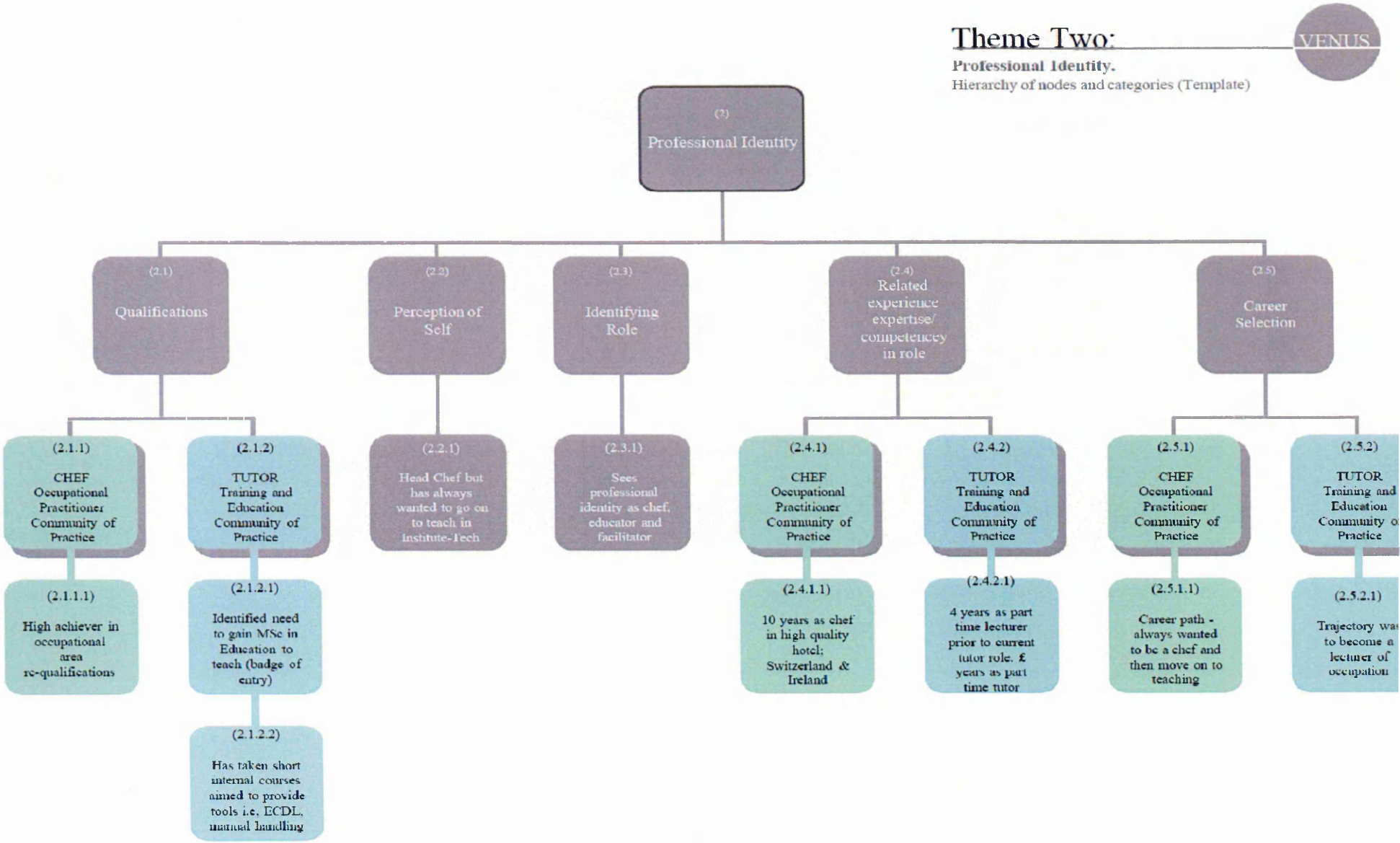
Theme Two:

Professional Identity.

Hierarchy of nodes and categories (Template)



Appendix: 3.6


Theme Two:
VENUS
Professional Identity.
Hierarchy of nodes and categories (Template)
(?)
Professional Identity
(2.1)
Qualifications
(2.2)
Perception of Self
(2.3)
Identifying Role
(2.4)
Related experience expertise/ competencey in role
(2.5)
Career Selection
(2.1.1)
CHEF Occupational Practitioner Community of Practice
(2.1.2)
TUTOR Training and Education Community of Practice
(2.2.1)
Head Chef but has always wanted to go on to teach in Institute-Tech
(2.3.1)
Sees professional identity as chef, educator and facilitator
(2.4.1)
CHEF Occupational Practitioner Community of Practice
(2.4.2)
TUTOR Training and Education Community of Practice
(2.5.1)
CHEF Occupational Practitioner Community of Practice
(2.5.2)
TUTOR Training and Education Community o Practice
(2.1.1.1)
High achiever in occupational area re-qualifications
(2.1.2.1)
Identified need to gain MSc in Education to teach (badge of entry)
(2.1.2.2)
Has taken short internal courses aimed to provide tools i.e. ECDL, manual handling
(2.4.1.1)
10 years as chef in high quality hotel; Switzerland & Ireland
(2.4.2.1)
4 years as part time lecturer prior to current tutor role. £ years as part time tutor
(2.5.1.1)
Career path - always wanted to be a chef and then move on to teaching
(2.5.2.1)
Trajectory was to become a lecturer of occupation

