Diversity and Integration in Management Education and Development

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Diversity and Integration in Management Education and Development

Abstract

Management education and development was criticised in 1987 as lacking coherence and integration and failing to meet the needs of British managers and business. The research questions explore the extent of diversity in the field of management education and development, the implications of different perspectives in education, business and personal development and the possibility and desirability of developing a more coherent and integrated approach.

The literature demonstrates the variety of different approaches and priorities which have influenced provision from these three perspectives for managers as learners. Collaborative action research was conducted for five years involving managers in different learning settings and colleagues of the researcher / practitioner. Data were collected from practice in a business school and from a developmental role within the National Health Service. Collaborative analysis contributed to continuous development of practice and enabled collection of data which addressed focal areas of the research.

The lack of coherence in the field was found to reflect the ambiguous nature of management and the variety of functions and roles associated with managers. Integration was found to be an elusive concept which represents aspirations of an unrealistic simplicity. Diversity was recognised as valuable because it potentially offers choice and a range of specialisms. Coherence was found to be associated with individual perceptions of relevance. Collaboration between practitioners was found to be influenced by the compatibility of philosophies and the disciplinary and practice backgrounds of individuals. Potential was found for development of mutual understanding in the field of studies where a comparative view could be taken of practice in management education and development.
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Part One - Chapter 1

Introduction and Context of the Inquiry

Background

Management education and development was criticised ten years ago (Handy, 1987 and Constable and McCormick, 1987) for failing to meet the needs of British managers and business. The field of management education and development was accused of providing inadequate support for the development of British managers who could lead successful internationally competitive business. Although those working in this field were considered to be part of the problem, there were concerns about the structure of provision and the adequacy of investment made by government and business. In response to this criticism several initiatives have introduced changes in the field of practice but there is still considerable debate about the nature of support which might be appropriate for managers in contemporary organisations.

The writer took up a post in management education and development in a business school in 1990. The inquiry emerged from the experience of entering this field as an educator, with a background of practice in adult and further education and in training for employment. The criticisms made of the field were a concern as lack of coherence was experienced from both the educational viewpoint and from a business training perspective. The inquiry was conducted through a period of six years during which the researcher worked as a management educator and developer in two different organisations. During this period the research was carried out both as action research in each setting and as a literature review which both informed the initial focal areas and then extended understanding as new perspectives emerged. The action research was essentially collaborative research with participants in different programmes which often informed immediate developments. The material produced during this process is used more retrospectively in this inquiry, as a rich evidential database from which data are drawn to address the focal issues. An overview of the action research is presented in phase reports in appendices.

The provision of management education and development in Britain had been debated throughout the 1980s and the research focus was clarified by an initial study of the concerns which had been expressed.

Management Education and Development in Britain in the 1980s

Two reports were published in April 1987 which had great significance for management education and development in the United Kingdom. These were the 'Handy' Report
(Handy, Gordon, Gow, Randlesome, 1987) which explored differences in the process of educating, developing and training managers in the UK, USA, Japan, France and West Germany in terms of the ability of the UK to compete effectively and 'The Making of British Managers' (Constable and McCormick, 1987) which reviewed management education and training within the UK. Both reports were commissioned in response to widespread concern about the effectiveness of management education, training and development in Britain, and of postgraduate management education (Constable and McCormick, 6, 1987). The 'Handy' Report was commissioned by the National Economic Development Council (NEDO), the Manpower Services Commission (MSC) and the British Institute of Management (BIM) and the research was carried out by the four authors. The 'Constable and McCormick' Report was commissioned by the Department of Education and Science (DES) and the Department of Trade and Industry (DTI) and the research was carried out by the BIM and the Confederation of British Industry (CBI). Both of these latter bodies are primarily representative of industry concerns, as is the DTI, and the approach taken was criticised by educators as having neglected their views.

The Constable and McCormick report was asked to focus on the demand for and provision of management education and training, both in-company and external, including undergraduate, postgraduate and post-experience levels. Handy reported on management development in Britain's main international competitor countries in terms of whether their management development systems were better fitted to match their education and culture. Thus the Handy Report was rather more removed from the provider and practice interests reflected in the Constable and McCormick Report and presented a more reflective and less directly challenging view of British practice as no particular responsibly was identified for perceived failures.

There was cause for concern in both reports. The Constable and McCormick report identified widespread problems of poor opportunities in development, education and training for managers, with detailed criticisms of the provision available. Handy compared British managers with those in developed countries and discovered that the level of general education of managers in other countries was usually considerably higher with comparatively few British managers having a first degree or postgraduate qualifications; estimated figures proposed that 85% of managers in the USA and Japan had degrees compared with only 24% in Britain. However, there were also differences of age and educational background. In Britain there were an estimated 120,000 qualified accountants working compared with only 4,000 in West Germany and 6,000 in Japan. This suggested that there was a greater emphasis on financial accounting in Britain than in comparable countries. There were also differences in the age at which managers appeared to start their
careers, with the average age of potential managers in West Germany starting at 27 compared to 22 in Britain. This report also commented that in West Germany 54% of directors on management boards had doctorates in disciplines such as engineering, science or law but not management. Also, the qualification of Master of Business Administration (MBA) was not universally popular, identifying 1,200 in Britain, 70,000 in the USA, only 60 in Japan and none in West Germany (Handy et al, 1987, 2). The report discusses these differences in terms of culture and attitudes to general and management education and whilst these figures demonstrate differences in the development of managers in each of the countries studied there is little agreement on how this can or should be done.

These international differences set a backdrop for concerns about the nature of management education and development in Britain and the respective roles of business schools and businesses in developing managers. There seemed to be an emphasis in Britain on accountancy which is a concern as this may emphasise accounting for expenditure rather than taking proactive views of managing finance as one of the available resources of a business. There seemed to be less emphasis in Britain on either broad general education or higher level study in management-related disciplines which, in West Germany, are considered to be engineering, science and law. In Japan there has been considerable emphasis on learning to be a manager by learning to work in all areas of the business in 'on-the-job-training' and "gradually progressing up the seniority ladder" (Handy et al, 1987, 5) rather than studying in a business college of any kind. In the USA it was noted that investment in study as an adult was common as a means of improving personal prospects so, unsurprisingly, as management became a recognisable career activity in the USA business schools were developed and were modelled after law schools implying a style of education close to that of the traditional professions. The field of management education and development in Britain was different from that in any of these countries and the differences gave cause for concern in terms of Britain's ability to compete for business.

Both reports drew conclusions which were widely accepted and made recommendations which were controversial but which led to widespread changes in the provision of traditional education, development and training for managers, and to the framework of management qualifications.

Traditions of Management Education in Britain

Management education, training and development had become a post-war concern in the 1940s in Britain. In 1946 the Administrative Staff College was founded at Henley "financed largely by fees and by subscriptions from industry, the Civil Service, the forces or any other type of organisation. Qualification for entry was not academic
distinction but practical experience." (Nind, 1985, 7). In 1950 there was an initiative by John Bolton (Managing Director of Solatron Engineering), a graduate of Harvard Business School, to found a British Commonwealth College of Administration. This move failed, but paved the way for the foundation of Churchill College, Cambridge, with a focus on technological education.

Earlier there was management education in the USA at the Wharton School of Finance and Commerce at the University of Pennsylvania in 1881, business schools in Chicago and California in 1898 and Harvard Business School in 1908. By 1914 there were 31 US university business schools, and 166 by 1951 (Nind, 1985, 6). In Britain, early in the twentieth century there were undergraduate degrees in commerce (a B.Comm.) in Birmingham, Edinburgh and Liverpool, with a focus on the theoretical aspects of economics and business, and the London School of Economics founded a one-year business administration programme in the early 1930s. In October 1945 a British committee was appointed under Lyndall Urwick "to advise the Minister of Education on educational facilities as required for management in industry or commerce" (Nind, 1985, 7). The Urwick Report was published in 1947 and led to the institution of certificate and diploma courses at the technical colleges. Fifteen years later these were subsumed by the Diploma in Management Studies (DMS) which has since played an important role in management education, originally in the non-university college sector and in recent decades under the auspices of the Council for Academic Awards (CNAA) where the DMS became common in polytechnics and transferred in 1992 into the new universities.

The DMS has always had a focus on practical skills development and application of knowledge rather than the development of academic skills and had traditionally required management experience rather than prior qualifications for admission. The 1987 Constable/McCormick report criticised the DMS for failing to develop sufficiently high numbers of managers and recommended that it should abandon the admission requirement of experience. Although this was not widely adopted the suggestion was influential in encouraging wider access.

There was little representation of views in the Constable/McCormick report from educational institutions. There was no educational approach to curriculum planning. There was some consideration of what skills and knowledge a manager might need but no attempt to define the role as a basis for determining education and development needs. However, the findings were influential in planning of management education and development in the late 1980s and early 1990s with wide acceptance of the comment:
There is widespread recognition that effective management is a key factor in economic growth. Britain’s managers lack the development, education and training opportunities of their competitors. There is a general willingness to consider new approaches to each of these areas.

(Constable and McCormick, 3, 1987)

There were an estimated 2.75 million managers in the UK, about 1.1 million in middle and senior positions. About 90,000 people entered management roles each year. About 12,300 people graduated each year with an undergraduate degree, a postgraduate degree, a Diploma in Management Studies (DMS) or a Higher National Diploma in business or management studies. Thus the great majority of UK managers had no prior management education or training although provision had increased over the previous twenty-five years to include over 100 universities, polytechnics and colleges, plus private sector and in-company development programmes.

Although management education and training were acknowledged to enhance the performance of managers, 'innate ability' and 'job experience' were seen by employers as the most important determinants of effective managers (Constable and McCormick, 3, 1987). This suggests that for employers the selection and on-the-job training of managers was more important than education. They found that both employers and individuals wanted management education and training to be provided in a flexible system closely integrated with working activities with specific provision for new managers and continuing opportunities for all managers. However, if this was achieved a growth in demand was anticipated which would present supply difficulties, not least in the availability of teachers. More collaborative approaches were suggested as a means of achieving this, "...involving in-company training and external education and training. Effective provision requires collaborative actions from employers, government, individual managers, professional institutes and academic institutions" (Constable and McCormick, 4, 1987). They also proposed that collaborative practice might deliver better provision than the existing separate specialised sectors. A policy forum was proposed "to allow more effective consultation between all interested parties to take place" (Constable and McCormick, 5, 1987).

Funding development was a problem. There was a reluctance to involve industry and commerce in financing through levy systems but a suggestion that self-funding individuals might claim tax benefits. There was a recommendation that government should expand business school provision by offering fewer programmes with larger enrolments. Targets were recommended for MBA programmes of an annual enrolment of 5,000 people by 1992 and 10,000 a year by the year 2000. It was recommended that future growth of MBA provision should emphasise flexible and modular programmes to provide advanced functional and strategic skills and integrated with career development and work experience.
There was encouragement for more open and distance learning and for credit transfer systems to link academic programmes and in-company training. More training for management teachers was recommended and increased use of experienced managers as teachers.

The emphasis on business perspectives rather than educational ones focused attention on current perceived shortfalls in business-related outcomes rather than on support for learning. The conclusions were accepted widely but the recommendations were much more controversial as they offered ideas for improvement but were unsupported by research into potential options. Those commissioning this report (the DES and the DTI) had both political and commercial interest in taking immediate action rather than by developing and discussing options. Similarly, those who carried out the research (the BIM and the CBI) were primarily representative of industry concerns. There was no attempt to gauge what educational providers considered important in the education and development of managers or where they perceived strengths and weaknesses to be.

The thrust of the collated report was in making recommendations in quantified "outcomes" terms, detailing the demand as a market identification and identifying weaknesses in supply. There was little attempt to consider quality and content or process issues. There was a concern about different value systems implying that programmes which did not lead to qualifications but involved experienced managers addressed business issues more than those which led to qualifications and which was largely carried out by business schools. Differences in language and understanding were noted:

The inadequacy of the language used to describe the education, training and development of managers. The terms mean different things to different organisations. Likewise, to articulate the skills, abilities and competences required of managers produces different answers, not only between Companies but within Companies. Even the term 'Management' does not seem to have a commonly shared meaning, some favouring the term and concept of leadership to that of management.

(Constable and McCormick, 1987, 45)

Further concern is raised about the common lack of education amongst senior managers and the implications for development of others:

...many older, middle managers were antagonistic to programmes of formal management development; were satisfied with their current levels of performance and had little appreciation of current management training provision or its potential benefits.

(Constable and McCormick, 1987, 43)

If such middle and senior managers were substantially represented in the samples used
by the Working Parties this might have over-emphasised the perceived failure of formal provision and led to the value placed on development in the workplace rather than in educational settings.

These reports underpinned much of the developmental activity in management education in the early 1990s and influenced the development of a new framework of performance related qualifications which could operate independently of educational providers.

Establishment of the Management Charter Initiative

The perceived need to strengthen management development to address performance at work led to proposals for a body which could guide the development of clear statements about performance expectations of managers and of processes which would enable development and assessment of individuals against this set of standards. The Management Charter Initiative (MCI) was founded to develop policy, supported by the British Institute of Management (BIM) and some influential industrialists. Handy's call for the adoption of a charter of 'good practice' and the Constable / McCormick call for 'a policy forum for management education and training' led to the formation later in 1987 of the Council for Management Education and Development (CMED) supported by the BIM, the CBI and the Foundation for Management Education. The Management Charter Initiative (MCI) became the operating arm which was to set up a charter of good practice and to introduce performance standards for managers.

National Vocational Qualifications (NVQs) had gathered momentum by the late 1980s and provided a vehicle for this development. The National Council for Vocational Qualifications (NCVQ) had been charged with developing a national framework of vocational qualifications for all levels of the workforce. They had established principles that these qualifications should be based on competence and, as far as possible, be assessed within the workplace. The MCI adopted these principles and established competence standards and expectations of workplace assessment for the new management qualifications.

As these developments came to the attention of business schools and Higher Education, there was increasing concern about the attempts to describe management activity in competence terms, about the focus on performance rather than on knowledge and understanding and about the reduction of management education to simplistic training models. The MCI had set themselves tight deadlines to enable delivery of this new accreditation early in the 1990s, but as academics were reluctant to engage in developments until the debate had been fully aired very few business schools recognised the MCI
movement until 1992/3 by which time the MCI had set up an independent system to deliver development and assessment of the new standards directly to public services, commerce and industry without involvement of business schools.

Inevitably these developments provoked wide discussion amongst those involved in management education and development. A report by the Council for National Academic Awards (CNAA) in 1992 (entitled "Review of Management Education") commented that:

The MCI/NCVQ approach has questioned some of the traditional assumptions about higher education, and has led to substantial changes in many curricula and programmes of study.

(CNAA, 1992, 4)

The question was raised of whether it was possible to provide education and development which would produce the desired improved management performance. The MCI 'solution' addressed the shortfall in management qualifications and was enacted in haste. It coincided with a period of change in the regulation of higher education which ultimately enabled much wider access to authority in validation and course design opening new opportunities for accreditation. Many were concerned that the attempt to set standards as a developmental framework fell far short of the range of intellectual and skills developments needed to improve management performance although there was a potential to increase the number of managers holding some sort of qualification.

The CNAA reviewed the impact of these developments (a summary in CNAA, 1992, 5-6) noting that NVQ approaches (including relevant and practical work-based assessment of competence, portfolio compilations of evidence and support of mentors) had been welcomed by participant managers although there were concerns about the practicalities of assessment taking place completely in the workplace. The standards developed by MCI were widely recognised by employers and sometimes used as a basis for development of company schemes. However, the report also recognised the extent to which political pressure had hastened the development of these NVQs and that business schools had been more cautious in addressing the developments, waiting for client demand to be apparent. Higher Education Institutions had also supported the establishment of their own body to verify business school NVQs, the Association of Business Schools, incorporating the Association for Management and Business Education and the Council of University Management Schools. The report noted that the main concern in higher education was that NVQs emphasised assessment rather than learning, which was the traditional focus of education. Academic institutions had been developing accreditation frameworks to enable potential transfer of credit held by individuals from one institution to another, the Credit Accumulation and Transfer Schemes (CATS). This development, together with that of
NVQs, raised many issues relating to the comparable value of different qualifications. At the higher levels there were not clear distinctions between post-experience and postgraduate programmes but there was increasing pressure on business schools to explain the difference to potential participants and sponsors.

The Institute of Management also initiated a review of progress which looked back to the recommendations of the 1987 reports and considered the degree to which these had been addressed by 1994 in order to identify issues to address in the last part of the century. This report, "Management Development to the Millennium", was introduced very positively:

> Just seven years ago, we were cast as the backward managers of Europe, trailing behind nearly all our major competitors when it came to education and training.

> Now I am delighted to report that the situation has changed. There has been a radical rethink about the importance of management development.

(Watson, 1994, Foreword)

This report was sponsored, as were the 1987 ones, by "employer" stakeholders (in this case entirely commercial companies) and collaboration included representatives from government departments, one university, one independent college, the newly formed Association of Business Schools and other bodies with interests in management education and development.

The Working Parties were charged with examining the progress made since the 1987 reports; the pattern and form of provision, the character of networks which had emerged, the quality of information and any major concerns which might affect effective construction of systems of management development or the ability of providers to play their part in improving the performance of managers. The findings were summarised as six challenges to be met in the late 1990's and beyond:

1. Organisations, both large and small, need to be educated to recognise that investment in management development contributes directly to long-term competitiveness.

2. Managers must commit themselves to life-long learning.

3. Senior managers must provide commitment and leadership.

4. Standards and qualifications must be transferable and widely acceptable.

5. Providers must recognise and respond to the diverse training and development needs of users.

6. A more coherent infrastructure for management development must be created.

(Watson, 1994, 5)
The detailed recommendations of the previous reports have been replaced with imperatives which propose direction rather than solutions to perceived problems. There is an explicit demand that the field of management education and development should present itself in a more coherent infrastructure. However, there had been no systematic examination of whether British managers were becoming better equipped to develop internationally competitive business or, if this seemed to be happening, how it had been done. The emphasis of the review was again more on the variety and capacity of systems available for management education and development than whether provision was effective or not.

There were pragmatic reasons for the timing of this report. The MCI funding from TEED was scheduled to end and there was renewed interest the relationship between better management and competitiveness. The restructuring of higher education following the abolition of the 'binary divide' between polytechnics and the old universities had focused attention on sources of funding for higher education. This put a new emphasis on management education as it had the potential to attract income from non-traditional sources. Other developments mentioned included changes in expectations of public services which led to the development of Citizens Charter Standards, privatisation of public services, restructuring of training around TECs and LECs, increasing public concern about environmental issues, concerns about practice of corporate governance, increasing emphasis on quality, notions of enterprise and innovation and the opportunity apparently presented by NVQs to build a system of 'ladders and bridges' across accreditation in management development.

Inquiry focus of Diversity and Integration in Management Education and Development

The reports of 1987 and these subsequent reviews demonstrated the range of opinion and the diversity of practice within the field of management education and development and the different perspectives of business management and higher education. The issues raised in these sets of reports provided the agenda for development in business schools from 1987 to the mid 1990s, throughout the period of this inquiry. The re-structuring of higher education had also opened a new opportunity for non-educational organisations to develop and accredit their own programmes.

This thesis emerged from recognition that there were a range of viewpoints about the ways in which management education and development should be addressed and the pressure to develop an approach which appeared more coherent. There were proposals that a more integrated approach with more collaboration between providers and practitioners in the field would lead to improvements. However, the differences in approach involved not only subject matter, content and process but also philosophical concerns relating to the nature of
knowledge, political concerns about the power relationships in developmental settings and personal concerns about interpersonal relationships between adults in a community committed to pursuit of inquiry. Recognition of these dimensions led to definition of the inquiry focus on diversity and integration in management education and development. The researcher practiced both in a business school setting and in a non-educational organisation which developed new postgraduate awards for managers within the period of the inquiry, which enabled data to be drawn from these different perspectives.

The Research Questions

In the early stages of this inquiry there were too many questions. There were questions about every aspect of what management might be, who managers are, what they do, what education means in this context, how managers are developed or develop themselves, where all this happens – all questions which opened areas in which little appeared to be known. Focusing down into any of these areas produced researchable questions, but the significance of the original overarching question was lost.

The initial perspective of an educator was recognised as being only one of a range of viewpoints which, as a single view, could not encompass the range of views in the field of practice. This realisation clarified the research approach because it became necessary to adopt and embrace multiple viewpoints, to accept that for those presenting different viewpoints there were different realities which essentially contributed to a field in which different perspectives were a recognisable characteristic. It became clear that this research was not about exploring a detail within a distinct focal area of a discipline or practice which pursued a single view of practice, but about understanding why so many views existed alongside each other in a field which purported to address one focal area, the education and development of managers. Further, there were implications in such diversity for practitioners in delivery of education and development for managers and for the managers who were learners at the heart of this activity.

The initial questions were very general, asking why there was so much diversity and whether there was any agreement about what managers do and how they could be developed to be able to do what they were expected to do. The overarching question at this early stage was:

What is the extent of diversity of perspectives and approaches in the field of management education and development?

As this was explored, it soon became clear that the origins of the different approaches were significant in the extent to which practitioners shared viewpoints or found different viewpoints challenging or unacceptable, so the second question was
addressed:

How has this arisen and do the traditions have implications for contemporary practice?

The initial impetus for the study had concerned the degree to which practitioners seemed reluctant to collaborate to offer managers in learning settings more consistent support. The wide variety of practice seemed to be marking out different areas of practice in terms of the territory of practitioners rather than attempting to meet the interests and needs of managers as learners. The initial proposition held by the researcher was that if collaboration between practitioners was increased, the provision made would be more coherent and that collaboration was an essential stage before integration. However, as the research progressed, it became clear that the researcher as a practitioner shared many of the concerns which had seemed defensive in others, and in this realisation the importance of the theoretical and philosophical backgrounds in each area of practice were revealed. The use of the word 'coherent' became significant as it implied a degree of understanding which 'made sense'. Development of understanding and making sense of the setting was at the heart of this Inquiry and it was recognised that the concept of coherence in the field varied depending on the viewpoint held. Thus it became more important to consider the possibility that collaboration might not be the solution it had been expected to be. The assumption that collaboration and potential integration were likely to be appropriate and helpful for the managers learning was also challenged and led to the questions being reframed to allow equal consideration of the alternative possibility of supporting the preservation of diversity in the field. The questions then emerged as:

Is a more coherent and integrated approach possible?

Is a more coherent and integrated approach desirable?

These questions were frustrating in that they failed to address the complex issue of the nature of management and the many different interpretations of what a manager might be. There was also a need to develop understanding of the implications of the words 'coherent' and 'integrated'. These questions did, however, offer a way into the complexity at the heart of the researcher's concerns without reducing the holistic nature of the field into elements which had distinct but independent identities from the whole entity.

Iterative Development of the Thesis

These questions were uncomfortably wide and potentially ambiguous, providing inadequate delineation for a study through a single disciplinary practice. They did,
however, provide sufficient direction for an interdisciplinary inquiry which sought to make meaning through a process of bringing together a review of the bodies of knowledge and theories of practice in this field. This researcher/practitioner had the advantage of having practised in several different areas and familiarity with different domains within the relevant bodies of knowledge together with the experience of practising as a reflective practitioner, again in several different contexts. The complexity of this experience as a practitioner mirrored the complexity of the field and offered the advantage of immersion as a flexible practitioner in a 'natural laboratory' to engage in this inquiry. The progressive focusing of the research questions is not unusual in qualitative research:

...every researcher begins with a substantial base of experience and theoretical knowledge, and these inevitably generate certain questions about the phenomena studied. These initial questions frame the study in important ways, influence decisions about methods, and are one basis for further focusing and development of more specific questions. My argument is that specific questions are generally the result of an interactive design process, rather than being the starting point for that process. (Maxwell, 1996, 49)

In insisting on retaining such a wide perspective there was a risk of failing to achieve and maintain sharpness of focus. The initial approach had attempted to focus too soon and had unwittingly encompassed an assumption about the desirability of collaboration which was later recognised and addressed. The questions which emerged focused initially on a description of the field which identified the extent of diversity and the implications for contemporary practice. Once this was achieved, it allowed a more specific focus on the concept of coherence in the field and the extent to which it might be achievable and the concept of an integrated approach and, again, whether this might be achievable. The second of these questions led to a consideration of the implications of attempting to change practice to be more coherent or integrated or to appear to be either of those. These questions acknowledged the differences in how the terms 'coherent' and 'integrated' were used in different areas of practice in the field of management education and development which allowed the multiple viewpoints to be acknowledged but enabled a focused approach to development of understanding of the issues.

This research addressed a context in which there were strong interests of disciplines and of areas of practice and all of these inhabited an environment in which external pressure was challenging traditions. In the field of management education and development there were powerful commercial pressures to respond to the perceived needs of organisations who sponsor management development. Traditions in
disciplines and practices develop over time and there is an element of risk in any change which responds to pressures originating outside the field of practice rather than those developed by those familiar with practice and disciplinary conventions. However, change is inevitable and all the disciplines and practices in this field are engaged in change. This research addresses some of the implications of these changes from within these different disciplines and practices and some of the implications of responding to forces influencing the environment of practice. There was an attempt to identify areas in which the integrity is potentially at risk from collaboration of too casual a nature and areas in which the current state of change encouraged collaboration in ways which enhanced the collaborating features rather than diluting or damaging them. The research has potential practical outcomes in offering a framework to enable discourse between practitioners by providing an initial explanation for some of the misunderstandings and conflicts experienced by many practitioners.

The size and complexity of this research environment was daunting. One of the limitations which constrain any research is that of the researcher as a person whose biography inhibits her ability to conduct the research in many important aspects. In this study, the researcher's biography enabled a variety of perspectives to be brought to this field and it provided access to naturalistic experience through a number of years in different contexts of practice. This strength was also a limitation in that the inquiry was centred in this personal experience and perspective. The implications of this are addressed in the discussion of the methodology in Part 1.

The inquiry originated as a search to make meaning of practice in the field of management education and development. The approach was inductive, seeking to find potential theory rather than trying to apply any pre-determined theory to the whole situation although many theoretical contributions were recognised in elements of the whole. The inquiry had some similarity with ethnographic approaches in its concern with behaviour in a social context, but the concern was not to discover more about the cultural anthropological aspects of the setting but to understand more about being an educator and providing education and development in this setting. This approach was essentially phenomenological in its recognition both of the ambiguous focal concept of management and that each participant in the setting makes personal meaning of the situation influenced by their beliefs, attitudes and knowledge, which are all products of their individual biographies and perceptions.

The process of the inquiry was slow and characterised by moments of clarity in which patterns became discernible and clusters of similarities could be recognised. The research was carried out in natural phases and reviewed during and at the end of each of
these phases. It was, however, understood better retrospectively, with the thesis only becoming clear towards the end of the final phase. In this sense, the action research could have continued (and does as part of reflective practice), but a natural point was reached at which the inquiry could be halted and reported although it could never be called complete. The questions have been addressed and can be answered partially, which is all that was anticipated. To draw on another aspect of the researcher's personal biography, the inquiry is like a painting when the artist reaches a point at which all the elements of the image relate to each other with a vibrant tension. An artist knows that this is the moment to stop, to accept that to add anything or to remove anything will disturb that tension and will progress into another stage of making a different painting. This inquiry has reached this stage of fragile but coherent tension and can be reported although it cannot be considered 'finished'. In many ways it is only a start and opens up issues beyond those perceived in its early stages.

The thesis is now presented as a sequential argument in which ideas are introduced and linked to support the perspectives offered in the final section. The development of this sequence was, however, considerably less orderly. Immersion in the field of practice demanded continuous response to pressing issues within each context. The perspectives of a practitioner dominated approaches to thinking when in the roles of tutor, trainer, developer or manager of programmes. Involvement with academic programmes and managers conducting their own research prompted sudden insights which subtly altered viewpoints in a successive series of re-framing. These frequent reviews sometimes widened the scope of the inquiry and sometimes uncovered previously unseen layers, often challenging the fundamental purpose and line of questioning. It was not until the inquiry could be reviewed as a whole and from a more distant personal perspective that the sequence of the argument clarified and the many interesting but less central issues moved into appropriate perspectives. The thesis is structured to present and support the argument that diversity in management education and development reflects the nature of the field and that further understanding of the differences is an essential prerequisite to further stages of collaboration, integration or further diversification which might then be seen as means of achieving improved coherence in provision.

The Thesis

Management education and development appears to be one area because of its particular focus on the education, training and development of managers. However, this appearance of addressing a common purpose is deceptive, because there are a number of differing views about the nature of management and managers, which form an
ambiguous and diffuse focus rather than a clearly defined occupational role for which people can be educated and developed. These diverse views of the role of manager contribute to a situation in the field of practice where several different approaches to management education and development can be identified, each with different priorities and traditions. In effect, this indicates that this is not a single homogenous field of practice as had been assumed, but a heterogeneous group of fields of practice.

Criticism of the effectiveness of management education and development is linked to expectations, in that criticism cites perceived shortcomings. It is argued that expectations of the fields of management education and development link to the ways in which the role of manager may be viewed and that these expectations mirror the different viewpoints which dominate in the context. Thus the differences are emphasised and diversity appears to be a problem which might be solved through collaboration.

It is possible that some advantage could be gained in terms of more closely addressing the needs of managers if there were more collaboration and the pressure to provide more integrated and coherent approaches is likely to continue until the implications are more clearly demonstrated. However, collaboration or provision which appears more coherent or integrated may not be possible to achieve or appropriate in all areas of the field. There are areas in which collaboration appears to be immediately possible and where there appear to be benefits outweighing any loss. There are also areas in which the cost of collaboration might be greater through threatening the integrity of disciplines or practices causing a dilution of their essential characteristics and strengths. The theoretical perspectives influencing practice at different levels are important in identifying potential barriers and potential to collaborate. One of the concerns which has led to demand for more coherence and integrated practice is the difficulty the learner or those purchasing education and development have in making choices from the diverse range of provision. There is potentially an option to provide more helpful guidance about the nature of this diversity and the types of choice which can be made. The particular characteristics of managers as learners also offer potential for alternative approaches to supporting education and development.

This thesis proposes that the nature of management demands a diverse field of management education and development to address its breadth and depth. It is suggested that pressure to offer more coherent provision reflects lack of understanding about the essential differences in approaches which have different theoretical and practical bodies of knowledge. It is therefore proposed that this understanding should
be developed in order to develop a better appreciation of the extent to which the field of management education and development makes coherent provision. This proposition implies a need for different information to be provided about the areas of practice in the field and clarification about the significant differences, the values of these and why these are more usefully strengthened than diluted into a more common approach.

**Exploring the Extent of Diversity in the Field of Management Education and Development**

It has been established that there was and still is a problem in the field of practice in that it lacks consensus in views about how to educate and develop managers. This was done by using the 1987 Reports (Handy et al. and Constable and McCormick) to demonstrate the different views in awareness of the problem. This was linked with the researcher's experience in entering the field of practice in 1990. The Review of 1994 recognised that the original measures that were proposed to address the problem were inadequate as they failed to sufficiently recognise the complexity.

On the basis of the range of parties with interests in management education and development identified in these reports, the field may be described in terms of the different types of provider holding substantially different approaches to management education and development. These differences appear to arise from different conceptions of 'management'. It is proposed that the field of practice lacks cohesion because practitioners come from several different traditions which have different approaches to management education and development, different purposes in their practice and different views of managers and management. These can be grouped as clusters of approaches which dominate the field and which relate to different views of management.

The clusters of approaches are grouped in three domains:

'Education' which relates to the view of a manager as one who thinks, who engages intellect to address all aspects of management. The manager is seen as a learner and sometimes referred to as a student. The literature associated with this view includes that of teacher and tutor development and that of adult learning.

'Business' which relates to the view of a manager as one who 'does', whose prime role is to ensure that work is planned and carried out in order to contribute to profitable and/or effective organisational activities. The manager is seen as a worker who needs to be trained to respond to new performance
requirements. The literature supporting identification of this group includes that of trainer development and training practice and literature relating to carrying out the tasks of management.

'Personal Development' which relates to the view of a manager as an individual 'being' who engages in work as one of life’s experiences. The manager is seen as an adult with all the characteristics of any adult but with some particular personal development requirements and needs which relate to their role as a manager. The literature relating to this cluster includes the different focal areas of self-development, development of individuals and wider social development.

In each of these domains there are a variety of approaches and traditions and some influential underlying philosophies. It is important to recognise these as they contribute to barriers being retained but they also have potential to contribute to new forms of more collaborative practice. New practice cannot develop in a vacuum and must have some relationship with the contemporary fields of practice. It is proposed that there are some contributions from each domain which could provide foundation material for new forms of practice, potentially enabling new development to build on a foundation of mutual understanding.

In Figure 1 these dimensions are set out in diagrammatic form showing how the three clusters of viewpoints relate to managers in the education and development environment. It is important to note that these are viewpoints and not a proposal that all practitioners in each of these groups hold identical viewpoints. The proposal is that the three different perspectives are characteristic of the institutional or practice viewpoints in each cluster. Practitioners may hold several viewpoints which may even appear to be conflicting if they are prepared to vary their practice to accommodate the demands of a specific situation.

The cluster of business driven training and development is shown as having a prime concern for planning and carrying out the work of the organisation effectively. In order to achieve this, businesses train staff, including managers, to achieve standards of performance which are recognised by the organisation as being effective. The emphasis is on managers ensuring that the work of the organisation is carried out, leading to the emphasis in training and development interventions being on 'doing' activities. The diagram shows the predominant perspective of this cluster of practice as viewing the manager as 'doing'.
Figure 1. Clusters of Practice in the Environment of Management Education and Development.
The cluster of viewpoints from the educational perspective incorporates some differences as it includes different sectors which have different purposes and traditions. The sector of Higher Education has traditions of universities and the more vocationally oriented former polytechnics, and the Institutions of Higher Education. These all have strong traditions of the teacher as an expert in a disciplinary area and view the student as a learner. Business schools are part of that tradition but have emerged with strong vocational purposes which emphasise their relationships with business organisations and workplaces, but the traditional relationship between teacher and student remains largely unchallenged. This relationship is much more strongly challenged by the contribution of adult learning perspectives where there is more recognition of the autonomy of adult learners, but the emphasis is still on learning as the core activity. From all of these perspectives in the environment of management education and development managers are seen as learning to engage intellect to apply to all areas of their work. The emphasis is on the 'thinking' aspects of management work rather than on the practical activity of carrying out work.

The third cluster in the diagram is more diffuse in that it has a less obvious institutional base than the other two clusters. This cluster represents the viewpoints which approach management education and development in terms of the person at the centre of any intervention. The emphasis in this cluster is on the person who is in the role of leader or manager and the issues this raises for development of that person. A holistic view of both the individual and the setting is taken which includes viewing a person in the context of his or her setting, relationships and biographical development rather than taking a narrow focus of one dimension of education or development. Practitioners taking this perspective work with managers to develop each individual as a manager, accepting that everyone is different and will interpret the role and its dimensions differently. The view accepts that working in the role of manager is only one aspect of the life of any individual. This cluster is shown in the diagram as seeing the manager as 'being' in the situation of manager, implying their wholeness as a person.

This initial conceptualisation of the field formed the basis for this inquiry, providing a framework for the review of literature to establish what was already known about diversity and integration in management education and development and the extent to which the implications of providing more coherence through collaboration had been explored. The literature was found to be rich in specific areas of disciplines and practices but sparse in addressing links between these or in reflecting on the response made by the field of practice to the changing demands of managers and their organisations. Empirical research was carried out to address the areas where less was
known. The existing literature was used to construct a framework for analysis of the data produced in the empirical research which brought the material together to address the focal questions of the inquiry.

**Development of the Research Approach**

Alongside many frustrating attempts to delineate a formal research proposal, time moved on and involvement with managers in education and development settings produced large amounts of live and immediate data about what was important to these managers and how they reacted to what was provided. Many of the managers were learning through engaging in research which heightened awareness of the issues arising for researchers who attempt to address urgent and complex problems in turbulent organisations. Traditional approaches to research were constantly challenged both conceptually and strategically as events frequently overtook plans. This inquiry developed through reflective practice and action research was recognised as providing a pragmatic approach. The time was right for this realignment of the inquiry as research approaches which failed to recognise the complexity and individuality of organisational settings were criticised (Easterby-Smith et al, 1991 and Gill and Johnson, 1991) and managers as researchers were encouraged to address the complexity and to accommodate the confusion rather than attempting to reduce or simplify it as traditional approaches advocated.

Once the inquiry had been framed as interdisciplinary qualitative research, Denzin and Lincoln (1994, 2) provided a timely and helpful framework which located this inquiry within the researcher’s development of understanding of research through biographical experience. Denzin and Lincoln proposed that qualitative research could be recognised as having developed in five moments of which the first (1900 - 1950) was the traditional grounding which had a long-lasting influence, and the second (1950 - 1970) was the modernist or golden age. This second period was the one in which the researcher had first learnt research approaches as an art student with a perspective which was essentially subjective and experiential. The third phase (1970 - 1986) they called a period of 'blurred genres' and this coincided with most of the formal studies in research methods in which the researcher worked as an undergraduate in psychology, particularly social psychology, and as a postgraduate in educational studies. This experience had not been 'blurred' in that each study had been undertaken with guidance and had conformed with the expectations of the disciplinary area in which it lay. However, the different approaches and their uncomfortable relationship to the holistic nature of personal experience had hardly been questioned. Denzin and Lincoln opened up some important issues which were timely in presenting a very different opportunity.
in developing personal experience as central to this inquiry. Their fourth moment (1986-1990) was described as 'the crisis of representation' and coincided with the researcher's move from adult education to management education and development. Their final category, the fifth moment (1990 to the present day) they called the postmodern or present moment and cited Richardson (1991 in Denzin and Lincoln, 1994, 2) as defined by a new sensibility at the core of which is "doubt that any discourse has a privileged place, any method or theory a universal or general claim to authoritative knowledge". The researcher's understanding of the philosophical nature of the inquiry developed alongside the action research phases, bringing two distinct levels to the inquiry; one level of reflective practice in which the action research was part of collaborative action with others in the settings and a level of theoretical overview in which there was an attempt to understand the issues raised in practice in terms of broader theoretical perspectives and comparative practice. The experience of recognising the differences in thinking at these different levels was influential in developing the range of issues addressed in the inquiry. This thesis arose from that realisation and thus is a product of the 'present moment'. This is essentially a personal construction, an interpretation of experience necessarily subjective in its origins and viewpoint but evidenced and discussed in relation to ideas and proposals from other perspectives.

Structure of the Thesis

The thesis is presented in four parts. The first part includes this introduction and continues to discuss the methodology and the design of the inquiry.

Part Two introduces the literature from the field of management education and development which informs the inquiry. Literature from each of the clusters of practice in the field is reviewed and a search is made for theoretical perspectives relating to the inquiry questions. This section concludes with a review of the extent to which the literature is able to answer the focal questions and identification of the areas in which there is little or no material. A framework for analysis of the empirical research is constructed from this review to enable a search to be made from the rich data to develop understanding in the missing areas and to enrich those areas better addressed by existing literature.

Part Three presents the results obtained from use of this analytical framework. The empirical research was summarised in five phase reports, each of which collated the data produced during a year of action research. The action research focused on the issues raised by the roles taken in practice during each phase, reporting the cycle of
reflection and preparation, actions and review in each phase. The data which formed the evidential database for each phase is referenced and detailed but not included, as it was in many varied formats and often contained confidential material. This section concludes with a review of the extent to which this data has contributed to the areas identified in the analytical framework.

Part Four reviews the extent to which the inquiry has succeeded in answering the questions posed. The extent to which the inquiry contributes to development of understanding of the field of practice is discussed together with the strengths and weaknesses of the research. There are a number of proposals in the thesis which have potential implications for others in the field and the thesis completes with recognition that these ideas must now be offered in the public domain for comment and discussion if they are to contribute to mutual understanding.
Part One - Chapter 2

Philosophy of the Inquiry

The Purpose of the Inquiry

The initial purpose of this inquiry was to develop understanding of the role of a management educator and developer in order to inform choices made in personal practice. Once the potential scope of the study was appreciated, the further purpose developed of pursuing this topic as a research study leading to submission of this thesis for the award of PhD.

Fundamental Assumptions in this Research

Research and our ideas about rigour and systematic research have always been associated with traditional scientific thinking. Since the seventeenth century scientific thinking, essentially physics, has been central to our understanding of ourselves:

Today, our perception of social and political reality, our whole perception of 'modernity', is a mechanistic perception. It was formed in direct response to the philosophical and scientific revolution of the seventeenth century that gave birth to modern science, and it is reinforced daily by our constant exposure to the technology that surrounds us.

(Zohar, 1993, 3)

Newton's mechanical laws of motion and the 'scientific method' of inquiry which subsequently formed the basis of most disciplinary methodologies were largely unchallenged until the twentieth century revolution of quantum physics. The research paradigms of many disciplines, perhaps excluding those comfortable with engagement in non-physical matters, developed from Newton's seventeenth century view of mechanical science which offered a structured empirical method for disciplinary inquiry. Philosophy followed these scientific traditions; Hobbes used these mechanical ideas even before Newton's principles were clarified, then Locke applied them to his thinking about society and Adam Smith in his proposals for improvements to industry and work. Marx's thinking about the deterministic nature of history, Darwin's theory of evolution as mechanistic and reductionist and Freud's scientifically based system of the self as a complex hydraulic system are all interpretations developed on the basis of the view of the world as mechanistic, reductionist and conforming to the principles developed by Newton. Zohar develops this proposition, adding examples of ways in which models of institutions in society have developed from this early scientific view of the world.

Quantum physics shows that Newtonian scientific principles are insufficient, therefore any thinking based on assumptions around these principles must be re-evaluated. This Inquiry
began with assumptions arising from traditional views of research and development of knowledge, but the interdisciplinary nature of the setting of this inquiry has encouraged recognition of multiple viewpoints and recognition of changes in ways of thinking about research from different perspectives. In order to establish a basis for this research it was therefore essential to consider the principles underlying the approach.

**The Old and New Principles**

The principles of Newtonian physics guided traditional research approaches. These proposed that the world was composed of solid, impenetrable and independent items, atoms, which attracted and repulsed each other, colliding, separating and re-forming. These principles led to a mechanistic view of the world as absolute, unchanging and certain; a fixed, predictable and law-abiding universe. This view of the world was changed by developments in quantum physics through which a new set of principles have been established. Zohar (1993, 17) suggests the main areas in which this new way of thinking must change how we see the world. One key area is in the expectation we have of singularity rather than the new laws of duality - the Uncertainty Principle. Light exists in two forms at once, the wave and the particle, but we can only see it in one or another form and not in its duality. Experiments can show its behaviour in either mode but cannot show its dual nature. This duality replaces the fixed individuality of the mechanistic world.

The shifting nature of the elements (for example, photons or electrons) is further complicated by their behaviour in their context. In a mechanistic world the basic elements were conceived as being fixed in nature, impermeable and moving through forces of attraction and collision. In quantum theory, the elements interact with their environmental context and change their nature according to their surroundings. Thus reality shifts its nature, called 'contextualism' in quantum philosophy. There is a strong link between the observer and what is observed. The type of experiment chosen to observe reality dictates the type of reality which perceived. In Zohar's language, "What we see is what we look for" (Zohar, 1993, 22). The observer's role in quantum reality is fundamental to the situation observed - the observer brings about the situation as part of the observation. It is not possible to separate the contributory parts of a situation and analyse them independently as it was in mechanistic reality, the parts are inseparable from the whole.

This aspect of quantum reality has influenced discussions about the nature of truth and the suggestion that truth is relative and contextual. However, there is a relationship between reality and context in which the truth perceived is only one aspect of what underlies the perception. Interestingly, Zohar comments that the reality described by quantum physics is close to that of the Ancient world, that in Aristotelian physics everything had as a primary
property a capacity for 'becoming', not a fixed world as we have perceived it more recently. (Zohar, 1993, 24).

Another feature of quantum physics is that the sequence of predictable behaviour, the predetermined pattern of events of classical mechanistic physics is changed. In mechanistic physics the laws describe a sequence which can be predicted, even if the sequence and interactions are very complex. In quantum physics indeterminacy is an inherent feature of reality. Thus quantum reality has both multiplicity and indeterminacy. Both of these characteristics permeate the way in which any change occurs in quantum reality, widely known after Bohr's work as a 'quantum leap'. (Zohar, 1993, 25). The leap in change of state is misleading as the change can be in multiples rather than the linear implication of a leap from one place to another. In the quantum world multiple realities exist together although only some aspects may be perceived at any moment and at that moment of observation there may be a collapse of other possibilities as only one actuality is perceived. Also, when quantum systems meet each other they may merge rather than clash as in Newtonian physics. The elements can not be reduced to a new collection of parts but become transformed into a new entity, an 'emergent reality'.

These concepts challenge traditional ideas of identity and separateness as well as those of time and distance and traditional disciplines and fields of practice have responded within different timescales. In educational writing there is little recognition of any implication for learning or for learners, although many traditional educational theories were developed when mechanistic physical laws were accepted and these might need to be reconsidered in the light of more recent quantum physics thinking. It is possible that education, as a discipline, has encompassed recognition of these changes through recognition of changes in wider aspects of society. Education necessarily has to be closely associated with contemporary society in its day-to-day practice and much of the development in theoretical perspectives emerges from the field of practice. For this research, the world in which the researcher has practised is that of this transitory period, in which there is still a strong influence from classical mechanistic science and work in organisations has these traditions underpinning expectations.

**Rationale for Rejection of the Positivist Position**

This research has to address a world in which both mechanistic and quantum physics underpin thinking. In recognising the tensions produced by these fundamentally different ways of thinking, the research may help to provide some bridges between manifestations of these differences in the field of management education and development. The concept of operating with a theoretical 'high ground' of clear and objective concepts contrasts with the
complex muddy 'swamp' in which managers recognise themselves as existing (Schon, 1987, 3). If this position is accepted as a perceptual reality this research must engage with both the theoretical overview and the 'theories in action' and 'theories in practice' which managers use to guide their actions in the mud and fog of the swamp.

The principles which have guided traditional research form the positivist paradigm. The discoveries of quantum physics demand a different way of thinking but the traditional mechanistic laws remain one way in which reality can be viewed, although this is now known to be only one of many viewpoints and of many realities. To this extent the positivist traditions must now be viewed as providing only partial and temporary explanations. Easterby-Smith et al (1991, 23) compiled a set of propositions associated with a positivist stance which demonstrate why this position could not be adopted for this inquiry:

independence - the observer is independent of what is being observed

value-freedom - the choice of what to study, and how to study it, can be determined by objective criteria rather than by human beliefs and interests

The researcher’s experience and values were fundamental in identification of the inquiry direction, the choice of what to study and how to study it. The recognition of the difficulties of practising in an ambiguous context in which there were conflicts of values was a result of thinking which recognised the possibility of multiple viewpoints and multiple realities rather than one objective but partially hidden reality. Thus, this research examines the beliefs and interests of those in management education and development to reveal more of the variety of realities understood which underpin activities and thinking in the field.
causality - the aim of social sciences should be to identify causal explanations and fundamental laws that explain regularities in human social behaviour

Once reality has been perceived as having multiple manifestations, causal sequences are only part of what may be useful to explore and could offer only partial explanations. Other positivist traditions derive from these propositions and are equally inappropriate for this inquiry because of the limitations of the viewpoint:

- hypothetico-deductive - science proceeds through a process of hypothesising fundamental laws and then deducing what kind of observations will demonstrate the truth or falsity of these hypotheses
- operationalisation - concepts need to be operationalised in a way which enables facts to be measured quantitatively
- reductionism - problems as a whole are better understood if they are reduced into the simplest possible elements

If the principles of duality and contextualism are accepted together with recognition of the influence of the relationship between context and reality on the nature of truth, the hypothetico-deductive method can only offer a limited approach from a single viewpoint on a limited range of features. The interconnectedness of the full range of features is the concern of this inquiry which must, therefore, use a less constrained approach which accommodates the possibility of important relationships which do not necessarily behave in predictable fashions. Similarly, there is a great difficulty in reducing complexity to simplicity because as each part of the complexity is reduced to something more simple it is changed and is no longer what it was. If the reduction takes the form of attempting to define the parts of the whole, it cannot retain the inter-relationships of the whole. Studying a part of a whole is not studying the whole.

These propositions and the research approaches which have been developed because of the positivist approach to thinking about the nature of reality have underpinned traditional research.

Positivism has strong traditions and much support, which has led some to seek ways of developing the positivist paradigm to accommodate objections related to its limitations. Postpositivism emerged as a possible approach:

In the positivist version it is contended that there is a reality out there to be studied,
captured, and understood, whereas postpositivists argue that reality can never be fully apprehended, only approximated (Guba, 1990, 22). Postpositivism relies on multiple methods as a way of capturing as much of reality as possible. At the same time, emphasis is placed on the discovery and verification of theories. Traditional evaluation criteria, such as internal and external validity are stressed, as is the use of qualitative procedures that lend themselves to structured (sometimes statistical) analysis.

(Denzin and Lincoln, 1994, 5)

However, the development of qualitative research within such positivist traditions has not proven an attractive route for researchers drawn to post-structural and postmodern thinking:

Many members of the critical theory, constructivist, poststructural, and postmodern schools of thought reject positivist and postpositivist criteria when evaluating their own work. They see these criteria as irrelevant to their work and contend that these criteria reproduce only a certain kind of science, a science that silences too many voices. These researchers seek alternative methods for evaluating their work, including verisimilitude, emotionality, personal responsibility, an ethic of caring, political praxis, multivoiced texts, and dialogues with subjects. In response, positivists and postpositivists argue that what they do is good science, free of individual bias and subjectivity...

(Denzin and Lincoln, 1994, 5)

This inquiry bases its claims on the structured use of subjectively perceived experience and understanding. It follows that there is undoubtedly bias in the approach as the research was carried out by a human being with human characteristics, therefore attempts are made to be explicit about the extent of bias rather than to deny that it is a part of the research approach. Thus, this research does not rest within either positivist traditions or postpositivist approaches which simply use a wider variety of methods to approach the research question from different perspectives.

Easterby-Smith et al (1991) contrast positivism with phenomenology, which is in some ways a reaction to positivism in that the phenomenologists' view of the world is one which sees 'reality' as not objective and exterior but as socially constructed and given meaning by people, therefore completely subjective. This perspective holds that the observer is always part of what is observed, not only in the overt way mentioned in this research as a practitioner acting in the context, but that in any setting the observer is a part of the setting even if trying to be unobtrusive and covert. Phenomenology also takes issue with positivism in the sense of the idea of science being able to be value free. Phenomenologists claim that it is impossible for people to be value free therefore scientists cannot be and the disciplines of science are essentially laden with values and 'polluted' by human interests. However, phenomenological perspectives are often argued in defence of an alternative approach to the positivist stance and define phenomenology as an opposite position. This inquiry is in a field in which there was, and still is, considerable support for positivist
perspectives. It was important to adopt a perspective which could accommodate positivism and its claims without being restricted by adopting its stance.

**Qualitative and Quantitative Research**

Denzin and Lincoln draw a distinction between the more familiar categories of qualitative and quantitative research rather than between positivism and phenomenology. They describe qualitative research as an approach which emphasises processes and meanings rather than attempting to examine or measure in terms of quantity, amount, intensity or frequency. In their interpretation:

> Qualitative researchers stress the socially constructed nature of reality, the intimate relationship between the researcher and what is studied, and the situational constraints that shape inquiry. Such researchers emphasise the value-laden nature of inquiry. They seek answers to the questions that stress how social experience is created and given meaning. In contrast, quantitative studies emphasise the measurement and analysis of causal relationships between variables, not processes. Inquiry is purported to be within a value-free framework.

(Denzin and Lincoln, 1994, 4)

This inquiry was concerned with the situational issues and the values of the researcher and those directly or indirectly linked with the research. The focus was on the development of meaning in reflection on roles in the context and located within a value system which was made explicit through use of biographical material and therefore was not, and did not claim to be, value-free. The context of the inquiry includes traditions of both quantitative and qualitative research which Denzin and Lincoln propose differ in significant ways:

- **Uses of positivism** – the extent to which qualitative research has developed within and defined itself in relationship to positivism and postpositivism.
- **Acceptance of postmodern sensibilities** – the desire of many qualitative researchers to break free of the restrictions of positivism and extend both processes and value-systems.
- **Capturing the individual's point of view** – the difference in how the data from individuals is collected and interpreted.
- **Examining the constraints of everyday life** – the degree to which day to day life is considered as active and changing material or something to abstract from in order to identify distinct elements.
- **Securing rich descriptions** – the degree to which rich descriptions of the world are valued or perceived as superfluous.

(from Denzin and Lincoln, 1994, 5/6)

This inquiry was developed with the values of qualitative research, biographically based and seeking rich descriptions from everyday practice. It rests within a range of positions from which qualitative research has been approached which are essentially determined by
the ontological (the nature of reality) and epistemological (the nature of knowledge) assumptions held. Assumptions about epistemology are essentially linked to the ontological position in that epistemology is about the grounds of knowledge, how one can 'know' anything about the world and how one can communicate about potential knowledge.

**Epistemological Assumptions**

Traditional research approaches sought to establish knowledge progressively in order to build bodies of knowledge which developed and linked ideas. More recent approaches which emphasise the transitory and contextual nature of knowledge recognise that it is always open to differences in interpretation if viewed from different perspectives. Truth and falseness are themselves personal constructs and part of an individual's view of the world which would admit one person seeing a 'truth' where another saw 'falseness'. These stances are also located in time and context and open to change if circumstances change.

This research is located in a context in which there are many viewpoints and the assumption was made that there would therefore be different views about both the ways in which knowledge might be established and about the nature of knowledge relevant in the setting.

Differences about the nature of knowledge and ways in which it is established lead inevitably to differences in view about ways in which knowledge might be used. Those with traditional beliefs may expect that knowledge has a fixed and unchanging nature which allows it to be passed from one who 'knows' to someone who can 'learn' from them. However, if knowledge is accepted as contextual and changeable, the ways in which bodies of knowledge develop and are used by communities must also have contextual and changeable characteristics. As this research is located within a context where the activities are focused on education and development, the nature of learning and how this can be supported by educators, teachers, trainers, developers and facilitators is a central issue. The variety of terms used for those supporting learners indicates the multiplicity of viewpoints which had to be accommodated in approaching this field as a whole rather than from any one of these perspectives. Therefore the assumption is made that there will be many different views about the nature of knowledge and ways in which knowledge may be established and shared. In accepting this perspective, the research was also concerned with the implications of this view of knowledge, particularly for any participants in the field who had expectations of finding an established truth or of establishing a shared recognition of 'right'ness.

A further basis of epistemology in this research approach is the assumption that each individual develops understanding through successive interpretations of experience. There are many different areas of experience fundamental to the context of this research and
although participants may have had similar experience in similar settings their personal interpretations of this experience will differ and thus their epistemology as:

...the underlying structure of reasoning of an individual or the members of a culture, which may not necessarily be made explicit or verbalized, but which manifests itself in various aspects of the life of the individual or of members of the culture. Since the structure of reasoning may vary from individual to individual, or from culture to culture, we speak of epistemologies...