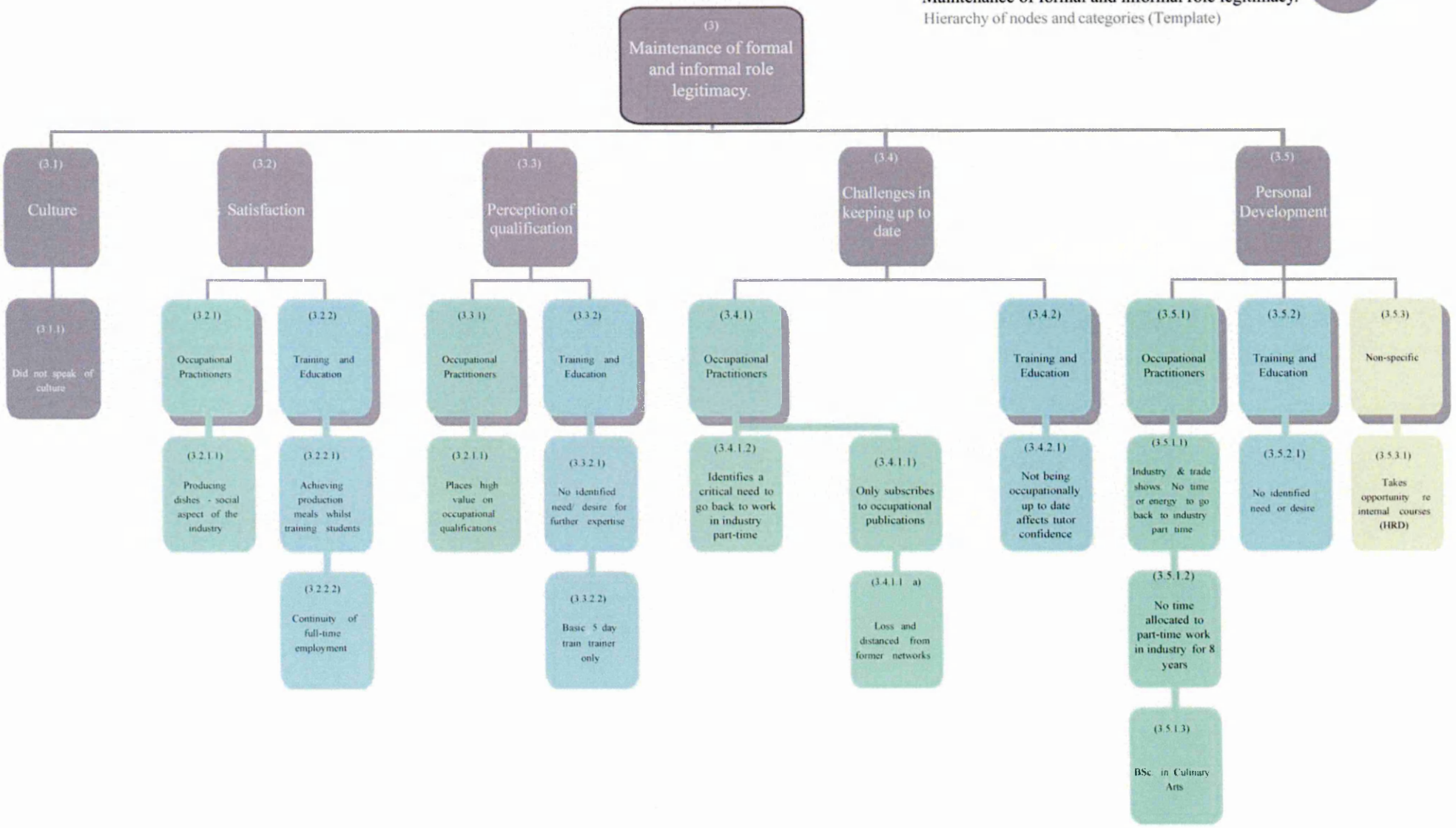
Appendix: 4.1

Theme Three:

NEPTUNE

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)