(Maruyama in Reason and Rowan, 1981, 227)

This implies that in any situation with more than one individual there will be more than one view on how knowledge is acquired. In any situation with different cultural components there are potentially different group views on the matter. Maruyama proposes that there are at least six aspects of life in which different epistemologies are demonstrated;

1. Logical structure of verbal discourse (e.g. Aristotelian deductive logic, Chinese logic of complementarity)
2. Concept of time (e.g. Balinese cyclic time, Western time as unidirectional flow)
3. Structure of the universe (e.g. Heirarchical universe of Aristotle, competitive universe of Darwin, Navajo's mutualism of man with nature and spirits)
4. Religion (e.g. Christian and Mohammedan monotheism with one god as creator, Early Greek anthropomorphic polytheism)
5. Social organisation (e.g. American 'democracy' by assimilation and by majority rule, non-heirarchical societies of Navajos and Eskimos)
6. Scientific paradigms (e.g. Unidirectional cause - effect models, Random models and homogenization)

(Maruyama in Reason and Rowan, 1981, 227/8)

This is important in the context of this inquiry in that not only is a research situation potentially full of different epistemologies, but any researcher approaching a research situation also carries personal and cultural epistemologies. For Maruyama, "this creates polyocular anthropology which incorporates different perspectives obtained with the use of different epistemologies".

He proposes that researchers with a quantitative epistemology may approach polyocularly seeing additive combinations of small and separate parts or might see sequences of differently focused views. A researcher with a non-quantitative epistemology may see evidence of the same thing viewed through different filters. Those with a competitive epistemology might see these differences as a conflict which must be resolved with a compromise whilst those with a complementary epistemology might view differences as
non-contradictory and enriching. This research is based on the assumption that the
differences affect each other and whilst being enriching are often contradictory and may
cause conflict which may result in challenge and re-assessment, compromise, or
recognition of differences which may exist alongside each other.

Denzin and Lincoln group principles from qualitative and non-qualitative perspectives and
demonstrate that there are some mutually exclusive positions. If positivism is rejected,
some of these issues become more clearly grouped. Maruyama suggests that these can
cluster as a meta-epistemology, because a heterogeneistic epistemology can accommodate
other epistemologies and a homogeneous epistemology must reject all others. Thus a
heterogeneistic epistemology can be a meta-epistemology accommodating and welcoming
the variety brought by differences in how knowledge is obtained. In this research
positivism has been rejected and different perspectives are both recognised and welcomed,
which positions the research with a heterogeneistic meta-epistemology.

For Maruyama this discussion is the basis of a proposal for development of the discipline
of anthropology, building stages from research within separate cultures to a wider view
which includes a complex structure to enable collection of different perspectives and which
he proposes is then a new form of polycular anthropology. This research is not located
within the discipline of anthropology but Maruyama's first stage of polycular
anthropology is relevant to this research, the concept of endogenous research which is a
culture studied by its insiders using endogenous epistemology, methodology, research
design and with an endogenously relevant focus. This research is carried out within a
culture by an insider. It uses endogenous epistemologies, approaches familiar within the
setting, acknowledging that there are some substantial differences in views which presented
some of the impetus for the research.

Ontological Assumptions

Epistemology and ontology are closely linked as an individual's view of the nature of
reality has implications for his or her view of the nature of knowledge. Burrell and Morgan
(1979, 2/3) offer a helpful framework for bringing together some of the ontological issues,
those concerned with differing worldviews. They suggest that the sets of ontological and
epistemological assumptions made link with a third set of assumptions about human nature
which position methodological choices made by researchers.

There are a set of assumptions about human beings and their relationships with their
environment. The dimensions include views that human beings relate to their environment
in such a responsive way that they could be said to be conditioned and shaped by this
environment (determinism) and the contrasting view in which the individual is seen as in
centre stage, exercising 'free will' to create the environment. The view taken in this
research is that the individual in society is somewhere between these extremes and whilst
having some power to effect the environment is also bound to be responsive to those
aspects of environment created by others in the sense of the community. The nature of the
relationship of the individuals to others, both as individuals and as collective groups, is
important in this research as the identification and recognition of different perspectives is
seen as contributing to understanding of the complexity.

In adopting this view of social reality this research has been located in an arena which
might be regarded as 'anti-scientific' in reference to the mechanistic rules adopted by
scientific research. This potential criticism is accepted, as the principal concern is with
understanding more of the way in which the individual creates, modifies and interprets the
world in which they find themselves – in this research, the world of management education
and development. There is importance placed on the subjective experience of individuals in
the creation of their social world, in the complexity of how they view their world of work
as managers and how they view the world in which they reflect on their work experience.
There is also an emphasis on how perceptions of these different realities can be
communicated, discussed and shared.

Positioning this Research

There are many positions adopted by researchers within the broad perspectives of
phenomenology. Habermas (1970) describes an approach of interpretive sociology, Berger
and Luckmann (1966) use the term social constructionism and the term qualitative has
become linked to phenomenological approaches. Reason and Rowan (1981) claim that
thinking in research methodology has changed so dramatically that it could be called a
paradigm change following the work of Kuhn (1962) in which he looked at the practice of
science in how discoveries are recognised and become part of the accepted body of
knowledge. If research is seen in a similar way, the positivist philosophy had been at the
core of research until the second part of the twentieth century but reactions to it and
developments of other philosophies (particularly existentialism) equate to the sort of
scientific thinking which substantially adds to the body of knowledge and changes thinking
in the sense of requiring a position to be taken in respect of each dimension.

Using Burrell and Morgan's analytical framework (1979, 7) of four sets of assumptions
about the nature of social sciences this research and its assumptions can be positioned. The
extreme of positivism has been rejected with its assumptions of an external and objective
world. At the other extreme is 'German idealism' which "is based on the premise that the
ultimate reality of the universe lies in 'spirit' or 'idea' rather than in the data of sense perception" (Burrell and Morgan, 1979,7). This position is based on the 'nominalist' view of the world as an internal reality rather than external. It sees human nature as subjective and the recognition and acquisition of knowledge as subjective, therefore a researcher in this position can see no relevance in using models and methods of natural science to study the world. Although this research is positioned close to this extreme there is some emphasis on the data of sense perception as there is commitment to a view of the world which is subjective but 'known' through the senses and interpretation of the data received, in which there is an element of 'idea'. The view is taken that human nature is essentially voluntarist but in practice people often accept the decisions of others, and that society consists of individuals who are linked together by some structures.

The positioning of the research can be clarified to some extent by considering other assumptions underlying the approach. Burrell and Morgan discuss the debate distinguishing theories of social order and equilibrium from theories of change, conflict and coercion in social structures and conclude that this does not represent polar dimensions but that there are fundamental differences taken by different theorists which should be recognised in assuming a position on these issues. They assert that "To be located in a particular paradigm is to view the world in a particular way" in terms of "meta-theoretical assumptions with regard to the nature of science and society." (Burrell and Morgan, 1979, 19)

The 'radical humanist' paradigm views society from a perspective represented by nominalist, anti-positivist, voluntarist and ideographic features. It tends to a frame of reference emphasising the importance of overthrowing or transcending the limitations of existing social arrangements (Burrell and Morgan, 1979, 32). One of the basic ideas in this perspective is that of an individual being separated from his or her consciousness by an ideological web of superstructures with which the individual interacts and which prevents them from reaching fulfilment. Much of the work associated with this paradigm features a concern for creating change in the social world by changing modes of cognition and consciousness. As this research concerns practice and design of settings for learning there is some commonality with this paradigm.

The 'interpretive' paradigm is "informed by a concern to see the world as it is, to understand the fundamental nature of the social world at the level of subjective experience." In its approach to social science it tends to be nominalist, anti-positivist, voluntarist and ideographic – as does the paradigm of 'radical humanism'. It differs in that it sees the social world more as something which has been created by the individuals concerned and is
constantly emergent, rather than the radical humanist view which tends to see the social world as an enemy of the individual to be attacked and defeated. This Inquiry approaches the context from an interpretive perspective, acknowledging the subjective nature of the research.

The approach described by Reason and Rowan (1981, xiii) as 'naive inquiry' effectively describes the way in which the research area was initially approached. They comment on the day-to-day thinking of a practitioner as presenting "...very good qualities, because it is involved, committed, relevant, intuitive; above all it is alive." They particularly criticise orthodox research (Reason and Rowan, 1981, xv) for the use of positivist approaches which present opportunities to use research results to influence decisions affecting individuals and communities. It was important in this study to respect those participating in learning settings and to ensure that they were not disadvantaged in any way by a practitioner undertaking research alongside management education and development. This dual role was addressed by engaging in collaborative analysis with those in the research settings to ensure that research participants were beneficiaries of their collaborative work. In this inquiry the collaborative activity took place almost entirely in the domain of practice and was not a feature of the inquiry itself. The collaborative data collection and analysis was part of practice reported as action research and was concerned with programme development in specific settings, but it was not a part of the overall inquiry which was concerned with wider aspects of management education and development viewed from the personal perspective of the researcher / practitioner.

This research was influenced by the proposal of cooperative inquiry made by Heron (Reason and Rowan, 1981, 19). Heron proposed that inquiry conducted in social science involves observation or interaction with people and that such interaction can involve people in the inquiry context to different degrees. He suggests that in much traditional research those participating in the context were seen as subjects by the researcher and were not involved in the research at any stage, other than possibly having been informed that research was being conducted. In Heron's words, "...the inquiry is all on the side of the researcher, and the action being inquired into is all on the side of the subject." (Heron in Reason and Rowan, 1981, 19). Heron proposes that cooperative inquiry offers an alternative approach which recognises the contribution to research which can be offered by those naturally involved in the context of the research. The involvement may be to different degrees and the extent of involvement is significant. If participants in the setting are totally involved they may become co-researchers in the sense that they contribute to hypothesis-making, development and conduct of the research and formulation of final conclusions, acting also as co-subjects. In weaker involvement those acting as subjects in the research may be involved through a process of information, discussion and negotiation with their views being considered and acknowledged at each stage of the research.

Heron argues that research behaviour in a context which involves other people is essentially a social activity. Relationships between people in a social context involve influences on behaviour
conditioned by inner needs and environmental factors, conventions of prevailing social norms and self-directed aspects of commitment to certain purposes and principles. Research intentions fall within the self-directed aspects of behaviour involving both commitment to purposes in the light of principles and self-direction. Heron argues that if a researcher recognises their own behaviour as intelligent self-direction, it must be logical to assume that the subjects in the setting are equally self-directing and intelligent agents. They must then be included in the research taking place in their setting in order to be able to function fully as intelligent agents (Heron in Reason and Rowan, 1981, 20-22). The perceptions of intelligent self-directed participants in the setting must be seen as valuable and cooperative inquiry allows sufficient feedback to all participants to correct any individual misconceptions. Cooperative inquiry also enables those involved to develop a shared understanding of the language they use to describe their perceptions, which contributes to the recognition of shared experience and to development of shared knowledge. This is important because power is an issue in any interpersonal setting and traditional research is often associated with use of power when actions are justified on the basis of research findings as knowledge. If participants in a research setting are excluded from involvement in the research they will be less able to understand or challenge the claimed findings. In Heron's words, "...doing research on persons involves an important educational commitment: to provide conditions under which subjects can enhance their capacity for self-determination in acquiring knowledge about the human condition." (Heron in Reason and Rowan, 1981, 35).

The approach taken in this inquiry shares many of the concerns and values expressed by Heron and involves the subjects of the research overtly in collaborating with the researcher. This inquiry has used opportunities to explore different perspectives of collaboration, particularly in the action research phases when it was sometimes possible to use the 'complete' form of this approach described by Heron as the researcher being also "co-subject, participating fully in the action and experience to be researched" (Heron in Reason and Rowan, 1981, 20). However, this inquiry has a wider perspective in addressing the questions about practice in the field of management education and development. The researcher took the view that participants should be fully engaged in research which might directly affect the setting in which they participated and less fully engaged when the research interest was personal to the researcher/practitioner rather than initiating from a collective concern shared in the field of practice.

Linking with Heron's concern about use of power in research is another element of this research described by Reason and Rowan as "...Habermas' (1971) category of 'emancipatory interest', which seeks to free people not only from the domination of others, but also from their domination by forces which they themselves do not understand." The research began in exploring forces which are little understood by practitioners but which impact on all individuals in the field. Associated with this concern is a consciousness of what Heidegger described as "the uncertainty of
all things" (cited in Rowan and Reason, 1981, xvii), the existentialist viewpoint which brings the researcher out from behind any particular role and involves their whole person in this uncertainty. This research was conducted in uncertainty both in the phases of data collection and the search for meaning from this data as the thesis gradually emerged and clarified.

We are in the 'fifth moment' of Denzin's and Lincoln's categories of research development:

The fifth moment is the present, defined and shaped by the dual crisis described above; ... Theories are now read in narrative terms as "tales of the field" (Van Maanen, 1988). Preoccupations with the representation of the "other" remain. New epistemologies from previously silenced groups emerge to offer solutions to this problem. The concept of the aloof researcher has been abandoned. More action-, activist-oriented research is on the horizon, as are more social criticism and social critique. The search for grand narratives will be replaced by more local, small-scale theories fitted to specific problems and specific situations (Lincoln, 1993 cited in Denzin and Lincoln, 1994, 11)

This research is positioned in this fifth moment, acknowledging the legacy of the past but searching for meaning for the present.
Lincoln, 1994, 129). The use of language is important in the degree to which this enables or restricts participation in development of knowledge.

In this particular research context, managers are used to the jargon of business and technology and less resistant to learning new terms. They are also likely to have sufficient confidence to engage in the conceptual issues even if they reject use of the terminology. It is not unusual to have 'idiot's guides' to many areas of management interest and this may be an appropriate way to accommodate these issues. Many managers are also familiar with acknowledging that their level of formal education is less than that of academics with whom they come into contact. This sometimes engenders suspicion of academics and the theories and language used in those settings. To some extent this is one of the issues raised in this research. However, it is an important issue for the development of able researchers who can apply academic concepts in practical situations.

It is traditional in writing a report of research studies to use the third person rather than the first person. This tradition aligns with a positivist view of the world which claims that research can be objective and impersonal, that research is free from subjective interpretations, therefore it is appropriate to use language which attempts to be neutral and objective. However, this research is centred in this researcher's personal experience and biography which has coloured parts of the review of literature and is central to the empirical research. This document has been written in the third person in the parts concerned with presentation of the thesis and discussion of the substantive theory underpinning both the philosophy and the focal issues of the research but first person is used to present the researcher's personal experience and interpretations of that experience. Third person is used to report the voices of others involved in the research, but verbatim material is used to illustrate these reports and to provide examples of the original data in the evidential databases.

All observations are reported from the researcher's own perspective, even those which seek to recognise the positions adopted by others. It is possible that use of the third person carries the inference of a neutral positivist paradigm and that, by using the story-telling convention of that traditional research paradigm, this research might be inadvertently pretentious in appearing to have an authority by association with traditions. No such claim is intended, even by inference.

The ways in which knowledge may be conceptualised are considerations for a researcher. There is a particular concern for a researcher who steps outside a disciplinary boundary and claims to have contributed to the development of knowledge if the grounds on which that claim are based have the potential to be widely disputed. Disciplines have clear epistemological positions which align with their ontological positions in their views of reality and their assumptions about ways in which knowledge might be gained through processes of research.
Part One - Chapter 3

Design of the Inquiry

Overview

This inquiry is biographically based and grounded in the recent developments of participative interpretative inquiry. A researcher using this approach might be described as a 'bricoleur', a "Jack of all trades or a kind of professional do-it-yourself person" (Levi-Strauss, 1966, 17), and the use of multiple methodologies as 'bricolage' (Nelson, Treichler and Grossberg (1992, 2), Levi-Strauss (1966, 17) and Weinstein and Weinstein (1991, 161):

The product of the 'bricoleur's' labour is a bricolage, a complex, dense reflexive, collage like creation that represents the researcher's images, understandings, and interpretations of the world or phenomenon under analysis. This bricolage will, as in the case of a social theorist such as Simmel, connect the parts to the whole, stressing the meaningful relationships that operate in the situations and social worlds studied (Weinstein and Weinstein, 1991, 164).

(Denzin and Lincoln, 1994, 3)

This research is the bricolage of a practitioner acting alone and collaboratively, observing and reflecting on the events in which this action takes place, a:

...biographically situated researcher. This individual enters the research process from inside an interpretative community that incorporates its own historical research traditions into a distinct point of view."

(Denzin and Lincoln, 1994, 11).

The interpretative community is wider than that in which the action in the research takes place as it includes practitioners and researchers who may wish to make use of this thesis. Thus the wider community includes the community of management education and development practitioners, managers who are the focus of this practice, and the academic community.

The research is consciously subjective rather than unconsciously subjective and thus is equipped to address the limitations of subjectivity without falling into the trap of naivety. It is not value free and objective because the perspective is adopted that it is impossible for a human being to be value free and objective. The methodology is planned to enable this consciously subjective research to contribute to the accumulated and shifting knowledge of the research community.
Control versus Meaningfulness

There is a fundamental dilemma in planning research;

Good research is a constant balancing act between control and meaningfulness. At the one extreme is an emphasis on controlling the observation and measurement of a variable by eliminating the influence of as many confounding variables as possible. What results might be a tight laboratory study in which the findings inspire confidence but are not particularly interesting. At the other extreme is the observation of complex human behaviour in the field without any controls at all, so the results seem fascinating but are highly unreliable and difficult to replicate. The fashion in social science research has moved back and forth between these poles of emphasising precision of measurement versus emphasising meaningfulness.

(Rudestam and Newton, 1992, 29)

This research was in the extreme of "observation of complex human behaviour in the field" and emphasised meaningfulness within a limited context. There are common features in management education and development and there are differences which may have arisen from a variety of sources. As little is known of this field of practice the research was fundamentally exploratory.

A framework for collection of data is provided which could be used by other researchers in similar settings. However there is a time-related element which may mean that any future study may produce results reflecting development of practice beyond the stage found in this study conducted between 1991 and 1996. It would be possible for another researcher to use this process to carry out a similar study, but as each individual's biography and each setting is unique there would be essential differences at each stage of the process.

Design of Qualitative Research

The tradition of designing research to allow others to test out the findings at different times and in different settings derives from the positivist assumption that phenomena within a context can be reduced to a set of tightly boundaried variables which can be compared and measured in isolation from their context. For a postmodern researcher, the context is not static and differences between contexts are not stable and reliable, so attempts to generalise from one setting to another have to be considered as a very complex matter even if it is ever possible. From this perspective, the importance of process and procedure become more evident. It is certainly possible for a researcher to plan and carry out research within a predetermined sequence and framework of guide-lines which prescribe the process to be followed. This process could then be repeated by the same researcher in a different setting or by another researcher in a different setting. The identical research could never be repeated because the researcher, the setting and the participants within the setting are all in a process of change during the timescale of the research and are changed by their
engagement, however slight, with the research process and the researcher. The researcher changes during the process of the research and becomes more experienced and more intimately knowledgeable about the arena of the research, thus progressively viewing the research issues and the context differently as the research continues.

Lincoln and Guba (1985, 225) argue that it is important to address the issues considered important in orthodox research if a dialogue is to be developed to enable these different ways of thinking to be included within the extending boundaries of research rather than to be excluded as having no links or similarities with other modes of inquiry. They propose that the links might be made through mutual recognition of principles of inquiry and suggest that these can be identified as:

1. Determining a focus for the inquiry
2. Determining fit of paradigm to focus
3. Determining the 'fit' of the inquiry paradigm to the substantive theory selected to guide the inquiry
4. Determining where and from whom the data will be collected
5. Determining successive phases of the inquiry
6. Determining instrumentation
7. Planning data collection and recording modes
8. Planning data analysis procedures
9. Planning the logistics
10. Planning for trustworthiness

This chapter explains how the research plan addresses these principles.

1. The Focus for this Inquiry

The focus of this inquiry is on practice in the field of management education and development. The Thesis emerged from recognition that there were a range of viewpoints about practice and proposals that a more integrated approach with more collaboration between providers and practitioners in the field would lead to improvements but also the possibility that the diverse elements might not have potential to be integrated.

The questions which focus this research are, as detailed earlier:

What is the extent of diversity of perspectives and approaches in the field of management education and development?

How has this arisen and do the traditions have implications for contemporary practice?

Is a more coherent and integrated approach possible?
Is a more coherent and integrated approach desirable?

There is evidence that customers and commissioners of management education and development are seeking more integrated approaches from practitioners but this may not be straightforward to achieve or appropriate to attempt. The implicit assumption that coherence might be achieved through integration is challenged and it is proposed that coherence is associated with levels of understanding, which are as varied as the viewpoints in this field of practice.

Linked with the focus of this research is the use of a methodology which contributes to research practice in current postmodern traditions whilst acknowledging the former traditions from which current thinking arises. Although all the contributing features of this methodology are well supported in the theoretical sources cited, much research in management and in education has been carried out using more traditional methods. Attention has been paid to providing full details of the principles underpinning this approach and the resulting strengths and weaknesses of the study in its ability to make claims which justify recognition by a wider audience. Many practitioners in management as well as in management education and development have experienced frustration in attempting to use traditional research methods to address complex and constantly changing situations. There is also a concern about the extent to which theory and practice exist in different spheres and frequently prove difficult to bring together to inform and support better understanding. An important aspect of this inquiry is to explore and demonstrate a way in which recent ideas about appropriate research approaches can be used in practice to provide an example of interaction between theory and practice.

2. Fit of Inquiry Paradigm to Inquiry Focus

The inquiry paradigm for this study is postmodern with the assumptions underlying this position discussed in the previous chapter. There is a body of substantive theory supporting the research paradigm which acknowledges the traditions from which this emergent perspective has arisen. It is important for this study that the research approach is current and sensitive to recent recognition of paradoxical positions in the field of inquiry, a demand which made it appropriate to use a contemporary research methodology to investigate the issues of a contemporary field of practice.

The nature of this research inquiry demands that emphasis is placed on the dual roles of the researcher as a practitioner in the field of study and as a researcher of the issues arising in practice. The inquiry focus requires that attention is paid to the range of attitudes and traditions which influence practice, the importance of the background and previous
experience of a practitioner in this field and the influence of the role of the researcher as a practitioner, acting in and examining a practice which is in continual development. It is also acknowledged that the researcher’s understanding of what has taken place in the research also shifts through time and is inevitably written in retrospect from the perspective of having reached an understanding from which to reflect.

There are four major interpretative paradigms in qualitative research. These are characterised by their beliefs about ontology (the nature of human beings and reality), their epistemology (ways in which knowledge is developed and shared), and their methodology (ways in which researchers seek to learn more about the world). These four groups are positivist and postpositivist, constructivist-interpretive, critical (Marxist, emancipatory) and feminist-poststructural (Denzin and Lincoln, 1994, 13). Although there are many areas in which the gender of the researcher has influenced the nature of experience during the process and interpretation of this research, this was not chosen as a focus of this approach as so little is known about the experience of a management educator and developer that there was no context in which to consider differences which might be related to gender. However, it is inevitable that this study represents a gendered view. Similarly, emancipatory issues are endemic in the field of practice but very little is known about the nature of these issues as the field of practice is sparcely researched. Therefore the paradigm for this study is not positivist or postpositivist (as previously explained) or critical (Marxist, emancipatory) or feminist-poststructural, but constructivist-interpretive.

This paradigm may be further divided into dimensions of constructivist and interpretive. Both are interpretive in the sense that they share a view of a world of multiple realities and recognise that the researcher both affects and interprets the study they make. Interpretivist thinking draws extensively on the German tradition of hermeneutics, phenomenology and social science critiques of positivism. Constructivist thinking centres on the belief that there is no 'real world' out there to be discovered and understood but that concepts of reality and truth are created by people who all have different perspectives. Schwandt comments that:

Constructivists are deeply committed to the ... view that what we take to be objective knowledge and truth is the result of perspective. Knowledge and truth are created, not discovered by mind... In place of a realist view of theories and knowledge, constructivists emphasise the instrumental and practical function of theory construction and knowing.

(Schwandt in Denzin and Lincoln, 1994, 125)

This research is constructivist because it takes an active role in the construction of knowledge through development of concepts and models which make sense of experience and then review these in the light of new experience. In this perspective, knowledge is one
of the coordinated activities of individuals and is subject to all the issues arising in any human interactions; communications, negotiation, dialogue, conflict, and many others. The focus is not on developing meaning within one individual but on collectively developing meaningful knowledge recognising its shaping by language and other social processes. This locates knowledge within a context and within a notion of collective recognition in that context rather than something external which may be easily transferred for use in other settings.

This research paradigm also respects the extent to which research contributes to the development of the participating individuals by enabling a position to be adopted as a basis for further progress. McNiff (1993, 1) comments on the nature of action research as culminating in moments when it is possible to articulate a position as "a firm but temporary intellectual platform" which serves as a solid basis for development of further structures, as part of a transformational process in which it is necessary to adopt a firm stand to enable further moves forward.

**The Action Research Paradigm**

This inquiry was carried out through phases of action research. Within each phase there were several activities which developed during the phase. These activities each had participants with whom a collaborative approach was taken to developments which concerned them. These were recognisable as individual 'cases' which provided material for data collection. Schwandt suggests that an inquiry in the constructivist paradigm begins when issues or concerns are noted within a field of activity and become formulated into something which could be recognised retrospectively as a 'case'. These are developed through collaborative work and result in common understandings which could be referred to as joint constructions. These joint constructions can be evaluated for the extent to which they 'fit' the data and the information relevant to the 'case', the extent to which they are credible to participants in the setting and support understanding and the degree to which they are relevant and could be modified to accommodate similar settings or developments (Schwandt citing Guba and Lincoln in Denzin and Lincoln, 1994, 129). Action research was used to shape this inquiry through episodes and collaborative development of joint constructions within the environment of management education and development.

Involving others in research brings some responsibilities. There has been an increasing recognition of the extent to which traditional methods of research may disempower those who have been its subjects. The implications of external experts drawing conclusions which affect actors in a setting have been widely discussed. Habermas (1972) spoke of the "objectivist illusion" of the positivist standpoint and has developed the links between
knowledge, methodology and human interests (comment in Denzin and Lincoln, 1994, 67). They propose that research inevitably affects the interests of the community and challenge the right of academics to engage in the activity as if it were isolated from all but the concerns of theoretical bodies of knowledge. Alongside other thinkers of the 1970s, Freire and Illich and many of the educational progressives, Habermas identifies social research as an interactive community issue and notes that traditional research approaches raise questions of social justice in their disempowerment of those who are the subjects but not the practitioners of research. It is a central concern for any applied research when the purpose of research is to recommend change which will affect people:

Applied research, action research, qualitative research, humanist research, and their consociates become the pursuit of democratic forms of communication that, in their turn, prefigure planned social change.

(Hamilton in Denzin and Lincoln, 1994, 67)

This research is in a social context and concerns issues which have a potential to affect any participants in the context. The role of the researcher as a practitioner in the context also affects the context and its participants substantially. This research is deliberate in involving participants and in developing ways of empowering all in the context to be active researchers and involved participants in making changes and in subsequent reviews. All participatory and action oriented inquiry is concerned with developing ways of researching which are humanistic, holistic and relevant in the context of participants' lives as well as in terms of the research focus. Three distinct traditions are identified by Reason (Reason in Denzin and Lincoln, 1994, 327) as co-operative inquiry, participatory action research and action inquiry.

The traditions of co-operative inquiry derive from humanistic psychology; Heron (1992) in his recognition of power relationships between teacher and learner, Maslow (1978) in his recognition of conditions which affect learning and prevent people from 'self actualising' and Rogers (1983) in his work on empowerment of individuals within group relationships. The idea of co-operative experiential inquiry was introduced by Heron in 1971 with the intention of developing a method of inquiry which respected the self-determining nature of people and welcomed the involvement of people in the inquiry as co-researchers and co-subjects in the context.

Participatory action research is seen by Peter Reason as having different origins which emphasise different aspects in its practice (Reason in Denzin and Lincoln, 1994, 327). Many practitioners of participatory action research celebrate its origins in emancipatory movements. For these practitioners the use of the term for inquiry in Western contexts is a concern, offensive if it is seen as trivialising the ideology, the elite stealing one of the few
means by which the disadvantaged may move towards emancipation.

If people who are naturally part of the context of an inquiry are engaged in that inquiry and participate in agreeing the focus, carrying out the data collection and interpreting the findings they are also engaged in learning and practising the skills of researchers, engaging in critical thinking, reflection and questioning and potentially participating in development of the means of freedom and democracy. Here is the core of the debate about the ideology of participatory action research. It is concerned with development of inquiry skills within a community with the purpose of liberating that community in some way alongside the action and reflection cycles of the action research phases. Reason quotes the work of Tandon in pointing out how participatory action research can to some extent redress the imbalance caused by traditional researchers in using their subjects for their own elite purposes by empowering communities to develop their own researchers (Reason in Denzin and Lincoln, 1994, 328).

The third category of action research differentiated by Reason is action inquiry, derived from theories of action science. This trend of thinking has similarities with that of participatory action research without the sensitivities of its ideology:

"research and action, even though analytically distinguishable, are inextricably intertwined in practice...Knowledge is always gained in action and for action...From this starting point, to question the validity of social science is to question not only how to develop a reflective science about action, but how to develop genuinely well-informed action - how to conduct an action science."

(Reason quoting Torbert in Denzin and Lincoln, 1994, 330)

Action science and action inquiry are both forms of inquiry into practice. Action science has its roots in the work of Argyris and Schon and their distinction between single loop learning and double loop learning (Argyris and Schon, 1974). Action inquiry is more explicit about action taking place as a part of inquiry within communities enabling them to carry out transformation through community action. Action inquiry is action carried out by participants who are consciously reflecting on the issues raised for them and for their communities by each action. The methods of action science and action inquiry are concerned with enabling the actor / participants to collect and share data about their actions. The acts carried out collectively may be seen as action experiments.

Reason proposes that co-operative inquiry, participatory action research and scientific inquiry may move closer to each other with some benefits. He is particularly scrupulous in acknowledging the roots and ideologies of each sector of this research approach, but if the commonality of all being concerned with action and action being concerned with people
carrying out acts, they are already very close. Also all three approaches recognise that there are benefits in involving participants in the focal community in any inquiry which involves them.

**Action Research in Management Education and Development**

Action research is a term used widely in research in organisations and is particularly prevalent in education and in management research. Concerns about freedom, emancipation and democracy are also important in the organisations and settings of this inquiry as participants in any organisation are subject to the dynamics which develop within organisations and these may threaten and overpower some participants. Involvement in an inquiry might cause some participants to become more vulnerable than they would otherwise have been, raising ethical issues for the researcher.

The term action research is commonly used in the context of organisation development when the researcher and the research are seen as part of the change process. In management and business research there is often little emphasis on the philosophy of research and much stronger emphasis on the action and anticipated improvements. Much of business research and theory from the disciplines of business education draw exclusively on positivist research approaches and respect the mechanistic approaches and extensive use of measurements. Qualitative research and the methods linked with its traditions and different philosophical approaches are less well known in the management research field.

Management research traditions have developed in ways which mirror management practice; practical, pragmatic approaches which honour traditions but which also acknowledge current developments and new ideas. Action research is seen as an approach to research rather than as a tradition which carries any particular expectations. It is recognised as an approach which allows research to take place within a fast-changing setting where events will develop whilst people try to observe and reflect on what is happening. Action research is attractive to managers in that it links learning with carrying out a project and it allows the involvement of those most closely affected by a change:

The following two features are normally part of action research projects:

1. a belief that the best way of learning about an organisation or social system is through attempting to change it, and this therefore should to some extent be the objective of the action researcher;

2. the belief that those people most likely to be affected by, or involved in implementing, these changes should as far as possible become involved in the research process itself.

*(Easterby-Smith, Thorpe and Lowe, 1991, 34)*

This perspective offers less sensitivity to the participants involved in the research
environment than is shown in the approaches of co-operative inquiry and participatory action research. The planning of change in an organisation or social system as a learning activity may be presumptuous in its potential disregard for the implications of such intervention. Gill and Johnson discuss the implications more fully and recognise other issues. They quote Rapoport (1970, 499) for a definition:

Action Research aims to contribute both to the practical concerns of people in an immediate problematic situation and to the goals of social science by joint collaboration within a mutually acceptable ethical framework.

(Rapoport in Gill and Johnson, 1991, 60)

This implies close collaboration between the academic world and the world of the organisation concerned, each with their different cultures and different reasons to be involved. As Gill and Johnson point out, the relationship might include a contracted relationship between the two parties involved in the problem and research setting involving a consultancy purpose and an academic purpose to develop publishable knowledge from the research initiative. These different purposes do not sit together entirely comfortably if the interests of the subjects in the research setting are considered as they do not feature in the collaboration overtly if it is one concerning a contractual agreement between researcher and organisation. If it is to become participant research, the participants are effectively disempowered if they are not involved from the beginning in determining the nature and boundaries of the research.

Susman and Evered (cited in Gill and Johnson, 1991, 71) propose that action research is a legitimate science because of its foundation in philosophical viewpoints which differentiate it from positivist science. They particularly mention ideas of praxis, hermeneutics, existentialism, pragmatism, process philosophies and phenomenology. Praxis is particularly significant in this research as the art of taking action in problematic situations in order to change them. It is guided by good judgement, which is itself a difficult concept to defend unless located in the biography and experience of the person making the judgement in a situation in which their ability to make a judgement is appropriate. Freire's view of praxis distinguished between action and informed and reflective action:

It is only when the oppressed find the oppressor out and become involved in the organised struggle for their liberation that they begin to believe in themselves. This discovery cannot be purely intellectual but must involve action; nor can it be limited to mere activism, but must include serious reflection: only then will it be a praxis.

(Freire, 1972, 40/41)

In order to engage in reflective action Freire believed it to be essential for those involved to engage in developing an understanding of their views of the world and how history had
contributed to the views held. In this process the understanding discovered through reflection leads to action. If events lead to action when there has been little reflection a praxis can be achieved through critical reflection on the consequences of the actions. If actions are taken without participative reflection at either or both stages by those affected by the actions there is no praxis and there is no genuine community-led research and development.

Hermeneutics is also recognised as important in this context:

In the social sciences the learning process implied by what is termed the hermeneutic cycle is not unlike Lewin's (1946) conception of the manner in which an initial holistic understanding of a social system is then used for understanding parts of the system and knowledge acquired by proceeding from the whole to the parts and back again. Whenever there are discrepancies between the parts and the whole a reconceptualization takes place. The action researcher is thus forewarned that his or her interpretation of the social system will never be exactly the same as that held by members of the system. This enables the researcher better to understand both his or her own preconceptions and those of the members of the system under study. It also allows the researcher some detachment and may suggest solutions not perceived by system members.

(Gill and Johnson, 1991, 72)

Involvement of the practitioner as researcher is essential if a full understanding of the context and the implications of actions in the context is to be achieved, but it also raises some particular ethical issues. The researcher/practitioner is a woman and this is always significant in this field of practice as management is a male dominated role and there is a recurring interest in what differences there may or may not be between men and women as managers. In the field of developmental interventions there is an emphasis on personal development alongside management development and the experience of people of different genders is different both in society and in organisations. Feminist literature has emphasised ethical issues in relationships between women, some of which have particular implications for collaborative and empowering developmental work:

Feminist research by women on women implies a "standpoint epistemology" that not only colours the ethical and moral component of research related to the power imbalances in a sexist and racist environment, but also inhibits deception of the research "subjects". Indeed, the gender and ethnic solidarity between researcher and researched welds that relationship into one of cooperation and collaboration that represents a personal commitment and also a contribution to the interests of women in general (e.g. in giving voice to "hidden women," in generating the "emancipatory praxis," and in seeing the field settings as "sites of resistance"). In this sense the personal is related to the ethical, the moral and the political standpoint. And you do not rip off your sisters.

(Punch in Denzin and Lincoln, 1994, 89)

All participants in the research are seen as collaborators and partners and it is not acceptable
to cheat them in any way, nor is it acceptable to cause them harm or to abuse their confidentiality. In effect, if they are to participate in equal terms it is essential that they share understanding of the purpose of the research (pointed out by Guba and Lincoln, 1989, p.122 cited in Denzin and Lincoln, 1994, 90). In this research the participants were fully aware of the purposes in evaluation of the programmes and processes in which they were engaged. In some instances, they were also fully aware of the wider purpose of this inquiry, but this was not always revealed to everyone who contributed either directly or indirectly to the study. Sometimes this was because the researcher was not herself aware of the full purpose in the early stages of the research, and sometimes it has not been relevant in the context. There has never, however, been any attempt to hide the research activity of the researcher/practitioner and data collection has always been open and with permission of those contributing. When possible, those contributing data have also been involved in analysing and interpreting it. In this inquiry the organisations in which research took place are not identified, but it is recognised that these would be identifiable with reference to the researcher’s biography. This potential confidentiality issue has been recognised in the presentation of details of the data collection and the presentation of results by ensuring that confidential or potentially embarrassing material has been summarised rather than presented in its raw state.

Action research has been popular as a research approach within the field of education:

> Action research is not a method or technique. It is an approach which has proved to be particularly attractive to educators because of its practical, problem-solving emphasis, because practitioners ... carry out the research and because the research is directed towards greater understanding and improvement of practice over a period of time.

(Bell, 1993, 8)

This inquiry is approached from the perspective of an educator and is focused on understanding and improvement of practice during the inquiry and in the longer term to inform developments in practice.

3. The 'fit' of the Inquiry Paradigm to the Substantive Theory Selected to Guide the Inquiry

The substantive theory underpinning this inquiry includes contributions from research methodology, management education and development, and ideas from adult education, vocational education, business and management education and personal development. The substantive theory relating to education and management is presented in Part Two and is drawn from each of the clusters of practice which represent viewpoints within the fields of practice (education, business and personal development). The literature from each
perspective is used to identify the underlying philosophies, theoretical basis and preferred processes in each area.

The ideas which have informed developments in the management learning field are reviewed to identify the extent to which they address the focal questions of the inquiry. The context of the research includes developments in management education and development since the mid 1980s and the various concerns and initiatives which have emerged. The interlinking of these with emerging issues in Higher Education is important in establishing some of the political and financial influences on the design and delivery of learning events.

The more focused area of search in the literature concerns the existing concepts and models of curriculum and the extent to which these offer a potential model for management learning. Much of the adult learning literature, particularly that relating to experiential learning, is little known in management learning circles and an attempt is made to bring these fields closer together and to seek criteria which appear to inform planning for management learning. Initiatives which have sought to achieve integration are discussed together with implications for management education and development.

4. Where and From Whom Data were Collected

The constructivist paradigm emphasises collection of rich data from numerous sources and in this approach the researcher seeks such data where they are most likely to be found. In this research the issue of 'where' the data will be collected is determined by access to the practice area of the researcher over this period. The choice was made to collect data from potentially rich sources, so these were identified by focusing through the roles of the researcher/practitioner on specific groups or initiatives which involved managers learning.

Importance was placed on bringing a wide range of data into the study and using methods which allowed unselected data to be collected alongside attempts to find evidence of predicted features identified in the theoretical framework. The overall intention was to seek the 'full array of multiple realities' mentioned by Lincoln and Guba (1985,40):

"The naturalist is likely to eschew random or representative sampling in favour of purposive or theoretical sampling because he or she thereby increases the scope or range of data exposed (random or representative sampling is likely to suppress more deviant cases) as well as the likelihood that the full array of multiple realities will be uncovered."

(Lincoln and Guba, 1985, 40)

The data in this research were collected from two settings. The first was a business school which was originally part of a polytechnic but which became a university during the period...
of research. In this setting the researcher was a senior lecturer (and later a principal lecturer) in management development, working with post-experience and postgraduate programmes for managers. In the second setting the researcher had become a manager in the National Health Service and had established development programmes exclusively for health services managers. The contrast between these settings provided different perspectives on the support which such programmes should offer managers and raised issues relating to the nature of practice in all three of the clusters of practice identified as significant in this inquiry, education, business and personal development.

Data were collected from managers learning and from colleagues in both of these settings. There was also some collection of data from events (meetings and conferences) in each setting. The number of people involved in the research was not limited and included all of those who made contributions during learning programmes for immediate use but who also consented to the later research use of the material. This conforms with Bailey's view of the naturalistic approach:

"...phenomenological research uses sampling which is ideographic, focusing on the individual or case study in order to understand the full complexity of the individual's experience. From this perspective, there is no attempt to claim an ability to generalise to a specific population, but instead, the findings are relevant from the perspective of the user of the findings."

(Bailey, cited in Rudestam and Newton, 1992,75).

The two settings from which data were drawn were different environments which both addressed management education and development. One environment had all the characteristics of higher education provision during the period of the inquiry and the second had many of the characteristics of employer-led provision as it acted as a contracted agency within the sector for which it developed managers. In this setting the educational aspects of the provision were seen as only a part of the development process. Some of the significant differences in approach to managers as learners in these settings are contrasted in Figure 2. The table summarises the dominant view of managers taken in each setting and contrasts the implications of the differences in some of the ways in which development was approached. Although the second setting for data collection was within the NHS training and development environment rather than the original Higher Education setting, it included some aspects from the first environment because the researcher was a constant who had taken many of the approaches from the first setting into the second. The establishment of academic awards in the second setting ensured that some of the educational attitudes were brought into the NHS environment, and the analysis of the data explores some of the tensions this alliance emphasised.
Figure 2 - Differences in Approach to Management Education and Development in the Two Research Settings

<table>
<thead>
<tr>
<th>view of managers</th>
<th>business school</th>
<th>NHS training</th>
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<tbody>
<tr>
<td></td>
<td>learners who need knowledge and skills to apply to work</td>
<td>those who carry out role, need to learn how in context, guided by senior managers of organisation and colleagues</td>
</tr>
<tr>
<td>view of how managers gain a wider perspective</td>
<td>through reading, discussion, making comparative studies, critical analysis, recognising alternative models and choices</td>
<td>through following role models, discussion with senior managers about why they do things as they do, being mentored, coached, trained, etc.</td>
</tr>
<tr>
<td>view of how managers learn skills and techniques</td>
<td>seen as a complex process involving understanding in context, interpersonal skills, mix of theory and reflective experience, practical work</td>
<td>learn through doing, copying and correction, competence development, performance management, short training inputs</td>
</tr>
<tr>
<td>view of how managers improve</td>
<td>by learning more, progressing through development of understanding, increasing knowledge, academic levels</td>
<td>by personal development, addressing perceived weaknesses and updating through briefings and conferences, reflection on experience</td>
</tr>
<tr>
<td>ways of supporting managers to improve performance</td>
<td>programmes with academic content and processes, tutor/teacher and peer support and challenge, reflective practice</td>
<td>development programmes, individual or group, placements, shadowing, mentoring, coaching, workshops, learning sets, facilitation</td>
</tr>
<tr>
<td>what structures support delivery</td>
<td>academic institutions with national frameworks of awards, quality frameworks and qualified staff</td>
<td>informal and formal training and development structures within organisations and contracts with external providers</td>
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</table>
Data were collected in both of these environments. Tables for each phase illustrate the types of data collected and the main sources from which data was drawn (Figures 3 - 7). In each phase the data were collected from episodes of practice, usually as the results of collaborative analysis of data produced by and used by the participants in the setting as part of their engagement in development of their programme. In each phase the roles of the researcher changed and different participant groups were involved in the research. These are identified in the key at the base of each table and are discussed in the phase Reports in the appendix and the Focused Phase Analyses in Part Three of this thesis.

In Phase 1 (1991), Figure 3, the setting was a business school and the groups from whom data were collected included participants in postgraduate and post-experience management education and development programmes and colleagues in the department in which these programmes operated. The types of data collected included formal documentation (information which was available in a fairly public form, records and documents arising from the context and about the context), informal documentation which was much more ephemeral and usually only intended for use by those who produced it (including notes, flip charts, check lists). Questionnaire responses are noted separately as these were more formal means of collecting data, and these were produced and analysed by the researcher, by other participants in the setting and by managers who were part of other programmes associated with this context. Similarly, interview records were available in some phases but not in this first period. Observation records include those made by the researcher and records made available to the researcher by others in the setting. Assessment records are noted separately as they provide more formal records but very sensitive ones in that they almost always have implications for confidentiality.

In Phase 2 (1992), Figure 4, the number of sources from which data were drawn increased as the researcher's role expanded. The context was still a business school but some new initiatives were developing, particularly NVQ programmes and in-company provision. There was also opportunity to collect data from several events, meetings, interviews and conferences, which gave an overview of some of the current trends and interests.

Phase 3 (1993), Figure 5, remained in the same context but during significant change which brought some new issues to the fore as the polytechnic became a university and the focal areas of practice developed to embrace more in-company contracts and greater emphasis on research activities and the postgraduate programmes. This period includes some data from consultancy episodes.
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<th>informal documents</th>
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Chapter 3 58
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Chapter 3 60
Phase 4 (1994), Figure 6, was the first in the new context of NHS training and development. The sources of data here included programmes which the researcher had established in this setting and also included new colleagues. The types of data were similar to those in previous periods but the people involved in programmes was much wider than the participant group as these programmes had formal links into many different workplaces and links with commissioning and monitoring managers.

Phase 5 (1995), Figure 7, was also in this setting but the nature of the setting was changing as were the programmes and the participants. The range of programmes was greater and the types of data were varied. New sources included conferences and new tailored programmes. Although this was the last phase formally reported in this inquiry similar data in subsequent years confirmed some developments and this is noted in the review of the inquiry in Part Four.

5. Successive Phases of the Inquiry

The initial stage of the inquiry was described in the first chapter and consisted of a period of observation as a new lecturer in management education and development in a business school. The focus at this stage was on the extent to which there was an agreed core curriculum of management education and development and whether this related closely to the requirements of managers in their work. As the researcher's understanding of the issues developed it became clear that there would be further interpretations and that an action research design would enable successive understandings to be formed and developed.

The action research format was applied to the natural phases of practice in which each year was planned and conducted. The business school year was generally conceived as starting in September and concluding in July, but as this area of work was primarily concerned with programmes which had been developed for workbased managers, many of the main programmes started in January and concluded in December each year. This pattern was also adopted in many of the programmes in the second setting although there was an increasing tendency in both settings to start programmes whenever there was demand. It was practical and appropriate to take a calendar year as a phase of inquiry and to use the format of an action research approach for each phase. There are five phases in this inquiry, representing each calendar year from 1991 to 1995 with some overlap into 1996. The literature review took place alongside the empirical research and provided a focus for the analysis of data more than for its collection, and the thesis was written in 1997. The process of this research took a significant amount of time and the researcher's experience and understanding of the issues developed during the research period allowing progressively more informed interpretations. The context of management education and development also developed during this period and as new perspectives became available they were
incorporated into the development of understanding.

6. Instrumentation

The instrument in naturalistic inquiry is the human observer - the emphasis is on improving the human observer as this instrument and no claims are made for reliability and validity of the instrument in a rationalist sense. Thus this study used the experience, training and practice of the researcher, attempting to emphasise the strengths and reduce the weaknesses. The strengths were emphasised by the embedding of the study in a context in which the researcher was an active and developmental practitioner who engaged in frequent reflection on practice and was exposed to challenge and collaborative review which increased her awareness. The most obvious weakness was the subjective nature of researching on personal practice, although this subjectivity was also a strength as it enabled a view from immersion in each setting. The potential weakness was addressed by recognising that although personal practice is informed by a range of personally held theoretical perspectives, these have been substantially derived from domains of theory from fields of study and practice and from the disciplinary bodies of knowledge. As a researcher / practitioner much of this theory was accessible and understood from both practice and theoretical perspectives, providing this researcher as an instrument for naturalistic inquiry with a breadth of knowledge and understanding and with a range of experience and credibility in practice which enabled full participation in the field of management education and development.

In order to ensure that data were collected from a range of perspectives frameworks were created to guide the selection of material from this complex environment. There were three frameworks which determined the focal areas of data collection and which reinforced the ability of the researcher to approach collection of data which represented other views than her own:

1) The action research framework was used to focus reflection on practice in the inquiry setting. In each phase of practice the key tasks and concerns of the period were identified and these provided focal issues which were natural in that they were central to the roles held by the researcher as a practitioner in the setting. Each of these focal areas was considered in each phase in terms of the expected direction of developments and the initial plans and the actions taken with evaluations of results and modifications made. This framework enabled the day to day work to proceed but ensured that data were collected naturalistically from each focal area. The roles always involved being instrumental in provoking or responding to change, thus the researcher was always active in the environment and could not adopt a neutral stance. However, this position enabled the
inquiry to include the thinking and reasoning of a practitioner in the setting in considerably more intimate detail than would have been possible for an 'outside' observer to access. The inevitably subjective nature of the instrument was a strength in providing an informed participant view and the weakness of the single perspective was addressed by ensuring, through use of the framework, that many other perspectives were acknowledged in contributing to the developments of each focal area. During each phase the involvement of other participants was extensive in contributing to the collection of data, often in a form in which a collective analysis had taken place within the setting and further actions had been taken and evaluated by those participants. Thus there were several phases of analysis resulting in data which was the result of collective analysis rather than data selected only by the researcher. These were summarised in the reports of each phase of action research and the reports were themselves then used as data in attempting to address the research questions.

2) The literature relating to the field of management education and development was reviewed to provide a framework which identified the existing theoretical material which partially answered the inquiry questions. This framework demonstrated areas in which little was known or understood which defined the gaps which could be usefully addressed by the empirical research. As the empirical research, the action research, was immersed in its natural setting, the data available from each phase related to the contemporary issues and concerns of each period rather than the questions which guided this inquiry. The framework which emerged from the literature review identified the areas in which data should be sought to inform the research concerns. Again, the use of such a wide range of theoretical sources was important in ensuring that the preferences and interests of the researcher were modified by challenge from other perspectives.

3) The questions at the heart of this inquiry provided the impetus and the focus throughout the period of research. However, the questions themselves were modified as understanding of the issues developed. This was accepted as inevitable in a qualitative inquiry in which the constructivist approach caused successive development of understanding and enabled the accommodation of the most recent understandings within the developing thesis. The questions changed from an original focus on the curriculum of management education and development to focus on the notion of a coherent field of practice and the extent to which diversity and integration were essential or optional aspects of this field. These issues were consistent concerns although the formulation of questions led to progressive refinement of the boundaries of the research. The researcher as an instrument of data collection was alert to evidence of harmony or controversy in practice and data were collected which related to the ease or difficulty of collaboration between
practitioners in the field. The attitudes and reasoning of the practitioner as one who both collaborated and resisted collaboration provide rich naturalistic data and provide stimulus for intuitive development of understanding. The framing of the questions to ensure that both diversity and integration are explored ensured recognition of alternative viewpoints. This framework of questions was used to guide the review of literature and the analysis of the action research reports.

7. Data Collection and Recording Modes

It was essential that this inquiry was conducted in a way which drew naturally occurring data in a naturalistic way from the setting rather than in a way which distorted the setting to enable data to be collected, as changing the setting to allow collection of pre-determined sets of data would have changed the setting and its concerns. This inquiry was examining practice as it developed for the purposes of each group of participants rather than attempting to influence the field of practice in an experimental approach. The changes which took place were part of the field of practice as it evolved during the period of the inquiry. The collection of data was therefore planned to be a natural part of the activity of a practitioner in the field, part of the day to day practice of a reflective practitioner.

There was a wide range of data occurring naturally in the field which was potentially useful in connection with this inquiry. The field of management education and development included a field of practice in which managers were engaged in learning either in their workplaces or in the settings of other providers and a field of studies in which the field of practice was considered from theoretical perspectives. Some of the material from the field of studies has been included in the review of literature informing this inquiry but the day to day practice was richly informed by literature and discussion from the field of studies and was essentially part of the action research. Other data emerged naturally from the context in which programmes of learning were provided – note-making when the researcher's personal observations or listening was being recorded, participants' own writing when written responses were collected or group comments were recorded on flip charts, quotes were available from students' formal written work and from institutional course documentation and some video and tape recorded material was naturally available.

The modes of recording data were similarly chosen to be natural in the setting. One result of this was that a range of data records were available in different forms. Much of the programme-related material was recorded in electronic databases and analysed and used for this research in the form of annual reports on programmes. Review material from such programmes was also often available in electronic form, but when it was collected in paper forms it has been kept in that form. There are often large paper records on flip chart paper
and some of this material was in the form of mind maps or pictures. Where data originates in picture form attempts have been made to also record the analysis of the group who produced and used the material. There were also photographs, video recordings and audio cassette recordings. All of this available data is recorded in the evidential database of each phase of the research and indications are made of which source of evidence has contributed directly to the issues discussed in the report of each phase.

Although it was important to use data occurring naturally in the setting it was also important to ensure that the research had integrity and rigour and was not merely a collection of loosely associated materials. The focus of collection was established using the original research questions. In each phase data were collected which addressed each aspect of these original questions. This approach ensured that the original concerns were addressed consistently during each phase. In addition, there were other issues which arose which were not part of the original set of questions but which seemed important to record and use in the analysis, if the issues were closely linked with the original questions. If the newly arising issues were not directly linked to the question areas but were important to note because of the potential implications for any of the inquiry concerns these issues are raised in the concluding sections of each phase and in the review of the inquiry. Throughout the inquiry period there were many significant changes in the context of the research and in attitudes towards management education and development. The original approach of this inquiry was from the educational concept of a curriculum from which programmes and courses were drawn, but during the period of research the introduction of modular schemes with frameworks of modules, pathways of study and recognition of the potential to accredit experiential learning, have challenged the assumptions of curriculum theories and introduced new opportunities and concerns. The collection of data in the focal question areas has enabled consistency of approach in the research but has not constrained the recognition of unforeseen but relevant material.

The data collected and recorded are detailed in Figures 3 - 7 together with the sources from which they were collected, phase by phase. The modes of collection and recording used were:

1) Formal documentation. This included national and local policy and strategy documentation, validation documentation, formal records of committees, courses and events and other documentation in the public domain or available to any participant in the setting.

2) Informal documentation. This included material which was not intended for formal
record-keeping, for example; planning materials, notes of events in progress, diagrams produced during discussions, flip charts recording discussions, pictures produced as metaphors and notes of the discussions in which these were analysed. Records were kept of participants' expressed hopes and fears of programmes, sometimes in the form in which participants presented these and sometimes in observer notes. Workshop and evaluation techniques (described in Bourner, Martin and Race, 1993) were used and recorded in some contexts where these were acceptable and appropriate for the groups. Permission was sought from participants before records of this nature were kept from programmes.

3) Questionnaire responses. Questionnaires were used as part of the review process for some of the programmes and when this was done the original material was retained by the researcher. These were mainly used after substantial periods of delivery and intended to review the range of perceptions of the experience in order to revise the future plans for the programme if necessary and also to inform planning for future cohorts. There is also some data which was collected and recorded by others in the setting who have passed on the material to this researcher. As these questionnaires were used in their settings for immediate purposed they were analysed collaboratively and the results of the analysis are also used as data for this research. Much of this material is paper-based.

4) Interview records. Direct oral questioning was often used during delivery of a programme to review participants' immediate responses to the content and the process and to inform immediate response if changes were requested. Notes were kept either on flip charts or on paper. Some interviews were conducted with individuals as part of other research but which was recognised as having relevance to the issues of this inquiry. The notes were kept by researchers in written form or recorded on cassette tape and transferred to electronic written records. Other interviews took place as part of practice, for example, interviews with sponsors of programmes. In these cases the personal notes made by the practitioner / researcher were kept for use as part of this inquiry.

5) Observation records. These were written notes kept as diaries of the researcher as a practitioner which detailed the sequential developments in which the researcher had been involved. This material consisted of ideas and notes from events which formed a natural part of practice, either events related to planning and delivery of programmes, those related to the institutional environment in which the programmes operated or events in the wider context of management education and development, including local and international conferences. Personal notes were made to supplement formal records.

5) Assessment records. Many of the programmes used a variety of methods for
assessment, involving participants in making business style presentations and answering questions from an audience which included senior managers external to the programmes. There were formal records of the assessment results but personal notes were taken of the issues raised and comments made. There was also relevant data in some of the written material used for assessment which required participants to reflect on their learning, either as individuals or within the learning set group (some of which made formal reports of peer assessment). This material was available to the researcher as an examiner in these settings and is regarded as confidential in its origins.