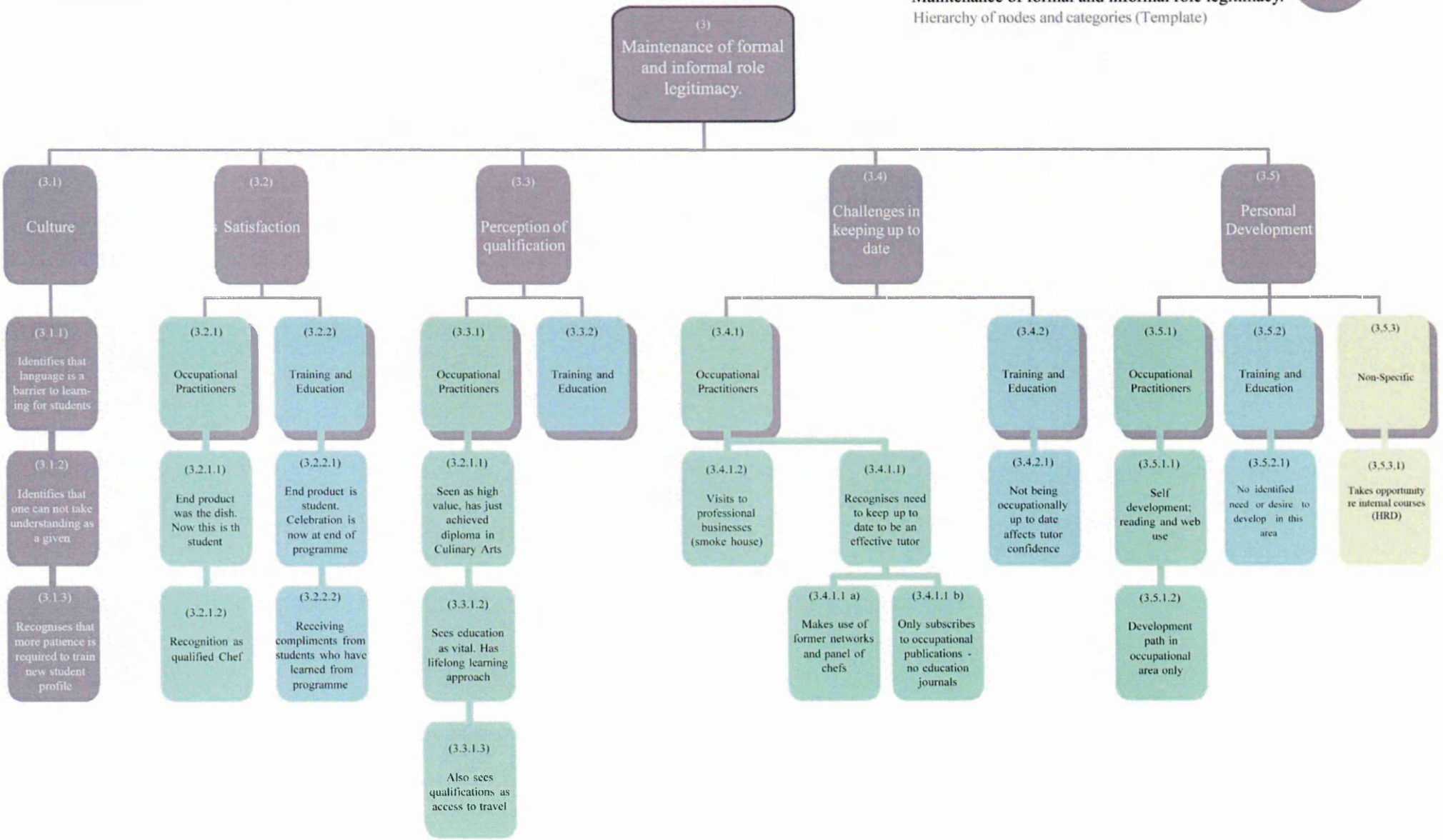


Appendix: 4.2

Theme Three:

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)