The data were collected to reflect the focal areas of the research questions, as indicated in each of Figures 3 - 7. In each phase there was a great deal of opportunity to collect data related to the diversity of provision and the origins of this diversity, often in connection with collaborative practice and the implications of collaboration, but there was less opportunity to collect data relating to integration and coherence in practice.

Much of the data collected had confidential aspects and this was respected by ensuring that sources have been identified by type rather than specific institutions and individuals. As the data have been analysed using several different processes this thesis presents the results of the analyses rather than original data, which further protects confidentiality.

8. Data Analysis Procedures

There were several different levels of analysis for different purposes. During the action research phases the data which were collected were analysed as far as possible within the context by those who were naturally participants in the collection of the data and who would be affected by decisions resulting from any interpretation. The process emphasised development of mutual understanding within a shared environment. The purpose of the analysis was usually to inform developments within a programme, either as continuous development for the participating group or to improve the design of the programme for future groups.

The data used for reviews of this nature had been recorded as comments in words or had been interpreted from pictures through discussion. Sometimes small groups within a large group carried out an analysis and presented their interpretation and sometimes the whole group worked together. The analysis usually consisted of counting the frequency of similar comments, grouping themes and noting exceptions. There was often a degree of interpretation in the context if particular issues had gained importance for that group. Where these influences were recognised they are noted in the phase reports when the results are discussed. The analysis carried out by each participant group was usually only concerned
with the data they had produced themselves relating to their particular context intended for use within that context.

Another level of analysis was carried out by teams of staff working with each programme and concerned all the data collected from participant groups who took part in series of programmes of similar design over a period of time. This analysis was collaborative in that it involved a team of practitioners and it was comparative in having access to the data produced from different programme cohorts. Again, the primary purpose of this analysis was to improve the course and programme designs but records of the results were incorporated in annual reports which are used as data within the phase reports.

Much of the material in the phase reports reflects continuous analysis of the changing environment of management education and development. There is reference to the sources of significant influences, for example, decisions taken by validating authorities to change the nature of awards, decisions by institutions to change provision in some way, decisions taken by funding authorities to change the emphasis of funding or decisions taken by professional bodies to change recognition of awards. As more was understood about developments the extent to which new initiatives were acceptable changed and there were some rapid developments in practice which had not been fully discussed before implementation. Issues of this nature were recorded in personal notes of the practitioner/researcher and were analysed within the framework of the action research phase cycle.

The three frameworks used to inform the focus of data collection were also used to analyse the data collected:

1) The action research Phase Reports present the analysis of each phase of research. These report the data collected and analysed during the period of one year of practice. These reports were written in the action research format, focused on the actions carried out in natural roles in the natural setting of the research. In each phase the roles were described and the key tasks for each period identified. The expectations of developments were discussed together with the influences which were considered important in shaping the direction of practice. The initial plans were noted and the actions taken described. Sometimes successive reviews and refinements were described, but each reported period concluded with a review and evaluation of the Phase and each ended with a review of the issues considered significant in terms of the inquiry focus on the extent to which the field of management education and development presents coherent support for managers learning. Although these reports present analysis of data from the field, they are used in this inquiry as data banks from which to draw to inform the focus of the inquiry. The
framework for the action research was wide as it provided a vehicle for reflection on practice and necessarily encouraged a holistic view of the setting which accommodated recognition of multiple viewpoints. A narrower and more focused framework was used to analyse these reports as data contributing to this thesis.

2) A focused framework was drawn from the literature of the field of management education and development in a review which sought to identify the extent to which the inquiry questions had been addressed in the different theoretical perspectives. The framework which emerged from the literature review identified the areas in which there was some relevant information and areas in which little was known. This framework was drawn in diagrammatic form (Figure 13 in the Conclusion to Part Two) and each of the component categories identified were then used as focal areas to address in analysis of the Phase Reports. This process enabled the issues addressed in the literature to be aligned with those which emerged in practice.

3) The third framework which provided the most focused approach to analysis of the data was the framework of inquiry questions. These were used as a framework for the collection of data in each phase and in the final analysis to identify the extent to which each question could be answered as a result of the bringing together of the research into practice with the review of literature. This framework defined this inquiry in its purpose and its results and is discussed in the final section of the thesis, Part Four.

The data were analysed in different ways for each of these frameworks. The action research data analysis was mostly collaborative using varied approaches as previously described.

The review of literature leading to the focused framework was carried out by the researcher. This was done by extracting each comment and theme which had been noted in the literature review, physically separating them on separate pieces of paper and then re-grouping these into categories. The categories chosen were ones which emerged as the groups were constructed with common themes. These were then related to each other and comments made on the analysis in Part Two.

The final analysis was conducted using a similar paper-based method to cluster similar items once the action research had been further analysed against the categories in the focused framework which had emerged from Part Two. Part Three had added a considerable amount of data from the phases of action research which were analysed and presented as a development of the framework from Part Two. In Part Four the inquiry questions were used again to reconsider the issues raised in bringing together the literature with the results of the empirical research. The extent to which each question could then be
answered was discussed and the areas in which further inquiry is necessary were indicated.

9. Logistics

The inquiry was planned to draw from the natural settings and care was taken to engage in collaborative research as a reflective practitioner, contributing to and sharing the processes in the field of practice but collecting appropriate data as they emerged. Access was gained through the practitioner role to both settings and all the events in the wider context accessible from each of the settings. The data collection was kept in the researcher's home rather than either of the work bases which provided a little distance from the immediate demands of the roles and enabled a smooth transition from one setting to another.

There were logistical issues in the timing of the research, partially as a result of the change of setting and the need to learn the new roles and partly in the writing up stage of the inquiry. The change of setting involved a change of role more significant than had been realised in the early stages. It had seemed that the move would involve setting up academic provision for management education in a setting which had external accreditation but which would align in most of its characteristics with the provision in the business school as it was postgraduate and post-experience. However, the role had been conceived by the organisation more in terms of business management with education and development as the business. This was compounded by organisational insecurity which resulted in pressure to increase income and eventually in a transfer to new ownership. The pressure on the senior managers in this context was considerable and allowed no recognition of the academic lifestyle, which restricted both study time and contact with academic dialogue. Linked with these issues, there were difficulties in writing up the thesis in that the process of writing revealed sequential development of understanding and contributed to new understanding.

The timescale of the inquiry was significant in that interest in qualitative research methodology was developing during the period of the inquiry and several publications about research approaches (Easterby-Smith et al, 1991, Gill and Johnson, 1991; Denzin and Lincoln, 1994; Maxwell, 1996; Stringer, 1996) influenced the way in which this inquiry was conceived and designed. Progressive understanding of the issues in management education and development caused shifts in the researcher's perceptions of the settings and wider recognition of the characteristics of the different viewpoints held in these settings. These realisations caused shifts in the formulation of the research questions which moved from an emphasis on the curriculum and the potential for collaboration to increase coherence to a recognition that coherence is a perception related to understanding and that the field of management education and development was understood in many different ways from many perspectives. It also became apparent that integration was not necessarily
appropriate for a variety of reasons and that the integrity of some areas of practice could be compromised by attempts to bring about an appearance of integration. One of the practical logistical issues was the temptation to extend the research period as each successive period of practice revealed more illustrations of issues arising from attempts to implement collaborative practice. The phases of the research have been limited to complete with the year ending in December 1995, but the discussion in Part 4 refers to some of the later developments which confirmed trends which were indicated in the research. Thus the thesis was written several times to accommodate the more recent understanding and to incorporate proposals which could be made more confidently in the later stages of the inquiry.

10. Trustworthiness

For this inquiry to contribute in any way to thinking in management education and development it must be recognised as trustworthy, able to be believed in order to be useful to others. There is always a possibility that an individual researcher might impose a personal view of the setting, the data and the analysis, any of which might be seen differently by others and lead to different interpretations. Judith Bell comments, in connection with use of a case study approach which is similar to the focused phases of action research, that the strength of enabling the researcher to focus on a particular episode and to identify factors and interactions is also its weakness in that the collection of evidence may represent only what the researcher is predisposed to notice and it is possible to ignore things which the researcher is unaware of because of their personal biography:

Inevitably, where a single researcher is gathering all the information, selection has to be made. The researcher selects the area for study and decides what material to present in the final report. It is difficult to cross-check information and so there is always the danger of distortion. Critics of the case-study approach draw attention to this and other problems. They point to the fact that generalization is not usually possible and question the value of the study of single events.

(Bell, 1993, 9)

There are two important criticisms implied here, that the researcher might be mistaken and that research is only useful if the results can be generalised and that this is not usually possible if the research has taken place in only one context. The first challenge has two aspects, that the researcher might only have found what she selectively looked for and the second, that her personal bias caused her to find the results that were declared.

In this naturalistic research there is particular emphasis on the trustworthiness of the design in its capacity to produce useful and reliable findings. This research is located in its context and the trustworthiness must relate to the extent to which the method of research was able to accommodate the complexity of the setting and be sensitive to the full range of issues relating to the focus and not only those linking with the particular interests of the
researcher. The development of the research questions was the result of iteration with the environment and this process changed the initial view adopted by the researcher. The process of data collection involved others in both choice of significant data and analysis within the setting to interpret the data in meaningful ways for the participants. The results of this process in the field of practice were used as data for the inquiry, which ensured that these data were the result of multiple perspectives rather than the choice of a single researcher. Other data were collected personally but these enriched the collection rather than adding significantly different themes. The methods of collection, sources of data and nature of data are demonstrated in Figures 3 - 7. The personal choices of the researcher and the bias which experience and perspective has inevitably developed were moderated by the extent to which the data were the product of collaboration and much of the analysis was collaborative and responsive to feedback from participants who were also concerned to interpret and understand the issues. This inquiry was strong in consistently applying many of the validity tests of qualitative research (Maxwell, 1996, 91):

1) the collection of rich data which provided detail from many perspectives about all the significant features of the setting as indicated by many sources;

2) use of a variety of means of data collection, some of which involved others in choice of and collection of data;

3) triangulation, the deliberate seeking of data from different sources about the same issue to determine the extent of agreement about perceptions and interpretations;

4) the deliberate search for data which contradicted other data or discrepancies which raised questions about the degree of confidence which could be placed in sets of data;

5) the use of feedback frequently throughout the research process, from different perspectives on different aspects of the research, including several applications of findings into practice in collaboration with colleagues;

6) the use of 'member checks' (Guba and Lincoln, 1989) in which participants in settings both produced data and collaborated in the analysis and interpretation of them.

Reflectivity was also a potential concern in this inquiry, the extent to which the researcher had influenced the setting to cause the phenomena found. As a practitioner in the setting the researcher had a role which involved causing change and development. The issue for the reliability of this inquiry is the extent to which the researcher / practitioner caused the

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phenomena discovered through her choice of actions and power to effect changed of her own determination. The practitioner/researcher did have sufficient power in both of these settings to have a strong influence on the thinking which informed different interventions and the management of the processes which provided the framework for episodes of practice. However, these events took place within an environment which was subject to powerful regulatory influences both nationally and within institutional structures. The events were also subject to the sponsorship of individual managers as learners and the sponsoring organisations in many cases. Anything proposed by the researcher as a practitioner had to be acceptable and subject to change or modification by a considerable number of people, including customers from several sectors of business choosing providers of education and development, managers choosing provision for education and development, colleagues and collaborative partners, funding agencies and validating bodies. Although the researcher had significant influence in the setting, it was no different from the influence any other practitioner holding similar roles had in similar settings. The scope for independent action was very limited because of the number of influences on the field of practice. This claim is supported by the description of these influences presented in Part Two of this thesis.

Maxwell (1996, 96) suggests that there is a difference between internal and external generalisability. Internal generalisability is the extent to which a conclusion is generalisable within the setting studied. In this inquiry the data collected from the settings studied was rich and represented a wide range of the activities and participants in each setting. The generalisability was proven to some extent by the use of findings as the research was in progress, the application of findings from early analysis to progressive developments. However, it should be recognised that external generalisability is less demonstrable. It is likely that other settings would have produced similar results during the period of the research as the environmental influences were strong in causing institutions to respond. The researcher moved from one setting to a very different one during the period of the research and was able to practice successfully in that different setting, which suggests that the issues in the field of practice were not dissimilar although the response to the issues was different because of the different viewpoints and purposes of these different institutions. The extent to which the results of this inquiry could be more widely generalisable is interesting as qualitative research traditionally makes little claim to external generalisability. In this case, the issues addressed are ones which concern practitioners and providing institutions in the whole field of management education and development. There is a strong possibility that this inquiry raises questions which are of interest to these colleagues and that the findings may, in part, provide encouragement to explore some alternative directions and some reasons to reconsider responses to the pressures to
collaborate and integrate.

Some practical solutions for these problems of trustworthiness are offered by Robert Yin (Yin, 1994, 13). He suggests that criticisms can be made of any research approach in terms of design, data collection, analysis and reporting of results. He proposes use of a design which is based on theoretical propositions and which uses a range of data collection methods and triangulation of them in analysis of the data. He also suggests that the issues raised by the four tests often used to evaluate the quality of empirical research, the tests of construct validity, internal validity, external validity and reliability, should be carefully addressed. Of these construct validity has not yet been fully addressed.

**Construct Validity**

This area of concern involves the choice of focal constructs in relation to the inquiry question area. For the inquiry to address the issues it claims to address, the focus must be directed on the essential relevant indicators and the inquiry construed in terms which address the inquiry questions. In action research the approach ensures that attention is paid to all the most obvious activities and events in the setting. Yin suggests using a predetermined framework of theoretical propositions to guide the collection of evidence from a complex setting. This provides a structure which reduces the researcher's tendency to follow an impressionistic line of inquiry and strengthens the link between the purpose of the inquiry and the evidence collected. In this inquiry the action research framework used the key roles of the researcher as a practitioner in the settings as the focal activities from which rich data could be collected about the field of practice. The roles were natural and changed as the priorities of practice in each setting changed, so were suitable positions from which to approach contemporary issues. The original research questions provided focus for the collection of data in each setting but did not constrain opportunities to collect additional data when unexpected issues arose.

The construct validity concerns not only the focus of the inquiry but also the means by which it is carried out as this must also reflect the purpose of the inquiry to ensure that not only appropriate evidence is collected but that it is collected in a way which maintains coherence with the purpose of the inquiry and the extent of claims made from the findings. The collection of data and the sources from which they were collected ensured that the questions were fully addressed (Figures 3 - 7). Yin proposes that construct validity can be improved by use of such multiple sources of evidence which are likely to converge in providing supporting evidence from different perspectives (the notion of triangulation). Linked with this is a suggestion that a chain of evidence is established by which the source and method of collection of evidence collected can be clearly identified when it is presented.
as the basis of any claims made as a result of the inquiry. This can be strengthened by involving informants in reviewing their evidence to confirm that it is not misrepresented during the data collection process (Yin, 1994, 33 and 98/9). As has been discussed, participants were involved in much of the data collection and analysis, and in application of the results to further developments of programmes and activities, thus providing reassurance that both the data collection and the analysis were informed by many more views than that of the researcher alone.

Presentation of this Inquiry

There are different opinions about ways in which action research can and should be reported and about the appropriate presentation for the audience of such reports. Those who engage in action research with a primary purpose of community development may use documentation as one means of developing and sharing understanding within the researching community but not as a way of involving a wider community. This attitude has been noted in education where teachers have engaged in curriculum action research as part of their practice but have often not published reports of their work:

There has been some discussion as to whether teacher inquiry is really research at all (Stenhouse, 1981; Hopkins, 1985). Stenhouse has proffered that research is systematic and sustained inquiry, planned and self-critical, which is subjected to public criticism and to empirical tests where these are appropriate (Stenhouse, 1981: 13). In Stenhouse's view 'private research' for the eyes of the researcher alone, would not count as 'research' partly because it does not benefit or profit from public criticism, and partly because Stenhouse viewed research as a community activity. This is, I believe, a crucial point. We must show our experiments to our peers so that both we and they can learn from them."

(McKernan, 1996, 240)

This inquiry concerns the interaction of practitioners and the issues raised in wider aspects of delivery, both of which are wider concerns than those of a single practitioner. It was an intention of this inquiry that it should be published in the public domain so that it is exposed to challenge and debate and may contribute to the further development of practice in the field of management education and development. Elliott (1991, 88) suggested the use of case studies to enable reporting of action research as focused issues or problems, and there was potential to use the two settings of this research as cases to compare. However, the concerns driving this research were more about developing understanding of the nature of management education and development than about making comparisons, so the roles of the researcher provided some structure and focus in each phase whilst allowing differences to develop through time as different roles were adopted in different settings.

Although much of the action research was analysed as a part of community in activity which developed shared understanding, making sense of the data was also a personal...
process subject to many stages of uncertainty and confusion before the key issues emerged with some clarity. This process is usefully discussed by Judi Marshall (in Reason and Rowan, 1981, 395-9). In this personal process there were two levels, one of a practitioner engaging in reflective practice with the intention of continuous and immediate improvement and the second level which addressed more overarching issues which, although identified through personal practice, were not ones which any individual is able to practise in isolation. The issues of this inquiry concern all practitioners in management education and development and publication of this thesis is a continuation of reflective practice as a means of inviting criticism and discussion through which practitioners may develop practice as a community.
Introduction to Part Two

Learning from the Past

Part Two explores the extent to which the issues raised in the research questions had been addressed in previous thinking and research and whether there was an existing conceptual framework within the focus of the inquiry. It was established in Part One that management education and development is not one homogeneous field of practice as had been widely assumed, but that it was made up of a heterogeneous group of areas of practice. Each of these areas of practice appeared to approach managers and management from their particular perspective with particular interests and priorities and it was proposed that those which appeared to share viewpoints be considered as clusters of practice. It was also established that this apparent diversity caused some concern to those who purchased and used management education and development and that attempts were made to influence more collaboration in the field of practice with the apparent hope that this would lead to more integrated practice and greater coherence in provision.

The theory and ideas which have informed the different areas of practice and studies in the field of management education and development are discussed from the perspectives of:

1) how the diversity has developed and whether the background and traditions present implications for collaboration or integration in practice,

2) whether any advantages or disadvantages are suggested for collaboration or integration, or how either might be achieved,

3) whether the notion of coherence is addressed directly or in part by any areas of the field.

The discussion is focused on the studies and theories which are relevant to the inquiry questions. This theoretical material is approached initially from the perspective of the cluster of practices of educators and educational institutions and how this differs from the perspectives of those with a particular interest in personal development, and how both of these clusters approach management education and development and the issues raised in the research questions. This is followed by consideration of the perspectives of practitioners in business organisations, particularly the traditions and interests of trainers and developers. The influence of those who fund management education and
development are considered in relation to each cluster because this field of practice is partially funded through public investment in education and partially funded by those who commission and purchase management development to improve performance at work. The purposes, traditions, expectations and powers of these funding bodies is considered in relationship to the purposes, traditions, expectations and powers of those whose activities are funded from these different and overlapping sources.

Theories and ideas from the different viewpoints are recognised as potentially offering biased views of the issues which might be misleading if accepted without reference to the other significant perspectives. Attempts are made to identify ideas which had some common support from the different perspectives and ones which seemed only to be proposed from unique perspectives. The ways in which different clusters of practice are informed by theoretical perspectives is also considered important in relation to the degree to which the potential implications of collaboration or integration are understood from each perspective.

To some extent this section provides a clearer and more detailed 'map' of the field, describing the key elements and the relationships between them. An initial conceptual framework is proposed which identifies the relationships between the elements and the areas in which issues relating to collaboration, integration or coherence might lie. This framework is fully discussed in the conclusion to Part Two and provides the basis for the analysis of data collected in the action research phases.
Part Two - Chapter 4

Perspectives in the Education Cluster of Practice

This cluster of approaches to management education and development are grouped together because they hold a broadly common view in approaching a manager as a learner or a student with a particular work role. There is considerable diversity within education in content, process, levels, and philosophical underpinning. There is, however, some collaboration, as most practitioners share an institutional base although institutions differ in purpose and approach.

Components of the Cluster

Higher Education (HE) provision of management education and development was largely through business schools which delivered undergraduate, postgraduate and unaccredited programmes. Original business schools were formed in traditional university structures with academic disciplinary roots but new business schools had emerged in polytechnics and often differed in their approaches to management education and development, particularly in the balance of theory and practice. There were also independent colleges which specialised in management education and development, some of which provided professional and academic qualifications.

Further Education Colleges (FE) were associated with skills-based practical approaches and post-experience development but many also developed undergraduate and postgraduate provision. Adult Education (AE) has made little direct contribution to delivery of management education and development programmes in the United Kingdom but has influenced theoretical perspectives because many adult educators in other parts of the world have been directly involved in the field.

The Context and Curriculum of Management Education and Development

The business schools which had been formed within HE institutions had both business and management concerns. Some provided programmes leading to joint qualifications in which the professional bodies influenced the content and style of delivery in partnership with the academic awarding systems. Nind (1985, 4) noted that there were a traditional range of disciplinary contributions to the teaching of management, including mathematics, statistics, accountancy, economics, sociology, law and operations research. Managerial experience was usually required for access to study at postgraduate level and access was available to non-graduate managers if graduate equivalence could be demonstrated. The range of provision offered variety and flexibility but:
Whatever the institutions call themselves - business schools, management centres, schools of management, departments of management studies, etc., and however they describe their disciplines, programmes and subjects, there are inevitably common factors and overlaps between them, as well as distinctions in emphasis, levels and standards. For an investigative newcomer the thicket becomes a jungle, particularly as the emphases, objectives and standards continually change as the programmes and curricula change in response to customer demand.

(Nind, 1985, 5)

The initial stages of this research were focused on whether these common areas and overlaps amounted to a core curriculum for management education and development.

**Curriculum Theory**

Curriculum theory developed as an educational framework bringing together theory and practice with philosophy, but government intervention in the curriculum for education in schools has reduced the extent to which the study of curriculum could be seen as a neutral, interdisciplinary field:

... constraints have become directives, concern with curriculum evaluation has grown into demands for teacher appraisal and accountability; the role of the teacher in curriculum planning and development ... has been rapidly eroded and dramatically reduced in scope; the evolutionary process of curriculum development has been effectively halted; and, in general, the 'secret garden' of the curriculum has been thrown open to the public - an event which, as in many other stately homes, has led to ossification as well as preservation and to much trampling on the flower-beds.

(Kelly, 1989, xi)

Government intervention has similarly influenced management education and development. The two 1987 reports (Constable and McCormick and Handy et al) were instigated by government to improve Britain's competitiveness in the international context. The interventions in the school curriculum were based on similar concerns but the government was able to effect the changes in school based compulsory education as it controlled the funding for all except private schools. The funding for management education and development was much more diffuse, coming from individuals and private companies as well as from the government through HE and FE, so government influence was reduced. The use of funding power to determine choices in educational provision was criticised as simplistic and ill-informed:

...the planning of an educational curriculum is a far more sophisticated activity than most of the present amateur planners seem to recognize, and ... necessitates an intellectual depth of understanding which they manifestly lack. The over-simplification of curricular issues puts education itself at risk and must lead to a lowering of educational standards rather than that raising of standards
which current policies purport to be seeking. The education of children, the development of young, unformed minds, is a complex undertaking, and must, therefore, be based on a properly substantial, and indeed, substantiated, body of theoretical understandings and considerations. To plan on any other basis, and especially to plan on the assumption that the development of the human mind is a simple matter, is to jeopardise the whole educational enterprise...

(Kelly, 1989, xii)

Although Kelly's remarks are made in the context of school education they may equally apply to management education in proposing that unless there is intellectual engagement in understanding and planning, the curriculum changes which are aimed at raising educational standards may result in lowering them.

The area of curriculum studies emerged to enable discussion about learning which embraced contributions from different disciplines but neutralised the biased and limited view that each discipline also brings. Management and management learning are both areas in which there are many disciplinary interests where understanding may be limited through failure to recognise and acknowledge different viewpoints. Kelly comments on the impact of disciplinary perspectives on education in schools:

Quite serious and extensive problems have arisen when the solutions to educational questions have been sought, and accepted, from psychologists or philosophers or sociologists, since inevitably such experts have a limited, one-sided and thus distorted view of the educational issues or practices to which they are applying the techniques and methodologies of their own disciplines. Thus, for example, major problems were created by the establishment of a whole system of secondary schooling on the basis of the psychologists' view of intelligence and intelligence testing without the complementary and modifying contributions of a philosophical analysis of the concept of intelligence or of a sociological comment on the implications of such a system for the nature of society. ... Curriculum studies, then, has emerged from an attempt to study education and to explore educational problems in their own right and not as philosophical problems or as psychological or sociological phenomena.

(Kelly, 1989, 3/4)

These disciplines contribute to management education and development as do other functional disciplines including finance and accounting, law and engineering. However, they often contribute sections of programmes, approaching from their disciplinary standpoint and making an offer which is not necessarily related to other subject areas. In different sectors of management, for example, public services, leisure and tourism or hotel and catering, the distinct subject areas are often presented as parts of programmes. There is rarely an attempt to bring these different perspectives to bear on a common issue with full recognition of the implications raised by each different view and the potential to develop a common approach. Kelly suggested that attempts to make interdisciplinary approaches are rare in education and they seem equally rare in
management education and development. Curriculum studies might offer a structure through which to develop more understanding of the differences.

Kelly goes on to point out that as education is a practice as well as an area of theoretical debate there are issues relating to choice in practice, to making decisions about what to do and how to do it:

For, if there is no science of education, and thus no scientific and indisputable base for educational prescriptions, it must follow that all such prescriptions will reflect nothing more solid than the preferences, the values, the ideologies of those who are offering them. And so, there is an obligation on such persons, first, not to behave as though this were not the case or as though their prescriptions enjoyed some kind of scientific objectivity that those of others do not and, second, having recognised that, to see also the necessity of offering some justification of their views. To offer them as views without justification is to risk being totally ignored; to use a position of power to impose them without justification is to stand convicted of indoctrination and the abuse of authority. The concept of ideology, then, is an important one in curriculum studies...as is the concept of ideologies competing for dominance.

(Kelly, 1989, 5)

There is potential for funding power to place curricular choices in the hands of people who are unaware of or unconcerned about the differences between education and indoctrination, indeed, indoctrination may be an intention of some purchasers of programmes for managers. It is an important issue for the reflective practitioner in management education and development to consider what personal ideologies are held and used as the basis of practice. There is a strong anti-academic tradition amongst managers (as noted in the 1987 Reports) and Kelly proposes (1989, 5/6) that if a practitioner claims good practice without a theoretical basis this must be illogical as the judgement of what is good cannot be made without theoretical perspectives. Even if organisations commissioning management education and development are content to deliver a form of indoctrination appropriate for their setting there is an issue for all involved about the extent to which such an approach can stimulate improvements, new ways of thinking and acting, or whether such approaches can only ever reinforce the status quo. In some areas of training it might be the purpose of a programme to ensure that trainees learn to think and act in a prescribed way, but in education and development there is an expectation of critical thinking in which current and historical practice are challenged and new ideas and options developed. Practitioners must challenge assumptions underpinning their practice if they are to be able to defend the choices they make in curricular selections:

To evaluate any curriculum plan or practice credibly, therefore, we need not only an understanding of the technicalities of curriculum planning and innovation but also the ability to discern the underlying values and assumptions.
of the curriculum specification....to be subjected to some form of indoctrinatory process through lack of the ability to analyse critically and identify the value positions implicit in the forms of curriculum we are offered or exposed to is, in the long term, inimical to educational development...

(Kelly, 1989, 7)

The implication for management educators and developers, and possibly for managers learning in programmes, is that they need to investigate and understand the values, assumptions and philosophy underlying the programmes if they are to engage with critical awareness rather than passive acceptance of any imposition of choices made by others, whether those choices were well informed or based on unconsidered assumptions. If those who commission, purchase and design programmes have limited awareness of options in curricular development both their expectations and their choices will be limited.

The curriculum in management education and development includes several disciplines and several fields of study and practice. There are a range of subject areas and processes, each with underpinning values, beliefs, assumptions and behaviours. The choices about how to provide programmes which include elements from different areas are often made within the assumptions of one approach. The term 'hidden curriculum' has been used to describe the result of planning when values, attitudes, assumptions, beliefs and behaviours that align with the philosophy underpinning the curriculum are undeclared, usually because they were not considered. Although these aspects of the curriculum are often hidden, any curriculum participant is expected and often forced to comply with the requirements.

An explicit philosophy for a curriculum will minimise the hidden element, but there will also be a difference between what is planned and what actually happens. This may result from an unacknowledged difference between theory and practice or may be planned in order to provide opportunities for participants to engage in curriculum development. Many of the unchallenged assumptions in planning, delivery and evaluation derive from uncritical acceptance of experience of educational provision in schools.

Criticism of Schooling

A number of progressive educationalists have made fundamental challenges to schooling and have developed alternative approaches. Some schools had become controversial during the late 1960s for their emphasis on treating pupils as independent and responsible learners. The essential philosophy guiding Summerhill had not changed since its foundation in 1921:
Self-government for the pupils and staff, freedom to go to lessons or stay away, freedom to play for days or weeks or years if necessary, freedom from any indoctrination whether religious or moral or political, freedom from character moulding.

(Neill, 1972, 9).

Neill had started the school as a young psycho-analyst with pupils who had backgrounds as 'problem' children. He had expected to 'cure' them by analysis but discovered

...that the ones who refused to come to my analysis sessions were cured also, and had to conclude that freedom, not analysis, was the active agent.

(Neill, 1972, 9)

Such freedom altered the traditional relationships between students and teachers. The role of the teacher was being challenged (Postman and Weingartner, 1971) to the extent that teachers were urged to consider being subversive for the sake of commitment to learning rather than complying with political controls. "The Little Red Schoolbook" (Hansen and Jensen, 1971) was published in Britain after a Danish edition a year earlier and it quickly achieved notoriety as a political attempt to attract schoolchildren to subversive thinking. The book attacked formal education systems, maintaining that:

Education should teach you how to find out about the things you need to know and give you the opportunity of developing your own particular talents and interests to the full.

The trouble is that few people really know how to do this. Those who do know, or at least have some good ideas, are not the people who actually control the education system. The system is controlled by the people who have the money, and directly or indirectly these people decide what you should be taught and how.

(Hansen and Jensen, 1971, 13)

This may not seem controversial in terms of freedom to learn, but was seen by many as threatening the stability of a society which claimed to be democratic. Similar views were expressed by educators working in social systems which were deliberately oppressive who sought support from the international community. Paulo Freire (1972) described his work as an educationalist in an oppressive social order, activities which led to his political exile from his country. His concept of an educator's role included raising awareness of the differences between education for social conformity and learning for freedom of choice. These ideas were furthered by Ivan Illich (1973) in an argument for the disestablishment of schools:

Many students, especially those who are poor, intuitively know what the schools do for them. They school them to confuse process and substance. Once these become blurred, a new logic is assumed; the more treatment there is, the better are the results; or, escalation leads to success. The pupil is thereby 'schooled' to
confuse teaching with learning, grade advancement with education, a diploma with competence, and fluency with the ability to say something new. His imagination is 'schooled' to accept service in place of value.

(Illich, 1973, 9)

In management education and development there is often an expectation that attendance of a course will automatically lead to learning, that teachers will perform and that accreditation confirms progress. There is little understanding of the extent to which there are choices of curriculum models which have significant differences in purpose and focus. This lack of understanding contributes to the controversy about models of management education as evaluation often concerns the visible and measurable aspects of provision and outcomes rather than the underpinning philosophies and values which influence approaches. Also, it is rarely acceptable to be subversive in management education and development if this challenges organisational authority, which it is more likely to do in contracted in-company programmes than it is in educational institutions. The number of people potentially involved in establishing a programme of management education and development implies that there are likely to be difficulties in reaching common understandings as their experience and assumptions will lead them to take very different views of the potential of the programme. Curriculum models were developed by educators as attempts to provide frameworks through which differences might become better understood.

Curriculum Models

Kelly dismisses planning techniques as "... by definition non-critical, value-neutral and raises no questions of whether the particular curriculum we might be planning is of educational value or not; its concern is merely with planning it." (Kelly, 1989, 7). This may appear to be true of some aspects of planning, but even choices concerning scheduling of time and place will affect the educational experience and reflect underlying values of planners. Both higher and further education use planning outlines for courses and insist on planning procedures in preparation for validation of accredited provision. These procedures often reflect traditional pedagogical perspectives which ignore the potential of adults to bring experience and knowledge to their learning. In the field of adult and continuing education ideas about curriculum have often been based on thinking related to initial education for children rather than education of adults. This will be discussed further in considering some specific curriculum models. A more significant issue in terms of adult learning is in the concept of curriculum. Jarvis (1995, 192) points out that much of British adult educational literature has been concerned with the philosophical issues raised in making any of the choices which result in a recognisable curriculum or any programme or course and notes that the emphasis in the literature in the USA has been more on programme planning than on the concept of curriculum. Programme planning approaches are now becoming more important and
appropriate as modularised programmes increasingly replace programmes designed as complete and sequential learning experiences. Modularised programmes introduce choices for learners which respond to the desire for flexibility and choice but which reduce the extent to which an educator can prescribe a sequence and pattern of learning. This development facilitates transactions when education becomes increasingly seen as a commodity which can be bought in convenient packages and which is responsive to customer choice, but as Jarvis points out (1995, 220-222) this trend may not represent the best way of making choices about educational provision. As educators have been concerned for several decades about the extent to which educational approaches are informed by philosophical considerations or by an attempt to respond to a perceived demand, the literature from the different educational perspectives is important in exploring the issues underlying any provision of education or development for managers.

A very simple model of planning was suggested by Tyler as early as 1949; four dimensions of objectives, content or subject matter, methods or procedures and evaluation (Kelly, 1989, 15). Kelly points that this is insufficient because of the complexities involved in establishing objectives and because of the iterative nature of the elements which are not a simple sequence since decisions about evaluation are closely linked to choices made in methods and in content. Evaluation also implies that some revision may result from findings, implying a cyclical nature rather than a linear one.

Jarvis (1995, 193) offers a learning and teaching process model for the education of adults which has four elements in a dynamic relationship; aims and objectives, subject matter, methods and organisation and, finally, evaluation. In each of these areas there is considerable opportunity for choice and each choice has potential implications for the way in which a programme operates. As Jarvis points out (1995, 193/4), the choices between different types of objectives might determine that a programme defines the intended outcome, thus taking an authoritarian and didactic stance or might express the purpose of the programme in broad enough terms to enable a participating group to agree their own objectives, an approach much closer to the ideals of adult education.

The approach of prescribing what is to be studied and how this will be delivered is challenged by approaches which emphasise the way in which people learn rather than what they learn, approaches which encourage open-minded investigation rather than journeys to predetermined destinations. These approaches have been discussed in educational literature as the Romantic Curriculum in contrast with the formalities and
traditions of the Classical Curriculum. These imply different interpretations of the purpose of education and can be compared with education for work as expressed in the ideas of a Vocational Curriculum.

**Figure 8. Classical, Romantic and Vocational Curricula**

The characteristics of these different ideologies can be summarised as:

<table>
<thead>
<tr>
<th>Classical Curriculum</th>
<th>Romantic Curriculum</th>
<th>Vocational Curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Elements</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subject centred</td>
<td>learner centred</td>
<td>learner centred</td>
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<tr>
<td>skills</td>
<td>creativity</td>
<td>transferable skills</td>
</tr>
<tr>
<td>instruction</td>
<td>experience</td>
<td>experience</td>
</tr>
<tr>
<td>information</td>
<td>discovery</td>
<td>self-reliance</td>
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<tr>
<td>obedience</td>
<td>awareness</td>
<td>social and life skills</td>
</tr>
<tr>
<td>conformity</td>
<td>originality</td>
<td>flexibility,</td>
</tr>
<tr>
<td>discipline</td>
<td>freedom</td>
<td>modularity</td>
</tr>
<tr>
<td></td>
<td></td>
<td>negotiation</td>
</tr>
<tr>
<td><strong>Objectives</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>acquiring knowledge</td>
<td>processes - 'living'</td>
<td>relevant to</td>
</tr>
<tr>
<td></td>
<td>attitudes and values</td>
<td>employment</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>subjects</td>
<td>experiences - real</td>
<td>working life</td>
</tr>
<tr>
<td></td>
<td>life</td>
<td></td>
</tr>
<tr>
<td><strong>Method</strong></td>
<td></td>
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</tr>
<tr>
<td>didactic instruction</td>
<td>involvement</td>
<td>collaboration</td>
</tr>
<tr>
<td>competition</td>
<td>co-operation</td>
<td>team work</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td>by tasks (teacher set)</td>
<td>self-assessment</td>
</tr>
<tr>
<td></td>
<td>examinations</td>
<td></td>
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<td></td>
<td>(public and</td>
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<td>competitive)</td>
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</tbody>
</table>

(adapted from Jarvis, 1983, 223/4 and Wellington, 1993, 33)

In management education and development there are elements of all of these ideologies which may begin to explain some of the apparent contradictions. For any programme which offers accreditation linked to nationally recognised qualifications there must be elements from the Classical curriculum and an emphasis on assessment if not on knowledge and skills. Programmes which attempt to include self-assessment and peer-assessment alongside more traditional teacher-led assessment operate with contradictions in ideology. Similar issues arise with delivery styles which emphasise experiential learning but require specific knowledge and skills to be demonstrated as outcomes. As Jarvis points out (Jarvis, 1983, 228), a key issue underpinning differences in curriculum ideologies is that of control; who controls the choice of objectives, the content, the methods, the evaluation. The power relationships between
curriculum planner and programme sponsor and between teacher and learner shape the curriculum of management education and development. If education is seen as commercial service provision, a model of curriculum might become entirely purchaser controlled, with elements which are purchaser-centred (and the learner in management education is not necessarily the purchaser) and the objectives, content, methods and evaluation all defined by the purchaser. Jarvis notes that the recognition of education as a marketable commodity has led to changes in certification and increased flexibility of provision (Jarvis, 1995, summarised p.228) but, as he also notes, the "traditional language of 'needs' has changed to 'demands' and education is a commodity supplied by educational providers". This development might lead to decisions about quality being made entirely by purchasers rather than by the providers and learners as in traditional educational programmes. This is similar to the issue identified by Kelly, that decisions about the curriculum might be made by people with little understanding of the potential choices and the implications of different choices. A tension has developed between the strength of purchasing or funding power and the integrity of educational provision, particularly in vocational fields where education has become an attractive and purchasable service. The approaches and language of programme planning appear to address the necessary issues in the focus on a particular programme, but if programmes are planned only in response to an immediate perception of what is wanted and needed, the philosophical overview of the development of an area of learning is lost. It might be argued that such a loss is an inevitable aspect of post-modernism and that all aspects of education will become more fragmented and isolated in response to a pressure to be flexible and relevant in a fast-changing environment. It seems important that this potential loss is noted and understood so that educators might choose how to develop areas of education rather than accepting that change will be driven by the environment. If educators in fields of study develop philosophies to guide and develop practice these philosophical positions and concerns will, at least, become a part of the environment in which developmental choices are made. The concept of curriculum studies may seem to be giving ground to programme planning approaches appropriately, but the potential losses should be fully understood before educators accept such a loss. The developments in the areas of work grouped together conveniently as the 'vocational curriculum' indicate some of the issues which are raised when education is viewed as a purchasing activity with value-for-money concerns.

The Vocational Curriculum

A series of interventions made in schooling reflect the role of the government in matching public funding to perceptions of educational need. Since the 1960s there have been allegations that teachers were too distant from the world of industry and commerce
and influenced school leavers away from such employment. These ideas extended into the 1970s when James Callaghan claimed that standards were falling in basic education, linking this claim with increasing use of 'progressive' methods, and "the lack of economic relevance in education, the anti-industrial attitudes of graduates and the failure of schools to provide young leavers with the basic skills required by industry." (Wellington, 1993, 16). This speech heralded many similar claims which have been influential in developing attitudes towards the relationship of education to workplace performance. Themes which Wellington notes emerge frequently in such allegations are:

1. **The 'falling standards' allegation** – usually concerning literacy and numeracy and mentioned in the 1928 Malcolm Report, reports preceding the 1944 Education Act and similarly in the 1970s including a Manpower Services Commission report in 1975, 'Vocational Preparation for Young People'.

2. **The 'negative attitudes of teachers to commerce and industry' complaint** – aired previously but explicit in the evidence of the Employers' Confederation to the Newsom Report, 1963.

3. **The 'negative attitudes of school, college and university leavers to work' criticism** – there is little evidence for this but it is often linked with a conviction that the transition from school to work is particularly problematic for young people.

4. **The 'academic bias' allegation** – in the Callaghan speech this was developed as "the preferences of our best-trained students...to stay in academic life or to find their way into the Civil Service." This was also supported by Weiner (1985) in an account of the 'decline of the industrial spirit' in English culture which was claimed to contribute to Britain's economic plight. Also linked with this allegation is the concern over a supposed 'academic / vocational divide'.

5. **The 'education is not meeting the needs of industry' allegation** – this links with the skills shortage perceived and is sometimes attributed to a fault in education and sometimes to demographic trends.

(Wellington, 1993, 16)

These examples of attitudes about the interactions between education and industry reflect the criticisms made in the 1987 reports on management education and development. Kushner (in Fiddy, 1985) commented that the relationship between education and industry often works in the 'deficit model' of first identify a shortfall, secondly establish blame, thirdly design a remedy to solve the perceived problem. The 1987 reports on management education blamed problems in provision of management education and development for the low levels of qualified managers in the UK, leading to the attempts to improve provision. The different conditions described in other developed countries in the Handy report (1987) indicate that the differences emerged from different cultural perspectives on the position of business in society and that comparison of managers was only one element of any comparison of perspectives on
international trading and development of national or global prosperity. These perspectives reflect different perspectives leading to a tension about the purpose of education which may be considered to be unbounded, learning for the sake of learning and for development of knowledge (as in the Classical curriculum), or functionally focused as learning for a practical purpose (as in the Vocational curriculum). Many educators hold values aligned with seeing learning to develop knowledge as more important than any application of learning, which may explain some of the frustration expressed by those who only value learning as a means of improving performance.

Wellington noted recognition of 'enterprise' rather than vocationalism. Enterprise is not limited to either an age range or an ability range but focuses on development of enterprise qualities in individuals implying that they may develop "away from the so-called culture of dependency" (Wellington, 1993, 34). Enterprise programmes for adults and young people, have included elements such as displaying initiative, making decisions, demonstrating drive and determination, influencing others, risk-taking, flexibility, problem-solving, leadership and hard work. As Wellington remarks, a "conceptual all-sorts thus included personal qualities, attitudes, aptitudes, dispositions, and even the generic skills of the recent past" (Wellington, 1993, 34), elements which are reminiscent of the Romantic curriculum. Much of the diversity in educational provision has resulted from different attempts to respond to demand for provision focused on learning related to employability.

The Integrated Curriculum

Alongside the development of vocational aspects of the curriculum the notion of integrated studies and an integrated curriculum emerged. Again this was a concept related to schooling and was promoted by the Plowden and Newsom Reports and the Schools Council (Pring in Peters, 1973, 123). The ideas included the 'integrated day', 'integrated approaches', the 'seamless coat of learning' and the 'unity of knowledge'. These were broadly interpreted to suggest that a fragmented curriculum with subject barriers and compartmentalised knowledge was too specialised and irrelevant to real problems and the world as it was experienced. However, as Pring pointed out, there was a great deal of muddle about what an integrated curriculum might mean. He proposed that integration was an essential feature of knowledge in that knowledge involves linked concepts which would otherwise be unrelated (Pring in Peters, 1973, 148). He suggested that claims of integration within a curriculum were exaggerated in relation to integration in analysis of knowledge as the fragmentary nature of knowledge is very different from that recognised in the curriculum. If a similarity between curriculum integration and knowledge integration is claimed this suggests a proposal.
that knowledge is linked in some overall and coherent way, that any proposition might only be understood in relation to an entire system of propositions or possibly a group of propositions in a disciplinary area. Knowledge is not this neatly organised even within disciplines, which cannot be assumed to have clearly interrelating structures which would be better understood if there was more collaboration between teachers in these different disciplines. He also suggested that there was a misunderstanding in the assumption that a problem might best be addressed through a variety of approaches as variety might enable greater understanding of the problem but it does not necessarily lead to integration in an approach. He concluded that questions need to be asked about the idea of an integrated curriculum and what it might mean, about what assumptions are held about the nature of knowledge, the forms of knowledge and the interrelationships between these assumed forms and structures. The danger which may be unrecognised by those enthusiastic about introducing an integrated curriculum is that the assumption is made that there is one simple structure of inter-related knowledge which simply has to be identified and revealed - an idea which has positivist characteristics and fails to recognise the complexities and multiple realities of other viewpoints.

He also proposed an alternative to conducting such an analysis, which is to consider the integrated curriculum as a manifestation of an interdisciplinary inquiry which would entail no essential synthesis as each discipline would approach such an inquiry from its own epistemological perspectives. This is not so much an alternative as a different philosophical viewpoint, one which accepts the possibility of multiple viewpoints and different epistemologies and makes no claim to the unique 'rightness' of one view. This approach is becoming more common, particularly in management research (Easterby-Smith, et al, 1991 and Gill and Johnson, 1991). Roberts in French and Grey (1996) discusses the implications for management education of treating managers only as empty vessels for educators to fill with knowledge, where an illusion of understanding might be achieved which would potentially inform practice without the wider understanding of the context of that practice and the implications of any actions for others in the context:

The alternative to these illusions seems to be to recognise the social, relational and political character of practice; to acknowledge the reality of practical interdependence and to learn the disciplines of acting within such limits. This in turn implies and education that is addressed to the person who will be a manager rather than the manager as a functionary.

(Roberts in French and Grey, 1996, 73)

As managers in their functional roles act within the political and powerful structures of
organisations, French and Grey propose that education of managers should include consideration of the responsibilities that action brings in such settings. Their suggestion that if the whole person is viewed as the learner the wider considerations and responsibilities will be more likely to be encompassed again raises the concerns which are emphasised when programme planning approaches are taken with purchasing power dictating the aims and objectives of such programmes. As the ability of managers is improved by development of their knowledge and skills in understanding and application of powerful techniques, the improvement of organisational performance inevitably involves management of other staff through change. The social and ethical aspects of choices of action also need to be understood and the implications recognised. The complexity of thinking and acting in the role of manager has understandably led to a wish to address the dilemma through an integrated approach.

In management education and development pressure to collaborate to deliver an integrated and coherent curriculum implies an assumption that this can be done and will improve provision. Pring commented (in Peters, 1973, 123) that the word 'integration' tends to imply approval of bringing elements together and disapproval of fragmentation. Burgoyne (1981, 88) mentioned that the word 'integration' is also used in this sense in management education and development, but that there is no common view of what integration might mean in that context or of how it might be achieved. He proposed that integration implies putting together elements to achieve a wholeness, but this might happen in different ways and in different stages. The idea of integration is often used in management education and development to mean the joining together of bodies of ideas, which is seen as enabling a learner to understand the relationships between groups of ideas and to notice concepts which occur in more than one group. He commented that knowledge is not the only area of learning in this field and that there is a strong body of opinion that skills can also be learnt in a way which links elements together into sequences which might then be linked and applied in a type of hierarchy which would also link with knowledge.

Burgoyne (1981, 93) noted that the integration of skills and knowledge is often an aspiration for learning events in management education and development. The relationship between theory and practice is complex but central to learning in any field of practice. The relationship is symbiotic, with theory deriving from practice and practice responding to the influence of theory. Any curriculum which includes aspects of learning practical activities must include attempts to relate the two. Burgoyne continued his discussion of integration (1981, 93) by suggesting that feelings, values and moral beliefs are characteristics of learners which must be considered if knowledge
and skills are to be linked meaningfully. This would link the means of achieving a
given end and the commitment to a value position which would enable choice of what
that end should be. He acknowledged that feelings, values and beliefs might be
conscious or unconscious and that urges and drives are influential in making choices
and significantly affect any individual learner. He proposed that the extent to which
learners are aware of their own positions in attitudes, beliefs and values and the
influence of these on their drives and urges might be indicative of the degree of
integration of any individual and that this might affect the extent to which they have
potential to integrate learning.

From this perspective the characteristics of the individual learner are significant in the
extent to which any curriculum might offer learning opportunities. The suggestion that
elements of knowledge might be linked and that partial sequences of skills might be
linked together have echoes of positivist assumptions and it is unlikely that simple
linear connections would be sufficient to address these complexities. Burgoyne
acknowledged this by adding 'commonsense' into his discussion of the extent to which
personal characteristics might affect the potential to integrate learning (1981, 97),
together with the extent to which experience influences a learner and the ways in which
a learner might make relationships between commonsense and formal ideas. The
experience of a learner is significant in their approach to learning as the different types
of curricular models have indicated.

Burgoyne noted some other problems with the notion of an integrated curriculum. He
suggested that even if integration were achievable, it would not necessarily provide a
learner with the means to respond to any further change in the environment (Burgoyne,
1981, 99). As the environment is in continuous change, a single moment of integration
is not very useful and tends to suggest that learning is a prelude to living, whereas
continual adaptation and learning (which might strive for integration) are a more
realistic approach in continually changing circumstances. This raises the question of
whether integration is a state or a process. The word appears to be used in both ways.
Education might have integration as a goal or might seek to approach learners with
integrative strategies. Further, Burgoyne suggests that there can be advantages to
'disintegration, that a degree of conflict might stimulate development and that if
integration were to be achieved the completeness might create something which was
resistant to necessary change and development. He concluded (1981, 102) that
integration is not a very satisfactory educational goal even if it were to be achievable,
but that education could seek to have a role in stimulating learners to achieve some sort
of personal integration to establish a capability for continuous development. In
management education and development the different approaches to supporting managers as learners each appear to offer a fragmented view of the role of a manager and there is potentially an opportunity to consider whether this fragmentation might be a stimulus which encourages managers to seek some balance by making choices which best meet their current needs. If this is a possibility, then provision of a more apparently coherent field of practice might result in destroying tensions which provide stimulus to learning.

If integration is to be considered as a process internalised in learners the concerns are rather different. Choices made will reflect the conditions perceived in the context to which the ideas are applied, an approach requiring learners to link ideas to make a coherent interpretation. Burgoyne (1981, 103) noted that there is often confusion in management education and development in attempts to select activities which might lead learners to integrate ideas and that topics which are thought to be integrative in organisations (strategy, policy and marketing) are used without consideration of whether there is any relationship between models of organisational theory and models of management learning. Similarly, different disciplinary perspectives, themes, roles or project planning approaches are commonly used to encourage learners to draw different concepts together, but as Burgoyne commented, the degree to which these are successful in integrating ideas is not known and is not likely to be consistent. If learners are to be encouraged to internalise and link elements to arrive at coherent views and integration of elements there is a possibility that management education and development might develop some more effective means of support for such thinking.

The criticism that the field of management education and development lacks coherence and integration must be challenged in the light of this discussion and the potential benefits of the current diversity must be considered before accepting that collaboration or integration might improve provision. The possibility that the range of potential choices is important brings a focus to the way in which these choices are made and the people who are involved in making them through planning curricula rather than single programmes. Traditional curriculum planning approaches have involved only educators, but more learner-centred approaches have developed ways of involving learners in curriculum planning.

Approaches to Curriculum Planning

Some of the elements providing options in curriculum planning have already been identified, particularly those of philosophy, underpinning values and assumptions, aims and objectives, content, methods and evaluation. However, curriculum theory
developed in the context of initial schooling and was originally concerned with the issues of how children learn, pedagogy. Jarvis (1983, 221) offers a model for planning education for adults which includes some of the previously mentioned aspects but also adds sociological factors, social policy factors, psychological factors (of individual participants), perceived demand (appropriate in settings where provision is made in response to demand), resources, advertisement of the programme, participation and the potential for the actual programme to differ from the proposed programme. In Jarvis' model the degree of iteration between all these elements is so great as to be confusing. If his model is reconfigured and the elements arranged sequentially with the iterative processes indicated, an overview can be compiled incorporating some of the detail he previously offered in discussion of models by Verner (Jarvis, 1983, 216) and Houle (Jarvis, 1983, 219). To these can be added those previously mentioned from Kelly's work (1989) and some additional practical concerns offered by Wellington (1993) in connection with the development of the conception of a vocational curriculum:

Elements of a curriculum planning model for adult learners

1 conception of educational event - outline description of focus and potential learners

2 consideration of:

- philosophical issues, values, beliefs, assumptions
- ideology, classical, romantic or vocational orientation
- how decisions are made - power and control
- who makes these decisions - teacher or learner centredness and who else
- influence of environmental issues - sociological, technological, political (policy), economic (resources and funding arrangements)
- purpose, objectives, aims, goals, relevance, essentials to address
- perceived demand / needs
- who should be involved in planning
- criteria for making decision to proceed

3 decision to proceed, who is involved

4 programme planning - determination of need, identification of educational goals, arrangement of learning tasks and processes, planning for measurement of achievement, determining of degree of flexibility, determining degree of learner autonomy and negotiation process, extent of group and individual work

5 programme administration - promotion and probability, finance, facilities, location, timing, selection and training of programme staff, scheduling, advice, support and counselling systems, selection and admission of participants

6 managing the learning experience - recognition of previous experience, process planning, selection of learning methods, techniques, reviews, ways in which learners might be encouraged to integrate and / or apply
learning

7 participants involved, individual participant psychological factors, alignment of curricular approaches (objectives / processes, content / experiences, choice of method, evaluation)

8 evaluation of whole process, compare actual with planned, review, revise

Houle (cited in Jarvis, 1983, 217) had raised the possibility of planning being undertaken by individuals, groups or institutions as an individual's personal plan; a plan made by an individual or an institution for an individual or a group, or a plan made by the group who are engaged in the learning process. This is proposed as being broadly sequential but at each stage return might be made to any of the previous stages to review and possibly revise plans. Once these stages are considered as sequential it is clear that decisions made at each stage will affect the range of choices in subsequent stages.

In management education and development there are many influences which may affect the ways in which decisions are made at any stage, which implies that it is important that those who are involved in taking the decisions are fully aware of the implications of the choices they make. The curriculum decisions are not only made by educators, developers and those who participate in programmes, but are also made by those who hold funding, policy influence, resourcing influence over aspects of the setting and cultural influence in both sponsoring organisations and the education and development providers. If choices are made without consideration of the educational perspectives, the programme may become one which fails to achieve the development of thinking which educational approaches emphasise but which achieves other outcomes, addressing different purposes. This may not be a problem unless the programme claims to be and is expected to be educational.

The Curriculum in Higher Education

Much of management education and development takes place in Higher Education institutions where the issues raised by different expectations from employers and government bodies was a significant influence during the period of this Inquiry. The changing roles and attitudes of Higher Education may be linked with wider changes in society and the expectations of education. Issues which will impact upon research in this area must include a consideration of the concepts of Modernity and whether the current state is one of Late Modernity or a Post-Modern world. The effects of speed of change on people and their learning environments include the relationship of people to technology and to abstract systems and the effects of improvements in communications which bring world
events into people's homes and involve them in secondary but vivid experiences. Alongside these developments have been increased expectations of consumerism and demands for personal and individual needs to be met by individually tailored products and services, including ones which claim to speed up learning.

A report from the Higher Education Quality Council summarises these concerns:

How far is it fair to suggest that universities and colleges are really faced with fundamental change? ... A case can be heard, of course, which proposes that institutions have a long history, deeply rooted values and a respected social position which, whilst challenged by contemporary ideologies and economies, are sufficiently robust to ride out short-term waves of fashion. Indeed, the case continues, it will be ever more important to defend traditional values in order to protect the university from the encroachment of the State, commerce or other forces intent on compromising its historic purpose. This purpose is founded on the unhindered pursuit of knowledge, supported by academic freedom and sustained by a culture of critique and introspection.