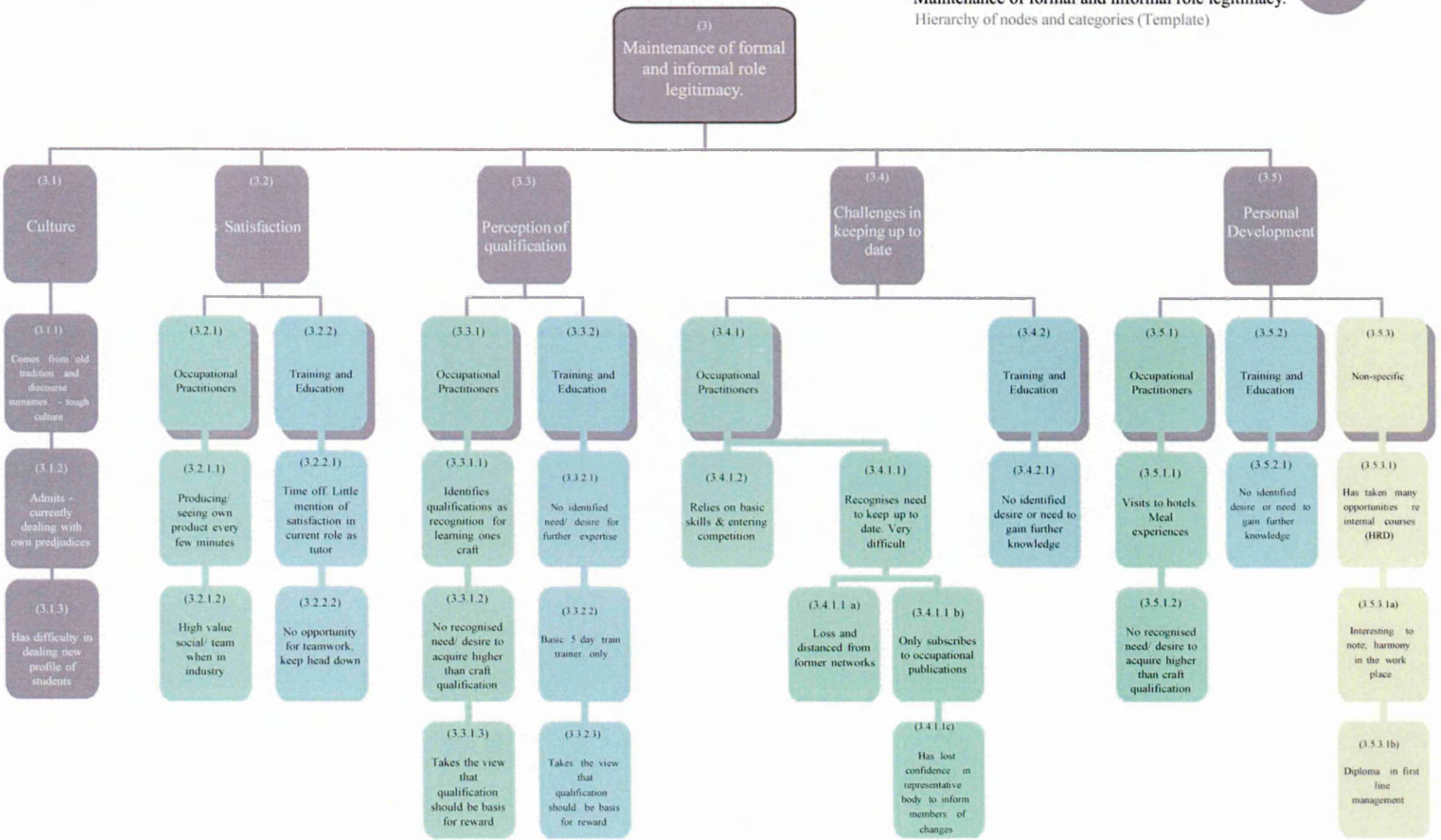
Appendix: 4.3

Theme Three:

EARTH

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)

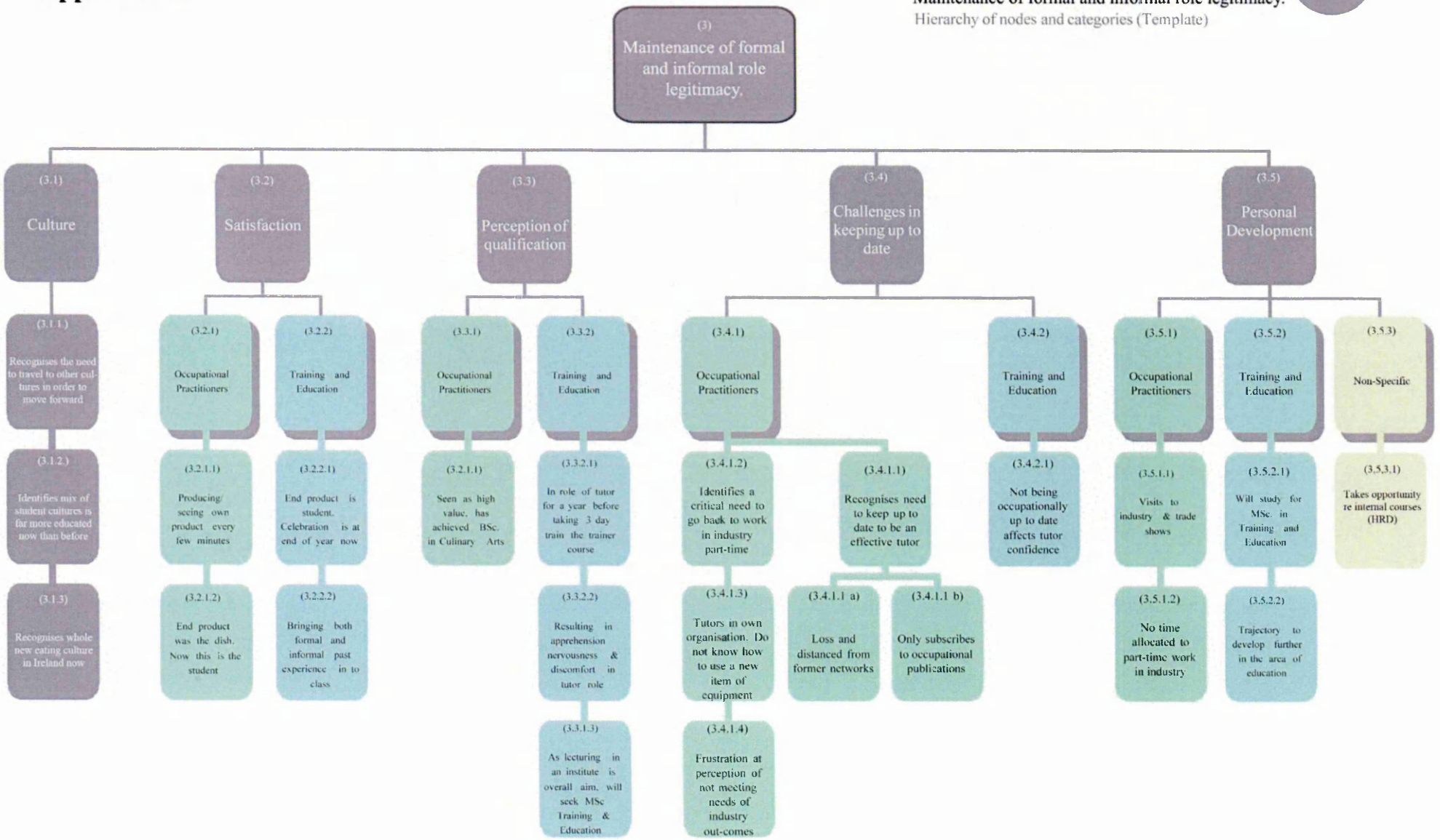


Appendix: 4.4

Theme Three:

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)



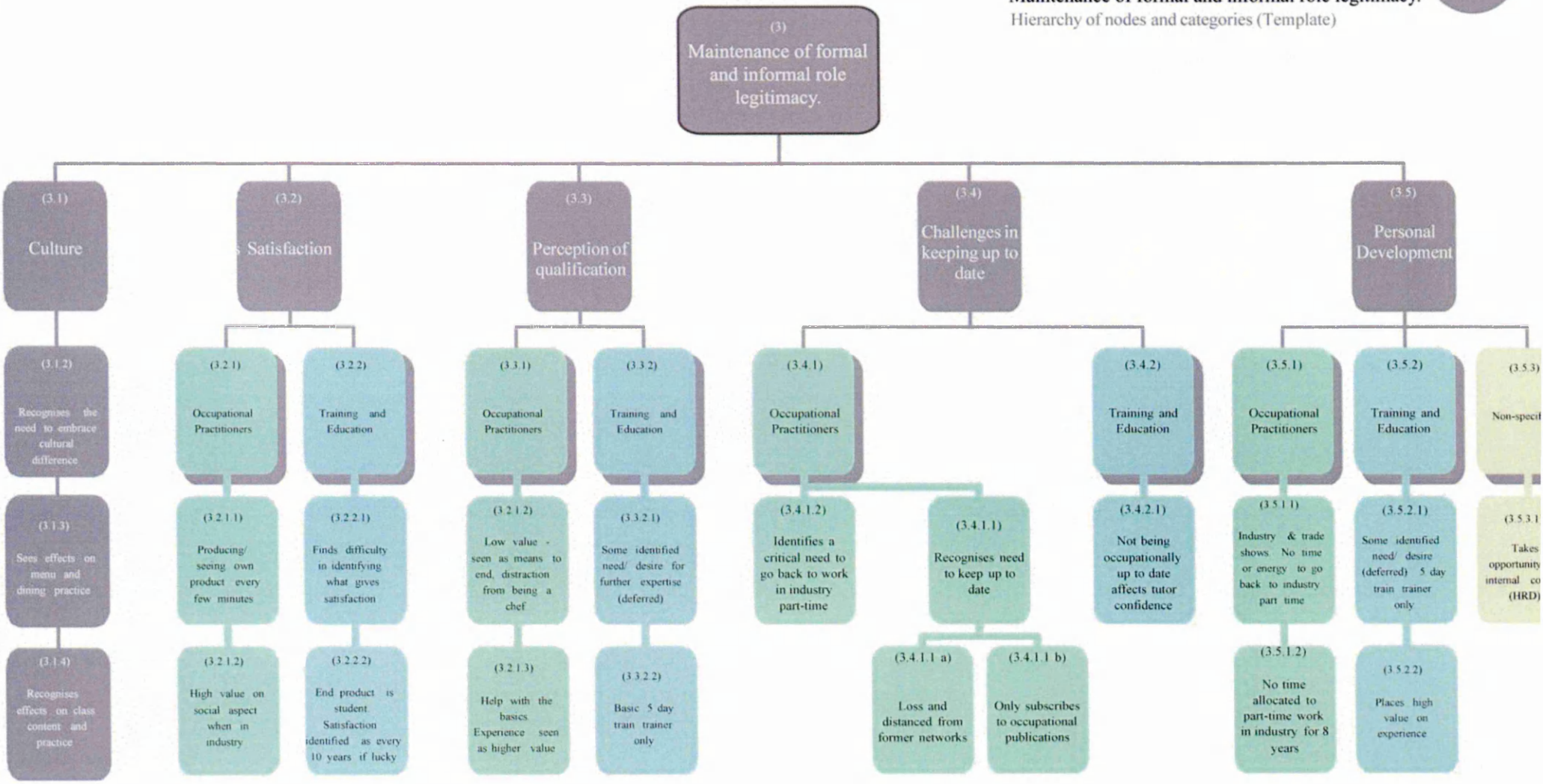
Appendix: 4.5

Theme Three:

MARS

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)