On the other hand, it is equally apparent that universities, in the United Kingdom and internationally, are being faced with unprecedented demands. Governments no longer appear prepared to spend significant proportions ... on a relatively privileged sector; the accountability of institutions and their members is being emphasised by Governments and the general public; students continue to demand places in universities as the best means of securing lifetime benefits; and higher education is expected to continue to improve the well-being of individuals, society and the State. In short, universities and colleges are being transformed from the sheltered institutions of the pre-modern world to public service organisations in a modern (or, some would suggest, post-modern) world.

(Robertson, 1994, 313)

The report highlights some of the implications of proposals to increase access to Higher Education, mobility of students and the range of choices available. Issues involve the funding of the whole HE system in the UK and the structures of institutions and how this affects their ability to be flexible for students. Areas of potential change include replacing patterns of three terms with semesters to increase choice; implications of job roles and services offered to students and modular systems with credits and a choice of routes leading to awards.

A different kind of problem has arisen for academics as teachers. There are increasing difficulties in presenting academic theories when understanding of the context involves different philosophical perspectives:

Science, which once seemed to point the heroic way forward, has been tarnished by its association with environmental degradation and the military - industrial complex; its hitherto value-free objective status has been questioned by historians and sociologists who have exposed its ideological underpinnings, masculine bias and socially-constructed nature. The study of literature has been thrown into turmoil by the attack launched by feminists, gays and conflicting ethnic groups upon a literary
canon which embodies Dead White Male supremacy.

(Thomas, 1994, 12)

These issues raise great difficulties for management educators, not least in addressing the phenomenological approaches of management research and their relationship with positivist contributions, the particular issues of women managers in workplace contexts which embody a wide range of different understandings of potential roles for women and equal opportunities issues when management is considered as a reflection of the communities being managed. The traditions of critical questioning in many disciplines directly challenge expectations of behaviour in traditional hierarchical management practices when authority is associated with position in the organisation and authority appears to be questioned rather than ideas challenged. The traditions of education assume freedom to express and challenge ideas but in the traditions of workplaces this is very unusual and seen as subversive. Managers' roles include maintainence of the workplace traditions but may increasingly include expectations that they will question traditional thinking to identify potential improvements. The cultural differences between educational institutions and other sectors may cause difficulties in arriving at common understandings in any collaborative attempts to plan education and development events.

**Curriculum Issues in Management Education and Development**

The recommendations of the 1987 reports (Handy and Constable / McCormick) reflected the classical curriculum in the emphasis on objectives and measurement, the romantic curriculum in the emphasis on a personal and management development agenda and expectations of a vocational curriculum which would be 'integrated'. The general low level of educational achievement of managers was noted together with an intention to expand participation in provision. This was to be achieved through collaboration between all existing providers and development of improved routes for access to qualifications. Practitioners became more conscious of the differences in practice across the field of management education and development and there were wide discussions about the criticisms and the implications for curriculum development.

An edition of 'Management Learning' in 1994 was devoted to a discussion of the integration of knowledge with experience, suggesting that a paradigm shift was occurring in the field of advanced management education. The editors identified four areas of fundamental concerns in this field:

1. the most basic problem confronted by both scholars and practitioners, namely, how one should learn to become a manager;
2. the proper method to be used in dealing with this problem of learning;
(3) the most applicable model or models to be consulted to guide further study;

(4) the evidence to be brought to bear to ascertain whether the problem has been solved (Kuhn, 1970; Gordon, 1990; Pfeffer, 1993).

(Raelin and Schermerhorn, 1994, 195)

Critics would have some concerns with the assumptions underlying the identification of these as key issues. In all these problem areas there appears to be an expectation that there will be a 'right' approach or model. The first problem is that as there is little agreement over how people learn to be managers there is potentially a range of different options rather than the single avenue implied. Similarly, critics would expect to determine a range of potentially effective methods rather than one 'right' method. Many would expect to discuss the potential applicability of models, but dispute any advantage in restricting or limiting the range. The final point about use of evidence to determine whether the problem has been solved opens the area of how education can be evaluated. This concern is not solely with the nature of evidence but also with interpretations of evaluation and what should be measured.

The authors ((Raelin and Schermerhorn, 1994) expand on their proposal that there are currently two paradigms of advanced management education in operation, the objective approach which is based on the idea that objective knowledge can be discovered and isolated with theories tested in traditional scientific ways and the second paradigm of an interpretative approach which assumes contextual definitions of knowledge and acceptance of different interpretations of reality. Burrell and Morgan showed that paradigms could be constructed from grouping views based on meta-theoretical assumptions underlying the views. (Burrell and Morgan, 1979, 24). When the groupings reflect substantially different underlying assumptions, the paradigms are incommensurable with each other. It is unusual for theorists to switch allegiance from one paradigm to another, as to do so would demand abandonment of an entire raft of metatheory and the adoption of the entire new but conflicting one. Raelin and Schermerhorn suggest that the interpretative approach embraces the objective one and provides a bridge from one paradigm to the other which may facilitate a paradigm shift. This reasoning mirrors the arguments presented by Denzin and Lincoln (1994) in their description of developments in qualitative research.

However, paradigm shifts do not happen easily and scholars have much invested in the paradigms through which they developed their reputations. Kuhn proposed that such shifts are like religious conversions for those involved, requiring destruction of the previously held paradigm in order to adopt a new world view. Strong forces are necessary for such shifts to occur across a field of study as demonstrated in sciences:
...the awareness of anomaly had lasted so long and penetrated so deep that one can appropriately describe the fields affected by it as in a state of growing crisis. Because it demands large-scale paradigm destruction and major shifts in the problems and techniques of normal science, the emergence of new theories is generally preceded by a period of pronounced professional insecurity. As one might expect, that insecurity is generated by the persistent failure of the puzzles of normal science to come out as they should. Failure of existing rules is the prelude to a search for new ones.

(Kuhn, 1970, 67/8)

This example has similarities with the anomalies in management education and development where traditional provision seems increasingly distanced from the messy and complex environment experienced by managers at every level in their work. There is evidence that MBA success bears little relationship to business performance (Hayes and Abernathy, 1980; Peters and Waterman, 1982; Cheit, 1985). More damningly, all of these authors make a direct link between the effects of the classical paradigm of business education and its preoccupation with analytical detachment and methodological rigour with the inability of managers to learn from experience in the complex and subtle roles of management (Beck, 1994, 234). These issues are central to perceptions that business schools fail to prepare managers for the realities of business and corporate life. There appear to be two broad paradigms of management education and development, one which is predominantly positivist and one which is predominantly phenomenological but which embraces positivist aspects and recognises that these represent only part of many possible perspectives.

Thomas and Anthony (in French and Grey, 1996) comment that the range of understanding required for individuals to recognise and develop the potential issues for managers in linking theory with practice as they act in their roles in complex organisational settings appears to require a more substantial educational foundation than is currently usual:

The values that have been argued here as contributing to a necessary flexibility of mind in order to cope with inchoate experience, change and a sense of common purpose come from an education, not from management education as it is currently defined.

(Thomas and Anthony in French and Grey, 1996, 33)

They suggest that this foundation of education might come from other disciplinary areas like literature, philosophy or physics, or from fields more familiar to management like economics or engineering, but they offer an alternative which is for those involved in management education to begin to reconstruct management education curricula to include approaches to developing understanding of values in this context.
Other management educators and developers were thinking along similar lines by 1994. The journal 'Management Learning' stimulated considerable debate about the nature of management learning and published many examples of developments in practice which extended traditional business school provision to include concern for the application of learning in the workplace.

Marsick identified four trends which demonstrate a fundamental change in focus for management education in response to issues faced by contemporary managers: "renewing entrepreneurial focus, reframing the manager's leadership role, reimagining organizational life, and reconnecting to the socio-political-economic-cultural context" (Marsick, 1994, 11). The emphasis on renewal of entrepreneurial focus recognises that the conditions for survival of organisations have changed and that managers need different skills and understanding to work in different ways which emphasise individual productivity. The change in leadership role has also been related to the development of different types of working environment, where managers are required to support and develop other employees rather than commanding and controlling them. The trend of reimagining corporate life responds to the increasing importance of knowledge and the technologies by which knowledge is shared and managed. The term 'reimagining' was used in an influential work by Prahalad and Hamel (1990) in which they reconceptualised the organisation as operating in core competence areas rather than as business units to enable organisations to invest and develop with an international competitive ability. The influence of these changes on management education and development emphasises the need for managers to be able to learn to think and act differently in response to their changing environment. Marsick suggests that there are four levels of learning which should be considered; individual learning, learning in groups and teams, and the role of the manager in organisational learning and societal learning (Marsick, 1994, 16/17). Business schools have traditionally seen a responsibility for providing for individual learning with trainers and developers dealing more with group and team learning. However, Burgoyne (1994, 35-55) notes that the traditional expectations of business schools has changed and awareness of the potential to address these wider issues has steadily developed.

Burgoyne offers a reflection on his experience of 17 years involvement in management learning in a business school setting and suggests that:

...there are at least two main areas or issues that management educators and developers must take a position on in their practice. The first is on the nature of management, which would emerge in the most obvious sense in choices of
what to teach, objectives and content. The second one is the assumptions and beliefs about how people learn, which would then be manifested through teaching methods, teaching styles, programme designs, and so on.

(Burgoyne, 1994, 36)

He recognises that these two concerns have been addressed differently at different times and by different educators and developers. He identifies three approaches to management education and development which have emerged in business schools. His first 'generation' was established in the mid 1960s and reflected American business schools by basing the curriculum on disciplines associated with management and business, "economics, applied behavioural science, applied quantitative methods, established professional disciplines like accountancy, newly created professional disciplines like marketing" (Burgoyne, 1994, 37). The second generation attempted to bring these disciplines together, to integrate and provide interdisciplinary approaches.

He acknowledges the difficulties of integration (as he did previously, Burgoyne, 1981). He suggests that this attempt to develop an interdisciplinary approach is still a concern, but that another approach has developed from the interdisciplinary discourse which represents a third generation. The first and second generation were distinguished mainly by a difference in the way in which they viewed management, whereas the third generation has a focus on how management might be learned as well as on what should be learned. Burgoyne discusses a range of implications arising from the differences in these three perspectives, including the observation that if managers can learn to understand how to learn they will be able to manage their own learning and, potentially, that of others. He points out that such an approach would address many of the issues which have arisen in the field of management learning:

If defining and understanding management is proving difficult for management educators, perhaps because it is changing, diffuse, contingent, culturally variable and multi-form anyway, then the problem can be solved intellectually by saying that managing is learning how to organize in any available context, and practically by teaching managers to learn and sending them forth to adapt to the changing specifics of managerial and business problematics on the basis of this alone.

(Burgoyne, 1994, 39)

Taking such an approach also has implications for the management educator or
developer as he or she would need to have expertise in learning alongside whatever discipline or other expertise had brought him or her into the field of management education and development.

Burgoyne's identification of these three 'generations' of management educators in business schools has an interesting similarity with the clusters of practice identified in the early stages of this inquiry. The clusters of practice were recognised as a way of grouping the wide range of practitioners in management education and development, including those whose practice is entirely within their employing organisation and those whose work might be classified as training or consultancy and who might be employed in private sector organisations where management education and development is seen as a business which can be operated for profit. Burgoyne's generations are all represented in contemporary business schools and the differences of perspectives within that setting cause difficulties which mirror those identified in this inquiry in the wider context. These differences include different "assumptions towards the ownership and legitimization of knowledge, and the ways these are reflected in pedagogical attitudes, actions and structures" (Burgoyne, 1994, 40). The first and second generation recognise a disciplinary basis to knowledge and see it as centred in the academic community, developed through research and taught to those new to academic work. The third generation see knowledge as diverse and produced and owned by practitioners as well as theorists. The function of the management educator or developer is accordingly seen differently with the first two generations adopting traditional teacher / learner perspectives and the third generation more concerned to facilitate mutual understanding and develop knowledge through discourse and reflection on practice. Burgoyne also identifies these different viewpoints as clusters, calling them value clusters grouped as a cluster of those adopting the traditional disciplinary perspectives of scholarship and development of knowledge as an end in itself, a cluster of those who have a more holistic view involving integration of the person with society and nature and with an emancipatory view of knowledge as potentially bringing freedom, and a cluster of those who have an orientation towards improving and modernising management with awareness of its function in society (Burgoyne, 1994, 46).

Burgoyne offers a definition of management learning as "the theory and practice of what is done in the name of management development" (Burgoyne, 1994, 41) which locates the issues very directly in the field of management education and development and not only in that of the academic business schools. He does not address the potential for involvement of the wider participation of all those who support management learning, which is surprising when he recognises that much of this learning can be
gained from reflection on management practice and that such reflective learning can be very powerful in organisations which strive to learn from experience. He is, however, concerned to establish the basis for a field of studies of management learning, where the concepts of learning, managing, organizing and exchanging might be set in the context of applied philosophy and of management learning as a self-critical value system. In recognising that no position, theory, discipline or practice can be value-free, the development of awareness of values must precede self-critical discourse. An approach to management learning which involves learners in such critical awareness and in applied philosophy implies development of skills and understanding which are associated in the academic world with postgraduate research as well as with expertise in teaching and learning.

Others suggest that research might provide an approach which would enable the current fragmentation to be viewed as contributing to development of a more coherent curriculum:

Thus the very characteristics that seem to account for the fragmented and precarious status of management studies - the absence of a core set of assumptions and proximity to economic reality - might be interpreted in a different and more positive way. There is in the pursuit of academic management studies a pluralism of perspectives, a criss-crossing of intellectual boundaries and themes, an ability to explore alternative conceptual frameworks and improvise with different research questions, a different relationship with the lay public and practitioners alike, which, when compared with the secluded and detached world of more established disciplines presents a picture that might hold considerable promise. In this respect, the academic experience of management studies might gestate, albeit incompletely, a novel model for conducting research that reflects the demands of the intellectual tasks of design and artificiality, thereby breaking with the clear boundaries of the age of representation and the Humboldtian ideals of academic research and education, and favouring instead local and shifting alliances of concepts, methodological tools, problems and solutions (Donzelot, 1991; Lyotard, 1984).

(Kallinkos in French and Grey, 1996, 51)

The proposal that managers might develop understanding through becoming researchers has informed practice in management education, including the use of action research approaches in some management programmes. There are implications which link with the previous discussion about the extent of educational preparation a manager might need in order to be able to participate in a research-based approach and there are also issues related to the extent to which experience links with potential understanding.

It seems that attempts to achieve perception of integration and coherence in management education and development must recognise the particular nature of adults bringing experience to learning. The field of adult education offers a range of theoretical
perspectives which apply to managers in learning settings.

The Perspectives of Adult Educators

The differences between theoretical and practical perspectives of school teaching and those of adult learning are outlined as an introduction used by many new tutors in adult education, "Adults Learning" by Jennifer Rogers (1971). Adult education provision differs significantly from initial schooling in that there is no statutory requirement for public funding although there is a tradition of liberal adult education, literacy education and university extra-mural education which all operate with mixed funding arrangements. The Russell Report, "Adult Education: a Plan for Development" was published in 1973 and seemed to offer political support for development of adult education within the formal public provision, but it did not secure mandatory funding. The Open University was founded with public funding in 1971 and very quickly demonstrated the demand for adult education at the higher education level. This gave cause for concern about how adults could prepare for study at that level when Adult Education centres emphasised enjoyable leisure time activities as learning opportunities alongside the largely remedial area of adult literacy and numeracy (which did not sit easily with the middle class leisure time pursuits). Universities had a range of often unstructured extra-mural liberal education courses which were neither clear in level nor offering accreditation. The opportunities for adults to gain accreditation through informal adult education providers has increased and includes many subject areas which overlap with those included in business studies and management development. The field of adult education has traditions of community development and another influential book, "Right to Learn" (Rogers and Groombridge, 1976) gave an impassioned cry for more focused public resourcing of adult education to address inequality of educational opportunity and the implications this had for society. The ideas in this book brought the political issues to the fore once again by insisting that access to education at any level is not equally available because of inequalities in society and that a central purpose of adult education is to take remedial action to address the inequalities experienced throughout earlier stages in adult lives. The theme was that all adults have a right to access to the sequence of education up to and including university levels, but this would also be seen by many as including access to learning which might increase employment-related opportunities.

Theory Informing Practice in Adult Education

Until the late 1970s there was little theoretical writing in the field of Adult Learning. In the 1971 Boshier called adult education a "conceptual desert" and (also in 1971) Mezirow noted the absence of theory as a "constantly debilitating influence" on the development of adult education (Cross, 1981, 109). One explanation is that adult education has been
traditionally market orientated and has not needed to examine its complex operations in
order to be successful in responding to its customers. This success encouraged research of
the 'needs identification' variety rather than explorations into more theoretical areas, and the
operational side of the provision could make direct use of such research.

Another reason offered by Cross (1981) is that there were few scholars in the adult
education field before the 1970s. This may have been because so many adult educators
were, and still are, directly involved in the provision of the service responding directly to
the public. In the USA universities developed Faculties and published research, but in the
UK there were few academics in adult continuing education and little research, although
that is slowly changing as the implications of learning as a lifelong process are becoming
better understood. However, when adult educators do research into their discipline they
often adopt a practical perspective reflecting their concerns as administrators rather than
taking a focus on the theoretical issues informing the field. The pressure to practice as a
manager reduces the emphasis on being an adult educator and increases the emphasis on
learning how to meet the requirements of administrative accountability without diluting the
essentials of the service, to resist the effects of progressive reductions in public funding for
provision (Martin, 1986). In the 1990s the funding situation has not greatly improved, but
new sources of income have been found in the potential for adult education services to
provide programmes leading to qualifications. The issues raised earlier in the change of
focus from planning curricula to planning programmes have similar implications for adult
education if this area of education is to retain a philosophy and value base which
distinguish it from any other type of education in which adults may participate.

Cross's third potential explanation for the lack of theoretical writing about adult education
(Cross, 1981, 110 - 111) is that adult education theory draws from a wide range of
different disciplines, including psychology, sociology, gerontology and physiology, with
emphasis on the applied nature of the field. The theory for adult education could come from
all or any of these disciplines and there might or might not be a need to redefine it in
appropriate adult learning terms. Few adult educators have confidence in ranging across so
many disciplines and fields of practice. Cross concludes that there are different opinions as
to the advisability or possibility of attempting an integrated approach and suggests that there
is unlikely to ever be any one theory which will successfully explain the range of issues in
adult learning (Merriam and Caffarella would support this, 1991). It is not surprising to
find that there is a similar lack of theory and emphasis on practice in the field of
management education and development.

Cross used the existing theory to devise a conceptual framework offering a theory of adult

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motivation in relation to learning. This is interesting in relation to the field of management education and development because the emphasis is often on the nature of provision rather than on the approach managers take to educational and developmental opportunities, but if perceptions of integration and coherence are related to ways in which individuals interpret provision the ways in which managers approach education and development are important.

**Motivation of Adults to Learn**

The model Cross developed of the motivation of adults to learn derived from four main sources. The first was Miller, 1967, who used a force-field analysis to describe the forces which provide positive and negative impetus on adults in terms of their participation in adult learning programmes. This model offered some explanations for drop-out as well as for non-participation, and noted different degrees of motivation discovered in different social classes.

The second source was Kjell Rubenson (1977) a Swedish adult educator who developed a model which modified one proposed by Vroom (1964) who attempted to explain motivation in relation to rewards at work, an expectancy-valence theory. Vroom's theory drew heavily on Lewin, Tolman, McClelland and Atkinson in drawing an explanation for human behaviours from the relationship between the experienced individual and the environment as the individual perceives and experiences it. (Cross 1981, 116). In management education and development ideas are often drawn from and applied to the context in which a manager works and are interpreted and understood through experience gained in workplaces.

The third source was Roger Boshier (1973), whose research was on non-participation and drop-out in Continuing Education in New Zealand and was similarly concerned with the relationship of the individual's internal perceptions and the external environmental variables. Boshier seemed to suggest that the greater the number of incongruities between self and ideal self, other students, teachers and institutional environment, the more likelihood there was of drop-out. He placed importance on matching learners to environments, again with reference to social class and expectations in terms of congruence between lives and learning environments:

> Those who evaluate themselves negatively are less likely to expect success (in Rubenson's theory) and less likely to experience congruence with the educational environment (in Boshier's theory).

(Cross, 1981, 120)

This idea may be significant in providing a partial explanation for the resistance some
experienced but unqualified managers have for education. If they perceive themselves negatively in terms of their achievements through schooling they may be less likely to experience congruence in later educational opportunities. This theory might be supported by the emphasis placed by many managers on the practice of management and the extent to which theories relate to practice rather than in addressing philosophical perspectives of management.

The last source Cross used was Allen Tough's research on self-directed learning (1979). Tough and his colleagues produced a five-stage model of anticipated benefits of learning which moved from engaging in learning and retaining the knowledge or skill to applying the knowledge and gaining a material reward such as promotion or a symbolic reward as in certification. This model proposed that anticipated benefits might be classified into three clusters of personal feelings:

- pleasure - happiness, satisfaction, enjoyment, feeling good
- self-esteem - regarding self more highly, feeling more confident, maintaining self-images
- others - linked to how others see the learner, regard more highly, praise, like, feel grateful.

Tough carried out a research test of this model to find at which stage learners were most likely to feel these benefits and found that most people anticipated most benefits from any of the clusters when they were involved in the 'application of knowledge or skills', less in 'engagement with learning' and least in the achievement of accreditation. The most frequently anticipated benefit was 'pleasure' and the least was 'reaction from others' (Cross, 1981, 122). This model is also interesting in the context of management education and development as many managers find learning experiences most satisfactory when they are engaged in workbased projects, particularly ones which involve use of many different aspects of knowledge, skills and understanding in addressing something which they and their colleagues have perceived as a problem.

Cross accepted that these sources do not in any way fully address the range of issues in motivation to learn, but drew together the common elements in her Chain-of-Response model. This model is particularly useful in that it brings together many of the theories relating to motivation in adult learning and provides an example of the dynamic linking of influences which are inevitably a feature of management education and development because of the adult nature of participation:
This model assumes that participation in a learning activity of any sort is not a single act but the result of a chain of responses which are based on an evaluation of the position of an individual in his or her environment. It follows that participation in learning changes self-perceptions and attitudes about education.

In this model (Figure 9) point (A) is self-evaluation. Psychological research (cited in Cross, 1981, 125) suggests that people who lack confidence in their own abilities avoid being measured and are unlikely to volunteer to be in a situation which they might perceive as threatening or competitive in a way which disadvantages them. Attitudes towards education (B) arise directly from the learner's own past experience and indirectly from their knowledge of other people's experience. Those who were constantly placed in a competitive environment at school and who never or rarely did well are unlikely to choose to be embarrassed as adults. Such experiences may lead to negative views of any situation reminiscent of school. The link between (A) and (B) suggests that there is a relatively strong connection between self-evaluation and attitudes towards education which influence a potential learner's readiness to engage in learning. This idea is familiar from the work of Houle (1961, the learning-oriented adult), Atkinson and Feather (1966, achievement-motivated person) and Heath's (1964) reasonable adventurer (all cited in Cross, 1981, 126). The high proportion of British managers who have no formal qualifications implies that when managers engage in educational or developmental activities there will be concern about the extent to which they might be embarrassed, particularly if they have not chosen to attend but are involved through an organisational initiative in which they had no option but to attend. This might be exacerbated if there is an expectation of improved management performance as a result of the activity and this raises ethical concerns for those providing programmes contracted by organisations. The ways in which the results of the programme are to be measured and the extent to which the participants are involved in determining
these measures are important.

Point (C) represents the importance of goals and the expectation that they will be met which influences the strength of motivation to learn. This reflects much of the work in motivation theory and particularly the expectancy-valence theory (Lewin, Atkinson, Vroom, Rubenson, cited in Cross, 1981, 126). The two strands of this theory are the importance of the goal to the individual (valence) and the individual's subjective judgement that pursuit of the goal will be successful and will lead to the desired reward (expectancy). If the goal is not viewed as particularly important or the individual doubts their chances of success, motivation will be low. Expectancy (C) is related to self-esteem (B) as those with high self-esteem expect to be successful and those with low self-esteem may lack confidence and fear failure. Again, the extent to which participating managers are able to influence the goals and the rewards attached to engagement in management education and development is likely to influence their retention in any programme.

Point (D) brings in the influence of life transitions on the expectations of the learner. This refers to periods of change which lead to adjustment to new phases of the life cycle. These changes may result from gradual transition or sudden events which may "trigger" a desire to learn. Cross cites Havinghurst's (1972) identification of "the teachable moment" (Cross, 1981, 127), suggesting that there are particular times when people are ready to learn, particularly if the learning relates closely to their new area of experience and their need to act or behave differently. The motivation to engage in management education and development is often connected to change in a manager's role or a wish for such a change. In either case, the setting of goals and the choice of measures of success are central to the extent to which any manager is likely to remain motivated.

Point (E) comes once the adult is motivated to seek out some form of learning activity when the nature of opportunities and barriers to participation become important. The strength of motivation influences the extent to which a potential learner is able to overcome barriers and seek out appropriate learning settings. Linked to this is (F), accurate information about learning opportunities. This has been a particular concern of Adult Education because if information is either not available or not accurate this presents another barrier for which educationalists have particular responsibility. If (F) is weak there is an additional barrier at point (E). Information about management education and development has been criticised as being difficult to understand, particularly in terms of levels of credit and in description of the style of delivery. If a manager is not strongly motivated to seek out a learning opportunity they are unlikely to engage in the complexity of seeking out appropriate information and making an appropriate choice.
If a learner progresses to participation, point (G), there is a direct link with points (A) and (B) in the effect of this participation on the individual's self-esteem and expectations. If the learning experience has been positive the learner is likely to pursue further learning projects. This is significant for management education and development because the resistance to education amongst managers puts an increased emphasis on the quality of the experience offered and the influence of this on future development.

These ideas are very important in relation to studies of managers learning as motivation to participate has received little attention. There is an extensive literature on motivation of staff at work but little consideration of motivation in relation to learning related to work. The emphasis on providing a different experience from the schooling which has disaffected so many managers is important as is the extent to which participants are able to engage in and affect their learning experience. One of the concepts most useful to those attempting to define differences between traditional schooling and facilitation of adult learning is a proposal made by Malcolm Knowles which is reminiscent of the polarities of classical and romantic curricula but which translates this into differences between learning settings which address needs of children and settings which address needs of adults.

**Pedagogy and Andragogy**

Malcolm Knowles (1978) proposed the term 'andragogy' to distinguish teaching of adults from teaching of children (pedagogy) and identified assumptions of pedagogy which could then be contrasted with andragogy. This was very important in understanding different perspectives of schooling and adult learning as it questioned assumptions of the teacher - learner perspective. Knowles claimed that there are four main assumptions which differentiate andragogy from pedagogy:

- a change in self concept, since adults need to be more self-directive;
- experience, since mature individuals accumulate an expanding reservoir of experience which becomes an exceedingly rich resource in learning
- readiness to learn, since adults want to learn in the problem areas with which they are confronted and which they regard as relevant;
- orientation towards learning, since adults have a problem centred orientation they are less likely to be subject centred.

(Knowles, 1978, 53-7)

In 1989 Knowles added a fifth assumption to the four he published earlier, proposing that adults had a need to know (cited in Jarvis, 1995, 90). These ideas were very welcome to educators in adult education because they helped to explain why approaches needed to be different from those used in initial education. However, there were difficulties with these ideas in the extent to which they had the potential to provide a theoretical basis for a
different approach, because it could be argued that children could have similar needs to be self-directive, to relate new learning to their experience, to recognise relevance and to address issues recognised as problematical. The debate about whether andragogy provided a sufficiently robust theoretical basis continued through the 1970s and is fully discussed in Jarvis (1995, 90 - 94). Although the term andragogy is now rarely used the ideas were very influential to practitioners and the proposal that adult learning is different in some ways from initial learning has become more of a discussion relating to the extent to which experience influences learning.

The ideas proposed by Knowles are familiar in some approaches to management education and development but they are rarely expressed or discussed as underpinning approaches to curriculum or programme design. Management education and development is also approached from perspectives which align with traditional ideas about initial education. Cross offered a table comparing assumptions and the design implications of andragogy and pedagogy based on the ideas of Knowles which has been adapted to include considerations of the implications for management education and development (Figure 10).

This model demonstrates different choices which can be made about structure and process, often ones based on unchallenged assumptions. Both perspectives are familiar in management education and as the assumptions are rarely explicit the implications of the different approaches may not be apparent until a programme is in the delivery stage. This may present particular problems when participating managers expect to be treated as adults learning (the andragogy model) but find themselves being treated as children learning as in the pedagogic model. There are also problems in learning settings when participating managers expect to encounter a pedagogic delivery style but find themselves in what they may perceive as an unplanned and unstructured setting.

The Need to Learn

Maslow proposed that there are five basic groups of needs which can be described as a hierarchy with a base of physiological needs and an ascending order of safety needs, love and belonging needs, self-esteem needs and a pinnacle of self-actualization. For adult educators this provided a simple framework for analysis of many aspects of the learning setting, from planning sessions to trying to understand what had happened when things went wrong. Jarvis (and others) disputed that these needs formed a hierarchy and proposed that the groups of needs could be reformed as a taxonomy with the addition of learning as a major component because learning is itself a fundamental need. Thus Jarvis proposed a model of this taxonomy based on Maslow’s groupings (Figure 11).
Figure 10. Assumptions and Designs in Management Education and Development based on a comparison between Pedagogy and Andragogy

<table>
<thead>
<tr>
<th>Pedagogy</th>
<th>Andragogy</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-concept</strong></td>
<td></td>
</tr>
<tr>
<td>Dependency (in terms of what should be learnt and how, teacher is expert)</td>
<td>Increasing self-directedness (makes choices of goals, content and process, managers are experts in their own contexts)</td>
</tr>
<tr>
<td><strong>Experience</strong></td>
<td></td>
</tr>
<tr>
<td>Of little worth (previous experience and learning are irrelevant)</td>
<td>Learners are a rich resource for learning (managers bring work and life experience and can build on previous learning)</td>
</tr>
<tr>
<td><strong>Readiness</strong></td>
<td></td>
</tr>
<tr>
<td>Biological development, social pressure (ready for admission to stage of learning)</td>
<td>Developmental tasks or social roles (opportunity to learn through current role)</td>
</tr>
<tr>
<td><strong>Time perspective</strong></td>
<td></td>
</tr>
<tr>
<td>Postponed application (learn before doing)</td>
<td>Immediacy of application learn through doing)</td>
</tr>
<tr>
<td><strong>Orientation to learning</strong></td>
<td></td>
</tr>
<tr>
<td>Subject centred (learn one subject at a time)</td>
<td>Problem centred (apply thinking to a complex issue)</td>
</tr>
</tbody>
</table>

**Design Elements**

<table>
<thead>
<tr>
<th>Climate</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Authority oriented, formal, competitive, teacher holds all authority</td>
<td>Mutuality, respectful, collaborative, informal, shared learning, environment facilitated and supported</td>
</tr>
<tr>
<td><strong>Planning</strong></td>
<td></td>
</tr>
<tr>
<td>By teacher (expert)</td>
<td>Mechanisms for mutual planning</td>
</tr>
<tr>
<td><strong>Diagnosis of needs</strong></td>
<td></td>
</tr>
<tr>
<td>By teacher (expert)</td>
<td>Mutual diagnosis</td>
</tr>
<tr>
<td><strong>Formulation of objectives</strong></td>
<td></td>
</tr>
<tr>
<td>By teacher (expert)</td>
<td>Mutual negotiation</td>
</tr>
<tr>
<td><strong>Design</strong></td>
<td></td>
</tr>
<tr>
<td>Logic of the subject matter; content units</td>
<td>Sequenced in terms of readiness; problems and focus chosen from context</td>
</tr>
<tr>
<td><strong>Activities</strong></td>
<td></td>
</tr>
<tr>
<td>Transmittal techniques</td>
<td>Experiential techniques, inquiry</td>
</tr>
<tr>
<td><strong>Evaluation</strong></td>
<td></td>
</tr>
<tr>
<td>By teacher (expert)</td>
<td>Mutual rediagnosis of needs, mutual evaluation</td>
</tr>
</tbody>
</table>

(adapted from Cross, 1981, 224)
Jarvis proposed that this is not hierarchical but a process through which individuals pass towards maturation - similar to the developmental stage models discussed by Cross. The stages in the process are indicative of the different concerns which occur in learning or in change, the concern with physiological aspects of whether there will be a physical implication for the learner, concern with whether there is any sort of threat to safety or stability, concern with the extent to which one feels approval for participation and contribution and these influencing readiness and ability to learn. This is proposed as a sequence rather than a hierarchy and implies that learning leads to increasing self-esteem and the achievement of understanding and self-actualization. Jarvis quotes Mezirow’s proposal that:

...to the degree our culture permits, we tend to move through adulthood along a maturity gradient which involves a sequential restructuring of one’s frame of reference for making and understanding meanings. We move through successive transformations towards analysing things from a perspective increasingly removed from one’s personal or local perspective.


Mezirow linked the development of maturity with age rather than with an individual’s response to the world. It is the realisation of reframing and restructuring which can help adults to recognise that they have developed a new viewpoint which is more sophisticated than the previous one in that it incorporates an understanding of all previous frameworks.
This concept may be useful in helping reflective learners to recognise personal landmarks in their own development. It may be particularly helpful for managers who are working in settings with constant change in understanding more about their own thinking processes and the ways in which others might be helped to find more tolerance of change.

There is a link between age and different types of learning. Robert Gagné proposed a hierarchy of types of learning (Jarvis, 1983, 95):

- signal learning
- stimulus-response learning
- motor and verbal chaining
- multiple discrimination
- concept learning
- rule learning
- problem solving

He links signal learning with classical conditioning and states that it can happen at any level, but maintains that the others are in a hierarchy. Stimulus-response learning is the same as operant conditioning in that the response is influenced by the expected reward. Motor and verbal chaining are ranked together as the next stage and refer to skills and rote learning involving practice and reinforcement. Multiple discrimination learning concerns development of intellectual skills in the ability to distinguish between similar types of phenomena. This leads to an ability to classify them as abstract concepts which Jarvis reminds us is not expected to commence until adolescence (Piaget, 1929, cited in Jarvis 1983, 96). Rule learning is an ability to respond to signals with a number of related responses. These last two may be particularly significant to adult learning and the freedom or otherwise which adults may be seen to have in choice of behaviour. The level of problem solving is Gagné's highest category and is the learner's ability to draw on their knowledge of rules and apply them in seeking solutions to problems. Management education and development involves all of these types of learning in the complex context of the roles of managers. There is often an expectation that training will address any of the earlier stages but that the problem-solving stage is the one which draws from previous knowledge in attempts to understand and address problems.

**Self and Others**

Related to the sequence of development and maturity linked with physical age is the notion that a person can be seen as being made up of two parts, an individual self and a body which contains it. Jarvis cited the work of Luckmann, who argued that these are related in development of understanding:

...during the early years the individual self becomes detached from its immediate experience in the interaction with other persons. This detachment leads to an individuation of consciousness and permits the construction of schemes of meaning...
since these respond to the learning needs that the evolving self develops. This, in turn, results in the self integrating the meanings that have evolved in response to the learning questions which have arisen from previous experience. Hence, ultimately, a self is formed that integrates the 'past, present and future in a socially defined, morally relevant biography'. There is, therefore, a sense in which the self transcends its biological body, reaching out to the socio-cultural environment and responding to pressures from it in a dialectical relationship in order to create a sense of meaning...

(Luckmann, 1967, 48-9, cited in Jarvis, 1983, 58)

The notion of sequential reframing in a dialectical relationship offers a useful perspective for reflective practice. Luckmann also raised the issue of the relationship between the individual and others, asserting that the first recognition of an individual self is when relationships are formed with others. Jarvis took the view that interaction with others offers a socio-cultural environment in which an individual can construct meaning, but pointed out that it should not be assumed that participation with a group is sufficient in itself. There is an important consideration for educators planning learning for adults in considering how useful interaction can be achieved and whether this has to be with other adults with similar concerns, or whether interaction with ideas (as in a distance learning course) is sufficient stimulus to promote reframing. In management education and development the composition of a peer group is always a consideration because of the extent to which experience contributes to the development of new understandings. Those with significant management experience have more to draw from when faced with new situations and ideas, but their use of this experience may be hindered if they are less able to reframe their previous understandings and abandon some of the associated assumptions, the 'un-learning' process.

In a different context, Jarvis commented on the potential for illness, perhaps related to ageing, to redirect the focus of attention by demanding attention to the physical self rather than intellectual activity (Jarvis, 1983, 86/7). A further issue raised by Jarvis is the effect of stress and anxiety on adult learning in that age may have an effect on the extent to which an individual is tolerant of pressure to meet learning deadlines and that, ideally, adults are likely to perform better if allowed to learn at a self-determined pace. There are often high levels of stress and anxiety in management learning settings and these might be exacerbated by pressure to demonstrate improvement in performance as a result of a learning opportunity.

Individuals in their Culture

Another aspect of adult learning in a social context is the importance of the cultural environment. Jarvis identifies four factors to consider in developing any framework for learning relating to the relationship between an individual and culture. The four factors are
the culture itself and the agencies through which the contextual culture is transmitted, and in
the individual, the nature of 'self' and the physical body. Culture is used to refer to "the
sum total of knowledge, beliefs, ideas, values, practices, etc. prevalent in a specific
society" (Jarvis, 1983, 69). This is not a static concept as all these aspects of society are
dynamic and subject to change. It follows that change in any aspect of society will render
the previous learning out of date in some way. There is a need to learn continuously in
order to keep up with the change in the environment of society. Those in roles as
managers, learners or those supporting learning are equally vulnerable to the dynamics of
their environments. In management education and development the cultural environment is
often an organisational culture in which there are multiple complex elements and
relationships.

Individuals become aware of their cultural environment through a variety of agencies which
transmit information. Jarvis discusses the printed word, cassette tape, radio and television,
and comments that the learner has some choices about what to attend to and when,
therefore is, to some extent, a self-directed learner. Transmission is only about sending a
message, however, and the message will only arrive when there is an appropriate
reception. Transmitting agencies interpret and select to design messages and receiving ones
interpret and select in receiving. There is a great potential for distortion, misunderstanding
and confusion. Young people in a society learn to be adults in surroundings which may
limit the variety of messages they are allowed to receive and which equip them in different
ways to be proactive in widening their experience. In adult to adult relationships teachers
and learners have different understandings of their cultural environment resulting from the
experience and understanding which they have developed into their adulthood. Concepts of
emancipatory education arise from recognition of this early inequality and some adult
educators are particularly concerned with redressing issues in earlier experience,
challenging assumptions which accept particular conditions of individuals in society and
preparing and supporting individuals to explore new positions and relationships. It is
possible to draw comparisons with organisational culture and the movement of individuals
into different roles with different degrees of power and influence, but those whose careers
have been centred in emancipatory education criticise such parallels as simplistic and
complacent in failing to acknowledge the extent to which emancipation in dictatorial
communities can be life-threatening (Reason, in Denzin and Lincoln, 1994, 328).

Both teacher and learner have a 'self' which Jarvis describes as "that detached individuation
of consciousness that expands as its experiences increase in number, so that it evolves into
a sophisticated, complicated but often fragile phenomenon" (Jarvis, 1983, 71). He draws
from other sources to consider some aspects of this phenomenon: four aspects from Higard
and Atkinson (1967, 481-3, cited in Jarvis 1983, 71) are that the self might be an agent, that it is continuous, that its self-perception is largely dependent upon the extent to which others accept or reject the individual and that it embodies certain values and goals. These four aspects are familiar in the Cross model of motivation to learn discussed earlier where motivation to act is linked with goals and values and important feedback is gained from how others perceive the learner. Another source used by Jarvis is Kidd (1973, 126, cited in Jarvis, 1983, 71-2) who gives four more aspects of self; what a person actually does and says, how a person feels and perceives his own behaviour, how a person is perceived by others and the ideal self which is constant but changes throughout life. Three more aspects are offered by Lovell (1980, 115, cited in Jarvis, 1983, 72) as self-image, ideal self and self-esteem. There are some similarities in these aspects which, as Jarvis reminds us, are all perspectives of the self that processes and assesses all the ideologies, beliefs and meanings which "have emerged in reflection upon the experiences of living" (Jarvis, 1983, 72).

Consciousness of the self which makes these assessments is an important aspect of being a reflective learner and development of this consciousness must be a concern of those who aspire to develop reflective learners. The image of ideal self may have physical aspects as appearance is often very important to individuals, and age is an influence as well as a concern. Mind and body are parts of the physical self and both change through time and present different characteristics which may help or hinder the individual's ability to learn. In management education and development there may be a direct relationship between how an individual is perceived and the opportunities which are offered to them. Women managers are still subject to prejudice which often restricts progress (Fagenson, 1993) and there are few managers with physical disabilities and any signs of physical ill health are disadvantages if potential managerial effectiveness is under consideration as appearance is an important influence on perception.

Experience and Learning

Another concept familiar in education and training is the experiential learning cycle, which shows the interaction of the individual with something unfamiliar resulting in a challenge to assumptions and consequent reframing. The model frequently used is that of Kolb and Fry (1975, 33-7), in Figure 12.
This is often used to introduce learners to the processes of reflective learning although it is rather linear and simplistic in nature unlike the complexity of learning from experience. Jarvis comments that "Kolb and Fry claim that the learning cycle may begin at any stage and that it should be a continuous spiral" (Jarvis, 1983, 79) which addresses some of the concerns of complexity but still suggests boundaries and direction which may not be appropriate to all adult learning. Learning may sometimes spiral in a particular direction but there are dimensions of size, shape, speed and direction which are most unlikely to be consistent. Similarly, learning is not always recognised as clear episodes but is often perceived in retrospect as having emerged from a series of incidents which may only be related by having occurred at a similar time – this suggests a fuzziness and perhaps broken rather than continuous spirals, possibly overlays of broken circles with these four stages happening in any combination almost simultaneously. Thus an individual may be confronted with having a concrete experience whilst musing about one previously experienced and have issues in mind which concern both formulation of abstract concepts, generalisation and tentative testing of concepts.

Kolb and Fry link the four positions in their learning cycle with four distinct learning styles. Many learners welcome this classification and plan their learning in recognition of the implications of having preferred styles. This may lead to simplistic approaches to learning plans and may either confirm prejudices or develop new and unchallenged assumptions. However, its dangers may be partially alleviated by the benefits of using such
materials to have discussions about how people learn and the range of possibilities, the
categories providing an introduction to the language related to concepts of learning, which
is often new to adult learners.

Jarvis (1983, 84-6) offers a wider perspective of the range of discussion on styles of
learning. He presents the dimensions from Kolb and Fry which are related to the learning
cycle as the quadrants if the circle were to be drawn as a square, so each quadrant has
characteristics of two of the positions from the cycle:

**Assimilator versus Accommodator:**
The assimilator is described as one whose dominant learning abilities are abstract
conceptualization and reflective organisation. The accommodator is described as
having strengths in active experimentation and learning from concrete experience.

**Converger versus Diverger:**
The converger is best at abstract conceptualization and active experimentation while
the diverger's strengths lie in reflective observation on concrete experience.

Many learners recognise personal preferences for particular 'quadrants' but claim to use
different styles in different settings and in relation to different types of learning challenges.
Sometimes learners are encouraged to map their position within these dimensions in order
to make deliberate plans to develop areas which are not a preferred style in order to become
a more flexible learner. It may be that discussion of the possibilities is more valuable than
attempting to identify any particular positions held by a learner.

Jarvis offers some different perspectives linked to the cycle suggesting that there may be
opposing positions of:

**Active versus Passive**
That some adults will seek out learning opportunities (people who might be
recognised as self-directed learners) and others will wait passively for learning to
happen or to be given to them.

**Concrete versus Abstract**
That some learners prefer to start with a concrete experience whilst others prefer to
start from an abstract, theoretical idea. Jarvis points out a similarity between this
dimension and that of Assimilator versus Accommodator.

These might also be compared in terms of reflective and active approaches which raises
issues of how these relate to each other as practice and theory. There are issues for anyone
planning and supporting adult learning (and therefore also management education) in the
potential differences for individuals in working from direct experience towards theoretical
perspectives or starting from theoretical perspectives and linking this with experience.

There are problems of field dependency (drawn from Wilkin in Jarvis, 1983,85) in learners
becoming able to appreciate both the holistic nature of a context and to be able to explore
detailed issues within the context. This is particularly recognised as a concern in
management education where it is often referred to as an ability to 'helicopter' above a
context but to be able to land and work within the detail whilst retaining the overall
perspective.

The concept of focusing versus scanning (Jarvis, 1983, 85) links closely with the former
category in the ability to separating detail from context. It also has strong links with the
concepts of holistic and serialistic. Van Gundy (1988) reviews techniques for problem
recognition, identification, generation of potential solutions, appraisal and choice of
solution, implementation and review, different approaches for different stages of
addressing problems. Reflection versus impulsivity (Kagan in Jarvis, 1983, 85) is very
important in management development as much of management activity relates to making
decisions and the degree to which these are considered choices from options or impulsive
responses. Similarly the alternatives of rigid and flexible approaches to situations link
closely with concerns in management practice as well as learning.

Jarvis notes that there are three potential responses an individual might make to experience,
to not learn (or to reject the possibility of learning), to learn in a non-reflective way or to
learn reflectively (Jarvis, 1992, 70-72). Of these, non-reflective learning tends to reproduce
the structures of society whereas reflective learning might be conforming but might also be
critical or creative. In management education and development there is often an interest in
generating new and different types of thinking which reflective learning is more likely to
achieve.

Another dimension which relates to reflection in learning is the concept of deep and surface
learning (Gibbs, 1992). This idea proposes that the quality of learning is affected by the
way in which individuals approach learning and that memorisation and rote learning are
superficial whilst deeper learning involves seeking to understand underlying principles,
ideas and concepts and to make meaning from them. Surface learning is often associated
with (and perhaps only useful as a tactic for) occasions when learning is to be tested, as in
an academic examination, whilst deep learning is ongoing and provides the basis for
continuing learning.

Continuing learning in adulthood has been a concern of higher education in the provision of
extra-mural opportunities and the field is often described as 'adult and continuing
education'. The concept of learning through life has been termed 'lifelong education' and
has gained a new popularity in the 1990s as 'lifelong learning'. Many of the perspectives in
these areas of adult learning have a concern for the extent to which experience contributes to learning and these ideas are discussed in the next chapter which considers the perspectives associated with personal development.

Summary of Perspectives from the Education Viewpoint

There is diversity within education because of differences in type of institution and provision, different levels of provision with significant implications for accredited programmes and differences in philosophical perspectives in approaching learners which is most evident in the extent to which there is recognition of learning from experience. Practitioners in this cluster of practice are usually attached to an institution and practice within frameworks which have developed to enable progression of learners through levels of understanding of disciplines, with the possibility of gaining nationally approved accreditation at each level. Such frameworks have long timescales and are slow to change, which may cause some frustration if practitioners find themselves anxious to align with changes they recognise in the environments in which they practice.

There have been successive movements within the world of education which have accommodated shifts of viewpoint and these have been described as different approaches to understandings of the curriculum. Different curricula which can be identified include Classical, Romantic, Vocational, and Integrated. Management education and development reflects all of these curriculum approaches in different aspects which confirms its diversity and there are examples of collaboration and proposals of ways in which more integrated provision might be achieved. The implications of integration are shown to be more complex than they initially appear and are linked with hopes that more coherent provision might be made as both are concepts which are essentially perceptual and arise from assumptions that knowledge might be understood and built in a particular way.

Curriculum planning has traditionally been undertaken by educators but as purposes other than learning for learning's sake have been identified, others have become involved in planning and sometimes have a powerful political or funding influence. If those who plan curricula are not aware of the implications of the choices they make or the range of options from which choices might be made, the curriculum designed may lose educational strength. In management education and development adults are involved and it is appropriate to recognise the extent to which experience contributes to adult learning. The theoretical perspectives offered by adult education raise a range of issues which are not always considered in management education and development, including the influence of motivation on managers approaching learning, the aspects of adult learning which differ from situations in which children are learning, the implications of the need to learn and the
consciousness of self and others, the cultural environment and the range of styles which can be identified in learning from experience.

Educators in management education and development differ in the extent to which they recognise or are concerned about these different issues. Many practitioners in management education and development are not educators, coming instead from other disciplines or from the practice of management. Many of those working in fields of studies which provide theoretical material used in management education and development come from disciplinary backgrounds other than education. There is therefore a danger that the issues raised in the discussion of the difference between a curriculum for management education and development and programme planning in this area are not well understood or recognised as significant. If the programme planning approach is the only way of addressing this field of education there is a danger that the core values of education will be lost. This would not be seen as important if these core values are not recognised as bringing a concern for broader understanding of the development of ways of interdependent living, not only ways of managing organisations in competitive environments. A greater concern is that if the determination of programme planning is solely in response to the demands of those funding programmes, there would be nothing to prevent the education of managers becoming a way of developing a new group of highly skilled oppressors, able to act in ways which oppress other staff and reduce the humanity of the organisations in which they wield power. Suggestions proposed to avoid this situation developing include a proposal that the education and development of managers should focus more on development of the individual in the role of manager. The potential social responsibility of managers and management is a concern which becomes particularly significant if managers are enabled to support the learning of others and the learning of organisations. The following chapter discusses the perspectives of those who approach management education and development as personal development, seeing the manager as a person who has to learn to accommodate the role of manager in their complex lives, developing the appropriate abilities and developing understanding of the implications of the actions they take as managers.
The Personal Development Cluster of Practice

The second cluster identified in the field of management education and development is that of practitioners whose focus is on developing the whole person rather than one aspect of a person's capability or performance. This group of practices includes those using person-centred approaches, self-development, therapies which link with well-being, self-managed learning, learning communities, and approaches to understanding more about interpersonal issues in team roles and leadership. This cluster of practice emphasises a view of managers as people in a particular role which may make demands on them for which they can be prepared through personal and management development.

Practitioners who work with these concerns come from a wide range of backgrounds. Many have developed this focus from previous practice in more traditional areas of education, particularly those who have been concerned with making education more accessible to groups who have been disadvantaged or alienated in some way. These practitioners may have worked in traditional FE or HE, may have been linked with adult learning, youth work, the literacy movement, or may have been in training organisations working with initiatives to reduce unemployment by developing work skills. Some practitioners in this cluster have backgrounds in psychology or psychotherapy and many draw from that domain of theory and practice. Practitioners in this cluster who focus on management development often have links with both traditional education provision and with workplaces and with training and development managers in organisations. Some work with both individual development and organisation development. This section will consider the particular concerns brought to management education and development and some of the issues raised in organisation development from this perspective, as roles of managers are central in development of organisations.

The Cultural Context of Learning

There are many contextual features which influence the extent to which adults are able to distance themselves from the culture in which they learn. In management development there is always a tension between the extent to which managers are being trained to conform and the extent to which the purpose is to free them from the restrictions of thinking within a cultural context, which might lead them to question assumptions of the culture. Jarvis (1983, 4) noted that culture is 'transmitted' to the individual as a process of socialisation consisting of many teaching and learning interactions both formal and informal and that
Lawton (1973, 21) regarded the curriculum as a selection from culture. Conflicting aspects of culture may stimulate learning. Mezirow proposed that learning results from an individual recognising a disjunction in which their constructions of reality, which are usually re-inforced by their day-to-day experience, are instead challenged by something which clashes rather than resting in harmony. In addressing this disjunction learning takes place as the individual reassesses his or her constructions of society and reassembles the new pattern. Mezirow's model has ten stages:

1. a disorientating dilemma
2. self-examination
3. critical assessment and a sense of alienation
4. relating discontent to the experiences of others
5. exploring options for new ways of acting
6. building confidence in new ways of behaving
7. planning a new course of action
8. acquiring knowledge in order to implement plans
9. experimenting with new roles
10. re-integration into society

(cited in Jarvis, 1983, 103)

Jarvis pointed out that this is not necessarily a sequence and the speed of progress through the stages may differ and people do not always learn or develop from their experience. Mezirow viewed this sequence as a maturity gradient which he regarded as a form of emancipatory learning, freeing "from libidinal, institutional or environmental forces which limit our options and rational control over our lives but have been taken for granted as beyond human control" (Mezirow, 1981:5. cited in Jarvis, 1983, 104). Reflection and challenging of assumptions is central to this process.

Mezirow proposed that there are different types of reflection and offers seven categories:

1. reflectivity: awareness of specific perception, meaning, behaviour
2. affective reflectivity: awareness of how the individual feels about what is being perceived, thought or acted upon
3. discriminant reflectivity: assessing the efficacy of perception
4. judgmental reflectivity: making and becoming aware of the value of judgments made
5. conceptual reflectivity: assessing the extent to which the concepts employed are adequate for the judgment
6. psychic reflectivity: recognition of the habit of making percipient judgments on the basis of limited information
7. theoretical reflectivity: awareness of why one set of perspectives is more or less adequate to explain personal experience

(cited in Jarvis, 1983, 105)

According to Jarvis, Mezirow maintains that the last three are most likely to occur in adulthood rather than childhood and that the final one is essential for perspective
transformation. As Jarvis points out, this leads to a presumption that there may be a link to ageing and increasing of the individual's stock of knowledge, particularly the self-knowledge developed through the sequential re-framings. This detailed proposal of categories of reflection adds a great deal of clarity to the possibility of understanding more about the learning process and some of the issues involved in supporting adults in learning. These issues are of particular importance in management development as individuals struggle to re-frame their understanding of settings in continuous change.

Development and Learning

The term 'Management Development' is widely used and implies sequential development with some sort of growth of practice and understanding. Mumford suggests (1989) that there are three dimensions grouped as management education, management training and management development, and that management development might be understood as a third of a 'tripod' of processes or that it can be seen as a totality with the other aspects as being only a part of something more holistic. This suggestion is close to the concept of clusters proposed in the initial stage of this research in its sense of different views of a manager and different imperatives in addressing learning.

Cross (1981) brings together much of the relevant theory in a model where chronological age is linked to characteristic events of each stage of life influencing what adults might choose to learn:

Adults in their early 30s, who are searching for stability, have different learning tasks from those in their late 50s; but they also have a different stance. The young learner's (age 29 - 34) concern about order and setting long-range goals suggests a fairly aggressive search for goal-specific education, a willingness to compete in order to "make it," and perhaps a willingness to conform to certification and degree criteria in order to advance career goals. One message ... is that educators would approach the young aggressive learner quite differently from the older learner in the mellowing phase (age 57 - 64) who would be expected to be turned off by competitive education, who might be more interested in analytical discussion than in acquisition of new information, and who would most likely be less interested in conforming to externally imposed regulation in the interests of having the learning accepted by others.

(Cross, 1981, 174-176)

The concepts of developmental stages are more widely used than chronological ages. Cross cited Loevinger's proposal of stages in ego development, the way in which people view themselves and their relationships with others. These stages have particular characteristics which Loevinger groups as impulse control and character development, interpersonal style, conscious preoccupations and cognitive style (Loevinger, 1976, 22-24, cited in Cross, 1981, 178/9).
In relation to education, Cross suggests that at the lower level stages of ego development people view education "as a thing that one gets in school and then has"; at the 'Conformist' stage education "is interpreted as school attendance and is valued primarily for its practical usefulness."; at the 'Conscientious' stage people begin to view education as an experience that affects the inner life; its importance lies in its stimulation and potential for enrichment, and it has value for society as well as for individuals and at the 'Autonomous' stage education is seen as leading to creativity, self-fulfilment, and deeper values; it is viewed as an on-going process.

(all from Cross, 1981, 177)

It may be significant that in management development the emphasis on development is rarely explicit about what is to be developed and how. If individuals enter management education and development at a variety of these stages there may be an implicit intention to support their development through successive levels to the 'Autonomous' stage. The expectation of 'practical usefulness' is common in management education and development, but groups who work together intensively often develop recognition as described in the Conscientious stage and self-directed approaches to learning which align with the Autonomous stage.

Perry (1970) also developed a hierarchy of developmental stages explicitly related to perceptions of education linked to intellectual and ethical development:

1. The student sees the world in polar terms of we-right-good vs. other-wrong-bad. Right answers for everything exist in the Absolute, known to Authority, whose role is to mediate (teach) them...
2. The student perceives diversity of opinion, and uncertainty, and accounts for them as unwarranted confusion in poorly qualified Authorities or as mere exercises set by Authority "so we can learn to find the answer for ourselves."
3. The student accepts diversity and uncertainty as legitimate but still temporary in areas where Authority "hasn't found the answer yet." ...
4. The student perceives legitimate uncertainty (and therefore diversity of opinion)...or discovers qualitative contextual relativistic reasoning as a special case of "what They want" within Authority's realm.
5. The student perceives all knowledge and values (including Authority's) as contextual and relativistic and subordinates dualistic right-wrong functions to the status of a special case, in context.
6. The student apprehends the necessity of orientating himself in a relativistic world through some form of personal Commitment (as distinct from
unquestioned or unconsidered commitment to a simple belief in certainty).

7 The student makes an initial Commitment in some area.

8 The student experiences the implications of Commitment and explores the subjective and stylistic issues of responsibility.

9 The student experiences the affirmation of identity among multiple responsibilities and realises Commitment as an ongoing, unfolding activity through which he expresses his life style.

(adapted from Cross, 1981, 180)

As in other developmental models, this moves from consciousness of absolutes and expectation of simple relationships through recognition of diversity and into finding a position within complexity. These stages are significant in the education and development of managers as any of these positions might be expressed by individuals. There are often people who start from the perspective that the teacher is the authority and is right because they are appointed to that position. It is sometimes only when that opinion is challenged by other group members that the thinking of the group progresses through these stages. In groups which work together for a series of events, for example, a learning set, the discussion frequently brings members to the ninth stage in this model, where all recognise the diversity of opinion but are comfortable in taking a position and contributing to the community of learners.

Cross also made use of a psychological model which focuses on stages of moral development, judgements about what is good or bad. Level 1 is a Premoral stage where the individual neither understands rules nor judges good or bad in terms of rules and authority. Good is what is pleasant or exciting, bad is what is painful or fearful and there is no notion of obligation. At Level 2, the Preconventional Level the individual is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels in terms of either the physical or the hedonistic consequences of action (punishment, reward, exchange of favours) or in terms of the physical power of those who enunciate the rules and labels. Some management approaches are simplistic in proposing that people are motivated by penalties and rewards. Many adults might be expected to have progressed to the later stages:

**Level 3. Conventional Level**

At this level, maintaining the expectations of the individual's family, group or nation is perceived as valuable in its own right, regardless of immediate and obvious consequences. The attitude is not only one of conformity to personal expectations and social order but of loyalty to it, of actively maintaining, supporting, and justifying the order and of identifying with the persons or group involved in it. This might be apparent in two stages;
Good behaviour is that which pleases or helps others and is approved by them.

Right behaviour consists of doing one's duty, showing respect for authority, and maintaining the given social order for its own sake.


Some managers operate at these levels in setting and judging the performance of themselves and others. This is essentially the conforming management position, where the role is perceived as guarding the status quo and ensuring that the stability of the organisation is not unbalanced. This is not a strong position to maintain when organisations are competing in turbulent environments and management of change is necessary. Speed of change has brought continuous change in organisations and managers who are only able to make judgements against a model of the current practice and expectations will not be ones who can lead the organisation through uncharted waters.

**Level 4. Post-conventional, Autonomous, or Principled Level**

At this level, there is a clear effort to define moral values and principles which have validity and application apart from the authority of the groups or persons holding these principles and apart from the individual's own identification with these groups. Again there are two stages:

Right action tends to be defined in terms of general individual rights and in terms of standards which have been critically examined by the whole society. There is a clear awareness of the relativism of personal values and opinions and a corresponding emphasis upon procedural rules for reaching consensus.

Right is defined by the decision of conscience in accord with self-chosen ethical principles appealing to logical comprehensiveness, universality, and consistency. These principles are abstract and ethical...universal principles of justice, of the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons.


This level emphasises the climate in which public decisions are made, the agreement in committees, the ethics which may be discussed when decisions must be made which are expected to provoke public scrutiny. Managers may avoid taking responsibility for the morality of decisions and actions by compliance with company policy or procedures, claiming conformance with a prescribed set of values. However, there are frequently decisions to be made which do not fall within the clearly defined circumstances for which policies have been written and for which managers may find little guidance in custom and practice. In these areas the manager's own understanding of morality and ethics becomes significant in contributing to the quality of decision making. These later stages of the model are ones which are increasingly required of managers working in the public domain where accountability is demanded and justification required to support announcement of decisions. This level of sophistication is particularly required in public service management.
where decisions affect lives of individuals and communities. Management education and development programmes may increasingly include explicit reference to ethical issues.

**Learning and Teaching**

Practitioners whose experience began in traditional education settings often find their first encounter with personal development challenging in terms of traditions of authority and power. When practice is considered as a social activity in a social setting the position of the teacher or tutor has a wide range of implications.

For some, the role of teacher is a simple one of selecting what should be learnt and transmitting the appropriate material to the learner as in Gagné's model (1977, 285, cited in Jarvis, 1983, 75) which is widely used by teachers to link learning with instruction. This proposes that there are different phases to learning which have a sequence and which can be assisted by the teacher at each stage by choice of an appropriate instructional event. This model assumes a linear sequence in learning and a teacher's role which takes responsibility for the timing and phasing of learning, the selection of objectives, the motivation of the learner and elicitation of appropriate behaviour, assessment of the learning and provision of feedback. The sequence of phases is widely used as a psychological description of distinct phases in learning, with systems terminology similar to the previous use of "transmitting" and "receiving" information. If these notions are linked together, the sequence becomes:

Transmission – perceive, code, store in memory, retrieve, transfer – respond, reinforce.

Some of these activities take place within the learner and some depend on external stimulus or response. In more simplified terms, the learner perceives something which he or she notes, stores in memory and later retrieves and uses which elicits feedback. Written in this way, the focus is on the learner rather than exploring the source of the transmission which caused this reaction. This highlights a particular problem with the notion of transmitted messages which lies in the active nature of transmission. The learner can perceive something noteworthy as potential learning without any force having directed this notion, without any deliberate transmission. The learner has a range of senses through which perception can take place and if learning can result from perception then deliberately transmitted messages from the ambient culture are only one potential source of learning.

The teacher may help the learner by stimulating the phases of learning but often makes the choice of messages to transmit and may embody the culture from which the teacher originates. If the teacher is to be a role model for the learner there might be value in recognising and using this model of teaching and learning, but if the teacher and learner are
only linked by a focus on a particular learning issue, all these contextual messages become a potential interference in the learning process. In management education and development this model is one familiar in training events and the transmission of a particular culture may well be part of the purpose.

The relationship between those in roles as teachers and those in roles as learners can be very complex in adult learning settings. Some of the issues concern power and influence. There are similar but opposing concerns about the extent to which a teacher can be and should or should not be subversive in respect to actual or implied authorities. There are issues relating to the power invested in the role of a teacher and the influence a person in that role has over a learner. There are another group of concerns about the processes and content of learning and the extent to which teachers and learners interact or do not interact to negotiate these. These concerns link with philosophical approaches to the nature of knowledge and how it is obtained and potentially different ideas about the abilities and responsibilities of potential teachers and the rights and responsibilities of learners. The discussion of different types of curriculum and different notions of what a curriculum consists of indicated the breadth of possible positions both learners and teachers might take. Some of the developmental models indicate stages and ages at which there are particular learning concerns. The context of learning is known to be important in its widest sense of the context of a society and culture and in the sense of a particular setting for a learning event.

A simple model of a relationship between adult learners and adult teachers is that of an expert showing someone who is not expert how to become one. One perspective of the role of a teacher of adults is that the teacher should introduce the adult learner to areas of learning as yet unfamiliar to the learner. Lawson (1979, 89) suggested that learners could not be involved in choice of learning goals because until they had learnt they could only partially comprehend the potential choices. This attitude links a deficit model of education, a model in which the learner is to be filled with the missing knowledge by a teacher who has it to give, with a hierarchical approach to the learning setting and the superior knowledge of the teacher. This picture of the relationship between learner and teacher rest on particular assumptions about knowledge and particular values and beliefs about education:

Traditionally, the educator's authority and his right to exercise authority derives from his mastery of an area of public knowledge of which he is a representative. Without such an external frame of reference the concept of education as we know it is rendered meaningless because the whole enterprise is rooted in the belief in an objective knowledge beyond the opinion and prejudice of any single individual.

(Lawson, 1979, 89)
However, the belief that there is something which could be recognised as 'objective knowledge is in itself a problem. Objectivity is questioned by anyone who believes that all attitudes, opinions and claimed knowledge emerge from individuals who are essentially subjective in that they each have a range of unique understandings developed from their personal perceptions and so cannot be considered to be capable of objectivity. Concepts of 'knowledge' are also problematic although Lawson implicitly links knowledge to a disciplinary framework in which it may be seen as established by a majority agreement and tradition, propositions which receive support and have not been challenged in a way which causes rejection and replacement with a new model. If a view of knowledge is taken which accepts that it is individual and transitory, basing the authority of the educator on ownership of knowledge dooms the role to being transitory and potentially redundant.

The Teacher as Facilitator

Carl Rogers has been influential in shaping the thinking of educators concerned with student-centred learning and used the term 'person-centred' in working with adults. His alignment is centred on therapeutic settings and he proposed that the performance of an individual in the role of the facilitator depends on their possessing significant attitudinal qualities: realness or genuineness, non-possessive caring, prizing, trust and respect and empathetic understanding and sensitive and accurate listening (Rogers, 1969, 106 - 126). He suggested how these might be demonstrated in a person-centred learning setting:

• The precondition is: a leader or a person who is perceived as an authority figure in the situation is sufficiently secure within herself and in her relationship with others that she experiences an essential trust in the capacity of others to think for themselves, to learn for themselves. She regards human beings as trustworthy organisms. If this precondition exists, then the following aspects become possible, and tend to be implemented:

• The facilitative teacher shares with the others – students, and possibly also parents or community members – the responsibility for the learning process.

• The facilitator provides learning resources, from within herself and her own experience, from books or materials or community experiences.

• The student develops her own program of learning, alone or in cooperation with others.

• A facilitative learning climate is provided. This climate may spring initially from the person who is the perceived leader. As the learning process continues, it is more and more provided by the learners for each other. Learning from each other becomes as important as learning from books or films or work experiences.

• It can be seen that the focus is primarily on fostering the continuing process of learning. The content of the learning, while significant, falls into a secondary place.

• The discipline necessary to reach the student's goals is a self-discipline and is
recognised and accepted by the learner as being her own responsibility. Self-discipline replaces external discipline.

• *The evaluation of the extent and significance of the student's learning is made primarily by the learner*, although this self-evaluation may be influenced and enriched by caring feedback from other members of the group and from the facilitator.

• *In this growth-promoting climate, the learning tends to be deeper, proceeds at a more rapid rate, and is more pervasive in the life and behaviour of the student than is learning acquired in the traditional classroom.* This comes about because the direction is self-chosen, the learning is self-initiated, and the whole person (with feelings and passions as well as intellect) is invested in the process.

(Rogers, 1969, 188/9)

This approach to the learning setting puts knowledge as content in a secondary place with the process of learning as the focus. To this extent it abandons any concept of the teacher being the expert in the setting because of their disciplinary, subject knowledge but reinstates the teacher role as the process expert, not in making all the decisions but in setting a climate in which decision-making can be shared. Although this approach may seem to be as logical as Rogers suggests, there are some difficulties in expecting all the process issues to flow automatically from the strength of trust the facilitator has in others being able to think and to learn for themselves. There are many reasons related to social conditioning and expectations of learning settings which restrict individuals in adopting the attitudes described by Rogers. John Heron delves deeper into some of these issues. He recognises the authority vested in a facilitator by virtue of their cognitive, disciplinary, knowledge, and also suggests that there may be elements of charismatic power. In management education and development the power might be evident in other ways, for example, hierarchical positions, organisational influence or power over resources.

**Political Issues in the Teacher / Learner Relationship**

Heron developed the simple polarity in teacher or facilitator style of directive / non-directive into "three political modes of hierarchy, co-operation and autonomy" (Heron, 1989, 11). In this context, Heron defined 'facilitator' as "...a person who has the role of helping participants to learn in an experiential group (Heron, 1989, 11) and who is normally formally appointed to the role. Heron also defined an 'experiential group':

*By an experiential group* I mean one in which learning takes place through an active and aware involvement of the whole person - as a spiritual, thinking, feeling, choosing, energetically and physically embodied being. This covers a wide spectrum: traditional therapy groups, sensitivity training groups, encounter groups, personal growth groups in a particular mode (such as psychodrama, co-counselling, bio-energetics, primal, Gestalt, transpersonal, etc.), interpersonal skill training groups for personal or professional development, management training groups, social action training groups, etc.

(Heron, 1989, 11)
Management groups are mentioned here and 'personal growth' and 'personal and professional development' are familiar concerns of management education and development. Heron's basic assumption is that there has been a change in the theory and practice of continuing education resulting in the recognition that "student learning is necessarily self-directed: it rests on the autonomous exercise of intelligence, choice and interest" (Heron, 1989, 12). This leads to a series of important premises.

If student learning is self-directed and autonomous then teaching is redefined as facilitation of self-directed learning. Even phrases like 'supporting the learner' or 'enabling the learner' may imply some degree of directive assumption on the part of the facilitator. Heron sees "How people learn, and how to bring about this process" as the focus of the facilitator's concern and identifies this with a shift in responsibilities with the primary responsibility resting with the self-directed learner and secondary responsibility resting with the facilitator.

If this basis is accepted, several implications flow from this re-positioning of teaching and learning and the centrality of the learner's autonomy. All the traditional roles of the teacher in deciding what is to be taught, deciding how this will happen, when and where, become aspects of learning which would be determined by the learner rather than the teacher. Even Heron's original definition of a facilitator becomes questionable if the learner is expected to accept all the potential choices which have resulted in learner meeting facilitator in some sort of formal arrangement. This example is indicative of the difficulties which emerge in linking Heron's theoretical approach to practice, particularly when this is in the context of thinking which has not accepted Heron's basic premise of the learner being autonomous. However, once a teacher has engaged in this thinking to the extent of questioning their practice it is important to consider facilitation styles.

Heron offers a framework of options for facilitation which sets out parameters of experiential learning and dimensions of the facilitation in terms of ways in which the facilitator can influence the learning process and ways in which the facilitator can handle decision-making within each dimension:

- **The planning dimension** - goal-oriented, aims and how to fulfil them - how shall the group acquire its objectives, its programme and its curriculum?

- **The meaning dimension** - the cognitive aspect of facilitation, participants' understanding of what is going on, making sense of experience, how to do things and react to things - how shall meaning be given to and found in the experiences and actions of group members?

- **The confronting dimension** - raising consciousness about the group's resistances to and avoidance of things it needs to face and deal with - how shall the group's
consciousness be raised about these matters?

The feeling dimension - the affective aspect of facilitation - the management of feeling within the group - how shall the life of feeling within the group be handled?

The structuring dimension - the formal aspect of facilitation, methods of learning, what sort of form is given to experiences within the group - how can the group's learning experiences be structured? Different ways in which participants will acquire knowledge and skills.

The valuing dimension - The integrity aspect of facilitation, creating a supportive climate which honours and celebrates the personhood of group members, a climate in which they can be genuine, disclosing their reality as it is, keeping in touch with their true needs and interests - how can such a climate of personal value, integrity and respect be created?

(adapted from Heron, 1989, 15)

There are overtones in these dimensions of many underlying assumptions; that meaning can and should be given in some way to the range of experiences, that the group should be made to confront aspects of its behaviour, that the group's learning should be structured and that a climate of personal value, integrity and respect should be created. If these things are decided in advance by the facilitator rather than raised with the group as potential dimensions of their experience, the facilitator has already taken a substantially directive role in deciding that the purpose of the group is to engage in some sort of learning. As Heron says;

"they are about the facilitator's purposes, about what he or she is seeking to achieve, with regard to various kinds of learning in the group...given that my purpose is to elicit learning through an effect on this or that dimension, how can I go about it? Each intervention intends to achieve a certain result in a certain way."

(Heron, 1989, 16)

It is conceivable that there will be a range of attitudes towards learning within any group and that in formally arranged management education and development groups there will often be some who have been pressed into participation rather than being willing volunteers. The agenda might have been determined by providers or purchasers and the participants may not be expecting to have significant influence over the proceedings. However, Heron identifies modes of decision-making as being at three levels;

the hierarchical mode in which the facilitator directs the learning process, does things for the group, leads by thinking for and acting on behalf of the group, decides objectives and programme, interprets and gives meaning, challenges resistances, manages feelings, provides structures and honours claims of authentic behaviour, takes full responsibility, in charge of all major decisions.

the co-operative mode in which the facilitator shares power over the learning process, manages the different dimensions with the group, enables and guides the group to be more self-directing, confers, prompts, helps group members to decide on the programme, to give meaning, to confront, shares own views as one among
many, negotiates outcomes, collaborates.

the autonomous mode in which the facilitator respects the total autonomy of the group, does not do things for them or with them but gives freedom for them to find their own way and to exercise judgement without any facilitator intervention, without reminders, guidance or assistance, they evolve their programme and give meaning, learning is unprompted self-directed practice. The responsibility of the facilitator is to create conditions within which people can exercise full self-determination in their learning.

(Heron, 1989, 16/17)

These modes are seen by Heron as dealing with the politics of learning, with the exercise of power in the management of experiential learning. Although it is useful to have this framework in dimension of facilitation and levels of decision-making, it is difficult to imagine that a group could be viewed as sufficiently homogeneous for this framework to be anything other than a framework for theorising about facilitation. In practice there would be concerns about the individuals who make up the group, the effects of these on each other and the relationships of individuals in the group with the facilitator. This model seems not to make use of what is known about group dynamics. There could also be external powers influencing the group learning setting, for example, determining some of the relationships or some of the outcomes as there so often are in management development settings. Even when individuals are free to determine the processes of the programme the outcomes may be pre-determined by requirements to be measured against a competence framework or description of required performance. The nature of the role of manager implies that choices in a developmental setting will not be entirely free as they will be workplace related and reflect the imperatives of the setting in which the individual seeks to develop.

Recognition of Experiential Learning

It is unlikely that the learning setting can be addressed fully if only the facilitator perspective is taken. Heron takes a broad view of experiential learning and talks of holism in course design. A holistic view sees the learner as whole person and expects the whole person to have to be involved in any learning. This means that learning is not seen as restricted to theoretical and applied intellect but also involves body awareness, feelings, attitudes, interpersonal relations, social and political processes, psychic and spiritual awareness. Heron groups these into:

Confluent education; the holistic, multi-stranded curriculum which attends - with differing degrees of emphasis (depending on the primary learning objectives) - to body, emotions, intellect, will, psychic and spiritual dimensions of the person.

Task-process integration; the interweaving of a concern for human process with a commitment to the external tasks of learning about the world and how to apply knowledge to it.

Experiential learning cycle; this cycle either grounds thought in practice and
encounter; or generates thought out of practice and encounter.

(Heron, 1989, 13/14)

This model is reminiscent of the three clusters identified in the early stages of this research, each of which has different purposes and different concerns. All recognise the involvement of the whole person in learning and the contribution made by experience. Heron's proposed four levels of experiential learning:

- **practical learning**: learning how to do something, acquisition of a skill, expressed in competent practice of the skill

- **conceptual learning**: learning about some subject matter, learning that something is the case, expressed in statements and propositions, the intellectual, verbal-conceptual level of learning

- **imaginal learning**: learning configurations of form and process, involves an intuitive grasp of a whole, as shape or sequence, expressed in the symbolism of line, shape, colour, proportion, succession, sound, rhythm, movement, the intuitive, image level of learning

- **experiential learning**: this kind of learning is by encounter, by direct acquaintance, by entering into some state of being. It is manifest through the process of being there, face-to-face, with the person, at the event, in the experience. This is the feeling, resonance level of learning

(adapted from Heron, 1989, 12/13)

He sees these levels as being distinct and informing, supporting and enhancing each other. He places them in a hierarchy in which the highest are dependent on ones beneath, i.e. practical learning is dependent on conceptual learning which is dependent on imaginal learning which is dependent on experiential learning. In this hierarchy learning is seen to happen in a sequence of encountering the world (experiential learning) and identifying patterns of form and process (imaginal learning) which become the basis for development of language and knowledge (conceptual learning) which is then applied in skills (practical learning). He calls this model 'manifold learning' but refers to the whole hierarchy as experiential learning. He maintains that although the levels are in this hierarchy because each level rests epistemologically on the previous one, it is possible to conceive of a formal learning cycle taking different routes through the four levels, reminiscent of the Kolb learning cycle. It is likely that in practice an individual learner might engage in any of the levels singly or in sequences involving more than one level. This suggests that these are not levels in a hierarchical sense but, possibly, categories.

Earlier Heron (1971) had proposed an epistemology which recognised three kinds of knowledge; experiential knowledge gained from direct encounter, practical knowledge concerning how to do something and propositional knowledge expressed in statements.
about things and theories. He added presentational knowledge (Heron, 1992) as the way in which we organise experiential knowledge into patterns which can be expressed in various forms, thus making a bridge between experiential knowledge and propositional knowledge. This raises the possibility that practitioners in management education and development might communicate more effectively about practice and learn ways of presenting the diversity more coherently if some attention was given to creating collaborative presentational knowledge.

There are many different interpretations of what 'experiential learning' might mean and groups with a similar perspective, called 'villages' by Warner-Weil and McGill, might not recognise groups with differing views:

each with its own values, assumptions and perspectives which were not necessarily shared by other villages:

1. Village One is concerned particularly with assessing and accrediting learning from life and work experience as the basis for creating new routes into higher education, employment and training opportunities and professional bodies.

2. Village Two focuses on experiential learning as a basis for bringing about change in structures, purposes and curricula of post-school education.

3. Village Three emphasises experiential learning as a basis for group consciousness-raising, community action and social change.

4. Village Four is concerned with personal growth and development and experiential learning approaches that increase self-awareness and group effectiveness.


There is evidence of all of these 'villages' in management education and development. Bodies concerned with management becoming recognised as something approaching a profession can be identified with Village 1 in their concern for recognition of management experience as the basis of entry to the Institute of Management and as credit towards postgraduate and post-experience awards. The Management Charter Initiative (MCI) was evidence of this concern and it was interesting how the MCI were able to use the energy of 'swimming against the mainstream' to establish the National Vocational Qualifications (NVQs) for Managers with an assessment service and accreditation entirely independent of Higher Education business schools who were very reluctant to engage in this method of recognising and accrediting practice. To some extent, this has overlapped with concerns of Village 2 as Higher Education business schools now frequently offer NVQs for managers and have developed admission requirements and assessment schemes to accommodate evidence of achievement through practice. The Village 1 and Village 2 concerns also appear in development of vocational curricula and are thus concerns of the curriculum for
The emphasis of Villages 3 and 4 are also familiar in management development in terms of the use of group work to develop understanding of group dynamics, leadership and development of individuals and groups. The concerns of Village 3 in encouraging exploration of consciousness-raising, community action and social change certainly exist in management development where there is an emphasis on organisational change and culture change within organisations. The interests of Village 4 are clear in approaches to management learning which emphasise self-management, self-development and reflective practice.

Mulligan and Griffin (1992) commented after a conference on experiential learning that the field may be particularly difficult to debate because of some reluctance on the part of practitioners to develop theory alongside their practice. They link this reticence with Brookfield’s identification of ‘the impostor syndrome’ amongst adult educators (Brookfield 1991) and suggest that experiential learning may be similar in that its non-traditional approaches represent strong challenges to formal education. They suggest that the mismatch of practice and theoretical writing about the practice:

...may also reflect a kind of anti-reflective, anti-theoretical attitude sometimes associated with experience-based learning and often attributed to a backlash against the overly theoretical, intellectual and abstract nature of traditional education, particularly at higher levels. However, it seems as likely that this stance is because of the inherent difficulty and complexity of the required reflective processes which enable experience to be transformed into learning. This view is borne out by the centrality attributed to reflective processes by several contributors to this volume as well as others writing in the field (cf. Brookfield, 1991 and Schon, 1983). Likewise, it is anticipated that this complexity will be reduced as advances in institutional adoption of experience-based learning forces the pace of development in processes of experiential learning and facilitator practice.

(Mulligan and Griffin, 1992, 18)

These observations may help to position the attitudes found in management education and development where managers and management organisations are sometimes antagonistic to formal management education and where educators and practitioners in management education and development dispute differences in practice. It is possible that some practitioners who use abstract theoretical approaches find the challenges of reflective practice as difficult as others find use of abstract theory.

Learning and Thinking

Another strand of practice which challenges traditional educational approaches is one which focuses on thinking as a component of learning, with the possibility of developing ways in
which people think. Traditional disciplines have always been concerned with developing ways in which students think, but in disciplinary terms this development is concerned with thinking as one of the disciplinary processes. In higher education phrases are used to describe desirable levels of thinking, for example, critical thinking, critical awareness and critical analysis. Thinking in these structured ways has been recognised as of economic importance (Brookfield, 1987,3) and is often one of the requirements employers have of managers.

Brookfield commented that:

There have been attempts to propose a new concept described as critical literacy (Kerovics, 1985) and to outline the foundations of a critical pedagogy (Greene, 1986; Livingstone, 1987) that would foster this capacity.

(Brookfield, 1987, 4)

He continued to detail some of the ways in which critical thinking might be described and recognised as development of logical reasoning abilities, application of reflective judgement, assumption hunting and creation, use and testing of meaning (Brookfield, 1987, 11). He cites Ennis (1962) who listed twelve aspects of critical thinking including analytical and argumentative capacities such as recognising ambiguity in reasoning, ability to identify contradictions in arguments and ability to ascertain the empirical soundness of generalised conclusions. Slightly later, D'Angelo (1971) had specified ten attitudes which he proposed were necessary conditions for being critical, including curiosity, flexibility, scepticism and honesty. O'Neill (1985) added the ability to distinguish bias from reason and fact from opinion and Halpern (1984) put these ideas in a context with the proposal that critical thought is a rational and purposeful attempt to use thought in moving towards a future goal (all cited in Brookfield, 1987, 11). Brookfield adds that:

Critical thinking is not seen as a wholly rational, mechanical activity. Emotive aspects – feelings, emotional responses, intuitions, sensing – are central to critical thinking in adult life. In particular, the ability to imagine alternatives to one's current ways of thinking and living is one that often entails a deliberate break with rational modes of thought in order to prompt forward leaps in creativity.

(Brookfield, 1987, 11)

This opens an interesting link between critical thinking and creative thinking which may also have connections with the concept of paradigm shift. These ideas were heralded in the early work of Habermas (1979) who proposed emancipatory learning as one of three domains of learning with the other two being technical and communicative learning. Educators have interpreted emancipatory learning in terms of learners acknowledging the forces that bring individuals to their current state and awareness of the opportunity to take action to change their responses to these forces. To Apps (1985, 151) this interpretation
...emancipatory learning is that which frees people from personal, institutional, or environmental forces that prevent them from seeing new directions, from gaining control of their lives, their society and their world.

(Apps cited in Brookfield, 1987, 12)

Another related concept is that of dialectical thinking which has a focus on the understanding of and resolution of contradictions. Dialectical analysis involves managing contradiction in all aspects of life, recognising the relative nature of issues and context and assumptions underlying formation of judgements. In dialectical thinking:

Change is regarded as the fundamental reality, forms and structures are perceived as temporary, relationships are held to involve developmental transformations, and openness is welcomed. Hence, we are involved in a constant process of trying to create order in the world – to discover what elements are missing from our existing ordering and to create new orderings that include these.

(Brookfield, 1987, 13)

These ideas are important for the development of managers who have a significant role in maintaining and developing organisations in which people live and work, settings which are recognised as being in constant change and in which management activity seems frenetic and fragmented. Critical thinking offers an approach to recognising and acknowledging assumptions underlying beliefs and behaviour which would then allow recognition of reasons for ideas and actions and opportunities to identify options and choices.

Whilst recognition of these ideas may be helpful to managers in offering a way of applying their intellect to the chaotic settings in which so many work, there is also a danger that for some such ideas about the nature of reality may be new and potentially frightening in the challenge to any assumption of stability and a single fixed reality and the challenge to many beliefs which individuals may hold. There are implications for the developer who brings such notions to their practice, Brookfield (1987, 31) noted that "Encouraging people to probe these assumptions, without taking them to the point at which this probing threatens their self-esteem, is a crucial task." Achieving this balance may be an important consideration for developers and an area of potential personal reflection.

The possibility of causing harm or increasing anxiety in managers in development settings must be considered. The issues raised in confronting beliefs are concerns of psychoanalytic therapists using cognitive therapy who link beliefs about views of the self, views of the future and views of the world as the 'cognitive triad' of domains (Beck, Rush, Shaw and Emery 1979, cited in Dobson, 1988, 274). These are used in therapy to help the therapist
and client to identify areas of concern that are involved in emotional distress with the assumption that these are related to concerns in one or more of these domains. In treatment of depression the beliefs of the client are framed as hypotheses and viewed from a distance as part of a process of attempting to move towards adoption of a different viewpoint. The process of changing viewpoints or even of recognising that there may be a range of different viewpoints is not necessarily either quick or easy for individuals.

However, it should not be assumed that developers will be the only influence in bringing such matters to the attention of managers as there is an extensive literature available about different ways of thinking, much of the material being very popular. Edward de Bono has published widely since the 1960s on lateral thinking, practical thinking and parallel thinking (1967, 1971, 1985, 1993, 1994 and others). Creative thinking (a summary of approaches in Henry, 1991) has a strong link with these concepts in the recognition of multiple realities as so much of creativity is connected with ability to make different interpretations and to see things differently, to identify and present new alternatives. There are many techniques used by developers to help managers to think more creatively, mostly approaches which can be used in problem identification and finding options for potential solutions and techniques which offer alternatives to aid decision making (summarised by Van Gundy, 1988). These techniques are drawn from a wide field and sometimes require participants to use their bodies and emotions to bring new insights, as in use of visioning techniques and deep relaxation with meditation. Management development is often concerned with development of flexible and creative thinking.

Another related aspect is the use of intuition in a management role. Many organisations and many managers expect decisions to be justified in rational and analytical terms, usually supported by some quantitative data. However, managers often admit to having made decisions on the basis of intuition. A common example is the sense some managers have of needing to check that everything is proceeding to plan and finding that there was a need for their attention. This might simply be that some managers are able to detect signs and symptoms of problems before they become so apparent that the manager’s attention would be drawn to the issues by someone else. Another example is in the choice of staff for a particular project or for employment. Many managers talk about how members of staff differ in their ability to grasp ideas, carry out collaborative work and respond flexibly and appropriately to unexpected demands. Some managers claim that they can tell how effective and able an employee or potential employee might be from how they make initial contact, their eye contact, handshake and bearing. Elaborate measures are taken to avoid the use of intuition in recruitment and selection, but some challenge the resulting choices as reflecting the least controversial and most acceptable rather than a choice which reflects the feelings of
the selectors, particularly if there was a will to take a chance over a possible weakness in order to choose a perceived strength.

If intuition is a sophisticated scanning ability which draws on experience, this is potentially an important quality in a manager. Some managers regularly discover potential problems at early stages by making intuitive checks on things which are not exhibiting problematic characteristics but which a manager's experience might suggest are reaching a potentially problematic stage. Similarly, some managers act when developments do not feel quite right although there is no hard evidence of problems developing. Some managers recognise their intuitive reactions but use other available evidence to develop better understanding of situations. Agor (in Henry, 1991, 163-176) found evidence that senior managers made more use of intuition than more junior managers, which may support the potential link of experience and intuition.

The process of critical thinking informed by intuition and use of evidence will also involve reflection, looking back and reviewing experience and projecting forward to anticipate future situations. Reflective thinking and reflective practice are closely linked to ideas of critical thinking but so, also, is the acquisition of a framework of knowledge about the settings and issues arising in the context of management practice. In 1994, Spender reviewed the extent to which management knowledge and learning had changed in response to the environmental changes experienced in global social, economic and industrial restructuring and concluded that:

...managerial knowledge is multidimensional in ways that cannot be covered by simple book learning. This is no surprise. But this is not a criticism of the kind of education that most business schools provide. It is important to study theory and to do the research that informs and develops that theory. Objective knowledge can clearly inform awareness, perception, diagnosis and practice, and its quality is vastly improved by following the canonical methods of science. But managerial knowledge comprises more than that. It covers the manager's ability to draw together different views in an inter-subjective compromise that reflects the identities of those involved and that of the organization being managed. It also covers the manager's ability to understand the social processes in which the organisational activity is embedded. Finally the manager requires a multidimensional self-knowledge which can be the basis of self-confidence in action, and the moral fiber to ensure ownership of the activity and responsibility for it with respect to others.

(Spender, 1994, 405)

The place of personal development in management education and development seems inescapable if managers are to be able to act with and informed understanding of the context in which their actions impact.
Self-development

One of the familiar aims of management development is to increase managers' abilities to develop themselves in terms of skills, experience and learning. In career terms, managers often prepare CVs to show achievements claimed in each successive post rather than the more passive claim of having held particular responsibilities. Opportunities to lead significant projects, to take on roles which are different from ones previously held, are seen as advantages because of the experience which may be claimed. Self-development is both inherent in such activities and essential to preparing managers to take new roles. Self-development is frequently a formal element of staff development programmes and partially reflects recognition of the limited success of systematic training approaches with detailed analysis of tasks, skills and needs which worked well where the tasks and skills were specific and repeated but was less useful for supervisory and management jobs:

Faced with complexity, variety and general 'unprogrammability', systematic training can be far too prescriptive. This is because it is narrowly defined in terms of the tutor's views of what is needed in terms of what is within the tutor's competence to deliver. While the programmes were well designed and delivered and the returning participants often evaluated them as 'enjoyable', very little seemed applicable in the messy world of practice. It is this 'transfer of training' problem, as it became known, that led to a change of focus - to the learner and the learning process rather than the trainer and the training process. Learner-centred designs such as action learning, self-development and self-managed learning became the primary vehicles for learning and development, began to gain in popularity.

(Megginson and Pedler, 1992, 2)

Thus practitioners from training backgrounds have followed a similar route to that followed by teachers who have become facilitators, but for different reasons. However, the different backgrounds may influence different perspectives on the theories and practices of learning and learner-centred approaches. The extent to which facilitation is relevant to self-development is an issue for those in training and development roles and there is a tension in the breadth of choice available to a self-developing individual:

Self-development means that learners take the primary responsibility for choosing what, when and how to learn. This implies the freedom of the individual to choose not to develop particular skills, knowledge or career directions at the behest of others. Such freedom, of course, carries with it the responsibility for the consequences of such choice.

(Megginson and Pedler, 1992, 3)

In fast changing situations individuals might risk not developing skills valued by their organisations if they are confident that different skills will be needed in the future. Managers are often very aware of their organisation's ability to sustain profitability and may be quick to identify personal development needs in a changing context. Megginson
and Pedler outline the steps that they suggest as a self-development route for managers:

- personal desire to learn - some dissatisfaction or discomfort with the present state
- self-diagnosis - understanding of why you need to change
- setting goals for self-development, ideally measurable ones
- take a risk, this is the shift from current state to new state and builds confidence
- design a programme to support you to reach the goals
- recognise the contribution friends and colleagues can make in encouraging and giving feedback
- keep on with the programme - stickability and perseverance
- assess yourself against the goals, leading to satisfaction and confidence in using the process again or dissatisfaction and a return to the beginning of the process

(Meggison and Pedler, 1992, 4-7)

As they point out, this sequence potentially leads to a lifelong activity of self-development. The emergence of interest in self-development raises increasing expectation of self-management:

This adds up to everyone exercising a greater degree of self-management, aligning their efforts with others through allegiance to corporate values and missions, rather than via the external regulation of job descriptions, management by objectives and hierarchical supervision. Information technology is speeding up this trend and distributing knowledge and awareness to make possible more self-responsible working, while sharpening the remaining need for supervision by taking away routine information collection and processing. This leads to a new definition of management in the 1990s.

(Pedler, Burgoyne and Boydell, 1994, 4)

Recognition of different emphases moves at different speeds in different sectors of business and in different types of organisation. Management education and development is often required to align with older traditions alongside raising awareness of different and emerging perspectives.

There has been an increasing interest in how organisations develop and the extent to which this relates to ways in which individuals learn and develop. In 1970 Donald Shon talked of organisations as potentially 'learning systems' capable of continual transformation (cited in Pedler, Burgoyne, Boydell and Welshman, 1990, 14). Later Shon developed these ideas with Argyris and described 'double loop learning' in which an organisation engages in learning systematically and applies the learning to change itself by challenging its current assumptions, norms and values, but they were unable to find an example of an organisation which did this (Argyris and Schon, 1978, 312). Continuous change of this nature runs counter to many of the accepted notions of good practice in organisations, for example, long-term strategic planning, financial planning, marketing planning and traditions of bureaucratic procedures. Garratt developed some approaches to a learning organisation (1987) and the team of Pedler, Burgoyne and Boydell presented a collection of ideas
relating to a concept of a learning company in 1991, recognising that it may be a dream and not immediately achievable:

The Learning Company is a vision of what might be possible. It is not brought about simply by training individuals; it can only happen as a result of learning at the whole organisational level:

A Learning Company is an organisation that facilitates the learning of all its members and continuously transforms itself.

This is the dream – that we can design and create organisations which are capable of adapting, changing, developing and transforming themselves in response to the needs, wishes and aspirations of people, inside and outside. Such companies will always be realising their assets without predatory takeovers; they will be able to flex without hiring a new Top Man; they will be able to avoid the sudden and massive restructurings that happen after years of not noticing the signals.

(Pedler, Burgoyne and Boydell, 1991, 1)

They suggest that three perspectives which are particularly significant in considering the development of companies are the ideas, the visions and images of the company, the life stage and stage of development of the company and the cultural and economic context in which the company exists. Although they propose that ideas are a strong force in shaping practice, they recognise that there are forces in both the life stage and the era which should be recognised. Organisations are recognised as having biographies similar to the biographies of individuals, therefore building experience which might be used as the material for reflective development but which might inhibit learning if unchallenged assumptions are embedded.

These ideas are not isolated or unrealistically idealistic. Many organisations have recognised a need to plan in a way which accommodates the complexity of organisational development in a fast-changing environment. Weisbord has developed an approach to strategic visioning and planning which has different characteristics from the traditional methods which he describes as 'Future Search Conferences':

...strategic conferences that embody learning, empowering, democratizing and partnering. All emphasise the search for common ground in a world increasingly fragmented and conflicted. I have gathered examples from around the world to lend credibility to the hundreds of people eagerly blazing this trail...I believe this paradigm, in the next 25 years, will replace conflict-management and problem-solving - the modes that served so many of us, and vice-versa, for the last 25.

(Weisbord, 1992,xii)

His approach involves bringing together individuals from all levels and areas of an organisation with representatives of its key customers and its key suppliers to consider together how their relationship might develop into a prosperous future. The steps they take
may spread over two or three days and involve sharing of perceptions, knowledge and ideas and visions, using a structure reminiscent of biographical reviews. The whole group share their perceptions of the past and the significant milestones in terms of the organisation, its environment and its individuals. They then analyse the present, bringing together all of their perspectives in recognising the external forces which shape the current conditions. They take time to discuss events of which they are proud and things which they regret, again in all aspects of the organisational and personal relationships, but they then agree to put the past behind them as a learning experience and to carry forward the values and characteristics that they agree should be part of the future. This leads to visioning the ideal future and planning to achieve it collectively. Weisbord gives a number of examples of the use of this approach in different organisations and in different countries, sometimes commenting on the outcomes after a period of time.

Proposals of this nature add to expectations of managers that they should be capable of carrying out change, through experiment and review, and able to draw learning for themselves and their organisations from their activities. These ideas are close to those which propose the manager as a participant researcher, a reflective practitioner always evaluating and re-evaluating practice and learning from reflection.

**Summary of Perspectives from the Personal Development Viewpoint**

This cluster of practices shares a view of management as one of the roles a person may take at a stage in their lives and approaches settings in which managers learn as developmental ones, involving both personal and management (role) development. There is diversity within this cluster, as there was amongst educators, because there are some groups of practitioners, for example, psychologists, who take more of a disciplinary view than a holistic approach which accepts multiple influences on the readiness of a learner to engage in development.

Theories about the nature of development include ones considering the extent to which the environment stimulates reflective learning, the extent to which age and developmental stage affect learning and the implications of stages in moral development. There are choices involved in relationships between learners and those who facilitate learning which are significant in their implications for the extent to which managers might be involved in making those choices. There are a range of different perspectives on experiential learning and different ways of thinking which emphasise the diversity within this cluster and the difficulties of collaboration when practitioners inform their practice from significantly different theoretical perspectives.
One way in which some integration has emerged is through self-development, which has become significant in management learning, partially because of the limited success of planned learning programmes. Organisations can be viewed as organisms similar to individuals in their capacity to learn and difficulties in learning, which brings together many different ideas about links between individual learners and the setting in which they learn.
Part Two - Chapter 6

The Business Cluster of Practice

This section considers the ideas which have developed through practice which has focused particularly on the performance of managers in the workplace. Practitioners in this cluster have a primary concern with the role of managers in ensuring that the work of the organisation is carried out effectively and efficiently and they tend to view the manager as a worker or someone whose activities are primarily concerned with 'doing'.

Many practitioners in management education and development carry out their practice in workplaces in the context of the business world, often describing their work as training and development rather than as education or learning as they rarely have strong links with the world of education. These practitioners are often in the functional areas of personnel management, human resource management or training and development and they may be managers whose roles only partially involve development of other managers. Training and development which takes place in the workplace is usually directly associated with the immediate demands of the job. Programmes include workplace inductions, health and safety, use of organisational computers and systems, use of financial systems, customer care programmes, training in operational aspects of work and training in roles. In junior positions team leaders and supervisors may receive some support to move into such roles and in more senior positions coaching and mentoring is common. Personnel and training specialists may offer management development programmes within organisations, for example, short workshops, projects, placements in other parts of the organisation and mechanisms which help individuals to reflect on their experience and achievements. Management developers within organisations may have links with education through supporting on-the-job learning linked with formal courses in educational establishments. These may include programmes for people entering work and gaining broad work experience, people in their early experience of supervision or management, people following educational programmes linked with sponsored organisational initiatives and people who have planned, and possibly paid for, their own personal development but who have support from their managers or organisations.

The influences on provision of management development within this perspective come from the traditions and developments within workplace cultures. These are primarily concerned with development of successful business and differ from educational perspectives because those are primarily concerned with development of education and learning. There are some common concerns because the business world has recognised
the importance of continuous learning in enabling workers to keep abreast of change and to respond to continuous improvement, and the education world has become more business-like in its dealings with other sectors. There are also common theoretical perspectives because many of the theories relating to organisational development have emerged through collaborative business and academic initiatives. However, the use of the theoretical perspectives often differs because the business imperative is to develop profitable business. Although actions are informed by theories these are often implicit within the organisational culture and the assumptions underpinning choices may not be challenged as discussion of theoretical perspectives may be viewed as delaying action. In educational settings the emphasis is on discussion of theoretical perspectives and the implications of choices made.

Although these different perspectives appear to offer a useful dynamic in providing the means of questioning strategic direction from a perspective which is independent of the business imperatives, the dynamic is frequently played out with participants at too low a level in organisations for them to influence choices and directions with significant impact. It is usually managers and leaders at lower levels in organisations who are engaged in studies in educational organisations. More senior managers and leaders rarely participate in time-consuming developmental activities and are more likely to choose development which is provided as exclusive to executives and without implications of schooling. At senior levels there are paradoxical aspects of relationships between knowledge and experience, applications of knowledge and development of new knowledge in practice when those who hold knowledge through study of activities relate to those who hold knowledge through development of activities.

The traditions of schooling and pedagogy which emphasise the expert role of teachers do not convert easily to accommodate recognition of expert practice, even when there is recognition of the adult nature of learners. Unlike professional education where professionals have engaged in studies as part of their professional development, managers have often risen to senior levels without disciplined or formal study. Their theories of practice have often developed through experience and are differently shaped by the extent to which they are conscious of learning from experience. Role models of leading managers are often people who are proud of having achieved without formal educational backgrounds or qualifications. Therefore there are significant sensitivities in the relationships between educational providers and those whose practice is embedded in business organisations.

Many of the practitioners in this cluster became management developers on the basis of
their personal management experience and their practice is based on these origins. Workplace practice has developed a range of ways in which managers are trained, developed and assessed and government initiatives to improve the success of British business have emphasised quality improvement approaches and incentives for developing different types of accreditation. The traditions of theoretical, political and strategic approaches to the practice of management have influenced workplace expectations of managers and thus expectations of management education and development, contributing to the development of diversity in this field. The variety is inescapable as there is no single view of what management is and how it should be practiced.

Variations in The Work of Managers

The way in which managers are viewed in workplaces varies according to the sector and the way in which work is organised within an organisation and different interpretations of what managers should do to be successful. Some studies of what managers actually do have been influential in our understanding of what management involves, particularly the work of Stewart and that of Minzberg. Minzberg's extended study of management activity revealed the fragmented nature of the management day and the degree to which managers respond to events rather than initiating them. He described the nature of the work as having ten roles, broadly falling into three categories, interpersonal, informational and decisional (Minzberg, 1973). His study was only of five managers but these themes are developed in many studies carried out by Rosemary Stewart. In her study of 160 managers in the 1960s she confirmed the fragmentary pattern of work (Stewart, 1991, 5), but she suggests that this may arise partly from choices made by each manager and that many choose to work in a whirl of activity. She confirms that interpersonal relationships consume a large part of the time available, talking with and listening to other people. She suggests that this might have increased as managers have to introduce frequent changes. Linked with the number of conversations is the networking carried out by managers. Sayles's and Kotter's studies (cited in Stewart, 1991,5) showed that managers network because they are dependent on a large number of contacts to carry out their work. Kotter's description of networking indicates other concerns:

The GMs (general managers) developed these networks of cooperative relationships using a wide variety of face-to-face methods. They tried to make others feel legitimately obliged to them by doing favours or by stressing their formal relationships. They acted in ways to encourage others to identify with them. They carefully nurtured their professional reputations in the eyes of others. They even manoeuvred to make others feel that they were particularly dependent on the GMs for resources, or career advancement, or other support.

(Kotter cited in Stewart, 1991,5/6)
The political nature of these activities is evident. As Stewart points out, the well argued analytical case may not attract the support it appears to deserve as organisational life demands enlisting support and presenting cases attractively, potentially engaging in "lobbying, intrigue and misrepresentation, which are all political methods."

Stewart comments usefully on the different levels of management and the implications of these for development of managers at each level. In the first managerial job she suggests that the major concern is not the development of competence which is currently considered important, but "learning to think, feel and value as managers" (Hill cited in Stewart, 1991, 7). Hill's study in the USA identified four aspects of becoming a manager; learning what it means to be a manager, developing the ability to judge others, learning more about themselves and learning how to cope with stress and emotion. The first is distinctly something managers have to learn to do, the second is common to many professional areas of work and the last two are part of maturing. In the second level identified by Stewart, managers manage other managers and become more distant from operational action. At this stage they are likely to have responsibility for developing these managers and recognising the different issues raised in management style by different personalities with different backgrounds. In these middle positions she suggests that there may be frustrations in feeling removed from the detail and activity of the operational work and from being separated from former specialist areas. The compensation may be the promotion itself and the recognition that implies and the wider view of the organisation and its business. In the most senior positions she identifies some new challenges. One of these is the likelihood of managing functions with which the new senior manager is not familiar and the development of skills to manage the expertise of others. Other issues may be increased loneliness, especially at Chief Executive level, and the increased stress of managing the range of the organisational business and frequent change. She also comments on the stages within any level which begin with learning the job and addressing the immediate issues, progress to recognition of less obvious aspects of the job and lead to familiarity (although with potential frequent change) and the danger of boredom and lack of further learning.

Stewart points out that different people in apparently similar management jobs carry them out very differently. She suggests that this is because in these similar jobs there is a core of demands which are common and must be done, often in prescribed ways. Similarly, there is an outer boundary which constrains the job and defines its outer limits. Between the core and the constraining barrier there is room for choice and it is here that managers may develop individual interpretations of their jobs. She proposes that the task of management is to obtain commitment, to provide the conditions in which people will want to work (Stewart, 1991, 46). This reflects a view of management in which motivation and
leadership is the main concern which carries the danger of ensuring excellent working conditions and a motivated workforce but failing to be sufficiently flexible and adaptable to stay in business. She suggests that influencing is an important management activity in terms of attracting support from all levels to help managers to achieve objectives and identifies leadership and commitment as significant aspects of the ability to influence.

Implications for Development of Managers

If the studies of what managers do are used as an indication of what managers should do, there are direct implications for the development of managers as Mumford points out:

...all the research on what managers actually do points in the same direction. Their work is carried out at a hectic pace, it is fragmented, it is more likely to be intuitive and responsive than rational and reflective. Perhaps the most important of all, what managers actually need to be able to do is more likely to be specific and contingent than easily generalizable.

(Mumford, 1989, 24)

He is dismissive of development programmes which are concerned with ensuring that managers learn theoretical models of management because he accepts the evidence describing how managers appear to work as a single 'reality'. This is problematic as all activity must be informed by some theories about potential outcomes and choices cannot be made unless individuals are aware of options. However, his uncritical standpoint leads him to propose priorities:

Management development ought, then, to be based on:

• a wide view of development processes, accepting the reality of the ways in which managers will learn
• the relatively disorganized reality of managerial work, as compared with the neatness of classical management theory
• the particulars of what managers have to do in specific jobs within different kinds of organization

(Mumford, 1989, 25)

He comments that this proposal is not intended to suggest that managers should not be encouraged to be more thoughtful, reflective and systematic about their work, but that the style in which their work is normally conducted should not be ignored in planning development for managers. He emphasises a view that management is about doing things and ensuring that others do things rather than about acquiring knowledge. It is, in his view, possibly about the application of knowledge, but the priority is the implementation of effective action. Mumford's position is weakened by his acceptance of descriptions of management work as providing a sufficient model for how managers should work. Others suggest that there are alternative models of management work and that there should be
attempts to develop managers to work differently and better and to develop new skills for
the future needs of organisations.

Evaluation of the effectiveness of management development is a difficult area for a variety
of reasons. It is often claimed that differences in performance and in the outcomes of
management activity take some time to become evident. Programmes are often evaluated in
terms of whether they were carried out as promised, which has little relationship with
whether they influenced change in management practice. If the purpose of programmes is
clearly specified there are often difficulties in measuring improvement in individual
performance, particularly if there was no attempt to establish a measurement before the
developmental intervention. Mumford comments that his own and other research (Easterby-
Smith, 1980 and PA Consultants in 1986) suggests that there is little evidence to suggest
that formal management development programmes improve management effectiveness
(Mumford, 1989, 95). It should not be assumed that this lack of evidence leads to a
conclusion that management development is a waste of money as other factors are involved
and the evaluation problems may be partly linked with the difficulties in establishing clarity
about the nature of management effectiveness.

Hales (1993, 3) points out that studies of the kind made by Minzberg and Stewart may be
deceptive as they are primarily concerned with observable management behaviour rather
than recognising the complexity of the activities and their place as part of the purpose of the
management process.

The Practice of Management

Hales proposes that management includes taking responsibility for work in terms of its
purpose, progress and outcome, and that this is achieved through viewing work in terms of
looking forward at what will happen, reflecting on what is happening and looking
backwards at what has happened. In this view, as Hales accepts, he casts managers as
proactive agents rather than as people reactive to their conditions. He expands these ideas
into identifying five distinct elements which are linked and intertwined:

1. Deciding / planning what is to be done, and how.
2. Allocating time and effort to what is to be done.
3. Motivating, or generating, the effort to do it.
4. Co-ordinating and combining disparate efforts.
5. Controlling what is done to ensure that it conforms with what was intended.

(Hales, 1993, 2)

As he acknowledges, these elements are similar to the 'classic' concept of management
proposed by Fayol as early as 1916 (published in English in 1949, discussed in Pugh and
Hickson, 1989) which identified key aspects as forecasting/planning, organising, commanding, co-ordinating and controlling. In Hales' view the differences between his model and that of Fayol are significant. He views forecasting as implicit in planning and decision-making as a distinctly separate activity. He also uses the term 'motivating' instead of 'commanding' which he sees as only one of many potential ways of motivating. His third distinction is that he has used the term 'allocation' to describe Fayol's process of dividing and distributing work as this then allows the use of the word 'organising' for the activity which brings all the elements together into a sequential process. His criticism of the approach taken by Minzberg and by Stewart is that the observable behaviour of managers is a small part of the whole process of management, indeed, that management is a process rather than a series of activities, but that only the activities had been considered in their studies. This is an important distinction because the words manager and management are used to mean different things in different contexts, as he points out earlier:

In its English usage the term 'management' denotes, inter alia: an organisational function, an organisational stratum, an occupational group, an organisational process, an interpersonal process and an intrapersonal process (self-management), each with their own associated body of knowledge and set of skills. The term is employed as both noun and verb, descriptively and normatively, approvingly and pejoratively.

(Hales, 1993, 1)

This distinction is useful in beginning to identify some different perspectives and thus potential different expectations of managers which may be responsible for some of the undeclared assumptions which bedevil management education and development. As Hales points out, when management is viewed as a process it is a result of historical development and a social activity more than a discrete function carried out by those charged to be managers. In this wider interpretation, management involves interaction with other individuals and groups and activity which has political aspects in its desires to modify behaviours in pursuit of outcomes (which may not correspond with original plans and intentions).

The sequence of the management process is complex in the way it has frequently been interpreted in practice. Hales provides a very useful analysis of the divisions which have traditionally arisen due to exercise of ownership in the process. The first scenario he identifies is one in which an agency external to an organisation own and provide the resources for the work which is to be carried out, so the external 'ownership' includes control of financial and material resources and control of the products of the work process. In this form of ownership there is less control (although there may be some restraints) over the way in which the work is carried out, the management of work. The second possibility is that the direction of the work process, not only the inputs and outputs, are the
responsibility of the owners and their agents. This is the case in private and state owned organisations where workers are employees selling their capability and capacity to employers (rather than the products of their labour to purchasers). In this case, motivation of employees becomes the responsibility and the potential problem of employers. Also, the responsibilities of owners and managers are combined, but are usually still referred to as management. There are other situations in which similar divides and fusing occur. Hales suggests, (1993, 6) that in organisations where there is a single owner or a partnership, owner and management functions are fused, but that if such organisations grow too large for this to be practical and workable, others are taken on as employees to manage some of the work whilst ownership remains with the original owners. Management structures become the framework through which the work is institutionalised. In essence, the ownership elements of management concern responsibility for material resources and the deployment of these to create valuable outputs and the management aspects are concerned with the investment in human resources through which to achieve the purpose of the work processes. The functions of planning and deciding, allocating work and resources, motivating workers to carry out the work, co-ordinating the work and controlling it to achieve its purposes are all management responsibilities.