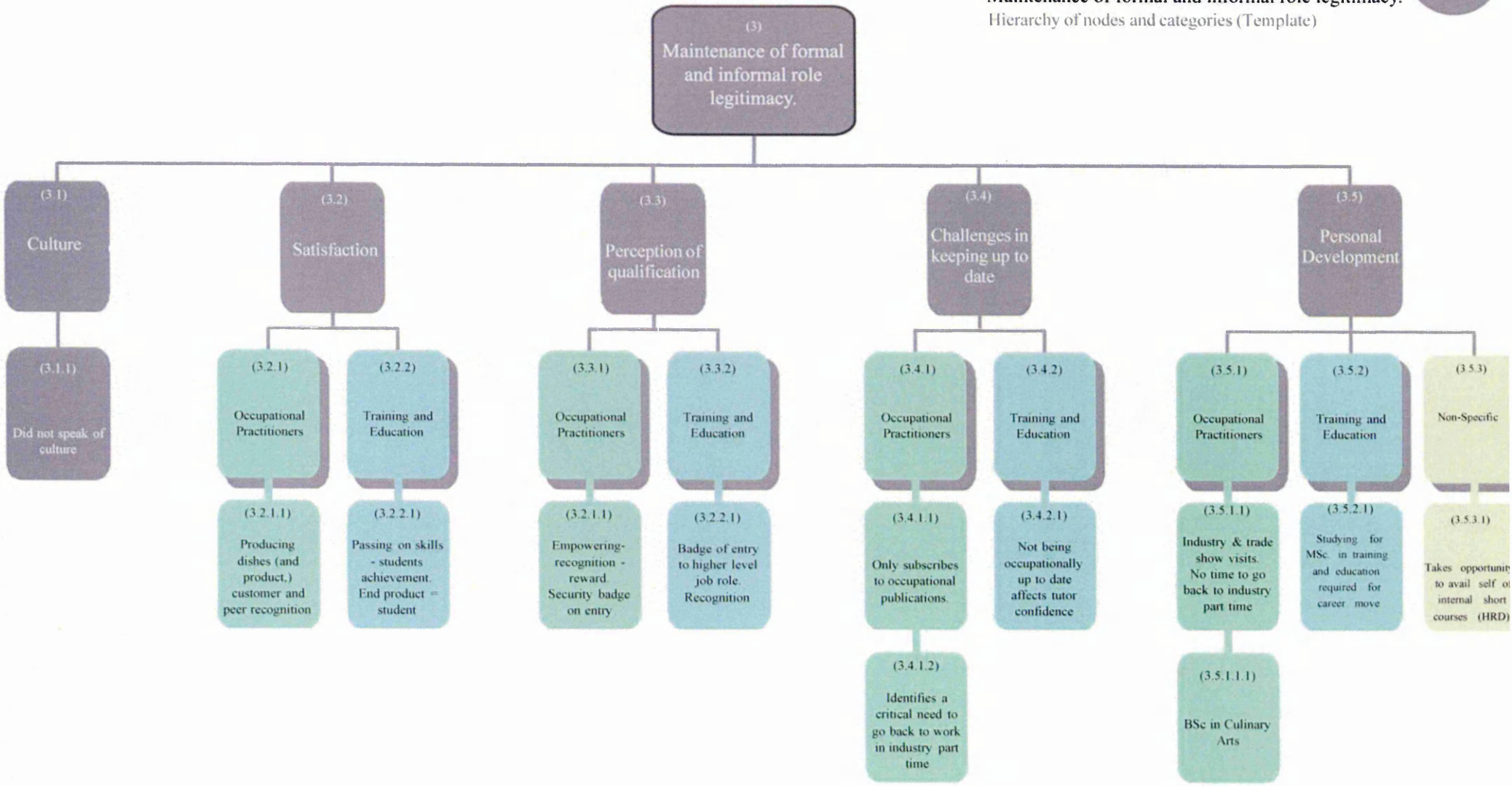
Appendix: 4.6

Theme Three:

MERCURY

Maintenance of formal and informal role legitimacy.

Hierarchy of nodes and categories (Template)



Appendix 5: Interviewee consent letter

1st September 2006

Dean Panter

Contributor Consent Form and Brief Overview of *EdD* Research Project

Dear contributor,

The following information is intended to provide an overview of my intended research project for you as an individual contributor and further, provide the basis for pre-interview discussion in order to clarify any points with respect to the research. Also, this form is to act as a contributor consent form.

Research aims in brief:

1) The aim of this research project is to conduct a critical investigation and exploration into the complexities involved and the issues that arise when professional master practitioners are required to make the transition in terms of their job role from an operational master craftsman to that of one of an educator and trainer with respect to their former profession.

In order to provide further depth and a critical framework for this inquiry I intend to utilise and overlay the concept of communities of practice onto the occupational roles of master practitioner (in industry) and tutor. It is intended that this will provide a lens through which to see the complexities involved in the context of moving from one occupational domain to another more clearly by framing this transition in the context of moving from one community of practice to another.

Written Consent: *I would like to take this opportunity to thank you for your most valuable assistance in this research project.*

2) Consent for the researcher to use data provided by a contributor during this research project is freely given by signing this consent form in the space provided below. This form is provided and signed on the understanding that consent can be withdrawn at any time.

Training and education is a comparatively close knit community, no guarantees can or will be given of maintaining anonymity or confidentiality. It is stated that every effort will be made to guard the identity of the researcher's sources, and the integrity of the researcher would remain absolute. Choices to participate are made on that basis.

I the undersigned agree to freely contributing to this research project on the basis outlined under section (2) above.

Please print name - _____ *Signed -* _____

Date - ____/___/___

Appendix 6: Interview transcription validation letter

--/--/ 2007

Dean Panter

Contributor Interview transcription validation

Dear --------,

Following on from our one to one interview; as promised please find enclosed a transcription of this interview for your information. Following best practice I would be grateful if you would take this opportunity to authenticate the transcription by reading it through and signing in the space provided below if you are satisfied that the transcription is a true and accurate record of the interview. Thank you very much.

If you do not think that this transcription is a true and accurate record please let me know as soon as possible and we can discuss this further and listen back to the tapes in case I have misinterpreted any of the spoken words.