These issues are important in acknowledging the extent to which management is currently defined as a particular set of functions and whether this is an inevitable result of the development of size and scale in working environments or a historical result of inequalities in socio-economic power. The difference in these viewpoints may be important for some practitioners in management education and development, if they have personal concerns for the development of democratic communities, or communities which respect their participants as much as is possible in the wider socio-economic environment. For educators this debate links with those concerned with emancipation through education, and to that extent it is significant that elements identified by Hales in this context concern access to information and the ways in which both influence and power are exercised. Similar issues are noted by educators in addressing the structural disadvantages faced by those unable to read and write in modern societies.

The Content of Managerial Work

Hales provides a useful review of the content of managerial work which further details the range of issues which rest within the domain of management work. He makes a comparison of the work of eight researchers (Hemphill (1959), Sayles (1964), Phreysey (1972), Minzberg (1973), Tornow and Pinto (1976), Stewart (1967, 1976, 1980, 1982), Kotter (1982) and Luthans et al. (1988) all cited in Hales, 1993) who have attempted to identify elements of managerial work and summarises the elements in common (although...
Acting as a figurehead or nominal leader of a work unit, representing it and acting as point of contact.

Monitoring and disseminating information flowing into and out of the work unit.

Negotiating with subordinates, superiors, other managers, other work units and outsiders.

Monitoring workflow by handling disturbances, solving problems and dealing with disruptions.

Allocating resources in the form of money, materials and people.

Directing and controlling the work of subordinates.

Forming contacts and liaising with others.

Innovating, by looking for new objectives and methods to improve the work of the unit.

Planning what is to be done and when.

(Hales, 1993, 12)

These elements include a mixture of observable activities and tasks which might be evidenced by completion but which would not necessarily be observable in all their aspects (for example, the thinking behind many of these activities is not directly observable and might not be carried out in clearly identified time). Time is an issue for managers when they are dealing with people in rapidly changing environments, which Hales also recognises in noting a number of studies which detail the urgency and complexity of the demands on managers (Sayles, 1964; Stewart 1980; Dalton 1959; Silverman and Jones, 1976; Golding 1980; Gowler and Legge, 1983; cited in Hales 1993). He summarises the evidence as showing frenetic activity in that it is:

1. Fragmented, comprising short, interrupted activities.
2. Reactive, responding to, rather than initiating, events and requests.
3. Exigent, concerned with ad hoc, day-to-day matters.
4. Negotiated, involving bargaining over the boundaries, content and style of work.
5. Eclectic, with rapid commuting between activities.
6. Thinking-in action, with decisions and plans developed whilst engaged in other activities.
7. Interactive, involving a high level of face-to-face communication.
8. Concrete, concerned with practicalities rather than abstractions.

(Hales, 1993, 14)

As he points out, this frenetic activity reflects the nature of the role in that it is concerned both with planning and overseeing a process to achieve outcomes and with responding to what actually happens, whether intended or unforeseen. Variations in the extent to which particular management jobs reflect either the common work elements or the frenetic activity relate to a variety of features including the balance of individual responsibilities and content, the extent to which a manager has choice in how the work is carried out, the number of other people with whom contacts are necessary, the degree of specialism or...
functional emphasis within the job, the level in the hierarchy, the size and structure of the organisation, the industry sector, the form of ownership and the national culture. In Hales' words, "the dispersion of the management function as a whole, and its horizontal and vertical divisions." (Hales, 1993, 15). This is an important point for developers of managers as it confirms that there is a limit to the extent to which generic approaches will meet all needs when the expectations of management performance differ substantially according to the workplace context.

The Organisation of Management Work

Hales identifies ten variable elements of organisation which impact on a manager's role and which cause different dynamics in the context in which a manager performs:

1. Degree of centralisation - the level of the functions of planning, decision-making and control.
2. Number of levels within the hierarchy, managerial levels, spans of control.
3. Basis of managerial power and authority, power and control over resources, administrative knowledge, technical expertise, values, meanings.
4. Degree of standardisation, routines of admin, what is procedural, what is ad hoc.
5. Degree of specialisation, groupings, functions and breadth of responsibility.
6. Degree of formalisation, duties, responsibilities, reporting, communications.
7. Number of integrating mechanisms, co-ordination, many ways or few.
8. Direction of communications, vertical and/or lateral.
10. Ratio of managers to non-managers, size of administrative component.

(Hales, 1993, 149)

He shows evidence to support the theory that as the context changes organisations must change or die, that many are now compelled to be moving from bureaucratic to more decentralised, flexible and adaptable forms. In practice, few large organisations have changed to a pure form of decentralisation because the core strength is also the core weakness; if managers at lower levels have complete freedom to respond to the market they may do so inappropriately. The form often used is more a delegation of powers through a senior level who are the liaison mechanism to integrate effort and keep the direction. There are implications for education and development of managers in these additional expectations of managers as there is now a need for all levels to understand the direction of the organisation and ways in which they can support steps in the appropriate direction. As organisational structures increasingly expect managers at lower levels to make decisions about ways in which the organisation responds to opportunities, these managers need almost as much appreciation of the competitive environment and the implications of choices as do senior leaders.
Historical Development of Views on the Nature of Management

There have been successive movements offering theoretical perspectives of management and the role of managers since the concept of management became linked with the organisation of work. These movements are significant as they continue to influence the thinking of managers and those who develop managers. Each movement has elements of philosophy, theoretical models, beliefs, assumptions and implications for the practice of management and thus the development of managers. These movements have historical links but are not fixed in their historical origins and many ideas which were proposed many decades ago remain popular for a variety of reasons and continue to influence practice. In some ways, these movements resemble domains in bodies of knowledge and fields of practice. These movements are significant in their influence on practitioners who are frequently less inclined to recognise and review philosophical and theoretical alternatives than they are to explore practical alternatives within one unchallenged perspective. Some areas of industry and commerce have developed with allegiances to one or another view of management which increases the expectation that a particular set of principles and practices will dominate in those settings. Some of the influential movements will be considered in terms of their historical origins and the extent to which there is a contemporary legacy which continues to contribute to expectations of management education and development.

The Scientific Approach

Early in the 1900s the first attempts to define and understand management work were undertaken and some principles of management were developed and proposed as a system of Scientific Management. Science had been successful in providing approaches to the development of industry and the methods of science were respected. Frederick Taylor (who originally published his views on Principles of Scientific Management in 1911 but more widely in 1947) applied these methods to management of work, skills of observation, measurement, experiment, analysis, comparison and investigation of cause and effect. His concern was to increase efficiency and his expectation was that there must be a more predictable way of managing so that the best results could be achieved. Thus he sought to identify and standardise those things which could be shown to be more successful in achieving improved efficiency. His studies included choice of workers, choice of working methods, choice of equipment and tools to work with. He measured costs and outcomes in physical terms and translated this into principles for efficient management. His influence was significant in developing specifications for selection of workers, training schemes to ensure that they had the necessary skills, time and motion studies to measure the most efficient way of
performing a task and linking production targets with rewards.

Taylor's principles were persuasive but were not more widely known until they were published much later (Taylor, 1947). The ideas are still influential as they appear to offer clear approaches to effective and efficient procedures for work, including 'Work Study' and 'Industrial Engineering'. This approach has been criticised as having the limitations of behaviourist psychological theories in proposing that people can be trained to respond consistently and on demand, motivated primarily by rewards. These views lack respect for the dignity and autonomy of individuals and propose that people can be treated like machines. Within Taylor's proposal is an expectation that managers and workforce will have the same goals and will work together to achieve the organisation's goals, another expectation which has been challenged as unrealistic because of the essential inequality of the employer and the worker and the nature of the agreement made between them.

There is some attraction to the idea that the working setting would be easy to organise if traditional scientific principles were applied, but few managers would assume that such approaches could accommodate the complexity of contemporary organisations and workforces. In some sectors and organisations the work is organised in hierarchical ways with sequential tasks and some of the approaches of scientific management may still appear to be effective. This brings a challenge to management education and development settings when there is criticism of the limitations of these approaches as some benefits may be demonstrable and the constraints are less easy to describe as some appreciation of multiple realities and ethical perspectives is necessary if the implications of Taylorism are to be understood.

The Process Approach

Henri Fayol, an engineer who worked in a French mining company, eventually becoming the Managing Director, developed a different approach to management in the early part of the century although his publications were not widely known until later (Fayol, 1949.). Fayol proposed that attention should be paid to the things that managers actually do to carry out the work of an organisation. He identified these as to forecast and plan, to organise, to command, to co-ordinate and to control. This sequence of procedures is frequently referred to as the 'classical' view of management. The process of management was seen to be the key to effective performance and development of skills in the elements of the process provided the focus for development of effective managers.
These ideas proved both popular and lasting, with dated notions of command being replaced with concepts of leadership and motivation. The generic stages and the sequence of the process have remained largely unchallenged and are often used as frameworks of development for managers in contemporary settings. There is often an expectation that management education and development will emphasise a role for managers in planning, organising and monitoring work.

The Human Relations Approach

One of the strong reactions to the scientific approach became evident in the 1940s as an approach based on human relations aspects of work, relationships between employers and workers and the social issues in motivation. Some very influential ideas from this period emerged from a long research study, the Hawthorne Experiment, which ran from 1927 to 1932 and which seemed to demonstrate that whenever management made changes in working conditions, whether the changes were viewed by the workforce as favourable or not, both morale and productivity went up. The inference was that workers respond positively if managers appear to be concerned with working conditions and this idea remains well known as the Hawthorn Effect. Elton Mayo (1933 and 1949, discussed in Pugh and Hickson, 1989) was associated with these studies and drew some conclusions which have attracted long-standing interest:

- that people are basically motivated by social needs
- that the social needs are satisfied by relationships at work rather than by the work itself which may give little satisfaction
- that the work groups exert much stronger influence on an individual than incentives and controls used by management
- the effectiveness of supervisors is limited by the extent to which they can satisfy the social needs of work groups

Mayo emphasised the importance of the informal social group which responded to leadership and which needed an adequate communication system to conduct dialogues with management. Other research based studies after the second world war developed similar ideas. Rensis Likert (1961 and 1967) proposed that there was a relationship between low efficiency and being task centred in contrast with high performing groups where managers seemed concerned for individuals in the workforce and motivated them to perform rather than operating impersonal controls. Douglas McGregor (1966) developed these ideas with his well-known work offering the contrasting management styles of Theory X and Theory Y which claimed that authoritarian and controlling styles of management as in Theory X were less effective than participatory and motivating styles of Theory Y. The stifling effects of controlling styles was also shown by Tannenbaum's work where he found that hierarchical organisations created hostility and resentment which was reduced considerably in participative styles of organisation.
These ideas led to an expectation of management education and development that participants would be involved in social settings and self-directed in their learning.

The Quantitative Approach

There is a sense of the pendulum swinging by the 1960s when there was a rise in the availability of data with the increasing use of computers enabling greater use of quantitative techniques to model different potential scenarios. Many of these ideas emerged from Operations Research which was used to analyse wartime operations but which also had antecedents in Scientific Management. Recent use of mathematical modelling and strategic planning simulations to make risk assessments have become known as Management Science. These approaches are currently recognised as important methods in the battery of strategic and resource planning, but it also recognised that there are many assumptions and judgements made in compiling complex models which are consequently only as robust as the information on which they are based.

There are implications for management education and development as few managers are confident in challenging claims supported by quantitative evidence and few are able to question the ways in which data were gathered or the appropriateness of use of statistics. If managers are to be confident and competent in these fields there is a significant area of learning to address. There are expectations that these issues will be addressed in developmental programmes but some confusion about ways in which understanding might be developed and the respective strengths and weaknesses of learning through the approaches of quantitative disciplinary areas including economics and statistics or approaching understanding through contextual experiential problem-based investigation.

The Systems Approach

Another development of the 1960s and 70s was the recognition of the interdependence of all the factors in a complex work process in terms of the functioning of the whole. This movement has become known as Systems Thinking and it is concerned with identification of a system and points at which it can be monitored and corrected. The proposal is that managers need to understand the systems within their organisations, the boundaries of the systems and the interrelationships between them and the sub-systems. There was also a recognition of hard and soft systems in the nature of formality and informality of these systems in Checkland's work (1981) on Soft
Systems methods for identifying and addressing problems which is still recognised as offering a practical approach to problem solving in complex organisations.

Systems thinking is one of the skills frequently required of managers (Senge, 1990). Linked with this is the notion of 'decision theory' which focused on ways in which decisions were made within organisations, from the initial identification of a problem to the sequence of successive stages in then addressing the problem and the issues which arose when attempts were made to remedy the problem (Cyert and March, 1963). Studies by Trist and Emery (Emery, 1969 and Trist, 1963) in connection with the Tavistock Institute brought psychological systems thinking approaches to a range of industrial settings and focused on the dynamic nature of organisations and their functions, organisational design and ways in which this might accommodate organisational change.

Managers are often reluctant to become involved in managing systems because there is a tendency to associate all systems with information technology, particularly use of computers, and many managers do not feel confident using computers. This is problematic as information management is moving into electronic fields and paper-based systems are being replaced by electronic ones in many working environments. Older managers and ones whose work has not previously involved familiarity with electronic media are disadvantaged. There are few training approaches which recognise the apprehension with which those skilled in other fields view their own abilities to grasp and use computers. Systems thinking is caught in similar fears and often thought to be more complex than it is. Management education and development approaches are often expected to address both the understanding managers have of the potential uses of information systems and the practical skills involved in using computers. There is less expectation that the wider implications of systems thinking will be addressed although these are the aspects most likely to be concerns of practitioners from educational backgrounds in designing programmes.

Entrepreneurship

As an employee of an organisation a manager does not have ultimate discretion over either decision-making or choice of actions. The framework within which a manager operates is dictated by those who own the organisation or their representatives. The founder or entrepreneur who starts an organisation has the ownership to innovate and make decisions without being restricted by an existing range of expectations. Risk-taking is associated with entrepreneurism, as is the pioneering spirit of early explorers which is sometimes considered to be linked with personalities, backgrounds and ways
in which individuals build organisations. This theme continued to be of considerable interest to the business community and Lessem (1985) traced some examples of organisations which had grown from an initial small enterprises into successful large businesses whilst continuing to be guided by their original creators. Entrepreneurism is often cited as one of the desirable characteristics of managers and directors and is linked with many models of leadership. The freedom of action taken by entrepreneurs in founding organisations may become restrictions and controls for those engaged to manage the development of the entrepreneurial vision. When there is a clear and compelling vision in an organisation the development of managers involves development of their commitment to the vision, which educators might consider closer to indoctrination than education, although entrepreneurial leaders often undertake significant roles in developing their managers and are likely to consider this an essential part of leadership.

There is an increasing interest in entrepreneurship and the extent to which this can be developed and an expectation that management education and development approaches will address this.

**Leadership and Management**

Leadership implies motivation of staff rather than enforcement of desired behaviour. Theories of leadership have emerged at many different periods of history, usually in connection with development of successful soldiers (from Alexander the Great to Machiavelli). John Adair continued that tradition with his theories of task-centred leadership (Adair, 1983) linking the interactions between a task, the group and the individuals.

Likert’s work had also developed into this perspective and he proposed four styles of management leadership; exploitive, authoritative, benevolent authoritative and consultative and participative (Likert, 1967). Leaders who could encourage continuous learning and self-renewal have some traditions in development of learning organisations (Senge, 1990, 339-360). This style was characterised by an ability to design systems and processes, to develop and share a vision and to develop understanding to achieve a creative tension. The response to environmental change was important, balanced with a recognition that this was achieved through people. The leadership contingency approaches of Blake and Mouton (1986) were helpful in proposing choices of leadership style for different contingencies and these ideas link with the developments grouped as contingency approaches in management.
These ideas raise expectations of leadership development from the field of management education and development. Managers are expected to be supported to develop understanding of group dynamics and motivation and leadership skills in working with people. The ways in which such understanding might be developed are very different from either skill training or traditional educational approaches and often involve practical settings with experience in leadership roles and reflection supported by feedback from peers. Practitioners who deliver leadership programmes are often associated with particular styles or approaches, often ones which emphasise outdoor challenges and recognition of personal characteristics.

The Contingency Approach

This approach emphasises the importance of the situation and concern for people but adds a concern for achieving the prime tasks of the organisation with the inference that if this is not a priority the organisation may fail to survive. There is a greater recognition of the dynamics involved between an organisation and its environment and a conclusion that the organisation and its people must adapt to respond to ever-changing conditions in order to survive. Although different types of employees may prefer and may work better in particular working conditions and within different management styles, the overall concern must be for maintaining an appropriate balance to achieve the tasks of the organisation appropriately within the environmental conditions and the capabilities of the staff. The developments in technology and in communications media are an environmental concern for all organisations although some have been forced to engage in developments more quickly than others because of the nature of their business. It is inevitable that all managers will need to become skilled in use of these technologies as organisations which fail to adapt will be unable to survive in an environment which demands technological communications. This approach is pragmatic and addresses many of the weaknesses of other approaches by recognising some urgency in meeting the business targets of the organisation. Expectations of management education and development from this perspective are similarly pragmatic but include an expectation that there will be a recognition of the need to achieve business targets rather than development which only considers the personal development needs of the participating individuals.

Management through Quality

During the 1980s the concept of quality as a focus through which organisations could improve and continue to flourish swept into management consciousness. Japanese management style influenced much of the debate as some of those writing about quality
had developed their ideas in that culture and in connection with the success of some Japanese companies in technological developments. In the early 1980s Japanese management processes became well known in the United States and soon in Britain, mainly through the work of William Ouchi (1981) who was an American of Japanese extraction and through Deming's work on quality improvement in Japan (1986). The theories of Total Quality Management (TQM) emerged through the work of Philip Crosby (1984) with the proposal that it was complacent to accept anything less than 'zero defect', that inspection and correction implied an acceptance that quality could not be assumed. This fostered many initiatives which failed to achieve the certainty of zero deficit but have brought an insistence that quality is central to the work of any organisation and that every manager must be concerned with striving for quality in processes and in outcomes. Continuous improvement has become an expectation.

Much of the emphasis in the education and development of managers is on improving performance. Many of the difficulties in establishing agreement about successful ways in which to develop and assess managers revolve around different expectations of managers in terms of the skills, abilities and knowledge that they should bring to the job in order to be able to be proactive about improvement rather than merely reactive to maintaining current conditions. An associated expectation of management education and development is that the providers in the field will be able to demonstrate continuous improvement and quality consciousness.

The Commonsense Approach to Management

There is a 'popular' approach to management, familiar from the 'pop' literature of management available in bookshops and abundant in airport bookstalls and motorway service stations. The basic assumption in this approach is that managers learn from other experienced managers in the context of everyday life at work. This is manifested in the workplace in the line management systems of agreeing objectives and monitoring progress towards achievement of these and many appraisal systems follow this approach, bringing a focus on achievement and constraints to effectiveness. Sometimes another manager takes a mentor role in working with the newer manager to provide a source of 'inside' knowledge about the organisation and industry or service area. There is a great deal of published material which could be included in the category of 'insider' knowledge and expertise of proven successful business people. Thomas groups the material together as 'The commonsense approach',

The commonsense view sees managerial knowledge as consisting of the beliefs, assumptions and opinions of practitioners derived partly from habit and partly from practical experience. It includes rules-of-thumb, everyday recipes, folklore and general rules of practice which have been developed and accumulated
within the managerial community.

(Thomas, 1993, 6)

Examples of this type of text are biographies like those of John Harvey-Jones (1988), Iacocca (1986), and Townsend's "Up the Organisation". Also in this category would be the "How to do it" books, some of Drucker's writing (for example, 1980), and the "One Minute Manager" series (Blanchard and Johnson, 1982). This approach has been accessible to the media and proven popular as TV series, video and audio cassette. Criticisms of this approach centre on the assumptions underlying the provision of recipes for managerial response - critics would assert that no two situations are alike, that contexts and organisational purposes differ too much for any standard response to be appropriate, that there is an assumption that the same answer will suit any situation regardless of setting, time and culture. The materials can be criticised as being too simple, not addressing the complexity of situations and overloaded with personal perceptions which are claimed as general knowledge. There is an element of 'heroism' in the parade of successes of the biographies which can be found in some organisations which are strongly influenced by the style and messages of a key senior manager or director.

There are a number of difficulties for the field of management education and development arising from this range of activities. It is often difficult to address the simplistic nature of the assumptions without appearing to be derogatory about these leading figures and their achievements. The guidelines which are often offered in this type of material provides check lists which appear useful to managers as reminders or advice which might make working life easier in some way. Many practitioners in management education and development include some of this type of material in programmes, sometimes selecting contradictory propositions as one way of broadening perspectives.

The Experiential Learning Approach

A similar approach is based on the view that management learning is derived from experience, but that there is a need to examine the experience in some formal ways to derive learning, that having the experience is not in itself sufficient. This approach is characterised by the design of structured learning opportunities which provide managers with ways of reflecting on experience and drawing learning from their reflection. An early proponent of this approach was Kolb, whose proposal of a learning cycle is discussed in the section dealing with theory informing educators. Kolb's ideas have been very influential amongst trainers and those engaged in work-based management development because the basic model makes sense in practical settings and
can be applied to help individuals and groups to take a systematic approach to reflection on practice.

One of the first practitioners to encourage systematic reflection of this type was Reg Revans who introduced Action Learning into workplaces as a process for peer review of practice. He offered proposals for a reflective approach to management development using a peer group setting to emphasise the importance of experience in the role (Revans, 1966). This approach has been very popular in some areas of management education and development as it enables managers to progress everyday practice and projects and to use these as the material for learning. Learning sets are used within organisations and in educational programmes, often linked with other structures including workshops and placements, to ensure that the range of experience is sufficient to provoke useful reflection.

The idea of a 'learning organisation' (Garratt, 1987; Pedler, Burgoyne and Boydell, 1991; Watkins and Marsick, 1993) reflected those of experiential learning but explored the ways in which organisations might develop ways of reflecting on their experience and learning from their reflections.

The Inquiry Approach

Development of interest in the potential for managers to be researchers and to carry out inquiries in the context of their organisations has increased recently. One reason for this rise in interest is related to the developments in qualitative research approaches (discussed in Part One of this inquiry) which accommodate the complexity of situations in which managers find themselves. Easterby-Smith et al. and Gill and Johnson (both 1991) applied inter-disciplinary approaches to management research and reviewed positivist and phenomenological perspectives, providing arguments which recognised the complexity of settings in which managers carry out research and the issues which are raised for managers as influential participant researchers. Earlier Rowan and Reason's work (1971) had discussed similar issues but had been less well known in management circles. Workplace management development has often involved giving a manager responsibility for carrying out a major project and these have sometimes been sufficiently well documented to enable accreditation to be offered for completed work when managers are able to link their learning at work to requirements of academic providers. Another practical approach to research in situations where the researcher is a participant and where the issues are constantly changing and not easy to identify at the outset is Action Research (discussed in Part One) which has some links with Action Learning. Action Research has become better known in management circles recently
and provides a useful framework for structured study of many workplace projects.

The Case-study Approach

This approach is one based on a management development model used at Harvard in the United States and derived from law school practice of considering case history and development of scenarios. Such methods have been used successfully by oil companies, particularly Shell, in developing disaster scenarios and working through the potential reactions and outcomes of their senior managers. This leads to contingency planning with some appreciation of the long-term effects of actions in particular situations and has been considered particularly useful in emergency planning exercises in many other settings, including ones involving many different participating organisations. These approaches are well known and enthusiasts raise expectations of management education and development that opportunities will be offered for managers to engage in case studies and scenario planning as part of developmental events.

Competence Approaches to Management Development

NVQs offered accreditation which could be achieved without the involvement of the education sector, making it possible for organisations to assess and accredit their own workforce. The NVQs in management (known as MCI standards) were launched in 1988 in response to the 1987 Reports, but there was immediate concern about the limitations, the things left out once attempts were made to establish standards for management effectiveness with clear criteria by which performance could be measured. The first standards included ones for management of operations, finance and resources, people and teams, information and an expectation of self-management, with an expectation that first line managers were at Level 4 and would work within a framework set my managers at a more senior and strategic level who would be at Level 5. Although the recent review of the standards and the launch of the second version in 1997 has brought more choices, including standards for management of energy and quality, the standards have been criticised as reflecting only a generic view of core roles and associated performance and with little concern to respect the degree of understanding and knowledge necessary to equip a manager to make relatively independent and proactive judgements and decisions (Macfarlane and Lomas, 1994, 29). Burgoyne commented that the MCI had had too narrow a view of management development by concentrating so much on setting basic generic standards when national policy should also address the learning and careers of managers and the international labour market in management (Burgoyne, 1994, 54/5).

Workplace training has become more concerned to develop capability in workers to perform in more than one role, with a view to enhancing the overall performance and
flexibility of an organisation. For trainers, this has brought a requirement not only to practice the traditional techniques of training but new approaches which require an appreciation of the business of the organisation, the policy and strategy frameworks and the future aspirations of the organisation. Trainers and developers in this context have had to become more familiar with diagnostic approaches and have had to develop themselves to address the dynamics of behaviour required to develop the business performance and to develop a multi-skilled workforce.

Descriptions of competent performance have been used more widely than in nationally accredited NVQ structures, providing a contextual framework for unique organisational developments. Descriptions of behaviour in a specific context are elicited from those currently performing in particular roles and these are categorised into groups of behaviour. The descriptors are phrased in recognisable and demonstrable terms and are then used to make judgements about behaviour exhibited by individuals. In some cases these are structured as formal development centres and assessment centres, often with associated use of psychometric testing tools (these processes are fully described in Boam and Sparrow, 1992). Managers measuring themselves or being measured against such collections of behavioural dimensions usually discover that they recognise, or are diagnosed as having, some shortfalls. These are noted and form the basis of a personal development plan which may include some areas of development which the organisation has determined as being important for future performance. These plans are detailed with objectives and proposed means by which individuals will learn new behaviours. Review dates are identified and individuals are measured to confirm that progress is made.

Such schemes rely heavily on both the strength of the measurement tools developed as criteria against which the judgements are made and on the skills of assessors. It is usual for such schemes to have formal assessor training and for monitoring to take place to assure parity of interpretation during assessment. However, the skills required are of a high order and many participants of development and assessment centres report dissatisfaction at judgements made of their behaviour and question the expertise of assessors.

The means by which individual development plans are actioned rarely include activities outside the organisation because the competence statements have emerged from within the existing situation and many of the solutions are seen to reside within the setting with current managers. Coaching and mentoring are often choices for development, on the basis of using managers who have already demonstrated successful behaviour to train more managers to carry out similar performance. Sometimes these measures widen to involve people in different teams or project groups. In some organisations learning sets or small
groups are set up to review and reflect on practice. Sometimes external providers are involved in analysis and training interventions of this nature, particularly in supporting development and assessment centres and in delivering psychometric tests. However, there is rarely involvement from academic providers or attempts to widen perspectives from theoretical sources. The internal assessment and internal development may present a very restricted view of appropriate and necessary development and faces the danger for the organisation of appearing to address development for the future but actually only addressing replication of current behaviour. There is, however, an increasing interest in accreditation of training interventions in organisations and this will increasingly beg the question of whether behavioural analysis and intervention is sufficient to develop improvements in performance or whether interventions must also address development of intellect and application of intellect in management performance.

The Future of Management Education and Development

The field of management education and development only remains relevant as long as there are managers. Charles Handy raised a range of important questions relating to potential future situations in the world of work, (Handy, 1985). His key questions concerned whether there would be enough jobs in the future and, if so, what kinds of jobs those would be and what else people would then do in the time released from work. These raise the possibility of a dramatic change in the way in which people view work and leisure time. Handy explored the theme in terms of how people value themselves and their activities if there are not enough jobs to enable the majority of people to compare themselves in terms of earning power, status and usefulness through their paid work. He expected there not to be full employment again and suggested that there will be a rise in small and efficient service industries to support the people who remain in substantial jobs. This raised another question for him of whether anyone will want to work in traditional ways in future, "Are we...using 'work' to mean the things we have to do and 'interest' or 'leisure activity' to signify the things we like doing? Is work going out of fashion?" (Handy, 1985, 38).

Management education and development has demonstrated a remarkable capacity to adjust to accommodate the diverse expectations of organisations and managers seeking developmental opportunities. If Handy is right, the emphasis will move to ensuring that work is carried out in the minimum time by the minimum number of people and personal development and education will address the newly available leisure time. The remaining role for management education and development will depend on the future of managers and understandings of the role of management in the organisation of work as it emerges.
Summary of Perspectives from the Business Viewpoint

This cluster of practitioners appeared to have common ground in that all are concerned with the performance of managers and the contribution this makes to the purposes of their organisations, but there is great diversity in the importance placed on different aspects of management performance and differences of opinion about how performance might best be developed. Some of the differences have been influenced by different theoretical perspectives about the nature of managers and management, but much of the diversity has arisen because the field of practice has been responsive in providing what organisations and managers have demanded. These demands and expectations have changed frequently, influenced by different proposals about ways in which businesses could be more successful. The field of practice has developed to accommodate new demands but frequently these exist alongside previously identified ones, increasing the diversity of practice current within the field. The influence of purchasers is important in this cluster because much of the development takes place within the organisations which are both purchasers of the intervention and employers of the participants. Sometimes this influence includes an expectation of development of commitment to the organisation's values and direction which may restrict those who would or could deliver development within the setting. There are differences in values and ideals held by practitioners in this cluster which influence the extent to which collaboration is possible and, as in the other clusters, those who approach education and development with similar understandings are best able to collaborate.

Ideas of coherence and integration in this cluster are focused on the extent to which any developmental intervention meets the expectations and demands of the purchaser. These are often evaluated by the extent to which improvement in performance at work is perceived, but the ways in which improvements are described are inadequate and often only identify observable skills. The emphasis in evaluating providers is on the extent to which they are perceived to take approaches which are appropriate in terms of the organisational culture, which exacerbates the diversity required from and achieved by practitioners. This ability to respond with unique provision for each intervention is more important in this cluster than the ability of providers to offer traditional educational or developmental expertise. There is a danger that interventions which mirror demands so closely will merely develop reflections of what is already within organisations and not new capability to address new environmental conditions.
Conclusion to Part Two

Summary and Issues Raised for Empirical Research

In reviewing the contribution made by each cluster of management educators and developers it has been clear that there are some common concerns, some common values and some common processes in practice although there appeared to be significantly different viewpoints from the perspective of each cluster. There are also overlapping issues which appear to have some common features but some different interpretations or different emphases. There is also an element of concurrent practice which may have contradictory features, as for a practitioner who adopts a teacher perspective in some of their work and a facilitator perspective in other settings. This may also be a continuum for some practitioners if they move from one perspective to another and change their practice environments.

Although these three perspectives (education, business and personal development) were helpful starting points from which to approach the field of practice of management education and development, it may not be helpful to sustain that separation in attempting to understand the themes which emerged from the literature discussed. Figure 13 presents these themes and the relationships between them, assembled into a model representing the field of management education and development from the perspective of the curriculum and the influences brought to bear on curricular decisions.

The importance of the concept of curriculum has been discussed, demonstrating that if there is not an approach which takes a conceptual overview of the field of studies and practice, considering philosophical issues and the values informing the fields, there is a possibility that theories and actions could have little relationship with other disciplines and fields of practice, with the possibility of failing to recognise issues which present abuse to humanistic ideals or threaten oppressive developments. Managers have power within organisations and their use or abuse of it is, at least partially, understood through the thinking which takes place in management education and development. The frameworks in which critical thinking develops, the opportunities to make comparisons and to seek alternative explanations for phenomena identified, must be wider than those which might be chosen by those whose prime interest is in developing managers who are able to lead an organisation into greater profit-making potential. Managers need to have a sufficiently broad understanding of the relationships between organisations and the communities from which they draw resources and to which they contribute through their activities in order to make decisions and to take actions which respect issues of
social responsibility. These issues are complex in any organisation in its community setting and as organisations increasingly recognise themselves as existing in a global community rather than a local one the difficulties of such judgement increase. The dangers of providing education and development without such a fundamental social awareness have been noted from the educational perspective and recognised from the personal development perspective. The concept of curriculum encapsulates these concerns by providing a differentiation between the philosophically informed concept of curriculum and the more pragmatically responsive approach of programme planning which, if it happens without the framework provided by a curriculum, might inadvertently support potentially anti-social developments. The model in Figure 13 represents the features which have been shown in the discussion of the literature from the three dominant perspectives have significant influence on decisions made in the curriculum of management education and development.

**Themes Identified in the Literature**

The literature provided a range of perspectives from the three clusters of practice which might be grouped into themes which develop some aspects of the research questions:

1) the extent to which there is agreement about the purposes, content and processes of management education and development, the curriculum decisions

2) the influences and powers which influence decisions in determining and planning the curriculum for management education and development

3) the organisational environment in which managers work and the ways in which managerial work is organised

4) the roles and practices of management

5) the recognition of differences in the nature of a learner from childhood into adulthood and the particular nature of managers as learners

6) the relationship between the manager as a learner and the teacher, educator or developer who supports that learning

7) the extent to which beliefs and philosophies held by individuals support or constrain their engagement in management education and development, either as managers or as
Figure 13: Influences on the Management Education and Development (MED) Curriculum

5. Adult learners

6. MED practitioners and MED professional relationships

7. MED practitioners and MED professional beliefs and philosophies

8. MED practitioners

9. MED curriculum

10. Relationships between practitioners

11. Business cluster

12. Business cluster

13. Business cluster

14. Roles and practices of management

15. The MED curriculum and its role in management and organizational development

16. Influences and power in organizational environment

17. Global conditions

18. Government policy

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education and development practitioners.

8) the extent to which practitioners from different perspectives are able to recognise, respect and potentially work with each other

These areas provide a more complex framework than that which was originally proposed of three different clusters of viewpoints. There are some themes which are common to all views and which potentially clarify the extent to which practitioners are able to work collaboratively or have fundamental disagreements. The key issues and themes which have been explored in the literature have been reassembled to provide an overview of the influences on practice in management education and development as it appears from these literature sources (Figure 13).

Influences on the Management Education and Development Curriculum

The diagram (Figure 13) indicates the environmental influences on the context of practice, the global economic and social conditions which impact on perspectives taken by a government in any country and the influence of decisions made by the British government which relate to the policy and funding of management education and development. These impact upon both organisations which employ managers (3) and on management education and development practitioners, although not all practice in this field is conducted from an organisational base.

The curriculum of management education and development (1) is located at the centre of practice. There are eight areas of focus emerging from the literature, each of which presents implications for management education and development.

The different sections and the implications of their positions in this diagram are important and are considered separately.

1 The Curriculum and extent to which there is agreement about the purposes, content and processes of management education and development

There is no concensus about the purpose of management education and development. Among the various purposes expressed are:

- learning about management (initial skills, learning to think, feel and value as
managers, learning what it means to be a manager, developing the ability to judge others, learning more about themselves, learning how to cope with stress and emotion)

- learning about the implications of progressing through the different levels of management (first level management, executive, director)

- addressing the nature of management (professional, functional, administration, management, leadership, art and science)

- enabling accreditation (admission with undergraduate equivalence plus experience for postgraduate management qualifications, post-experience, undergraduate, postgraduate)

- supporting managers as learners and researchers (action research in workplaces with emphasis on taking action, managers as researchers, as participant inquirers)

These groups indicate different emphases in the purpose and lack of common coherent focus in the field of practice. All raise issues for educators and developers in potential assumptions of particular importance for some aspects of the work. If there is no explicit agreement about the purpose of provision there will inevitably be a perception of lack of coherence in all areas of practice. It is possible that the variety of assumptions about the purpose have emerged from the use of such a wide range of sources in this consideration of the literature and that another way in which purpose might be made more explicit is through the design of any specific intervention. It might be misleading to consider the whole field of practice as having one purpose in making educational and developmental provision for managers when individual programme designs may have clear focal intentions. Although there appears to be no single purpose in this field of practice the common element in all of the provision, indeed the feature which distinguishes this provision from all others, is that this field of practice addresses the education and development of people in a management role.

The purposes expressed include concern for performance in the role and for better understanding of the role and its implications. It may be important to note that it is not clear at this stage whether the field of practice is associated in any way with a field of studies or whether these are assumed to conflate in some way. The purposes of such fields would be expected to differ in their emphasis on practice and studies, which might begin to explain some of the apparent contradictions in the field over issues involving both of these perspectives.
There is also little agreement about the content of management education and development. There are different aspects of content which might be grouped as:

- **business knowledge** (business and management studies/disciplines, mathematics, statistics, accountancy, economics, sociology, law, operations research)

- **techniques** (use of qualitative and quantitative techniques for data collection and analysis, use of business and management techniques)

- **ways of thinking** (development and application of intellect in management roles, development of logical reasoning abilities, application of reflective judgements, recognising contradictions and ambiguity in arguments, ability to ascertain empirical soundness of generalised conclusions, ability to distinguish fact from opinion, emotive aspects of critical thinking - feelings, emotional responses, intuitions, sensing; dialectical thinking and analysis focusing on the understanding of and resolution of contradictions, recognising the relative nature of issues and context and assumptions underlying formation of judgements)

- **competence and skills** (management competence, first-line, middle and senior, competence and incompetence, competence based on a notion of absolute rather than relative standards, competences emphasise management skills and performance rather than knowledge. Areas of skills related to job roles; skills in interpersonal relationships, organising, finance and budget management, information management, project management, change management, management of quality.)

- **attitudes** (curiosity, flexibility, scepticism, honesty; attitudes towards managers, management, organisations, organisational cultures)

This is an interesting range of potential content as it does not resemble either traditional academic syllabi or objectives in training programmes. There is recognition of a common range of skills relating to management performance. There is an emphasis on development of ways of thinking which is very much more explicit than phrases referring to 'critical thinking' often used in traditional higher education. There is little indication of how the content might be used in managerial work although the details of standards of competence would certainly set out practicalities. There are approaches from both qualitative and quantitative perspectives with some disciplines and fields of practice represented, including business studies, finance, information management and people management. Many MBA syllabi include economics and other quantitative
approaches. The range of attitudes mentioned is not extensive but there are implications for practitioners if development of attitudes is expected as part of provision as attitudes are held in respect of some particular object or feature towards which practitioners will also have an attitude. If attitudes are to be developed there is an implication that there are some differences which should be addressed and, potentially, an appropriate attitude to attempt to develop. If there is such an intention in a programme there will be implications for practitioners in terms of the extent to which all involved might engage in development of attitudes or whether there is an expectation that everyone will adopt a prescribed attitude.

There were also a range of views on the way in which management education and development might be delivered to managers. The areas in which differences were evident included:

- philosophies, beliefs and values (underlying values and assumptions in curriculum development; hidden curriculum; curricula contrasts and ideologies, degree of flexibility)

- adult participation in learning (motivation, opportunities and barriers, participation in learning, social experience of learning, degree to which groupwork, teamwork and leadership issues are emphasised)

- use of experience (recognition of learning acquired through practice, systematic and structured approaches to learning from experience through reflection)

- link with management role (links between how managers learn and the nature of managerial work, particular needs of specific jobs, development needs)

There are a range of assumptions underlying these issues which are concerned with the relationships between managers as learners and those who design and deliver management education and development. There is an uneasy connection between potential content and process which may indicate the necessity for a link between the two if a curriculum is to have coherence. This apparent lack of coherence may reflect the differences of purpose which seem to indicate different approaches to practice.

As these three areas represent the key concerns in curriculum theory there are some important issues to explore in the empirical research. It would be helpful to have more information about the purposes of purchasers, providers and participants. There is
certainly more information available about proposed and stated content, although this might be shown to be different from what emerges in actual events. The processes discussed in the literature seem not to include many commonly in use in practice and it is doubtful whether the content mentioned here could be addressed using the processes described in this literature.

2 Influences and powers involved in determining and planning the curriculum for management education and development

A range of different influences and powers were identified which might be broadly grouped as influences brought to bear from the business environment:

- training traditions (training for activities performed by industry; training for one defined role or for flexibility in many; training as concerned with overall staff performance)

- performance improvement (drive to improve performance, sometimes in specified ways)

- purchasers (managers as customers of HE, education as commercial service provision and purchaser control, needs change to demands)

Purchasers in a business setting might expect to be able to purchase exactly what they choose, but the provision in management education and development is rarely able to shape itself to match exactly what a customer wants because the interaction involves development of common understanding and provision is constrained by both capability and interest. Constraints and influences brought by providers include:

- funding (issues raised by government funding and intervention in curriculum, issues raised by sponsorship, issues for individuals in private funding, extent to which resources shape options in provision)

- the capability of providers (what providers are able and willing to do, assumptions and experience of practitioners)

- curriculum planning traditions (extent to which the implications of each stage of design and planning are understood, control of curriculum - choice of objectives, content, process, methods, evaluation; power relationships between curriculum
planner, programme sponsor, teacher and learner, curriculum as a selection from culture)

- disciplinary traditions (philosophical, psychological and sociological contributions as disciplinary forces; each discipline has hidden curriculum assumptions in the literature, processes, techniques, behaviours in approach to study and practice)

- quality and standards (processes and tools of monitoring and evaluation, purchaser expectations to be met, rewards and penalties attached, accreditation expectations and regulations)

Some of these issues are ones which arise and are addressed within the curriculum field but others impact on the curriculum or have a powerful influence on curricular decisions. Many of these influences are themselves reflections of environmental conditions and might be expected to change as these conditions change. The empirical research attempts to enrich understanding of these dynamics, to consider the possibility of other influences and to illustrate with examples of the range of influences which may shape a programme.

3 The organisational environment in which managers work and the ways in which managerial work is organised

These issues can be split into two groups but are essentially linked. The organisation and its expectations of managers will determine many of the education and development requirements perceived. Significant features of an organisation include:

- environmental issues (speed of change, extent to which it exhibits characteristics of Late Modernity or Post-modernism in its degree of bureaucracy or de-centralisation, relationship of people to technology and to abstract systems, social aspects of work)

- culture (style, traditions, values, processes, expectations of management performance)

- ownership (ownership and direction, setting of framework in which managers work, degree of risk-taking and entrepreneurship, vision)

- size and type (large and small organisations, public and private sector and recent attempts to bring private sector practices into the public sector)
learning organisations (extent to which there is understanding of and support for systematic learning and application of learning to organisational change)

The differences in this section have implications for management education and development as in open programmes involving managers from a wide range of organisations there are potentially many different perspectives and for in-company programmes there are potential sector and organisational cultural limitations in the experience represented. It may also be important to note that management education and development is often provided by organisations which will also have these characteristics and which will significantly influence practitioners working for them. The empirical research addresses some of these implications in two different settings.

The ways in which managerial work is organised reflect the cultures of organisations and has a profound influence on the ways in which managers' roles emerge and their potential development needs. There are a number of variables of organisations which impact on managers (degree of centralisation, levels of planning, decision-making and control; numbers of levels of hierarchy, managerial levels, spans of control; basis of managerial power and authority over resources, administrative knowledge, technical expertise, values, meanings; degree of standardisation, routines, procedures; degree of specialisation, groupings, functions, breadth of responsibility; degree of formalisation, duties, responsibilities, reporting, communications; number of integrating mechanisms, co-ordination; directions of communications, vertical and lateral; use of boundary roles, monitoring, external links, ratio of managers to non-managers, size of administration). There are some identifiable trends. For example, many are moving from bureaucratic to more de-centralised, flexible and adaptable forms. Continuous change runs counter to many traditions which were considered good practice in organisations, including planning and control. There is a wish that we can design and create organisations which are capable of adapting, changing, developing and transforming themselves in response to the needs and aspirations of people inside and out, but attempts to achieve this have been disappointing.

There are significant differences in the organisations in which managers work and the ways in which they are expected to behave which have potential to affect their expectations of management education and development. There have been proposals that management work and roles can be considered to have a generic core which is common for managers in any type of organisation, but the diversity within organisations must raise a question about the extent to which this is possible.
have also been concerns expressed that a competence approach is too simplistic and ignores the extent to which managers need to understand their roles.

The action research involved managers from many different settings in open and sponsored programmes and offers an opportunity to consider the extent to which their settings influenced the provision. The researcher was employed by two different organisations from different sectors during the research period and the influence of each organisation on the nature of practice is an important aspect of the research. Both settings involved collaborative working both within and outside the provider organisation, offering some insight into the issues raised in collaborative practice.

4 The roles and practice of management

This group of issues is concerned with what managers do in their work. Once again there are distinct groups of issues:

• tasks managers have to carry out (skills, ways in which work is managed, measurement of performance, degree of freedom of choice, responsibility and authority, leadership and motivation; achieving the prime tasks of the organisation; responsibility for developing other managers, different personalities and styles; deciding, planning, resourcing, co-ordinating, controlling to ensure that it conforms with what was intended)

• style (leadership styles, risk-taking and innovation, autonomy, degree of sharing, recognition of interdependence of all factors in complex work processes, ways in which organisation adapts to ever changing environment, number of people with whom contacts are necessary)

• processes (motivation and development of staff to achieve results; interaction between task, team and individuals, networking, management of oneself is part of management)

• roles (continuous quality and performance improvement, figurehead, leader of unit; monitoring and disseminating information; negotiating internally in organisation and externally; monitoring and adjusting workflow; allocating resources; directing and controlling; forming contacts and liaising; innovating, improving, planning)

• abilities (ability to use technological developments as they become common in the environment; political alliances may be more important than analytically argued cases
for attracting support, political methods of lobbying, misrepresentation and intrigue; ability to influence to obtain support from all levels)

• characteristics of managers (fragmented nature of management day, reactive nature of response rather than proactive; nature of management work, interpersonal, informational and decisional; interpersonal relationships command much of time, hectic pace, intuitive, responsive rather than rational and reflective; specific and contingent rather than generalizable; bargaining over boundaries, thinking in action, interactive, concerned with practicalities rather than abstractions)

If this range of activities and concerns represents roles and practice of managers the education and development provision should relate to this agenda in some way. There appears to be very little relationship in the issues raised in the literature. The training and development literature does not link with this agenda as closely as would seem appropriate, although approaches which use competence descriptions and set standards of behaviour address some aspects of practical work. Similarly, the academic agenda of developing thinking addresses an apparent gap in the practical approaches although there are potentially problems in managers finding time to think and reflect. This difference between how managers act and how they are developed and educated is an important area in the empirical research.

5 The differences in the nature of a learner from childhood into adulthood and particular characteristics of managers as learners

This group of concerns includes those particularly relating to the nature of learning as an adult, highlighting some of the areas where adult learning is recognised as being very different from the traditional approaches of education for children. Some characteristics of adult learners include:

• readiness to learn: often problem related, orientation to learning unlikely to be subject centred;

• adult focus in approach: adults need to be more self-directive, experience is a rich resource in learning; collaboration is appropriate

• personal characteristics of adults: link of age, knowledge, life-cycle phases

• stage of development: psychological and developmental stages linking with situational
characteristics;

ego development, ethical development, moral development, self-development

• needs: physiological, safety, love and belonging, self-esteem, self-actualisation.

• viewpoints: successive transformations which re-structure personal frameworks of reference; construction of reality contained within language, implications for language in the workplace

• consciousness of self in culture: dynamic tension between self and society which enables a person to construct a universe of meaning; relationship between individual and culture - culture (knowledge, beliefs, values, ideas, practices), agencies through which culture is transmitted; individual moulded by forces exerted by society but also able to be an agency of change.

• response to different types of learning: signal, stimulus-response, motor and verbal chaining, multiple discrimination, concept, rule, problem solving.

• preferences of processes of learning: motivation, apprehending, acquisition, retention, recall, generalization, performance, feedback, transmission, perceive, code, store in memory, retrieve, transfer, respond, reinforce.

• learning style: part-time learning versus full time, voluntary learning versus compulsory; learning at a self-determined pace.

• purposes of learning: adult learning either to liberate people from constraints of culture or to indoctrinate them into domestication; self-directed learning as autonomous exercise of intelligence, choice and interest.

• reflection: ability to reflect on experience and theoretical reflectivity essential for perspective transformation

The literature in this section comes from different disciplinary bases and makes links between some distinct domains of literature. These aspects of adult learning are significant in any setting where adults learn and must be considerations in management education and development although the issues are rarely articulated in language which derives from each disciplinary setting. Some issues raised in this section relate to decisions made in the design and delivery of programmes and other interventions and
the empirical research addresses the ways in which decisions of this nature are made in management education and development. The research also notes issues which arise in connection with managers as learners and the extent to which they differ, if at all, from any adult learner.

6 The relationship between the manager as a learner and the teacher, educator or developer who supports that learning

In settings where learners are adults there are issues about the relationships between those who are the deliverers of learning interventions and those who are the learners. This relationship has a direct influence on the learning setting as it reflects beliefs, philosophies and values of both practitioners and managers. Some of the aspects of this relationship are evident in:

- style of delivery: teaching, support or facilitation, degree of hierarchy, co-operation, autonomy; centrality of learner, ways in which decisions are made, ways people interact

- philosophy of teacher/student relationship: ideology and the potential to indoctrinate, teacher as expert, polarity in teacher/facilitator style as directive/non-directive

Ideas relating to the teacher or facilitator position in relationship to the position of the learner is a theme which has implications for all of the clusters of practitioners and which has the potential to attract or divide those potentially collaborating as it embraces so many of the dimensions in which practitioners may hold strong views. The research explores these dimensions as they emerge in practice which involves experiences in both the expert and the facilitative roles.

7 The extent to which beliefs and philosophies held by individuals support or constrain their engagement in management education and development, either as managers or as education and development practitioners.

All managers and practitioners in management education and development inevitably hold beliefs, values and philosophical positions which shape their approach to and expectations of the nature of education and development. These perceptions influence their judgements about the extent to which provision appears to be coherent and integrated. Some significant focal areas of these perceptions are:
• views about education: education as potentially emancipatory or potentially controlling; as widening access and increasing flexibility - what is the core of education; assessment of outcomes or of processes and pathways to outcomes; Traditional purpose of HE the unhindered pursuit of knowledge, supported by academic freedom and sustained by a culture of critique and introspection ... but now HE is public service provision in a modern or post-modern world.

• views about schooling; schooling and education are not necessarily the same thing

• views about philosophy: value-free objective claims now questioned; socially constructed nature attacked by historians and sociologists; literature and history attacked by feminists, gays and ethnic groups, equal opportunities as managers often seen not to reflect communities; new thinking in many disciplines; classical paradigm of management education seen as emphasising analytical detachment and methodological rigour too much; emancipatory learning frees people from personal, institutional or environmental forces which prevent them from seeing new directions, from gaining control of their lives, their society and world; creativity linked with recognition of multiple realities.

• recognition of experiential learning: different understandings of learning from experience; assessing and accrediting learning from life and work as routes in education and work; learning as a basis for group consciousness-raising and social change; personal growth and development, self-awareness and group effectiveness.

• views on learning processes: interweaving of process and application of knowledge to potential integration; hierarchy of learning with each level dependent on previous one and enhance each other: practical learning, competent performance dependent on conceptual learning; intellectual, verbal-based dependent on imaginal learning; intuitive grasp of the whole, dependent on experiential learning

The implications of the potential for such differences in view of the field has led to proposals that there are two paradigms of management education and development, one based on objective traditional scientific approaches and one based on interpretative constructivist approaches assuming contextual interpretations of knowledge and different interpretations of reality. There is a possibility that these may not be conflicting and that interpretative approaches might accommodate positivist ones and provide a bridge which would avoid the dramatic switch needed to move from one
position to the other and offer potential common ground in collaborative relationships. This is considered in the action research as there might be opportunity to develop the potential common ground if some of the theoretical positions are more carefully explored by collaborating practitioners.

8 The extent to which practitioners from different perspectives are able to recognise, respect and potentially work with each other

The potential for differences between practitioners is substantial but there are some areas of common ground. If the field is considered as in Figure 14 the three areas (Education, Business and Personal Development) overlap to create areas of common concern between any two of the three and one area shared by all groups. To some extent, this diagram demonstrates the extent to which the field of management education and development has distinct and separate clusters of practice and the extent to which common areas of practice have developed.

The education cluster (E) is distinctive in that the different types of provision share a common purpose which is to deliver high quality education. Education and development is only one of the activities in this cluster and conforms with all other provision within academic frameworks which enable managers to achieve academic awards at several levels. These frameworks ensure that all provision is subject to the further and higher education quality requirements wherever provision is associated with educational institutions which receive public funding. The emphasis in educational provision is on the quality of the learning experience, the provision of appropriate curricula, accommodation and qualified staff and the achievement of consistently high levels of completion of awards, which is seen to confirm the effectiveness of the education provider. In management education and development other influences have been recognised and education providers have responded by creating provision which has particular characteristics intended to meet the needs of managers (E + B and E + PD). The experience of adults and of those in management roles has been recognised in management education and development in attempts to involve participants in all aspects of provision, including development of programmes.

The E + B overlap includes tolerance of a wide range of curricula to accommodate different needs and interests with few core subject requirements and a wide choice of process approaches, which enables programmes to address particular sectors, organisational concerns or groups of managers. In recognition of the business concerns in this area of education there is often an emphasis on the extent to which teaching staff
Figure 14 Common Concerns in the Clusters

E
E + B
B

PD +
B + E
B +
PD

PD

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have managerial experience and some institutions have accommodated close links with associate staff from business settings or deliver programmes in partnerships. The tradition in British management of few senior managers having academic qualifications has been addressed by development of pathways which recognise learning from experience and enable managers to enter programmes at postgraduate levels without completing undergraduate studies. There have been a series of curricular developments which have sought to respond to pressure to change, but these have sometimes emphasised differences in philosophies, particularly in terms of epistemology as much of the criticism of different curricula concerns the assumptions about the nature of knowledge and how it is developed and understood. Attempts to respond to pressure from the business world for more integrated provision have demonstrated the extent to which integration and the perception of coherence are conceptual and linked with ways in which individuals develop understanding of complexity.

The business perspective of management education and development (B) has been complicated by the number of different expectations held of managers and management. There have been many approaches to the organisation of work, each bringing different expectations of managers and implying different learning needs. Many of these approaches continue to be used as sectors and organisations have different styles of management. Much of the management development in this cluster takes place within the workplace and is concerned with development of performance in context. The emphasis of this development has usually focused on skills and competence with standards of competence recently accredited through the NVQ movement.

The Business cluster overlaps with the Personal Development cluster (B + PD) where there is an emphasis on development of people in management roles. This area recognises the contribution attitudes and emotions make to management performance and uses processes which involve managers in reflection on their motivation and performance and in planning for personal development through increasing reflection on activities and sometimes through extending the range of activities to broaden experience. In the workplace setting this often involves more senior managers taking roles as mentors and coaches, providing role models of potential development which is often linked with career development.

The Personal Development cluster (PD) is less concerned with performance at work and more with development of the individual to enable them to balance their working life with other aspects of their lives. In many ways the focus of practitioners in this cluster is similar to that of educators who place learning as the priority. However, in
this cluster there are none of the subject or level concerns of education and no expectation of disciplinary compliance (except in the professional practices of psychology). There is a strong focus on the individual and their autonomy with recognition of the potentially manipulative relationship between learners and those who have roles in facilitating learning.

The overlap between Personal Development and Education (PD + E) is particularly concerned with the relationships between teachers and learners and the extent to which learning settings are managed in a democratic way. The contribution of experience to learning is a concern as is the way in which the less tangible results of development might be measured when measurement is required for accreditation.

There are some common concerns shared by all these clusters. All are concerned with improvement of the quality of management education and development and ensuring that it addresses realistic aims. There is recognition in every cluster that experience contributes to learning and development, but each cluster accommodates and uses experience differently. All clusters recognise that learning and development involves a complex process but each cluster offers a different approaches as routes into and through the complexity.

**Extent to which the Research Questions have been addressed by the literature**

The questions which focus this research were each addressed to some extent:

- What is the extent of diversity of perspectives and approaches in the field of management education and development?

- How has this arisen and do the traditions have implications for contemporary practice?

The literature of each of the clusters of practice in management education and development has provided a rich description of the nature of the field and of the traditions which have led to the diversity which has been identified. The complexity of contemporary practice reflects the traditions of each approach, including the ways in which response has been made from each broad perspective to attempt to accommodate new requirements and demands. The field of practice has some common ground which can be identified to some extent in the processes of delivery in management education.
and development. The practice draws from many fields of study which may emphasise the differences in practice more clearly than they seem evident in episodes of practice where common processes are used.

The questions about coherence and integration were less well addressed:

Is a more coherent and integrated approach possible?

Is a more coherent and integrated approach desirable?

There is little information available about the links between the clusters of approaches identified or about the potential to collaborate or the barriers which might exist, although some of these have been identified by implication if practitioners attitudes are informed by exclusive fields of studies. The extent to which practitioners are informed by theoretical traditions is not clear although some theories have been identified which are widely used and quoted by practitioners.

Expectations relating to greater coherence and integration have been shown to be confused because of differences in the extent to which the complexity of knowledge development are recognised. A possibility has emerged that coherence might be approached from the perspective of the participant who could potentially develop personal integrative understanding. This idea implies that there are benefits in provision of a diverse field of practice if individual managers are able to select from the field and develop personal routes of learning and development which could be unique in addressing individual perspectives. The implications for practitioners in the field would then be to ensure that individuals were facilitated in making learning and development choices and that there were sufficient appropriate options. These issues provide supplementary research questions:

Is it possible to facilitate individual managers to take personal developmental routes in the field of management education and development?

Does the field of management education and development enable managers to follow individual and personal routes?

Does the development of potential individual and personal routes through the field of management education and development address the demand that the field should offer more coherent and integrated provision?
None of the original research questions was fully answered from the literature. The field is found to be more complex than had been originally proposed, consisting not only of the three clusters originally identified but also of their fields of studies and of their responses to demands to develop practice. Further information about all of the questions was sought through the empirical research, which also addressed the additional questions. The analysis of the empirical research also attempted to identify the extent to which theory informs practice and how this theory is located from fields of study and bodies of knowledge as these were potentially important in forming views held by practitioners.

The frameworks and processes used for the analysis of the action research are explained in the introduction to Part Three.
Introduction to Part Three

Learning From the Present

Part Three presents the analysis of the action research. The research took place over a long period and included many complex episodes of practice as settings from which to draw data. The material is focused by presentation in different levels of description and analysis.

Each phase is reported in a Phase Report which presents several key episodes of practice in the context of a phase of one year in time. These reports are supported by collections of data which are assembled in Evidential Databases which are quoted in the Phase Reports but are not presented in full. The Phase Reports are essentially descriptive in nature and are written in the sequential sections of an action research cycle. The completed Phase Reports were used as the material for analysis against the framework of questions and issues raised in this inquiry. Each Phase Report is analysed separately in a Focused Phase Analysis. The five Focused Phase Analysis sections are presented in Part Three with the more descriptive and narrative accounts in Phase Reports attached as Appendices to the thesis. Part Three is structured with this brief introduction which is followed by the five Phase Analysis sections, each of which concludes with comment on the significant issues raised in relation to the inquiry framework.

The research which took place in each phase had two purposes. The primary purpose in each setting was to engage in action research to progress and develop understanding in specific practice episodes in which all participants were engaged. The data collected in these settings were used immediately for collaborative analysis and for planning sequential actions. Some of the data collection which had potential to contribute to the wider inquiry was conducted more independently by the researcher as it drew from many different episodes to develop an understanding of the nature of practice in management education and development. Some of the analysis in each episode also had potential to contribute to wider understanding as it linked closely with issues raised in the research questions. The data resulting from collaborative analysis has been used for this inquiry whenever possible as it represents wider opinion and experience than that of the researcher alone. The researcher shared her second purpose, the wider enquiry into the nature of practice, with collaborators from each episode and phase, many of whom have contributed to this meta level of analysis.
Protocol for Analysis of the Action Research

The framework for analysis addressed the original research questions but was further focused by the issues raised in the literature review in Part Two. Thus the questions addressed in each phase of the empirical research are:

What is the extent of diversity of perspectives and approaches in the field of management education and development?

How has this arisen and do the traditions have implications for contemporary practice?

The features identified as aspects of these question areas were itemised in Part Two as issues raised about the nature of the curriculum and the influences on it:

1. Government funding and policy imperatives and the influence on the MED curriculum directly or indirectly in relation to socio-economic conditions and their impact on business or educational organisations.

2. Socio-economic conditions impacting directly on the MED curriculum or on organisations or government policies and funding decisions.

3. Other influences and powers involved in determining and planning the MED curriculum.

4. Issues arising within the cluster of practitioners in education settings in relation to the MED curriculum.

5. Issues arising within the cluster of practitioners in business settings in relation to the MED curriculum.

6. Issues arising within the cluster of practitioners in personal development settings in relation to the MED curriculum.

7. Relationships between and among practitioners in these clusters of practice.

8. MED practitioner and learner relationships.

9. Beliefs and philosophies of managers and MED practitioners.

10. Organisational environments and ways in which management work is organised in relation to management roles and practices. The implications of this for managers.

11. Issues arising for managers in respect of the adult nature of learners. The implications of this for managers as learners, for MED practitioner / learner relationships, for the beliefs and philosophies of MED practitioners and managers and for the curriculum of MED.

12. Implications for the purpose, content and processes of the MED curriculum.
To these themes were added the original questions which were least well addressed in the literature:

- Is a more coherent and integrated approach possible?
- Is a more coherent and integrated approach desirable?

which led to the posing of new questions:

- Is it possible to facilitate individual managers to develop personal developmental routes in the field of management education and development?
- Does the field of management education and development enable managers to follow individual and personal routes?
- Does the development of potential individual and personal routes through the field of management education and development address the demand that the field should offer more coherent and integrated provision?

These five questions are added to the twelve themes together with a final area addressing the extent to which theory informs practice and how this theory is located from fields of study and bodies of knowledge.

**Participants in the Research and Access Issues**

This research took place between 1991 and 1996 during which the researcher took several different roles as a practitioner in management education and development in two different organisations. One was a business school in higher education and the second was a training and development organisation within the National Health Service. Colleagues practising in these both of these environments represented views from the three clusters of practice identified in this inquiry.

The research centred on the personal experience of the practitioner/researcher in her natural environments throughout this period. The wider context was that of management education and development in the UK during this period. Practice in this field in Europe and the USA was also influential as were developments in practice in other parts of the world. Participants in this research included representation from all of these sources.

More central in the research were episodes of practice in which the role of the researcher as practitioner varied. The integrated nature of being a practitioner in a developmental activity demanded full participation in personal self-development alongside those who engaged in
developmental programmes. The researcher/practitioner in this context was a fully engaged and developing person who inevitably developed different views and levels of understanding as the research period unfolded. Much of the focus in these episodes of practice involved supporting participants in their own practical projects and applied research. This heightened the practitioner/researcher role in demanding rapid reframings of different understandings of research approaches. Action research approaches dominated this period of practice, perhaps reflecting the rapid and often unpredictable change in organisational life throughout this period.

Wherever possible the research included all of those in the context at any one time and attempted to obtain data from stakeholders not present in the settings but who were recognised as having a significant viewpoint or interest. These people were different in each setting, but included managers and other professionals engaged in programmes of management education and development, those who commissioned or sponsored such programmes, those who designed and delivered such programmes and those who assessed, evaluated and researched the programmes and the settings. Access to these contexts was limited to those who had a natural reason to be present. The research was carried out throughout the study from the perspective of involvement rather than from the view of an uninvolved observer. It was not possible to be an observer in such settings without becoming involved and influential because of the nature of the developmental activities. No attempt was made to observe or include evidence from any settings in which the researcher was not a natural participant.

In this context, access also refers to access to understanding of the culture and issues in the setting. As a full participant with instrumental roles in all contexts, the researcher was fully informed and fully understood the setting as a practitioner, although everyone inevitably had different perceptions of issues and events and shared a broad general understanding. Any other practitioner in this context would have perceived each encounter a little differently. However, the research is concerned to identify factors and dimensions within the range of experience any practitioner may have in this field of practice.

There are tensions between being a practitioner in a developmental context and using the products of that context as research material. The requirements of academic research emphasise explicit reference to the sources of data used and this may compromise confidentiality and trust. In this research all the data used in supporting the study has been explicitly permitted by those from whom it originated and other sources have been protected by anonymity or by avoidance of use of any data which could indicate their origins from individuals or communities within organisations.
There were some overlapping issues relating to the researcher's practice as an educator and as a researcher of this study. As a practitioner, imperatives of business development in the Business School and subsequently in the National Health Service led to implementation of new programmes long before lessons from previous presentations of similar programmes could be drawn out and understood. Each new programme was developed on a basis of previous practice but with new elements which were often experimental and in response to perceived needs in previous programmes. The research existed alongside this practice and has, when time permitted, informed the next programme design. The intention was always to work towards greater understanding to inform practice through the research activities.

**Audience**

The Phase Reports and each Focused Phase Analysis are written with an audience in mind. The inquiry report as a whole is written for the academic community and particularly for researchers interested in this field of practice and this research approach. The thesis is presented in an appropriate form for submission for consideration for the award of PhD. However, the material in each phase of the action research is derived from practice and has been shared with other practitioners and participants in many of the events. One purpose of the inquiry was to develop models of practice for use by practitioners in reflection on practice. For these reasons the phase reports and analyses are directed at a wider audience than a purely academic one. As these phases report on personal participation in the different contexts and as the researcher is the constant throughout each report, much of the material is presented in first person.

**Overview**

Each phase is introduced with an overview of the context and the key events in relation to the inquiry focus. Within each phase a range of events contribute evidence but the emphasis in the Phase Report is on presentation of the whole rich context with events highlighted which have particular significance for the inquiry focus. Relevant background information is provided together with any particular perspectives which influenced the setting. The Focused Phase Analyses draw from the richness of the Phase Reports by selecting data which address the research question areas as described in Part One, Figures 3 - 7.

**Evidential Databases**

Yin (1994) advocated the use of a case study database to ensure that all the data relevant to
a case is stored in a retrievable fashion and to ensure that readers and other researchers have
details of the material. During this inquiry much of the data collected was not directly
relevant as it was collected naturally for immediate purposes within the context as well as
for its potential contribution to the wider inquiry. In order to provide appropriate evidence
to support the conclusions presented in this inquiry, the data were organised into
collections related to each phase of the action research inquiry as Phase Evidential
Databases. The full range of evidence available from each phase is listed in each Phase
Report together with its current location and access issues. In each Phase Report the
procedures used to collect evidence during the phase are described and discussed. Where
these relationships provide useful triangulation this is noted.

Some material was sensitive in that individual confidentialities were involved. Some
materials were sensitive because of commercial or competitive business conditions. Much
of the material can be presented for public scrutiny but much is omitted in this document
because is very detailed, repetitive or so cumbersome that it would distract from the
presentation of each phase of inquiry.

Protocol for Phase Reports (to be found in the Appendices)

The format for each Phase Report is:

**Introduction to the Phase**

Overview and background to the Phase. The roles and responsibilities of the practitioner /
researcher during this phase and any other significant personal issues arising. Outline of
the main events of note during this phase and ways in which they relate to the research
issues.

In each phase there are several episodes of practice which are more fully reported than
others and these are referred to as case studies. These are written as complete reports to 'tell
the story' of an event and to discuss particular issues in each context. There are common
features to all of the selected cases because of the inquiry focus on issues related to practice
as an educator / developer.

**Stage 1 - New Experience in this Phase and Focus Areas in Context**

This section introduces the areas of focus in this phase in terms of new experience for the
researcher and key issues raised.
Stage 2 - Reflection on Focus Areas and Identification of Directions of Inquiry

This section records the recognition of focal areas and identifies the intentions in relation to key tasks, key issues to address, concerns and hopes.

Stage 3 - Visualising and Planning Development

This section explains how plans were developed to address the focal areas and some of the expectations visualised by the researcher and collaborating researchers.

Stage 4 - Actions, Evaluation and Modifications

This section describes what happened as a result of the action taken. It adds other events and describes processes and outcomes which modified the original plans.

Stage 5 - Reflection on the Phase

This presents the researcher's reflection on the phase and the extent to which directions of inquiry and action were successful in developing understanding and progressing practice.

The Phase reports are presented as Appendices as they are largely descriptive of events. The analysis of issues as they relate to the research questions and the framework developed in Part Two is presented as the Focused Phase Analysis in Part Three.

Protocol for Focused Phase Analyses (to be found in Part Three)

Each Focused Phase Analysis reviews all the material from each Phase Report and its Evidential Database and presents an analysis which addresses the issues in the Inquiry Framework developed from Parts One and Two. This analysis forms Part Three of the thesis with the supporting Phase Reports and outlines of the Evidential Databases included in the Appendices. The data were reviewed in terms of the research questions and the focal areas as detailed in Part One, Chapter 3, Figures 3 - 7 inclusive.

The first group of issues address the questions relating to the extent and nature of diversity in the field of management education and development using the framework of the curriculum, the origins of this and the implications for contemporary practice:

1. The nature of the field of management education and development

   1a) The curriculum - diagnosis; needs, wants and purpose
   1b) The curriculum - design; expectations and planning, choice of content and
processes
1c) The curriculum - delivery; content and processes, developments in progress
1d) The curriculum - evaluation; outcomes and relationship to targets, learning and value
1e) Context of the curriculum - physical setting, equipment, facilities
1f) Context of the curriculum - institutional framework, management
1g) Development of the curriculum - learning from evaluation
1h) Development of the curriculum from other influences - the wider environment of MED, government funding and policy initiatives, socio-economic conditions impacting on the MED curriculum through educational conditions, business conditions or investment decisions, any other influences

The second group address the relationships between practitioners and the implications of this for collaboration or for other attempts to bring more coherence or integration:

2. Relationships between practitioners in management education and development

2a) Practitioners in education settings; philosophies, approaches, concerns
2b) Practitioners in business settings; philosophies, approaches, concerns
2c) Practitioners in personal development settings; philosophies, approaches, concerns
2d) Relationships between and amongst practitioners in these clusters; competition and conflicts, collaboration and differences in viewpoints, advantages and disadvantages of collaboration

The following two groups of issues focus on the issues arising in relationships between practitioners in management education and development and those who are participants in learning and development settings or those who are associated in other roles, again to address issues which have implications for diversity, coherence or integration:

3. MED practitioner and learner relationships

3a) Teacher and learner relationships in learning settings
3b) Other relationships (colleagues, ongoing links, workplace links, expectations of each other's roles, context expectations and implications)

4. The manager as a learner

4a) Issues related to learning as an adult
4b) Issues related to the workplaces of managers learning
4c) Issues related to learning in the job role of manager in relation to the practices of management

The fifth section identifies new issues which have emerged which contribute to information about the diversity in the field, the nature of the curriculum or the origins
and implications of these features, focusing on issues which were not identified in the literature and which enrich the data available in these focal areas:

5. New issues identified

The sixth section considers the extent to which the data from the Phase has contributed to information about the possibility and desirability of coherent and integrated approaches. This section also addresses the supplementary questions of whether it is possible to facilitate perceptions of coherence through providing managers with personal development routes through the field of management education and development.

6. Perceptions of coherence and integration

The final section notes data relating to the links between theory and practice to address whether theory informs practice and how is theory is located from fields of study and bodies of knowledge.

7. Links between theory and practice.

These issues were considered in the same groupings in each phase and an overview was taken in Part Four.
Focused Phase Analysis

Phase One – January 1991 to December 1991

Introduction to the Phase

This phase covers the period from January 1991 to December 1991. During this time I was in the role of Senior Lecturer in a Centre for Management Development (CMD) in the Business School of a Polytechnic. Research and practice during this period took place in a range of activities and specific roles:

- Course Leader of the Certificate in Management Studies (BTEC and Polytechnic validated)
- Year Tutor for the Postgraduate Diploma in Business Research Methods
- Action Learning Set Advisor and Module Tutor on the postgraduate Action Learning CM
- Module Tutor for Management Development on the Euro - MBA
- Module Tutor for Management and Marketing on the BEd Business and IT
- Work Experience Supervisor for the BA in Business Studies

This period was a transition from previous training and education roles, the most recent of which had been in management development but in an Accredited Training Centre (ATC) which was funded to provide development for local Training Agents who managed youth and adult government training schemes for the unemployed. It was funded to develop and deliver NVQ initiatives, particularly those for managers and trainers. My background and qualifications in education had led to my involvement with several members of the CMD, prior to my appointment, in developing a new version of their Action Learning Certificate in Management to align with the new proposals from the CNAA that this award would link with the developing proposals for an NVQ for managers. I had more experience with these emergent NVQs for managers than others in the Business School. The CMD was a new department as I took up post.

Issues significant during this period included an initial definition of the research focus to emphasise links between management learning and workplace practice, particularly in terms of the curriculum of management education and development. The beginnings of a literature review were made in the areas of management education and development, management practice and sources of influence on management development interventions. Data were collected from sources detailed in Part One, Figure 3. This phase was explored reflectively using a range of evidence from the period. The Action Research report of the phase is provided as an appendix and includes extracts from the Evidential Database for this Phase. The Action Research report is largely descriptive, recording the detail of intentions and events throughout the phase in relation to the key roles identified for the period.
The analysis of this material has been carried out by sorting the data into the categories identified from the literature in Part Two as influences on the curriculum. These categories have been enriched to ensure that all aspects of the research questions are represented, as described in the introduction to Part Three. Issues which arose which did not fall into the categories identified have been discussed in section 5 headed 'New issues identified'. The chapter concludes with a consideration of the extent to which the issues of integration and coherence have been further addressed and the extent to which there is information on the links between theory and practice.

Results and Analysis of Phase One

1 The nature of the field of management education and development - curriculum

More details were available about the nature of the curriculum. Programmes were designed to address distinct levels of management, with activities and requirements considered appropriate for each level. The first line manager programmes emphasised skills and attitudes and gave experience in making presentations, personal and learning management, working in organisations, leadership, teamwork, communications, managing people, finance and information, operations and project management and marketing. The programme for CMS groups was spread over three academic terms in ten-week blocks with one residential weekend, the whole totalling over 250 hours of programmed study time. In addition, there were assignments and other work to complete away from the direct contact time. There were five formal assessments, each of which involved oral presentations and written reports and the final one was a group project. The participants were organised into working groups of five or six people who met to support personal development and to engage in the group projects. These groups were used as discussion and exercise groups for much of the delivery time and considerable emphasis was placed on developing process skills and personal teamworking skills.

The diagnosis and design had been largely carried out by the staff team but it was planned to enable participants to make choices as the programme developed. The staff team had had considerable freedom because of the level of the programme and its dual accreditation which had been used to develop delivery approaches and assessment procedures.

The delivery was varied with frequent revision and development of new activities. Many participants were very apprehensive about making presentations and the way in which feedback was offered was very important as so many were so nervous of performing publically and of receiving public feedback. It was clear that the course team had become very sensitive to these issues and had prepared the groups to give helpful feedback to
peers. Much of the programme involved group work in newly formed groups and although it was intensive, exercises were designed to be fun as well as useful learning vehicles. The atmosphere was informal but purposeful with agreement over overall objectives and with working groups setting objectives within each task. New groups were identified by staff or collaboratively with participants to ensure a mix of people from each of the course groups and a mix of work experience. The sessions were very intensive in terms of personal interaction and stimulated heightened emotions, both in people becoming very close and supportive and in people clashing as challenges were sometimes stronger than was usual in work settings. Some personal strengths showed clearly, particularly those of peacemakers and collaborators. Those whose forceful approach bordered on bullying in classroom settings were often floundering when their assumptions and approaches were challenged. The speed with which new groups were formed and worked was exhilarating for participants and a momentum developed of close teamwork and celebration of successes. The finance assignment was a group case study activity and there was a group project in which each group had to find a customer and identify a project with which to complete a consultancy report. Adjustments were agreed to the assignment strategy to enable more specific individual evidence of participation in group projects to be shown. There was concern to ensure that everyone had addressed a broad base of key management skill areas and there was some alignment of the programme with NVQ requirements although there was no intention at that stage to offer an NVQ alongside or instead of the CMS.

There was a range of evaluation within the CMS programme, including the extent to which targets were met, the learning experience and the value of the programme for its participants. The positive comments covered several aspects of the course. The delivery style and the emphasis placed on student-centred learning were appreciated. There was mention of the individual support which tutors had given and also of the support which the different group memberships had provided for individuals. The emphasis on reviewing and reflection had been appreciated as had the practical and relevant orientation of the content and the assignments used for assessment.

Under comments from participants of 'things I learned' there were many references to process planning and the development of team skills and interpersonal relationships. The roles of individuals in groups was important as was trying out unfamiliar roles and having feedback on progress. Development of confidence was important and self-awareness in terms of recognising personal skills and areas for development. Many of the comments related to recognition of increased sensitivity to interpersonal issues and the importance of working together. Only one of the 38 different comments collected mentioned a functional area, finance, and that comment related to gaining an insight into finance.
Amongst the 'things I liked' were similar comments about the positive feelings of working in teams and some of the tasks undertaken. Feedback and support were mentioned again as was the tutor style and a comment was made about the attitudes displayed during the event. The use of personal objectives and the emphasis on personal development were mentioned with some comments on personal achievements. There was appreciation of having some personal time designated in the timetable and some specific relaxation sessions. The accommodation and attitudes of the hotel staff were mentioned as strengths.

The 'any other comments' included much praise for the event and some relief that it had been better than expected. Several comments revealed an awareness of personal development and feelings of positive group membership. There were a few comments which mentioned the party aspect of the evening sessions. Very few comments in all the feedback collected refer to the 'subject' content of the programme. This programme was designed with an explicit content syllabus but had also developed some very strongly delivered process elements. The process elements and the outcomes from the processes were the main issues referred to in reviews.

The CMS was seen as having less claim to resources and recognition than other Business School programmes partly because it was low priced so had no significant financial income and it had little claim to academic credit because it was post-experience. It was also rarely seen by mainstream staff because of its timing and geographic spread so had an 'invisible' quality. The criticisms of CMS provision were of two key areas. The accommodation arrangements, mainly relating to those at the main polytechnic site but also issues in the FE College and the distant polytechnic campus, included poor or non-existent catering facilities, poor car parking facilities and poor lighting at night which made many participants feel unsafe. There was also criticism of the need to move furniture around so much, an issue in all of the sites. The other area of criticism related to the timing of assignments and how these fitted with the workload in each term, particularly the first one.

The curriculum differed in the different programmes operated within the Business School, not only in recognition of different needs of different levels of managers, but in terms of the cost and price ratios. CMD was the only department which ran full recovery income courses and which charged course fees many times greater than those charged for other courses with similar qualification outcomes. It recruited well onto these courses and had a good reputation from previous presentations of similar courses whilst in the former mix of departments. These features seemed contradictory and I examined some of the issues in a report on the strategic development options for the department. My main conclusions were
that there was no collective CMD approach to strategic development but that individuals followed personal or small team visions.

There was some confusion within the Department and the Business School about how the CMS related to the postgraduate first year of the DMS which had been developed using the NVQ job roles as its module areas. This confusion centred on the comparative levels of these two courses with their different admission requirements but both seemingly aligned with NVQ Level 4 for Managers, the first line manager level. It seemed that the difference was in the little understood terminology of post-experience in comparison with postgraduate in terms of management education.

It is possible that the nature of the CMS as skills-based rather than academic allowed more freedom in developing innovative approaches as it was less restrained by academic traditions. The joint validation between the polytechnic and BTEC positioned the programme as only partially the responsibility of the polytechnic. Few people in the polytechnic were interested in becoming familiar with the regulations and interests of BTEC so there was a tendency for the formal committees to rely on the comments of the BTEC external validation process to ensure that the regulations were being followed. As these regulations were being reconsidered in the light of the introduction of NVQs for managers even fewer Business School staff were well enough acquainted with developments to engage in discussions. This gave considerable freedom to the CMS team to try out new approaches in preparation for the changes we expected to face.

There were examples of curriculum development emerging from evaluation. There were some suggestions from CMS participants for future courses. Three of these were closely related to the new approaches which NVQ procedures had adopted as good practice for workbased learning; the use of learning contracts to engage more support from workplace sponsors, a modular system to allow more choice of timing and workload and the introduction of portfolios of competence as part of the course. There was also a feeling that the evenings could finish earlier. The recommendations for future CMS delivery covered a wide range of suggestions and comments. Some related to timekeeping and timetable planning with a mixture of wanting more reflection time or less and more structure or less. There was some concern about the different experience that the four course groups had had prior to the residential with some people feeling that they had been disadvantaged. There were suggestions of useful comparisons which might be made and that more equipment might have been useful.

The CMS staff reviews considered the comments made by the participants and
introduced some changes for the next presentation. The staff had found working closely together in the residential was personally developmental. We realised that we could deliver the finance assignment to all four groups at once and have a session working as a large group. We also decided to do this before the residential so that people had a chance to meet each other beforehand. The delivery time was adjusted to have a core time allowing an earlier finish and optional group meetings or tutorials at the end of the evening. The greatest staff concern was over the lack of access to equipment to support the programme, particularly access to IT facilities. Many of the participants were delivering hand-written assignments and had never used computers or word processors. Similarly, there were concerns about the accommodation and facilities at each venue but little hope of improvement although the external moderator's remarks were supportive of attempts to address the issues.

There were also influences on curriculum development which came from sources external to programmes. It was clear that BTEC had a strong influence on course provision through its validation, but the announcement to discontinue the CMS had surprised everyone. The decision was apparently a consequence of aligning with the Management Charter Initiative to become an awarding body for NVQs for managers and CMS was viewed as able to convert from a skills focus to a competence one. In this case, the power of both employer body and awarding body seem to have been greater than that of practitioners or managers. The impetus to introduce NVQs appeared to come from government agencies and employer bodies but to be resisted by Higher Education. BTEC's decision about the CMS was seen as unusually forceful and some HE Institutions responded by taking over the validation of CMS courses without the involvement of BTEC.

When courses lead to accreditation the accrediting body has significant power over curricular choices. These include academic and professional bodies. These bodies hold philosophies, assumptions, attitudes and expectations of practice which have strong influences on provision as they have the power to withhold qualifications.

There was an increasing awareness of the development of portfolio approaches and an expectation that NVQs would become important for these managers and for this course. There were proposals from BTEC of re-ordering the content of CMS to align with the job roles of NVQ to help participants develop portfolios. This raised concerns that not all participants were in positions to develop competence in all the job roles in their current range of work and that CMS had traditionally catered for people who wanted to prepare for management whereas NVQs offered an assessment system for competence in practising
managers.

This period provided rich description of some of the diversity within a small area of the field of practice. The curricula of the programmes providing data had subject content as the apparent core of the provision but the participant emphasis was much more on the development of attitudes, understanding and skills than on acquisition of discrete areas of knowledge. The influences on the curriculum from both internal and external sources was considerable. There was concern for the relationships formed as parts of programmes with workplace colleagues of managers in the programmes. The expectations of management education and development settings were of training, conference and hotel levels of accommodation rather than of classrooms.

2 Relationships between practitioners in management education and development

The CMS staff team began to group in different combinations and identified particular interests and skills. There was less Course Leader time available in my timetable than there had been in previous years with the previous Course Leader. This led quickly to my introducing more staff democracy and teamwork involving all the staff team in planning and team delivery of the major components. There was a period of three to six months where this was resisted in different ways but a great deal of staff team-building happened in the residential in February and March where we all worked closely and discussed what was happening very intensively throughout the weekends. The hotel was something of a retreat from our usual environments and it seemed that there were two levels of activity, the learning amongst the course participants in their groups and the learning of the staff team in working with and observing the participant groups. We were explicit in reflection about our own development as we were encouraging participants to recognise theirs, and we shared some of our learning as a staff team with each group of participants. The completion of the 1990/91 cohort was felt to be very successful in the extent to which personal development had been addressed and the course team felt established and confident about making more dramatic developments as it was clear that change was in the offing.

The Group Project brought together skills in practice and built on the teamworking in integration of previous learning. It was, however, very risky in terms of the things which could go wrong for groups, individuals and clients. All tutors had experience of discovering at a late stage things which could have reflected badly on the polytechnic or things which would have caused participants to fail the module. There was also often insensitivity in preparing presentations to the mixed audience of academic assessors and clients of projects. Some critical evaluations of client organisations were made which
should not have been delivered in such a public forum. Tutors had often only been consulted in the early stages and participants were anxious to surprise the tutors in the presentations. Sometimes we were embarrassed as well as surprised and we felt that we should protect the clients rather more by introducing a different procedure and assessing the presentations at a 'dress rehearsal' before having a public forum for client presentations. It was agreed to do this in the following year.

It was clear from the review material and from informal contact with course participants that the emphasis on process skills and interpersonal skills had been very significant for many people, even to the extent that some participants referred to the programme as 'life changing'. I felt that this was very important as a potential of the process we were developing and that whilst there were potential important benefits to gain there were also dangers and the staff team felt deeply responsible for those who faced personal crises of different sorts provoked by challenges from the programme. The theme of responsibility for the unleashing of powerful process implications emerged as a personal concern in this context alongside the wider contexts of other activities in this phase. It was important for these participants that they were able to self-manage much of the work so that it fitted with their personal and working lives. One of the concerns of the staff team was to develop better ways of enabling participants to manage more of their own learning. This became a theme at the core of the developments in the 1991/2 cohort. The mix of people from different geographical course groups who had slightly different backgrounds was important as a setting for confirmation of process skills and presented a new arena for building and testing confidence.

This programme was explicit in the use of group work to maximise the interpersonal contact during course sessions. This emphasis came from a shared belief that if discussion was at the centre of delivery this would build shared and personal understanding and challenge assumptions. This approach emphasised the strength of peer feedback and support for development. This also meant that there was a risk that if participants did not have well enough developed group working skills the peer influence could be damaging for some individuals and could lead to some being effectively excluded from the group. There was also a danger of groups being driven to complete tasks and not deriving much learning if the group were not skilled in reflection and checking mutual understanding. These were issues discussed frequently by the course team. There was sometimes a reluctance amongst the groups to use less traditional working approaches. It was noticeable that these less experienced managers in CMS were more anxious about new types of activity than the more experienced managers in the AMDP. Our anxieties may have led to an increased emphasis on group processes.
As a newcomer to the programme and the team I was relieved to discover that the philosophy guiding this programme and its staff was close to the one that I had developed through my engagement in adult education. It also had much in common with attitudes and philosophies I had encountered in training settings. I felt familiar with many of the issues in this programme and confident in addressing some of the developments expected in the coming year.

Other teams were not so cohesive. The difference in how the DMS team and the AMDP team practiced explained to some extent the clashes I had witnessed when members from each team met, as they had in the DMS residential. I had had some difficulties with both team approaches and recognised that these difficulties were linked with the reluctance of both teams to discuss what their practice was based on, the philosophies which guided their decisions. Both teams quoted Rogers, Maslow and Revans as their guiding theorists, but neither team seemed to have explored the implications of their actions for learners that they were supporting. I felt that the practice of both teams was more about staff performance than supporting individual learners. Although the CMD had these internal tensions which seemed dramatic to me, the wider community of the business school seemed unaware of differences and viewed the whole department as an odd group who did rather different things from the mainstream provision. The CMD was frequently referred to as a 'bean-bag lot', a reference which seemed to link with use of bean-bags, cushions and working on the floor rather than at formal desks in row. It was also seen as 'navel-gazing' and very internally focused, 'new age' and freaky.

I was conscious at the end of this phase that I had learned a great deal about the differences in approaches to supporting learners and I had met challenges to many of my assumptions. I held a range of expectations and principles developed from adult education which had been developed in some areas from my experience in training settings. In this setting I encountered areas of practice which seemed very sophisticated but for which staff had very cursory or inadequate theoretical underpinning. The work of Knowles and Rogers was sometimes mentioned but with little detailed reference and without comparison with other approaches. It seemed that people were developing processes more on the basis of what seemed to be working than in reference to any theoretical basis. There was no attempt to disseminate or discuss the development of processes more widely, partly because there was a fragility in what may or may not be kept from one occasion to another. Action Learning approaches were derived from Revans and from the influence and expectations of a large local employer with Scandinavian origins which had influenced the development of Action Learning programmes in the business school some three years earlier. This in-company
development had been the foundation for both the CIM and the Action Learning DMS and for the AMDP. Another influence had been the development at Roffey Park Management Institute of self-managed learning programmes. One of the CMD staff had taken a DMS at Roffey and blended this approach with the traditions of Action Learning and of Scandinavian group approaches to management development.

One of the issues not discussed other than by small groups was the difficulty in aligning the CMS with the other CMD programmes. It was clear to me and to the CMS Staff Team that if the CMS was seen to succeed in personal and management development in spite of its high numbers and low staff contact time with individuals, it challenged the idea that such development required intensive contact time in small groups and high fee levels to pay for that. It challenged the pattern of Action Learning which had been developing as a core platform of the CMD portfolio.

Some colleagues were very open to use of creative thinking techniques and self-reflection. A group of us used a metaphor to develop our thinking about how workshops could be planned more creatively and this led to a much wider range of possibilities than we had been working with previously. The creativity extended to realising that this was an interesting topic for wider development, and it led to the collaborative writing of a book, 'Workshops that Work' (Bourner, Martin and Race, 1993, pub. McGrawHill), which involved colleagues from this setting and from another institution.

This period demonstrated that course teams can become wedded to particular structures of learning, maybe styles, which may then become restrictive or very self-consciously aligning to a model (action learning, self-managed learning, support groups). There were staff who refused to work with each other on the grounds that their practice was so different that each saw the other as unprofessional. I was able to work with any of these staff in the different teams but saw their practice as different and based on different philosophies and attitudes. Differences included different views of the responsibilities of a teacher, in terms of the planning of events and in the extent to which teachers should be directive. Also, differences in responsibility towards participants in terms of some staff seeing them in a traditional student role and working with them as individuals with open and free choices and others seeing them as adults in the role of managers and having made a range of choices which should be recognised as part of their lives as learners. There were differences in expectations of dependence and independence which reflected different perspectives on pedagogy and andragogy. Staff adopted different claims to expertise, some claiming expertise in subject areas, some in processes.
3 MED practitioner and learner relationships

I was uncomfortable in forcing people into close encounters when staff saw potential confrontations coming but participants did not. The reasoning which had been used to defend the practice previously had been that as managers participants should be able to manage themselves. I felt that they were beginning careers as managers and were much more vulnerable than had been acknowledged. I may have been influenced by years of adult education in which all adults are acknowledged to be vulnerable in learning situations simply because of the challenges to their assumptions and what they had previously accepted as knowledge. I was also conscious of the differences between this group of new managers and the managers I had encountered in the AMDP residential who were much more experienced managers and much more used to recognising situations in which they might be vulnerable. In these residential issues particularly, the new managers were not used to travelling and living in hotels as part of their work, not used to being in such close circumstances with work colleagues and without ways of behaving which accommodated social relations with work colleagues. For some it was possible that their course colleagues offered more support and kindness than they were used to in their normal life and relationships. This led to some suddenly seeing truths about their lives and work which were difficult to come to terms with and which implied that they should do something about their usual situations.

For me, this was a demonstration of the effect that learning can sometimes have on people who discover their personal power and then have to review all of their relationships. For others the experiences they had during these residential and in other parts of the course made them seem different to their families. I felt that some of the potential dangers for individuals in developing so fast through learning situations were not adequately addressed by those of us who knew something of what to expect. There were also sometimes physical dangers and recklessness.

Because of the group project involvement with local businesses there were issues for the CMS staff team in encouraging the course participants to stretch themselves whilst protecting the reputation of the programme and the polytechnic. Groups were often rather secretive about their progress, staff were trying to be a resource rather than a control over the process. There were no mechanisms to share progress and all was revealed at the public group presentation which was the assessment forum as well as the public delivery to the clients. The planning of projects was often kept from staff so that they could be surprised at the assessment event. However, some of the surprises led to difficulties with assessment, some embarrassment of clients who had hosted projects and some clashes amongst group members.
The staff in these learning settings took expert and course management roles, offering options to the participants rather than involving them in development of the learning provision.

4 The manager as learner

The CMS age range was wide with few under 25 years old and an emphasis in the 30-40 year age group. There were more over 40 than between 26 and 29. For some participants the residential was the first time away from their families. CMS participants were drawn from a wide range of companies and mostly sponsored with time release. There were a large number of people from service roles. All had substantial work experience although not necessarily very much in supervisory or management positions.

I was particularly aware of the highly personal nature of experiences the participants were encountering, particularly at the residential where they were living in close contact and being encouraged to reflect on very personal aspects of their experience. It was obvious that some did not have skills for self-protection in what amounted to a live-in party in the evenings. There were also extreme anxieties over making presentations, lack of confidence and fear of such focused attention.

There were a range of issues raised when assignments brought contact with the world outside the learning environment. There were issues of relationships with clients of projects and ways in which criticism could be delivered in public presentations. Similar issues arose when clients of written reports were asked for feedback which might relate to reports which had contained criticism of their organisations. Managers producing such material as part of course requirements were vulnerable to workplace reaction. Some provision could have been made for sensitivity to these issues.

5 New Issues Identified

Much of the evidence from this Phase confirms and enriches the categories determined in the model. However, there are some new issues raised and some relationships which should be noted.

a) Expectations of learners who are managers:

There are some common assumptions and expectations of those in the role of 'manager' which may result in less consideration being given to the issues brought to learning.
settings than is usual with other adult learners. Learning in a social setting when all learners are in management roles brings a potential additional element of comparison and competition and inevitably always includes issues arising from the contexts in which each individual manages. Many of the issues raised by participants concerned attitude and behaviour areas of learning rather than subjects, theoretical perspectives or skills. However, there was recognition of the development of more integrated approaches in problem centred learning.

b) Provider institution resourcing

The management expectations of the providing institution had an effect on the extent to which the provision was enabled to meet customer expectations. Investment of various kinds was made explicitly in programmes seen as raising significant fee income. There were also concerns about whether such provision contributed to achieving the aspirations of the provider organisation.

c) Development of collaboration through experience

Even in this first Phase there is a consciousness of development over time. It may be important to acknowledge timescales in issues relating to collaborative working. This may link with some differences in relationships when people have been close over a period of time or have worked together in intense situations in residential where many social concerns have to be accommodated more overtly than in short periods of classroom contact.

d) Identity of course teams

There is an identity to course teams which may be a separate issue from the identity of individual practitioners. Practitioner choices extended to refusal to work with individuals who were perceived to adopt incompatible practices. This evidence arose from a setting in which it would appear that the practitioners had very similar profiles, all members of a specialist department of a Business School. There were significant differences of philosophy and practice which led to frequent clashes. There may be a range of categories of practitioners who are based in educational settings. This may also be true of the other categories of practitioners about whom there is no evidence in this phase.
e) Management experience influence on learning

There was a difference between groups of experienced managers and groups of inexperienced managers as learners. There was an obvious difference in the experience brought to the learning setting, but there were also differences in confidence in venturing into new perspectives and readiness to challenge beliefs and assumptions. Much of the learning was personal and related to wide aspects of life, not only the role of manager. If learning was life-changing this affected all aspects of an individual's life not only their role as a manager. Similarly, if deliberate attempts are made to change behaviour through management education and development there is an implication that this will affect other areas of an individual's life. This has ethical implications for practitioners, particularly if this possibility is not explicitly discussed with participants in learning settings.

Traditional notions of providing study skills support were inadequate for settings in which learners had a range of sophisticated understanding of project management but little understanding of academic requirements. There was a need for a different type of support which used the experience of managers as learners in a more appropriate way.

6 Perceptions of coherence and integration

This phase contributes to understanding of the issues that arise in attempting a more coherent and integrated approach in terms of relationships within course teams and between practitioners. Some barriers to collaboration were evident where practitioners approached learning settings with different ideas and expectations, but practitioners worked together creatively in course teams when there was time invested in planning and reviewing programmes. Both the CMS and the AMDP teams built review time into all the residential sessions which focused teams on ways in which they were working together. There appeared to be support from participants for involvement in more complex assignments where more than one member of staff was involved.

Some examples were given of ways in which individual managers were facilitated to make some choices in their programmes, including wide choice over group projects. The assessment criteria had to be addressed to enable these managers to achieve appropriate academic targets through group work. There is some evidence that these managers found the focus on working towards targets set as a group provided a coherent and satisfying learning experience. Several programmes used some sort of learning plan, agreement or contract to put in writing what individuals or groups were aiming to achieve during a particular period.
7 Links between theory and practice

There are some examples in this Phase of ways in which different theoretical backgrounds influence collaboration between practitioners. However, some of the disagreements were more related to recognition of the adult nature of learners and the responsibilities included in management roles than with theoretical perspectives on learning. Where theoretical perspectives were discussed it was noted that there were few sources cited and those were only superficially used to support choices of practice.
Focused Phase Analysis

Phase Two - January 1992 to December 1992

Introduction to the Phase

This Phase covers the period from January 1992 to December 1992. I continued in the role of Senior Lecturer in a Centre for Management Development in a Polytechnic. Action research during this Phase was focused on the key roles I held:

- Course Leader of the Certificate in Management Studies (the BTEC CMS)
- Year Tutor and Set Advisor for the Postgraduate Diploma in Business Research Methods (Advanced Management Development Programme, AMDP)
- Module Tutor for the Action Learning Certificate in Management (CIM)
- Module Tutor for Management Development in the Euro-MBA
- NVQ Development

One of the main areas of activity in this phase was the introduction of NVQs for managers and the implications for the CMS and the CIM. The NVQs also offered a new potential for in-company programmes which was one of the areas which the department was expected to develop. The CMS was delivered with little difference from the previous year and similar data was collected in course evaluations.

The AMDP role had developed to include me in a core capacity as a set advisor which enabled me to work more closely with groups and allowed more data to be collected with participants in different settings. This programme was delivered in hotels in different locations, often abroad, which increased the intensity of some of the experiences for participants and for staff. The issues raised by the research projects influenced my thinking about research and increased my understanding of the tensions produced in attempting to achieve multiple outcomes from work-based projects. The five-year review of this award took place during the summer of this Phase which increased the amount of collaborative evaluation during this period.

The role with the action learning CIM was intended only to extend for the short period of a module, but the programme was being presented for the first time with an inexperienced Course Leader. I had been significantly involved in the development and validation of the programme and supported the delivery, eventually becoming Course Leader until the end of the phase. The MBA role was interesting but had little opportunity for collaborative evaluation as the module was a small part of the MBA, but I did act as research supervisor for several candidates as a result of the contact in the module.
Another important series of events during this phase concerned the development of the department (CMD) and the replacement of the Head of Department as the original post-holder moved into a new role in the Business School. There were a series of Business School meetings and departmental ones exploring strategic options and educational developments. The opportunities offered by the new NVQs in management were significant in supporting these plans and I took a key role in explaining the potential and developing appropriate systems to introduce them.

Some concerns were carried forward from the first period of research. I was increasingly worried about the clashes of individuals with very different approaches to this area of work. I held strong views about working with course participants as individuals and adults and was sometimes offended by authoritarian and patronising attitudes adopted by some staff in other parts of the Business School. Amongst the CMD staff there were differences which caused some overt criticism of practice and there were staff who would not work with each other although I was able to work with all of them. I was concerned to understand more about the issues underlying these differences. Another issue which I wanted to explore in this phase was the extent to which there were different interpretations of action learning in the different programmes which used that approach. I had been a set advisor in the action learning DMS and in this phase became one in the AMDP, thus was in a position to make comparisons.

During this phase the expected dissolution of the 'binary divide' led to the change of name and focus for the polytechnic, which became a university.

A great deal of evidence was collected during this phase, from a wide range of sources. The action research report of the phase is provided as an appendix together with extracts from the Evidential Database. The action research report is largely descriptive of planning and actions in the period and this section analyses the material presented in the narrative report and the Evidential Database as in the Focused Analysis of Phase One. The categories used for analysis are exactly the same as in Phase One and the data were drawn from sources detailed in Figure 4 in Part One.

1 The nature of the field of management education and development

The development of NVQs for managers raised issues for higher education of how these competence based qualifications would co-exist with traditional approaches and assessment. The development of interest in NVQs was driven from several perspectives. Managers were interested in obtaining a qualification which was related to their ability to do the job and academic qualifications were frequently criticised as being
only theoretical. There was business support for similar reasons. The polytechnic was interested in developing courses supported by business leaders and particularly interested in developing in-company contracted work, so their interest in curriculum development was more concerned with the business opportunity. There were educational issues raised in terms of the nature of competence assessment and qualifications and the relationships of these to academic postgraduate programmes and post-experience skills based programmes. Early in this Phase BTEC announced that they were to discontinue the CMS and replace it with the new NVQs. This came as a surprise to organisations using their validation and some polytechnics responded by leaving BTEC and validating their own CMS programmes rather than developing NVQs.

Another national initiative which began to impact in this Phase was the development of a credit accumulation and transfer system (CATS) which polytechnics had been encouraged to use by the CNAA as a way of structuring and calibrating undergraduate and postgraduate degrees. We began to address this in the development of the CIM and continued to build on the possibilities with the idea of developing a framework for all the management qualifications. It was soon clear that there would be difficulties in aligning the Action Learning programmes with the traditional didactic ones because of differences in delivery processes, teaching contact time, expectations of content and assessment methods.

Interviews for a new Head of Department raised a range of issues felt to be imminent in the future of management education and development - speed of change and the turbulence and unrest that brings, the need for flexibility and some core systems, links between workplace learning and academic models, access, APL and approaches to assessment and qualifications. Some looked at what business and industry seemed to be requiring of HE in terms of being more relevant and helpful, some predicted political interventions and associated expectations. Learning was seen as a means to an end of improved employability.

We realised that NVQs were focused on outcomes rather than development which was the traditional focus of academic programmes. With the focus on assessment of demonstrable performance it became possible to develop very fast routes for those who already met the standards as they need not be required to undertake any further development. It was also possible to use the standards as part of development programmes, but the two could be separated. BTEC staff were uncomfortable at this proposal as they were still expecting providers to approach NVQs as traditional
developmental programmes. One important issue that arose in this context was that NVQs were designed to be assessed at work as the standards were for competence in work settings. College provision of CMS and similar courses had often simulated working conditions, not very convincingly as the classroom setting is very different from workplaces. It soon emerged that extensive use of simulation would not be permitted in NVQs in management. This brought an emphasis for us on supporting development of portfolios of evidence from the individual's workplace rather than providing opportunities for individuals to demonstrate competence in simulated settings. Once the requirements were clear and we developed ways of assessing evidence from workplaces, we also had the basic system to enable assessment of prior learning against these standards and were able to offer APL and APEL assessment.

Many Business School colleagues thought that action learning lacked rigour because it did not require students to demonstrate familiarity with a pre-determined range of theory but emphasised demonstration of an appropriate range of theory applied in context. They also thought that this would be difficult to assess. Others thought that action learning demanded more of students as they were not supplied with material to be rote learnt and regurgitated for traditional examinations. NVQs brought a different range of concerns and were criticised by many academics as emphasising visible aspects of performance rather than the thinking underpinning performance.

There were a range of difficulties in delivering the CIM for the first time as the modules were linked with the NVQ notion of job roles and I was the only member of staff in the programme who understood how participants could develop portfolios which demonstrated competence and used the module assignments to support their claims. Staff development was a difficult issue as few wanted to become qualified NVQ assessors and academic staff were unused to being assessed themselves.

There was concern about replacing the CMS with an NVQ process because the CMS was widely regarded as successful and it recruited high numbers each year. Developments were made very carefully to retain much of the nature of the CMS and to add the potential to achieve NVQ outcomes alongside the traditional accreditation.

The five-year review of the AMDP demonstrated the long term nature of curriculum development in this programme which had detailed evaluations for each year and was able to bring participants to the event who were still continuing with research linked to the programme. The reflective nature of the approach emphasised collaborative evaluation and continuous improvement. Evaluation in the AMDP had a difficulty in
that the programme strived to achieve and maintain a very high quality perception but genuinely wanted to hear criticism to be able to build continuous improvement. The anxiety led to very frequent reviews and some staff defensiveness when participants offered comments which were critical. Some of the issues raised could not be adequately addressed through the processes in use for evaluation as these had been developed in the slick style of the fast pace delivery.

The review of the AMDP was a very intensive collaborative event which drew on comments from current and former participants, sponsors of participants and clients of research projects and staff and external examiners who had been involved in the programme. There was extensive and enthusiastic support for the action learning approach: "I'm not told the answer, I'm given the tools to find my answer". These participants were senior managers who expected to make their own decisions and to find their own answers.

There were some wider influences on provision during this period. I became involved with a national initiative to develop Open Learning materials for managers in the NHS through a collaboration between the Open University, several polytechnics linked as the Open Polytechnic and the NHS. The funding for this came from the NHS as the intention was to develop a network of national support centres for NHS managers to support their studies. The materials were based on the NVQ competence standards for managers.

There was concern related to the potential for polytechnics to become universities - a concern about the lack of experience of research in polytechnics and the lack of money to fund research and concern that the diversity of polytechnic work would become restricted if they modelled themselves on traditional universities and stopped developing the non-traditional areas of work. There was also concern about the extent to which European development would open a Europe wide job market without national restrictions and what polytechnics should be doing to prepare students for national and Europe wide credit transfer.

2 Relationships between practitioners in management education and development

There was some feeling that the AMDP team had become very prescriptive in planning residential and did not involve participants at all in planning or in revising plans after session evaluations. There was also recognition that some of the events disadvantaged women, particularly the evening team-building events which had a very masculine
approach. Some staff felt that the programme potentially put participants at risk in various ways, in terms of academic ability at postgraduate level, in terms of personal revelation which might be regretted later and in terms of the ability of participants to offer the mutual support that the programme aspired to develop. The sexist behaviour of the men in some of the evening activities in AMDP residential led to women staff leaving the group and inviting women participants to join them, effectively dividing the cohort. Some men chose to join the women at this stage, which caused tension between the staff and charges of deliberate divisiveness.

The traditional methods by which new courses and programmes are developed in academic settings involve progressing proposals through sequences of committees and making modifications in response to comments at each stage. Validations are important events in reviewing the thinking behind provision and the extent to which new approaches can be agreed and incorporated. One external participant commented in the AMDP validation that there was an opportunity to be explicit in linking management research with management development and to contribute to the knowledge base in "seeing research as management and management as research". The discussion explored the different perspectives staff in the AMDP had in approaching research and it was agreed that the team were "united in experiential and action learning approaches" but that they were "not united necessarily in approach to research". This perception arose from recognition that some of the team took a very qualitative approach and others a quantitative approach. This is an example of a situation in which the diversity within the course team offered choices to participants which enabled them to develop coherent approaches to their own research in their particular settings.

There was a potential risk to students in the AMDP as admission did not require first degree qualifications but candidates were to be assessed at postgraduate Diploma level after one year. There was a discussion about the extent to which management experience was an appropriate admission requirement but the success of candidates who had been admitted on that basis led to agreement to retain the facility. The AMDP was seen by the validating panel as "an exciting developmental process that touches base on self-development, organisational development and management development" but there was also concern that in addressing the demands and expectations of the business world the academic issues might be less well addressed.

There was concern in the Business School that the range of qualifications in management were confusing to customers because of the differences in processes and levels although some carried similar names. It was agreed to draw these together into a
common framework of postgraduate provision and to indicate the relationship between this framework and the NVQs for managers. The group who took this initiative forward had great difficulty in agreeing over any aspect of the framework - in terms of content, processes, timescales, admission requirements or assessment strategies. The Action Learning approach was seen as unable to adequately cover traditional MBA syllabus requirements at CM, DMS or MBA levels. None of the staff teams wanted to change their programmes enough to move towards compromise positions.

NVQs raised new questions for academics in the Business School. There were new procedures; the concept of achieving competence or not yet achieving (rather than pass / fail), the possibility of assessing for a qualification without delivering a course - assessment of prior experiential learning, the concept of study time and tutor contact time being irrelevant to student achievement and the concern that students would find it difficult to understand when staff found it so difficult. The need for staff development was recognised.

The strength of disagreement in academic teams was significant enough to lead to groups and teams breaking up. I left the new framework group and the DMS team gladly because I felt that our differences were too great to work together without so much compromise that the integrity of core values in practice would be lost. These issues revolved around teacher and learner relationships and ways in which I expected to work with adult learners. I remained in the AMDP team although I had disagreed with others about the evening events in residentialis, because all the team agreed to work with the preferences of each group and to involve the groups in determining how evenir.ges would be spent.

In this Phase I drew from my previous experience in Training Agency posts in realising that NVQs could be delivered in much more flexible ways than academic courses had traditionally been delivered. I thought that this would be worth developing to provide the basis for in-company programmes which could involve workplace assessors in partnership with Business School staff. This would address concerns I had encountered previously about managers being developed to be competent at work and not only academically successful.

3 MED practitioner and learner relationships

There was a tension in the AMDP team between colleagues who wanted to develop collaborative planning with participants and staff who wanted to retain detailed staff-designed programmes which had very specific timing. The anxiety of the staff wanting
to retain control was presented as a concern to provide a quality presentation with fast pace in all the sessions. I was one of the other staff who wanted to vary the pace and the activities and to allow more reflective time and more collaboration about processes as well as content. It is probable that my concern was the only one based on a philosophical concern to practice in an adult relationship with participants and that other staff were more concerned to demonstrate professional presentation. There were differences in our expectations of how we should engage with learners when we were paid to be teachers.

Another tension arose in the AMDP when male participants indulged in dangerous activities including climbing high hotel balconies. I felt responsible as a teacher from my experience in taking school groups on trips. I realised that the responsibility was not one as a parent which would be patronising, but that there was a responsibility for having brought these people into this unfamiliar setting and emphasised freedom from normal responsibilities. There was a need to clarify who had responsibility for what and where boundaries would be set on behaviour within this community. A compromise was reached by some participants taking responsibility for the safety of the group. This was a particular issue when people had been drinking heavily and decided to swim but it was fortuitous that there was a life-saver amongst the group who was also a non-drinker. I felt that there was an issue for the Business School in that the hotel bookings had been made for a Business School group but colleagues were less worried and disinclined to take responsibility for the group behaviour.

The learning sets shared some deeply personal issues and staff working with these groups became engaged in support of individuals and of the group. As it was essential to retain confidentiality each set advisor became closer to their set than to other staff team members. The experience in each set was considerably more intense than the experience of being a staff team member.

There was a distinct gender issue in the AMDP in that the original cohort had been all male, the second cohort (when I had joined the programme as a Year Tutor) had only had one woman participant and myself, and this was the first year with two female members of staff and several female participants. The programme had developed to accommodate male interests which were not accommodating for the women, for example, the evening entertainments.

NVQs presented a problem in an academic setting as there was no provision for a candidate to fail and no penalty for repeated attempts to succeed. This was different
from the academic tradition of pass or fail with limited opportunity to make further attempts. Staff development for becoming an NVQ assessor involved academic staff in having to gain exactly the same qualifications as workplace staff. The activities of being observed making assessments and developing a portfolio of evidence were unusual for academics and resented by some who usually declined to be part of the programme.

4 The manager as learner

There were a range of issues which revolved around the models of pedagogy and andragogy in all the discussions of the new framework, but these were overridden by structural concerns about the nature of the awards and their credit ratings. Managers were concerned about academic awards being seen as irrelevant to how well managers performed at work, which gave impetus to NVQs in management which were expected to be much more about workplace performance.