You will notice when reading the transcription that there are indeed a number of question marks (highlighted); these indicate where I am not sure of the following word or words spoken and have therefore left a space. I would be grateful if you could fill in any gaps by writing the missing word or words above the question mark as you may have a better reflection of you're own words than I.

Further contact:
As originally discussed/agreed; as this research project progresses I will return to you for further focussed discussion in order to clarify, test or run ideas by you as categories and themes emerge from the data. I trust this is still ok with you. (Thank you).

If you feel at this point having read the transcription that you would like to add anything, or as time goes by you feel you would like to call, e-mail or meet with me in order to clarify any points with respect to the research please do so.

Once again I would like to take this opportunity to thank you for your most valuable assistance in this research project.

I the undersigned am satisfied that the transcription provided to me is a true and accurate record of the first one to one interview between myself and Dean Panter – the researcher.

Please print name - _____ *Signed -* _____

Date - ____/___/___

Appendix 7.1: Venus

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications cited on CV prior to current employment
2006	Manual Handling Occupational First Aid Commence Master in Training & Education Management	Group training techniques 3 day programme	Computer Skills – Microsoft applications	Industry Visits: Hotelympia London	BSc in International Culinary Arts Advanced Diploma in International Culinary Arts, Kitchen & Larder Advanced Culinary Arts, Pastry Module Certificate in Diet Cookery ---------- ***Development taken before 2006 in addition to standard induction items:*** BSc Hons in International Culinary Arts
2007	Con't Master's programme Assertiveness & Influencing M.S. Word Intermediate & advanced Managing your Time M.S. Word- Outlook M.S. Power-point Intermediate	Preparing for Interviews- interviewee focus Microsoft - Excel Intermediate Customer Service Managing stress in the workplace Manual handling & First Aid	None	Industry Visits: Catex – new equipment, new developments	
2008	Con't Masters in Training & Education Management Managing my Career Emotional Intelligence	None	None	Industry Visits: Taste of Edinburgh	

Appendix 7.2: Mercury

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications cited on CV prior to current employment
2006	BSc International Culinary Arts Manual Handling- (Trainers Course)	Management of Food Hygiene First Aid Refresher	None	Industry Visits: Hotelympia London	National Diploma in Professional Cookery Advanced Culinary Arts – Gastronomy & Advanced Pastry 1 Advanced Pastry (11) 706/1 and 2 Professional Cookery ---------- ***Development taken before 2006 in addition to standard induction items:*** Trainers in Industry 3 -day Health and Safety First Aid
2007	Planned Masters in Training & Education Management Assertiveness & Influencing M.Soft. Word - Intermediate & Advanced Emotional Intelligence M.Soft. Power-point Managing Your Time	Preparing for interviews-interviewee focus Microsoft Excel Introduction & Intermediate Customer Service Managing stress in the workplace	None	Birmingham exhibition - trends, new equipment, new developments	
2008	Planned - Masters in Training & Education Management	Presentation Skills Customer Care Microsoft Outlook	None	Industry visits – trends, new equipment, new developments	

Appendix 7.3: Earth

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications cited on CV prior to current employment
2006	Ethnic culture understanding, body language reading	None	None	Computer courses External Hotel visits	City &Guilds 706/4 Professional Cookery ----------
2007	Retirement Plan Introduction to M.S. Excel Emotional Intelligence & influence skills	None	None	External Hotel visits Meal experience with participants	***Development taken before 2006 in addition to standard induction items:*** Diploma in First line Management Certificate in ECDL Certificate in Advanced ECDL
2008	Managing Stress in the work place M.S. Excel intermediate	None	None	External Hotel visits Meal experience with participants	Certificate in First Aid Certificate in Manual Handling Certificate in Harmony in the workplace Train the Trainer -3 day Group training techniques 2-day

Appendix 7.4: Saturn

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications cited on CV prior to current employment
2006	Manual Handling	M.S. PowerPoint	Computer Literacy	Reading, web use	Advanced Kitchen and Larder Kitchen Management Advanced Pastry Gastronomy Specialised Kitchen and Larder City & Guilds 706/1 and 706/2 In - Professional Cookery ---------- ***Development taken before 2006 in addition to standard induction items:*** HACCP & First Aid Management of Food Hygiene Trainers in Industry 3-day Computer Techniques- M.S. Power-point, word & Excel Team Leading Skills
2007	Proposed team leading Ethnic cooking	ECDL 7 modules	Computer Literacy	None	
2008	First aid refresher course Emotional intelligence Presentation skills	None	Computer Literacy	Reading and web use	

Appendix 7.5: Neptune

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications cited on CV provided
2006	None	None	None	To use quarterly culinary meetings as an opportunity to facilitate further and enhanced meal experiences. This will be achieved by visits to previously identified highly regarded culinary establishments.	No C.V City and Guilds: 706-1, 706-2 706-3 Advanced Pastry & Larder Primary Degree in International Culinary Arts
2007	Managing stress in the work place Retirement planning Microsoft Excel Introduction Microsoft Excel Intermediate Microsoft Word Intermediate Microsoft Outlook	None	None	To use quarterly culinary meetings as an opportunity to facilitate further and enhanced meal experiences. This will be achieved by visits to previously identified highly regarded culinary establishments.	
2008	No PDP for 2008 in file				

Appendix 7.6: Mars

Individual's Personal Development Plan: Performance Management Development System (PMDS)

Period	Formal Training Courses	On Job / in house	Coaching	Self learning	Qualifications sited on CV prior to current employment
2006	Operations training techniques - 3 day Group training techniques - 2 day Management of food hygiene	Computer – Excel; Stock taking	Budget Control	Reading, web use	City & Guilds Professional Cookery 706/1/2 N.T.C.B. Advanced Culinary Arts Advanced Kitchen & Larder Kitchen Management Advanced Pastry Gastronomy Specialised Pastry HETAC Diploma in Professional Cookery
2007	Implementing Hazard Analysis Post graduate diploma in adult education –*postponed*	None	On lesson plans	None	
2008	Post graduate diploma in adult education - *postponed* Report writing, Emotional intelligence	Coaching on training development plan	On lesson plans Implementing Budgets	None	

Appendix 8.1: Venus

Individual Personal Development Plan Analysis Record

Occupational			
Industry Visits: Hotelympia London Taste of Edinburgh Catex – new equipment, new developments	BSc in International Culinary Arts Advanced Diploma in International Culinary Arts, Kitchen & Larder Advanced Culinary Arts, Pastry Module	Certificate in Diet Cookery BSc Hons in International Culinary Arts	
Education and Training			
Train the Trainer -3 day	Commence Master in Training & Education Management		
Non Specific			
Manual Handling Occupational First Aid Managing my Career	Assertiveness & Influencing Emotional Intelligence Managing your Time M soft applications	M.S. Power-point Intermediate M.S. Word- Outlook M.S. Word Intermediate & advanced	
Comments			

Appendix 8.2: Mercury

Individual Personal Development Plan Analysis Record

Occupational			
BSc International Culinary Arts Management of Food Hygiene Presentation Skills Customer Care	Industry Visits: Hotelympia London Birmingham exhibition - trends, new equipment, new developments	National Diploma in Professional Cookery Advanced Culinary Arts – Gastronomy & Advanced Pastry 1	Advanced Pastry (11) 706/1 and 2 Professional Cookery
Education and Training			
Train the Trainer -3 day Group training techniques 2-day	Planned Masters in Training & Education Management		
Non Specific			
Manual Handling- (Trainers Course) Assertiveness & Influencing M.S. Word - Intermediate & Advanced	Emotional Intelligence M.S. Power-point Managing Your Time First Aid Refresher	Preparing for interviews-interviewee focus Microsoft Excel Introduction & Intermediate Customer Service	Managing stress in the workplace Health and Safety
Comments			

Appendix 8.3: Earth

Individual Personal Development Plan Analysis Record

Occupational			
External Hotel visits Meal experience with participants	City &Guilds 706/4 Professional Cookery		
Education and Training			
Train the Trainer -3 day Group training techniques 2-day			
Non Specific			
Ethnic culture understanding, body language reading Managing Stress in the work place M.S. Excel intermediate	Retirement Plan Introduction to M.S. Excel Emotional Intelligence & influence skills Computer courses	Diploma in First line Management Certificate in ECDL Certificate in Advanced ECDL	Certificate in First Aid Certificate in Manual Handling Certificate in Harmony in the workplace
Comments			

Appendix 8.4: Saturn

Individual Personal Development Plan Analysis Record

Occupational			
Ethnic cooking Reading, web use Advanced Kitchen and Larder Kitchen Management Advanced Pastry	Specialised Kitchen and Larder City & Guilds 706/1 and 706/2 In - Professional Cookery Gastronomy HACCP	Management of Food Hygiene	
Education and Training			
Train the Trainer -3 day Presentation skills			
Non Specific			
Manual Handling Emotional Intelligence First aid refresher course	M.S. Power-point ECDL 7 modules Computer Literacy	Computer Techniques- M.S. word & Excel Team Leading Skills	
Comments			

Appendix 8.5: Neptune

Individual Personal Development Plan Analysis Record

Occupational			
Enhanced meal experiences; visits at previously identified highly regarded culinary establishments.	BSc in Culinary Arts City and Guilds 706-1, 706-2 & 706-3 Advanced pastry and Larder	Implementing Hazard Analysis and Critical Control Points (HACCP)	
Education and Training			
Train the Trainer -3 day Group training techniques 2-day			
Non Specific			
Managing stress in the work place Retirement planning Microsoft Excel Introduction	Microsoft Excel Intermediate Microsoft Word Intermediate Microsoft Outlook		
Comments			

Appendix 8.6: Mars

Individual Personal Development Plan Analysis Record

Occupational			
Management of food hygiene Implementing Hazard Analysis Coaching on lesson plans	Reading, web use City & Guilds Professional Cookery 706/1/2 N.T.C.B. Advanced Culinary Arts	Advanced Kitchen & Larder Advanced Pastry Gastronomy Specialised Pastry	HETAC Diploma in Professional Cookery Kitchen Management
Education and Training			
Train the Trainer -3 day Group training techniques 2-day	Post graduate diploma in adult education – (*postponed twice- not yet started)*		
Non Specific			
Report writing, Emotional intelligence Computer – Excel; Stock taking	Coaching on training development plan Budget Control Implementing Budgets		
Comments			