5 New issues identified

a) Implications which arise in change of status of providing institution

The polytechnic had been quick to take the opportunity to become a university and this change raised issues of whether the range of provision should change in some way, fears that diversity would be lost and that research would become more significant putting pressure on staff to research in preference to teaching.

Curriculum development in terms of in-company and partnership courses was driven by the goals of the new university in seeking new sources of income. Although there was support for the development of capability to address the new possibilities, there was little interest in exploring the potential contribution this work could make to curriculum development, other than concern to protect the existing provision from any challenges the new accreditation might bring. There is an issue about developing new practice alongside traditional practice, particularly if it is expected to operate within the existing structures and systems. The difficulties in including staff from the traditional areas of work demonstrates the resistance to new ways of working.

The attempts to develop a common framework for management qualifications demonstrate some of the practical results of the difficulties encountered in trying to bring together different areas of practice which were founded in different traditions with different philosophies and assumptions, although these had been little articulated until the challenges to each tradition were made by the others. There were essentially three traditions in this potential framework, the very traditional didactic and subject based
programmes, the newer action learning programmes which emphasised reflection as a learning process and were less directive about content, and the new NVQ programmes which were more related to traditional training approaches than educational ones. These comparisons are more closely aligned with the original model in Part One which identified a difference in approaches to managers in terms of whether they were seen primarily as learners or workers, with the action learning approach bringing more holistic concerns common in the approaches of personal development.

b) Influence of developments over time

A range of issues were raised in the interviews for the new Head of Department post which offered suggestions about imminent developments. The comments of candidates all reflected an assumption that learning in this field was entirely about employability, but most mentioned changes in environmental conditions which affect society in many ways, not only in working conditions. There was an emerging issue about the extent to which the syllabus should be responsive to the perceived immediate needs of those commissioning management education and development or whether there was a wider educational purpose which should be addressed. This may link with whether the provision is funded entirely by an employer for internal training and development purposes or whether there is joint provision in which there is an element of public funding which has purposes related to the development of society and citizenship alongside concern about sustaining the wealth of the nation through business.

Another timescale issue arose with the CMS in the concern to retain a programme which continued to attract large numbers of participants and not to replace it with something that was different enough to risk the continued support. There is an issue about how development and change takes place without alienating traditional customer markets.

Also a timescale issue arose in recognition of the five-year span of course development sustained in the validation and review process. The evaluations for each year of a course have a long-term value when they are re-visited in the review process. For educators this brings an expectation of development in a model of continuous improvement where developments are build incrementally. This is very different from development of a workplace programme where each initiative is designed for the immediate purpose with little reference to previous experience.
c) Assessment without developmental preparation

There are differences in the ways that programmes can be constructed if assessment is regarded as something which can happen without a developmental preparation. Traditional courses have concerns about the tutor contact time and progressive development of students, NVQs are primarily concerned about whether a defined standard has been achieved or not. This made it possible for an assessment service to be offered without an essential development period. Although APL and APEL can be closely related to traditions in the curriculum in that judgements are based on equivalence, the possibility of assessing without having provided a course leading to assessment was new in this setting. It is not a new idea, as open examinations for admission to institutions and to enable people to re-sit examinations are familiar in higher education.

NVQs raised an issue in that their assessment was intended to take place in the workplace but their delivery was largely developed by educational institutions. Those who would be best placed to make assessments of performance were logically those in the workplace rather than people in educational institutions. The third-party method of assessment was widely used to overcome that difficulty and portfolios of evidence were used to make claims to competence. This raised different issues about participants' abilities to compile portfolios of evidence.

d) Differences in perceptions of academic rigour

Action learning was seen as insufficiently rigorous by some academics because of its lack of substantive subject content, but defended by those who advocated its use as more rigorous in requiring reflection on learning than traditional processes of teaching and learning. There is a difficulty in assessing a thinking process which might only become evident when it is demonstrated in practice. This is an example of the ways in which staff had differences which were difficult to clarify because the opinions were based on different philosophies and different assumptions about the nature of teaching and learning.

e) Tensions in open evaluation processes

There is a tension between striving to deliver high quality provision and encouraging open criticism and challenge to what is provided. Many staff were defensive when criticism was made of content or processes which seemed also to criticise the expertise.
or professionalism of staff. The design of opportunities for participants to engage in course review is important in enabling their views to be heard and considered. This also raises questions of who might be considered to be experts in what and who should make decisions about design and development. It may be very important to define the purposes of provision if judgements made in reviews and evaluations are to be separated from personal criticisms of staff engaged in delivery.

f) High expectations of managers as learners

The issues mentioned in the previous Phase about the possibility that educators offer less support to managers than would be offered to other learners were emphasised in terms of the possibility of students being put at risk of not achieving awards at postgraduate levels because they were admitted without evidence of working at that level - the assumption was that senior managers work at postgraduate levels, but the evidence is that few managers have academic qualifications or understanding of the advantages of doing so. Another assumption was that part of a management role involves supporting and developing others, leading to an assumption that they would be able to do this for each other. There was also an expectation that sexist behaviour would be acceptable in a forum in which most of the managers were male.

The proposal was made that research is an essential and integral part of management activity but that approaches to research vary.

There were concerns about managers being developed to be successful at work and not only academically successful and issues about the role an academic institution could play. This was potentially addressed in developing partnership programmes with workplaces.

g) Personal responsibility and integrity and its influence on practice

There is an issue for individual members of staff in the extent to which they are prepared to relax their personal boundaries to accommodate compromises in attempting to work in teams. One example of this was in the disagreements within the course team of the AMDP about how evening activities should respect women as equal participants. An extension of the issues involved in teacher/learner relationships was indicated in the extent to which course teams should take responsibility for inviting managers into unfamiliar settings in which they were invited to let go of their usual responsibilities if that led to them indulging in dangerous behaviour.
h) Course team development in action learning programmes

The course team structure breaks down if programmes are centred in learning set activities which have necessary confidentialities because the member of staff advising the set may become closer to the set member than to their team of colleagues. The issue of who is the colleague is difficult to unravel when all are learning together but have different appointed roles in the setting.

6 Perceptions of coherence and integration

In this phase there were several examples of issues which could divide practitioners but which were of less concern to managers as learners. The example of different research approaches offered some value to learners in the diversity enabling wider choice. The disagreements over sexism in evening activities in residential led to greater involvement of participants in planning their own activities, which brought their perspectives into the wider planning process. There was some evidence that managers as learners appreciated being supported to address their own problems. The inclusion of both management education approaches and management development within programmes were recognised as contributing to a more coherent experience.

7 Links between theory and practice

There were examples in this phase of application of theory to attempt to inform practice in the discussions arising from the Head of Department interviews with the many suggestions of trends which would be significant in the future of management education and development. There was also recognition of the different understandings of rigour in study and how disciplinary approaches differed in the extent to which reflection on experience was valued. There was evidence that the personal values and expectations of practitioners may sometimes align uncomfortably with their attempts to meet expectations of colleagues when issues of responsibility and behaviour in temporary communities arise.
Focused Phase Analysis

Phase Three - January 1993 to December 1993

Introduction to the Phase

In this Phase there were roles continued from Phase 2 and developments in new areas of work were recognised as several in-company contracts were gained and I was promoted to Principal Lecturer. Research and practice during this period took place in a range of activities and specific roles:

1) Course Leader of the BTEC Certificate in Management

This role continued with this first presentation of the new form of the CMS as a development programme leading to NVQ Level 4 in Management. Much of the previous design had been retained but there were more distinct groups of modules to address the job roles identified in the standards and there was more emphasis on supporting participants to gather appropriate evidence from their workplaces. Although the short course to develop NVQ portfolios for previous CMS people had been completed during the previous Phase, the portfolios were completed and assessed during this phase, presenting some new issues for the Course Team.

2) Course Leader and Internal Validator for the associated NVQ Programmes

This role developed during this phase from the increased NVQ activity which had been initiated in the previous year. Interest in NVQs and the university's role in provision developed and several new programmes were established including one major programme for a Borough Council. This attracted more interest and there was substantial activity in designing new initiatives combining many of the elements from academic and NVQ approaches.

3) Year Tutor for the Postgraduate Diploma in Business Research Methods

This role also continued from the previous year as I continued as a Set Advisor for the 1992 cohort and took a new Set from the 1993 cohort. I continued to act in the Year Tutor role and continued to deliver many of the workshops.

There were several issues which continued to be focal areas from the previous phase. The core focus was to understand more about the curriculum of management education and development. There were continuing themes related to development of accredited
structures and the links that could be made between academic and NVQ programmes and both of these with in-company programmes. An additional concern had developed which was a recognition of the effect that some of the course team behaviour and colleague behaviour had on me and my practice and I was concerned about the extent to which I could accommodate the differences and what I would do if some of the boundaries I thought were essential to the integrity of practice were breached.

The action research in this phase concentrated on experience in the roles mentioned and also continued to explore the issues raised by the development of the department and the Business School. At the end of this phase I left the organisation to take up a post in a different environment, but the research continued with a similar range of concerns.

The same categories as in previous phases have been used to re-focus the issues raised in this period and the data were drawn from sources detailed in Figure 5 in Part One.

1 The nature of the field of management education and development

The first course offering a chance to convert the CMS into an NVQ recruited many more participants than had been anticipated and required significant assessment time earlier than had been planned. This raised interesting issues as planning for academic programmes included assumptions about the time it took for individuals to become ready for assessment. In NVQ provision assessment should be offered to individuals whenever they determine their readiness.

There was considerable diversity in the range of assessment methods. The traditional didactic DMS and MBA used long theoretical essays for assessment and the Action Learning ones used business reports, oral presentations and reports of personal development plans. NVQs used portfolios of evidence which included witness statements attesting to performance in the workplace. This variety of approaches and involvement brought considerable diversity which offered choices within the boundaries of programmes but which contributed to the confusion claimed by managers who found difficulty in understanding how standards could be maintained when assessments were made of such varied evidence.

There was similarly a range of delivery methods used, ranging from traditional lecture style through problem centred approaches and creative activities including cartooning and drawing. These programmes drew from this wide range which sometimes confused participants and staff as the purpose of choice of different approaches was rarely discussed. The emphasis was on providing a varied and lively range of
experience but the purpose of doing this was assumed as being to stimulate more committed engagement.

There was positive recognition that the department was beginning to show an ability to deliver new types of programmes which were expected to lead to new revenue streams, but concern that this had to develop within an existing resource base and with staff whose preferences and interests did not always align with the new developments.

The pressure to develop the new framework for management accreditation was increasing and the issues which had delayed the process were fundamental to the interests of the department because they concerned the extent to which credit could be awarded for evidence of application of knowledge through workbased assignments rather than assessment of knowledge through traditional examinations. There were also concerns about how the NVQs related to academic awards and whether any exemptions could be granted.

2 Relationships between practitioners in management education and development

There was a sudden demand for staff to assess NVQ portfolios but none of the full-time staff wanted to become qualified for this work. Part-time staff were brought in and trained to take these roles. NVQ assessors were developed through working collaboratively in groups with candidates and discussing evidence together to develop common agreements about dimensions of evidence and the basis on which judgements could be made. I was worried that the provision of NVQs relied very heavily on myself as the only member of full-time staff as all the others involved were part-time staff.

That had the effect of locking me into that area of delivery and restricting my involvement in other work, some of which I would have found more developmental and which could have linked more closely with the ideas behind competence. The new in-company work was innovative but relied heavily on NVQs which were very operational and not as interesting to work with as the academic programmes which dealt with much broader issues. The operational urgencies appeared to take priority over development of the educational provision in a way which recognised the tensions and made best use of the resources as they changed.

The importance of NVQs in gaining in-company work was becoming apparent. A substantial contract was gained from a Borough Council to deliver a programme for first-line managers which led to NVQs in management. The agreement included development of some Council staff to be NVQ assessors. It also included involvement of Council senior managers in a steering group to oversee the programme and its
contribution to the organisation. Senior managers in the steering committee were concerned with the differences between the old culture and the new and the difficulties this caused in liaising across departmental boundaries and communicating up and down the hierarchy. The had a purpose in initiating a culture change from the traditional local government professional model to one more customer centred. University staff were concerned that this could not be achieved by first-line managers alone but had to be supported at much more senior levels. Some senior managers in the Borough had difficulty in understanding the NVQ structures and were antagonistic to awards that did not meet their traditional expectations of academic study. Those who were assessors were supportive in explaining the advantages they saw in using competence standards within their settings, but the difference in expectations emphasised the differences between traditional professional approaches and the newer competence ones which were criticised as offering qualifications too easily. The managers involved as NVQ assessors became qualified to assess at work. This involved all staff in discussions about the relevance and appropriateness of material for workshops and the issues raised in making decisions about assessments. The CMD and university link with the contracting organisation was lost shortly after I left the university, reportedly because no provision for customer liaison was made to replace my role. A similar local government contract to provide a linked academic and NVQ programme was lost from the department in this period with feedback that there was little coordination of the programme provision and that the action learning was seen to have been subversive and that the NVQ part of the provision not given sufficient attention.

There is more detail in this phase about content and process used in curricula in this context. A new issue is the explicit nature of concern expressed about delivery and assessment for qualifications which differs from traditional routes and which raises issues about the quality, the coherence and the integrity of the new awards. This was particularly in relation to the NVQs but was also raised in early stages of action learning programmes.

The local TEC contracted a service to provide assessment for NVQs so that there was a route which was independent of development programmes and could be accessed by experienced managers. This was considered an important demonstration of recognition of the extent to which managers might achieve qualifications through learning from experience rather than through traditional educational processes. It was little used, however, as the portfolio-building process was difficult to understand without some development support and the provision of such support was close to the educational provision which the commissioners had been anxious to avoid.
There was concern about the ways in which the AMDP addressed the development of managers as researchers and the implications of this for the participants because they were sometimes at risk in terms of their workplace role as managers and sometimes at risk in terms of gaining postgraduate accreditation. Staff recognised the difficulty managers frequently face in adopting a neutral stance when their roles require them to be committed to organisational values, directions and intentions. The aligning of a research approach in such circumstances is very sensitive but recognition of the issues is essential if a manager is to carry out research which has an appropriate relationship with the world of academic thinking and the world of business. There was a continuing concern about risk for potential postgraduate researchers when their studies were based on workplace projects in turbulent business conditions which might lead to the termination of the project and consequent loss of research project unless the possibility of such events was anticipated and planned into the research approach.

The group attempting to bring all the management qualifications into one framework did not work together well enough to resolve philosophical differences or to understand different perspectives, found no common ground and broke up without having achieved the task.

Disagreement about the nature and direction of the department's work continued and there were few staff who could support the developing work which increased pressure on those who were able. I had been finding it increasingly difficult to contribute to development as so much of my work continued to be in supporting established but under-resourced areas. I chose to move to a new post in a different setting where there was a significant developmental role.

3 MED practitioner and learner relationships

The NVQ assessment developments in this phase demonstrated some opportunities for collaborative approaches which drew from the experience of providers and participants. The sessions in which all involved were seeking to arrive at understanding of how the management standards could be interpreted and claimed with appropriate evidence were collaborative in seeking to arrive at common understandings. The involvement of candidates, academics and workplace managers brought different perspectives which all contributed to develop an understanding of the portfolio requirements but the process of this development also addressed understanding of how judgements about performance were made in the workplace.

4 The manager as learner
The first-line managers from the public service organisation expressed hopes and fears of the programme. Many were personal and included development of new skills and knowledge, development of networks, gaining recognition from senior managers, interest in achieving a qualification, concern for organisational development, morale and changing the ways of working, enabling. Participants were anxious not to be embarrassed, need for management support, study support and time, insecurity in employment, fears that image and profits were more important than quality and service, extent of responsibility and support for implementation, concern about new ways of learning and assessment, being in change, cynicism and heavy work loads, confidentiality, competitiveness.

The programme participants in the local government programme developed strong lateral networks which were sometimes seen by senior managers in the organisation as threatening. The directors who had initiated the programme left their posts towards the end of the programme period and the political support for the initiative was lost within the organisation. The senior managers who had acted as assessors and mentors continued to have strong links with the first line managers who had participated and most continued to complete their qualifications.

The programme was seen to have been successful for individuals in supporting personal and management development but considerably less successful in achieving significant change within the organisation. It was suggested that senior and middle managers needed to be much more involved if they were not to sabotage the efforts of first-line managers. It was, however, demonstrated that NVQ programmes could be successfully delivered in partnership with workplace managers who could take roles as assessors, mentors, tutors on specialist topics and steering committee members.

5 New issues identified

a) Tensions between stability of institutionalised provision and demand for responsiveness

In this phase I felt that I was increasingly constrained in developing the areas of practice which were important to me in progressing service development for managers learning. I also felt that in the new staff teams there was less interest in developing processes which addressed the issues of adults learning and involved the participants in programme development. The organisation was very focused on developing itself as a new university and establishing the Business School as a strong identity in this new entity, which tended to emphasise the importance of student numbers and large formal courses rather than those with lower numbers and controversial approaches. The new
approaches had proven to be both appropriate and successful in the in-company designs although I felt that there was much to learn about how to improve them both in educational terms and in terms of their contribution to the commissioning company. There is an issue as an educational practitioner in this field as programmes and course teams need to be based in an institutional environment in order to have the basic facilities to enable academically accredited course provision.

There was more emphasis on trying to bring programmes in the Business School into a common framework than in understanding and preserving the strengths of each different approach. There was an increasing danger of settling for a common denominator which met the needs of the organisation but not the customers. The philosophical differences were not addressed in those terms but as processes defensible by market response. Staff involvement in different teams was associated with subject expertise rather than philosophical approach to different types of provision.

A different issue is the extent to which the choices of full-time staff in the Business School remained free in terms of involvement in course teams although there were increasing difficulties in delivering the newer areas of work. This was not only a staff development issue but an organisational capacity issue. Similarly, the organisational commitment to NVQ development did not extend to ensuring that if the work was to be undertaken the resourcing would be developed to ensure that the work was of a high quality.

b) Purpose of programmes, recognition of who can deliver what contributions, implications for evaluation

The new issues in this phase were those which linked with development of in-company work. There was some detail of hopes and concerns of managers and some issues arising within the organisation where the programme had been intended to facilitate organisational change. The intentions of those commissioning programmes has a significance in the expectations of participants and the focus of evaluation. The involvement of managers at all levels is important to the implementation of any change the programme might initiate.

The local government programme which was commissioned to contribute to organisational culture change was not able to influence levels above the first line managers who were involved as the main participants. These developed horizontal networks but were frustrated by the constraints imposed on them from managers above
them who had not been involved in the programme in any capacity. This was a mistake as the more senior managers had taken roles as mentors and assessors but the middle managers had had no involvement but faced challenges from those above and those in lower ranks provoked by the thinking shared in the programme. A distinct conflict between the old and the new culture was identified by the steering committee.

c) The leadership of contracted provision

There is a need to be explicit about who will take responsibility for maintaining communications where there is shared and partnership delivery of a programme. Such programmes include a need for academic leadership but require a range of other communication and management skills which are not necessarily ones possessed by the academic leader of the qualification which is included in the delivery purchased. If delivery involves more that the qualification programme the different types of leadership include other aspects of delivery.

6 Perceptions of coherence and integration

The development of in-company programmes raised several issues related to notions of coherence and integration. Each programme was conceived as a coherent entity with an expectation that the provision would present an integrated experience. However, as the delivery developed, it became increasingly evident that there were assumptions from many perspectives which had not been explored in the planning stages and which frequently challenged the coherence and integrity of the provision. There is a difference between planning provision which has coherence in terms of the theoretical links and relationships of areas of content, which is something in which universities are experienced, and managing a programme in which participants relate their ongoing experience of practice with a theoretical framework. Practice is not necessarily coherent or ordered and the gap between what is understood conceptually and what is experienced may be wide enough to create difficulties in appreciating links. The inclusion of routes to qualifications within a programme which addresses personal and management development and attempts to contribute to significant organisational change provides an area less able to accommodate frequent changes.

For managers in public service there are personal issues of the extent to which change in expectations of practice challenge their views of public responsibility in terms of financial constraints and income generation leading to a need to make profits rather than the emphasis of their former roles which was more on developing quality in services. This change of emphasis is also beginning to affect areas of education, particularly
management education and development, because it is an area which can produce financial profits.

7 Links between theory and practice

This phase demonstrated that there are differences between practitioners which lead to inability or unwillingness to work together, but these differences are only partially connected with different theoretical perspectives. There were differences in values which might be irreconcilable, there were differences in perspectives on responsibilities, differences in attitudes towards research and research approaches. Some significant differences emerged in relationship to the ways in which the areas of work were resourced and managed, which are partially issues which draw on theoretical perspectives but which also draw on experience and traditions in different organisational cultures. These differences may have origins in different philosophical foundations, particularly in approaches from different disciplines, but there are also potentially differences in ideology which bring practitioners into conflict over some issues. The areas of theory which might have contributed to practice in this phase were extremely wide, involving not only any relevant academic discipline and the fields of study of education and management education and development, but also the fields of study which include organisational theory and development of markets and resources in strategic development of organisations.
Focused Phase Analysis

Phase Four - January 1994 to December 1994

Introduction to the Phase

This phase was the first in my new post of DMS Director in a Training and Education Centre in the National Health Service. The focus of this phase was the transition into this role, but there were a range of urgent issues to address and there was considerable activity even whilst I was very new to the environment. I had little knowledge of the NHS and had to learn about its structures and policies at the same time as learning about the Region in which I was working and the organisations and key people with whom I had direct links.

I had three distinct roles. One was as an academic in management education and development, responsible for design and delivery of a DMS to replace the one which had failed to achieve validation shortly before I was appointed. The second was as the manager of the Region's fast track graduate scheme for trainee managers which was part of the national scheme and recruited ten trainees each year. The third role was as manager of the business Unit in which these activities were placed, a role which included making a contribution to organisational development.

The organisation I had joined was facing an uncertain future as the reforms in the NHS were defining purchaser and provider units in order to establish the internal market. This organisation had recently become a trading agency with a new need to raise income from its activities. It soon became apparent that the newly defined trading agencies were under threat of closure or transfer from the NHS as they were seen to be not core business and to be offering services which might be better provided from a different sector. It seemed that we would either be closed or that the organisation would be transferred to Higher Education. The Region was also facing change and merged with the adjacent Region during this period. Many of the staff who had been employed in local offices were made redundant or transferred.

My research interests from the previous phases continued into this environment with this opportunity to consider the issues in such a different context. There were some difficulties in adapting to different working conditions in which my activities as an academic were not recognised and I was expected to fit all my work into the patterns of activity expected of senior managers in this new context.

The same categories as in previous phases have been used to re-focus the issues raised
in this period and the data were drawn from sources detailed in Figure 6 in Part One.

1 The nature of the field of management education and development

The OMS for which I was responsible was provided for a small group of graduate management trainees who followed a programme (the MTS) including placements as junior managers in different organisations, an education programme including NVQs and a postgraduate CM and DMS and personal and management development supported through learning sets. The customer for the MTS was not clear as it had national and Regional criteria to meet and as many organisations hosted placements there were line managers and mentors all receiving support and training as part of the scheme. The CM and DMS had to meet all of these expectations as well as those of academic bodies.

The diagnosis for this initial CM / DMS had been carried out before I was in post and the overall design responded to one group of participants with particular needs. This was more like a tailored course than one which led to a generic award, so I developed the generic award (CM, DMS) to encompass this particular group but to leave the potential to tailor it differently for other groups in future. One of the purposes built into the generic awards was that they should address both the needs of developing managers and the organisations in which they worked. This implied that there was an intention to contribute to organisation development.

It was decided to keep the assessment of the competence elements entirely in the form of NVQ assessment and to assess the academic work through academic processes although these would emphasise application of techniques and theory and reflection. This would ensure that neither approach was inappropriate and that candidates might be successful in one type of assessment and less so in another. The focus and intention of each aspect of development could retain its identity. There was a concern that these trainee managers were supported to perform competently in the workplace. The NVQs had been used as a framework to describe what that competence would mean.

Current participants in the MTS and some of their workplace managers were involved in developing the CM and DMS. They influenced the content and the choice of processes. There was a decision to split the programme into a CM and a DMS to allow a focus in the first stage on foundation topics and skills and a second year of integration and application. Assignments were designed to be carried out in any workplace and required participants to address a range of issues as a focus of their job role in their own context, to apply what theoretical material was relevant in helping to understand
the issues and to make recommendations to their workplace managers. This involved workplace managers in commenting on the relevance and appropriateness of the recommendations and the extent to which the issues had been understood in the complexity of their settings. There was an explicit focus on the DMS project having a purpose of making an improvement to services within the participant's organisation.

The action learning approach was chosen because it facilitated the reflective focus which had been shown to be effective in the previous programmes I had been involved with in the university, but also the NHS was very receptive to action learning and there were many examples of learning sets being used in organisations in the Region. Similarly, workshop style of delivery was agreed with facilitative tutor roles rather than didactic delivery. It was agreed to use a range of processes including Open Learning, use of a wide variety of reference material, sharing of experience and use of visiting speakers and other approaches. Workplace meetings linked the placement experience with the course elements and ensured that participants gained experience in all of the job role areas which were part of the CM and the NVQ. It was anticipated that it would be useful if the foundation CM / DMS was CATS-rated to allow the possibility of transfer to other institutions either during or after these courses had been completed. There was also the possibility that a Masters level award could be added eventually.

There was potential to design accredited provision for a range of other customer groups known to the organisation but there was a restriction in that those dealing with the other customers were unfamiliar with the potential of accreditation and often unable to recognise the advantages of building provision in this way. There were difficulties in having such a small course team in a non-academic setting in covering the breadth and depth necessary for postgraduate programmes. This was addressed by use of visiting speakers for some focal areas and by recruitment of part-time associates and, eventually, a further member of the team.

The provision expanded rapidly in the autumn when the second group of trainees started as the first group began the DMS year which we ran for the first time and the new group followed the CM now in its second year. The first group were also beginning to complete NVQ portfolios and I was the only qualified assessor in the organisation, so there were clear staff development needs.

The setting of house and grounds met the expectations of high quality management development settings. Presentation of meals and availability of refreshments at times outside the fixed mealtimes was, however, often a problem.
The CM and DMS gained validation for five years with very minor alterations and with retrospective dating to accommodate the current trainees (who had taken part in the validation and talked of the work they had completed by then). Systems were put in place to ensure that trainees were represented on the organisation's committees which were newly established and of which the main one was the Academic Standards Board.

The Annual Report identified some issues to address including consolidation of administrative systems, processes for collaborative planning of workshops, procedures for recording assessment of assignments, liaison with External Examiners and better integration with MTS developments. The staff team had taken some actions including reviews and redesign of some assignments, making the framework for assessment more explicit, linking the presentations with the assignments in more helpful ways and ensuring that the External Examiners had opportunities to attend presentations and their assessment. There was an ongoing issue about whether to grade assessment using numerical scales or broader bands of grades. There was considerable support for use of the learning sets and agreement that there should continue to be emphasis placed on the centrality of these to the course.

There had been a need to establish a DMS quickly to accommodate the trainees who had begun the scheme and had started to follow the programme which had not been validated. The new design had to accommodate their expectations but allow for future provision to be flexible to give the organisation some choices. Another consideration was for the long-term nature of the awards as it was important to provide for the students to transfer if the organisation should have to close. It was also important to ensure that there were adequate resources to deliver the DMS. There was certainly sufficient funding but there were difficulties in identifying staff with appropriate qualifications and experience. The national redesign of the MTS had brought a change to the educational provision in that the new requirements were competence based, leading to NVQ Level 4 for Managers with some elements of Level 5. Previously the scheme had not required accredited provision but this was now required. Many felt, as I did, that in a fast-track graduate scheme this accreditation should be at postgraduate level as well as at NVQ level, so both were retained as part of this provision.

2 Relationships between practitioners in management education and development

There were practical issues in having to begin delivery of the DMS without other colleagues or a validated programme in that I had to develop materials very quickly. I decided to use published books as core texts and to buy these for participants as part of
the expenditure on the course materials and then supplemented these with generic materials. The part-timers I engaged were ones I had worked with previously so we had some common materials and processes which transferred well into this new setting.

The processes of contracting and monitoring against service standards introduced a new aspect of purchaser and provider relationships, in that many of the issues which had been raised in the previous in-company provision which I had managed in the university were made explicit in this new setting. I was a provider for the MTS education and management but I had inherited a purchaser role in contracting services from another university. I was involved as a manager in curtailing the contract which was not being delivered as agreed. As a provider I was delivering some of the contract for MTS against the national specification for the service, but I was also involved in developing the way in which the education could be commissioned as it had not been seen as able to carry academic credit within the new national design which was essentially competence based. The commissioning process was much more familiar as it was closer to the development of the earlier in-company programmes.

As a manager of a training scheme I was responsible for a much wider range of activities than I had been in an education post, including recruitment and selection against job role criteria rather than educational admission criteria, planning of placements in which a range of job competence would be developed rather than placements as settings for less directive learning and I was responsible for the trainees as full-time NHS employees. The final MTS selection took place in a formal selection centre which was focused on assessing against competence standards which described the expected level of entry to the scheme. This focused on selecting applicants who demonstrated their abilities to work in groups and to carry out a range of tasks and activities rather than ones who were confident in interviews or produced good paper applications.

In taking over management of a training scheme it was essential in the early stages to put systems in place for the core activities. It soon became clear that where there were external criteria to meet in monitoring our contract, we needed to have internal criteria established to ensure that we met all the requirements. The systems to ensure that quality was maintained were as important as those to maintain financial control. Use of Personal Development Plans became more explicit and formed the basis of the learning set’s reviews of progress and for the meetings held in placements to review progress with trainees and their mentors and line managers.

The trainee scheme involved linking the educational provision with management
development in a work placement and part of my role was to develop the placement line managers and mentors and to offer them support in their roles in the scheme. This was carried out through workshops, one to one contact and regular meetings in the workplaces involving the trainees, mentors, line managers and myself. I developed an agenda for these meetings which focused discussion on performance in each of the job roles of the competence framework. In developing this aspect of the work I relied heavily on previous experience with Training Agency preparation for employment schemes.

The training scheme had been redesigned with competence standards as the core educational requirement but I was involved in developing understanding of how these could be delivered to develop academic skills as well as performance and could carry academic accreditation. I felt that as the scheme recruited graduates it was appropriate to continue their education at postgraduate levels, but some NHS managers thought that the need to develop performance ability was much more important. I argued that high quality performance involves critical thinking and problem solving abilities which can be developed through postgraduate management education.

The relationships of staff in the organisation I had joined did not link the educational provision I was developing with other work but isolated the academic and accredited work as significantly different. There was some resistance from staff to being involved in this work. Few of them had academic qualifications and some thought that I was critical of their potential contributions and critical of the quality of their work in other settings which was true to some extent as I had criticised the way in which some research had been carried out when I was asked to join the group completing a project. I was also seen as taking a role in raising the standards of the scheme and particularly in redesigning the DMS so that it would gain its validation. Many of my new colleagues had been part of the failed attempt.

It was very important in providing a programme commissioned for the Region to ensure that all the specifications were fully met, most of these were national specifications, and that all the people who encountered the scheme in any way gave positive comments about it. As there had been some justified criticisms of the scheme I had to ensure that the reputation was improved very quickly. The implications of allowing the reputation to be damaged were not only for the continuing provision of the scheme but would reflect on any other provision made by the organisation. The senior managers in the Region had an expectation that I would understand the needs of the NHS and the ways in which it operated. This would not have been an expectation of a
provider in a university but was associated with my role in managing the scheme for the Region. It was very important to learn enough quickly to be able to participate in meetings credibly.

The organisation structure with business units acting as profit centres created barriers in involving staff and resources from other areas as these had to be paid for and we were effectively in competition. There was a danger of competing for customers and some muddles over contact with potential customers when different Units approaches them about similar work. The Units were not clearly focused with different areas of interest but had considerable overlap and much in common. The most clear boundaries were between education and training provision and the common services of administration and accommodation. The development of the accommodation into a higher quality hotel provision caused some difficulties for other business Units in terms of higher costs for use of the facilities and in increasing the attractiveness of the building for external users which made it more difficult to secure internal bookings.

The DMS was potentially in a position to compete with those provided in HE but did not have any of the HE funding which would support provision in those organisations. This provision was funded as NHS staff development and in an educational institution would have been seen as full fee recovered, but the contract had been agreed to also make a profit potentially. The organisation was successful in attracting work which was sensitive in that many of the NHS customers felt vulnerable and had the potential to be damaged by the work in some way. The organisation was trusted as an NHS supplier to protect the interests of those customers.

3 MED practitioner and learner relationships

The relationships between staff acting as learning set facilitators and process advisers and the participants in these sets became close and collegiate. This was partly because they were the only managers in these training roles and they were temporarily based in their placements, so longer term links were more likely to be made with each other and with the course team than with workplace colleagues. However, some had line managers and mentors who valued the scheme highly and with whom trainees developed and kept links even when they moved from their placements.

The nature of the provision brought an emphasis to involvement of the participants in all aspects of development of the programme. The expectations of NHS managers of these trainees was high and brought a pressure for fast and observable development. The group and course team were collaborative in ensuring that opportunities were taken.
for trainees to demonstrate what they had achieved through presenting their work in different settings to varied audiences and through taking part in national initiatives.

4 The manager as learner

The trainees had mostly had very traditional experience of studying in didactic processes and found it very difficult to understand how they could learn in different ways. Many resented assessment which demanded more than theoretical responses, particularly those who had successful academic backgrounds achieved through traditional approaches. The NHS focus on performance demanded different approaches although the selection process still placed value on academic achievement. Very few of the group recognised any value in reflection on experience or valued the experience of others in the group. Once these trainees began to apply their learning through assignments in their work roles they became very supportive of the process and understood how much they could contribute to each others learning from their developing experience.

The workplace managers were very much involved in the design and delivery of this programme because they provided the workplace training element in supervising the trainee manager in a management post. There were differences in expectations in different placements and the NVQ was useful in providing a generic set of standards which had been approved at the national level.

The trainee managers in the NHS scheme were recruited and selected against job role criteria rather than educational admission criteria, although there was a graduate requirement. They were put in placements in which a range of job competence would be developed but many had little work experience and found it difficult to develop their workplace skills sufficiently to apply their theoretical knowledge appropriately. Many more senior managers in the NHS did not have academic qualifications although some had professional or clinical qualifications and experience, and these managers also had expectations of the MTS educational provision that it would be more formal and traditional but that there would be management development which addressed performance at work.

5 New issues identified

a) Responsibility to provide secure future provision in academic programmes

One of the new issues raised for me was the concern about establishing an academic programme in an environment which was so unstable that it might cease trading within
a short time. I addressed this by ensuring that the accreditation was confirmed continuously with evidence of success as each module was completed and that the whole award was CATS-rated and similar enough to programmes in HE institutions that the students would be able to transfer with credit if we had to discontinue the courses before they had completed their study. It was also a new concern to consider appointing academic staff into such an uncertain situation. I had not been made aware of the risks when I left a permanent post to join this organisation and was surprised that managers in this new environment were not concerned to warn potential new employees of the risk. I was careful to explain the possibilities to those who joined the course team so that they could assess the risks for themselves.

b) Sector-specific requirements of providers

In this setting it was not enough to know how to design the academic provision or to deliver workshops which focused on generic personal and management development issues but it was also essential to demonstrate a knowledge and some experience of the NHS to be seen as credible as a provider in this environment.

c) Provision designed with service level agreements and monitoring schedules

The processes of contracting and monitoring against explicit service standards introduced a new aspect of purchaser and provider relationships. It raised the possibility that contracts could be curtailed before educational provision was completed - I did this myself with a contract which was not being delivered as agreed and completed the educational provision in a different way. The expectation that educational provision would take place in complete courses was challenged.

d) Extension of the role in programme management

As a manager of a training scheme I was responsible for a much wider range of activities than I had been in a education post, including recruitment and selection against job role criteria rather than educational admission criteria, planning of placements in which a range of job competence would be developed rather than placements as settings for less directive learning and I was responsible for the trainees as full-time NHS employees.
f) Concept of generic provision which could be tailored to address different contract requirements

The DMS had been commissioned and conceived as a programme for one particular group, similar to a tailored programme in HE terms. I redesigned it to be a generic programme (as it was intended to lead to a generic award rather than a health service specific one) and built in the flexibility to deliver it in different ways in future if other groups emerged.

Another way in which the programme was broadened in its potential was to ensure that it had a sound basis on which to add the final year of a Masters award eventually, a basis of CATS points leading to more than half of a full Masters. This enabled a pattern of a broad foundation in the first year, a more project based approach in the second year and the potential of a dissertation to complete the third year.

There is a progressive nature to academic programmes which have levels of awards as many participants will want to progress through the levels. As this happens the numbers on programmes expands rapidly as does the demand on staff and resources.

g) Processes and approaches appropriate to sector expectations

Action learning was familiar to NHS managers and was welcome as a core process in that it allowed the educators involved in the programme to deliver in styles which they believed were supportive of reflective practice and in a style which was familiar and valued by workplace managers. It was less familiar to recent graduate participants who often had difficulty in adjusting from experience of didactic delivery.

NVQs were accepted and popular in some areas of the NHS and even where these were criticised there was an emphasis on performance which this approach was seen to develop.

h) Partnership provision

There was close cooperation between the DMS course team and workplace managers as they were involved in commenting on the assignments in terms of the presentations and written reports, the relevance and appropriateness of the recommendations and the extent to which candidates had understood the issues in the context. The workplace meetings ensured that participants had the opportunity to gain experience and
competence in the job roles of managing people, finance and resources, service operations and information.

Involvement of senior managers who did not have academic qualifications or experience themselves sometimes brought difficulties of them understanding how the programme attempted to develop thinking approaches and difficulties in understanding assessment practices. There was also sometimes a tendency for academic work to be seen as irrelevant to workplace competence.

i) Selection for staff development and admission to academic programmes

In programmes which have a core purpose of developing staff in relation to particular employment the selection of programme participants is likely to involve different criteria to those used by academics to admit to the academic courses. There may be some issues arising from this if the criteria are very different, both in terms of ability to study at academic levels and ability to perform as a manager.

6 Perceptions of coherence and integration

The provision in this setting carried an expectation that each contracted programme would provide exactly what the customers had purchased. However, even in such circumstances, the different assumptions behind the different perspectives brought many issues to the surface. The academic part of the programme had particular requirements which were addressed in some isolation from the competence requirements and the broader requirements of MTS trainees to complete the elements of their scheme. The development of workplace mentors and line managers brought opportunities to develop shared understandings of how this programme could become more integrated and coherent. The use of personal development plans and learning set support for individuals encouraged each participant to select and emphasise the elements of the programme which best addressed their needs and interests.

7 Links between theory and practice

I was very conscious in developing provision in this setting that I was drawing on the theory which had informed my previous practice and that this extended across a wide range of fields of study. I was also influenced by my recent experience and conscious of the extent to which practitioners differed in approaches and expectations. I sought to discover the extent to which colleagues were informed by theory but this was sometimes interpreted as criticism of their practice and an attempt to claim theoretical superiority, particularly when colleagues did not have academic qualifications.
Focused Phase Analysis

Phase Five - January 1995 - December 1995

Introduction to the Phase

This phase covers a period of considerable unrest within the organisation because of the uncertainty over the future. By the end of the phase the sale to HE was confidently expected but the documents had not yet been signed. There had been periods when closure seemed more likely than new ownership. However, the education provision continued smoothly with the expected next stage of the DMS in place which established provision of both levels. There were developments of new provision more quickly than had been anticipated.

My roles changed a little as the Unit grew in size and range of activities. There were new staff involved in the work of the Unit and the new activities involved working away from our usual base for some of the delivery. As the range of work changed the differences between this Unit and the others became more apparent with collaboration reducing rather than developing. This seemed not to be because of differences in the purposes of programmes and interventions but directly related to our ability to offer accreditation as part of our delivery. There continued to be issues about other colleagues understanding the implications of planning and delivering accredited work. There were also issues about how it should be managed in this setting.

The same categories have been used for this analysis as in previous phases and the data have been drawn from sources detailed in Figure 7 in Part One.

1 The nature of the field of management education and development

During this phase the generic nature of the academic provision was demonstrated as the CM was delivered as a contracted programme in a different setting. The MTS provision continued as in the previous phase and the DMS level was only delivered with the MTS group.

The first in-company CM was delivered as a development programme for first line managers in a large hospital in a different NHS Region, so some distance from my organisation. It arose from a Development Centre initiative which had demonstrated the need for a development programme. The hospital wanted this programme to carry accreditation but it needed to address all the competence deficiencies identified through the Development Centre. As ours was a generic CM model and allowed for much to be brought into it there was no difficulty in showing how it addressed these specific
needs, but we also agreed to include some skills training modules for these particular needs.

There were issues in the in-company programme arising from the compulsory attendance requirement which the commissioning hospital had placed on first-line managers. This led to an expectation that the programme was linked with decisions about promotion and that failure might lead to loss of position. These concerns had emerged from the perceptions of the Development Centre that many of these managers failed to meet the competence requirements of the organisation. The fears were addressed by the hospital, but assurances that the programme was only intended to be developmental did not quell anxieties. Many were relieved that there was consistent success in achieving accreditation in both groups of managers. Accreditation was offered as an option. Once the participants had tried out the process of assessment in the formative assignment almost all opted to take the accreditation. There were practical issues in that many of the participants were shift workers and the design had to accommodate opportunities for people to switch from one group to another occasionally to ensure that the hospital had enough staff on duty for each shift, so both delivery and assessment had to be flexible.

In working at a distance there were issues about what to take and what to expect to find. We took materials and small equipment and booked large equipment and appropriate rooms. We also had to manage the difficulties of staff travel time and the number of staff away from our organisational base at any one time. The logistics needed planning carefully to make best use of the evening time away and we used these for the committee meetings and our own planning sessions. The participants in the hospital programme had to travel by coach to the programme venue and were pleased that the setting was comfortable and that they were provided with a generous lunch in a very smart setting.

It emerged that many of the participants in this programme were experienced nurse trainers and that they wanted to be more engaged in the design and choices about delivery. There were many difficulties in the early stages where the group knew each other well and wanted to move more quickly than had been planned into problem centred approaches. There was little respect for learning from shared experience and an expectation that facilitators would bring more direct teaching. The learning set process was less strong in its influence on this programme as the set advisers were drawn from the hospital and the participants had to work in close proximity which brought more risk to the personal development issues and led to less emphasis on personal
development plans.

Many of the participants in this hospital programme were long-term NHS employees. There were some issues arising for people who became managers from the perspective of having been professional or clinical leaders. There were some different perspectives, usually in the focus of activities from the direct focus on care of the patient to a focus on the provision of health care and the development of effective and efficient services.

The second 'tailored' CM arose with a group for which colleagues had developed plans for a long programme and realised that one of that length had the potential to lead to accreditation. The group and the colleagues who had developed the programme with them expected that the plans they had developed could be accredited and did not realise that there would be formalities of validation to undergo. Again, once examined, the plans followed a similar range of issues to those addressed in the generic programme which was validated and we made some adjustments and redesigned it to meet the requirements of CM accreditation. The staff colleagues who had been part of the original development took part in the very first stages of delivery but dropped out for a variety of stated reasons, many linked with the time requirements of long-term association with the assessed elements and some because they preferred not to work with academic concerns. There was some ill feeling about the requirements of the academic accreditation as some colleagues felt that their design was as appropriate as any the CM course team might plan and should be treated as equal within our organisation. The attempts to develop understanding of why this could not happen were seen as use of academic power and exclusiveness.

In developing this second tailored CM from an initial consultancy engagement it appeared that the consultancy approach was to respond to the clients' stated needs without questioning the wider issues and looking at options. The focus was on delivering a response which addressed the stated need rather than exploring that need and questioning what lay behind it. In marketing terms this may be what clients expect of a responsive consultancy service but there is an issue about what quality might mean in this context. When the CM requirements were brought into the framework there were several more content areas, much more explicit assignments and requirements for assessment and participants were aware of inclusion of some areas of studies which they felt would be challenging. The earlier model was much more a reflection of the roles they currently held.

There was some resistance to the idea of a generic programme. The NVQs claimed to
be generic competence based standards but many NHS organisations ignored them and
developed standards of their own, often at considerable cost. The argument was about
the specific nature of competence in context but there was rarely a clear option appraisal
of the choice made with explicit reasons for the rejection of the generic model. There
was a similar reluctance to recognise that the generic academic programmes might
address most of the specific requirements of managers and their sponsors, and that
specifics could be added to this core rather than entirely new programmes developed for
each new purpose.

The development of academic work has long-term implications which bring difficulties
when the host organisation is facing possible closure or dramatic change. The need for
confidentiality and discretion in discussion of business matters creates a climate in
which open debate of academic issues is difficult. Institutional structures and
differences in managerial status may impede the flow of information and openness to
expression of differences in views. The organisational structure did not reflect the
respect of collegiate practice which academic organisations reflect. There was no
mechanism for open discussion amongst colleagues other than those within my Unit
which were related to the course team structure. I felt that colleagues wanted the
perceived benefits of having accreditation available to offer to clients but that few were
prepared to share the responsibility of developing and maintaining that facility. This led
to two different teams and types of provision, the accredited and the unaccredited.

The administrative support to accredited programmes is very important to the smooth
delivery and has some distinct differences from general administration in business
settings. The development of administrators who understand the differences and who
can develop and run appropriate systems to support accredited programmes is a concern
in a setting where there are no models. In this case, there was no understanding of what
academic administration should be and that was a development need which had to be
met by the course team.

Evaluation of the CM and DMS programmes began to be more useful as we completed
more and were able to reflect on longer experience. At first we responded in practical
and immediate ways to the reactions of each group but with longer experience we could
recognise common messages and see opportunities for more substantial developments.
These included rethinking the implications of choice of set advisers and the settings in
which sets worked, the differences in workshop approaches which were possible with
more experienced workers even if they were not more experienced managers, the extent
to which the participants could engage in planning within the programme framework
and the extent to which the programme could be planned for groups with very different concerns but still meet all the generic requirements.

2 Relationships between practitioners in management education and development

The core team for accredited programmes in the management education provision were concerned about the differences between us and other practitioners in our organisation, but we found considerable support for our developing practice from the programme participants, from the external examiners and from managers in the Region who supported programme participants.

The staff engaged in the academic provision were concerned about how we would be viewed by staff in the purchasing HE organisation as we had been working within NHS management conditions rather than academic ones, often working very long hours but with rather higher salaries than we would have had in HE. There were also concerns about whether the purchasing institution would want to restrain the developments we had made if the staff in related areas had expectations of good practice which differed from ours. It was also important to us that material shared from different conferences reflected our experience and supported our approaches, but these were often conferences in which there was little HE participation. Our prospective purchaser was a former teacher training establishment with particular interests which had arisen from that experience and we feared that their understanding of the developments which had taken place in new universities would be too little for them to appreciate what we had been developing.

There was an issue of understanding in terms of whether accredited programmes were offered as an option to all potential customers. Colleagues in the organisation were unaware of the potential and the constraints and it was seen as my role to develop this awareness. Many colleagues thought that the CM and DMS had fixed contents which were delivered didactically and offered no opportunity for participants to address wider or local concerns. There was little understanding of the generic nature of the programme or the way in which the design allowed participants to bring their personal and organisational issues into the reflective framework. There was resentment that accreditation was seen to be owned by a small team who would not include others, but there were few others who had postgraduate qualifications or any experience of working with accredited programmes. There was reluctance to become involved in the assessment as well as the delivery and I discouraged involvement in delivery alone as it focused more of the traditional teaching role of assessment into the core team and emphasised the differences instead of bringing others into the team.
The provision of the hospital CM had involved cooperation between the HR managers as commissioners of the programme, the trainers who had designed and delivered the Development Centre, the trainers who contributed skills modules, the colleagues from my organisation who delivered an outdoor team-building module and the senior managers from the commissioning organisation who took roles as set advisers, as tutors in some of the workshops and as clients for many of the projects. I felt that this development had been messy and piecemeal and could have been planned more carefully from the early stages, but such development was not unusual in the NHS and there was tolerance for project development to be seen only in short-term stages with each issue being dealt with as it became recognised.

The commissioning hospital and the trainers advising them assumed that they could make choices about who should be in the course team. The dynamics of the generic programme and the different specialisms represented in it defined the nature of the course team that was needed and there was an aspect of the team having worked together and developed common understanding of assessment which concerned me in facing requests to alter the composition of the team. I compromised by extending the core team rather than changing the core people. The concerns were based on the hospital's concern that staff on the programme should have wide experience of the NHS which not all of my team had. The commissioning trainer observed some of the workshops and was surprised that we did not have clear behavioural outcomes against which we measured progress. We were more concerned to develop confident learners who could become long-term reflective practitioners able to identify and address their own learning needs in future. Discussion of our different perspectives led to greater collaboration in planning and delivering stages of the programme.

In relation to the development of the second tailored programme I was told that colleagues from the consultancy part of the organisation found me inflexible and too concerned to observe conventions which they thought unimportant, believing that I should put the client's needs before our own convenience. I thought that they misunderstood the requirements of academic programmes and that what I was able to offer was extremely flexible and responsive if compared with other academic programmes. I also felt that there should have been more effort to address the client's deeper needs rather than the stated 'wants' which seemed to have formed the agenda for the initial plans.

The course team who delivered accredited work found themselves isolated to some
extent from others in the organisation as a difference developed between the accredited provision and the unaccredited. As the accredited provision had a natural growth this gulf seemed to have the potential to increase. One of the difficulties in relationships which was evident in my organisation was made clear when my title was changed from DMS Director to reflect the wider range of activities in my Unit. I became called Director of Accredited Management Development which I found very cumbersome. I could not be Director of Management Development because so many others in the organisation saw themselves as management developers and it would imply that I was a Director of their work, which I was not. Eventually this was resolved by changing my title to Director of Management Education which I felt was marginally better, but that this reflected the division between practitioners in the organisation in a way which was not very helpful. It suggested that there was a difference between management development and management education, emphasising the expectations many had of the academic provision being more about theoretical issues than management development. It did, however, allow the Unit to have a title of Management Education which seemed a better one in preparation for our link into HE.

There was some confusion between the practice of management and models of management education and development. There was little common ground in the organisation about what good practice in management might mean and we often remarked that we were not able to practice management in the ways in which we espoused to clients.

3 MED practitioner and learner relationships

The experienced NHS staff in programmes were very different from the MTS trainees even if they had similar lack of experience as managers. The age difference was significant as the in-service staff tended to have more maturity in recognising the complexity of workplace issues and cultural differences. They also were more ready to share experience and recognise that each could learn from the experience of others once the group had become established. There was, however, an expectation that the staff delivering programmes should have wide experience of the NHS and understand the current issues for managers in that setting.

Staff from the hospital took the roles of set advisers in the commissioned programme. This brought some restrictions as they had a workplace relationship with the programme participants which might have inhibited the degree to which the set could be used as a personal development forum. However, the participants all had workplace relationships and staff turnover was very low so relationships could be expected to
continue for a long time, which also brought some inhibitions. Some sets managed these dynamics better than others and some participants found the sets more useful than others. This is common in other programmes.

4 The manager as learner

The hospital programme raised the issue of the extent to which success in a management development programme was linked with success in achieving promotion within the organisation. Although there were explicit claims that these were not linked, the programme was purchased to address the shortfall in management skills revealed in the previous Development Centre and managers were concerned that they might be assessed as below the standard required. Once everyone was demonstrated to have passed the first assignment this concern faded, but there was a different concern about the extent to which these participants could contribute to organisational developments through their assignments. As the participants worked in the same organisation we took opportunities to share information about projects being undertaken and to facilitate links between people with similar interests. This led in some cases to significant developments in service areas.

5 New issues identified

a) Implications of conditions leading to decision to purchase a programme

The diagnosis phase of a curriculum development initiative may have significant elements carried out before there is a clear plan for a programme. The use of selection and development centres is common and many interventions which may be called training or consultancy ones may indicate a need for a longer programme to address significant management development. The initial stages may offer some important information as a basis for planning, but they may also create different conditions and affect the potential participants in ways which make it more difficult for them to approach further development.

Another aspect of the diagnosis is the extent to which practitioners are prepared to address stated needs and whether they see these as 'wants' as potentially indicative of deeper and possibly unrecognised needs. Some seem prepared to work with whatever is presented and others want to ensure that they work with the client to clarify what the deeper needs are and what sort of initiative would be an appropriate response. There is a marketing issue about addressing exactly what the customer asks to have addressed, which is what customers expect. Delivering what was requested might lead to further work and has an income generation aspect. Responding with a potential series of
initiatives may bring in more income than spending longer defining the issues and intervening with one longer programme, particularly if the programme is designed around a generic framework rather than having to be designed as a unique product. There then arises an issue of which response presents the best value for the client or whether there is a difference in clients which should be understood and respected. It is not clear what might be considered a high quality intervention between these dimensions. The differences in the extent to which practitioners understand or accept the use of a generic framework differs significantly. There is an approach which assumes an individual and unique response to every client approach. There is another response which assumes that many client needs have common elements and that generic core frameworks can be the basis of responses in a large number of cases.

b) Programmes with optional accreditation

Programmes may offer optional accreditation as one of the potential outcomes for those who want to gain a qualification. The process can ensure that the learning opportunity is appropriate for those who are presenting work for assessment and for those who are not. In an HE setting people would almost always join programmes because they wanted the accreditation, but in wider management development settings the development may have different objectives for different participants. Once that is realised, it becomes possible to design programmes which allow different outcomes to be gained from parallel processes.

c) Conditions required for academic provision to develop

The development of academic work has long-term implications which impact on practitioners involved in programme teams and on the conditions in which these programmes are managed as some assurance of security is important not only for the current delivery but for learning from reviews to be built into programme development.

The nature of academic programme delivery, assessment and development makes it important for course teams to have long-term membership. Where there are specialist inputs the mix of the team is important. This does not rest easily with traditions of training and consultancy where customers expect to make choices for their provision from potential team members.

d) Issues arising in partnership and mixed practice delivery
Practitioners need feedback about their practice and where there is conflict between practitioners with significantly different approaches there is a need for discussions and explorations of alternatives to consider challenges and support and to review and change if appropriate. Development of developers is important and happens often in close teams who work in similar ways which provides support but little challenge.

Collaboration of practitioners with different backgrounds and approaches worked successfully with the focus of a common purpose and common programme framework with the contributions linked but not merged. This mixed programme needed detailed management and the overview of a steering committee which enabled the elements to be linked successfully.

Even when the purposes of programmes have been full discussed and understood there will be differences in how practitioners approach delivery and the philosophical understanding of processes which guide practitioner decisions. There are also long and short term and closed and open ended implications partly evident in a difference between training and measuring improvement of performance in a short term and developing managers as self-critical and reflective practitioners with long-term aims. The culture of the organisation in which a management educator or developer practices has a significant effect on the way in which their practice is perceived by colleagues, as does the prevailing set of approaches used within the organisation.

e) Experience and personal development in close working relationships

There is a difference in the extent to which experience can be shared in management education and development settings between those who have little work experience and those who have substantial experience even if none of this experience is of management. There is still a great deal to draw on if participants are able to bring experience of working in organisations in a variety of capacities. Action learning within an organisation where staff have long-term and close working relationships raises issues of the extent to which personal development should be encouraged if this exposes people to sharing vulnerability which might be regretted.

6 Perceptions of coherence and integration

The hospital provision was intended to respond directly to the profile of needs which the Development Centre had demonstrated were required. However, once the academic requirements and the developmental process of the programme were in delivery, participants became aware of many more dimensions of learning. The use of personal
development plans brought coherence for some individuals but the hospital had decided to include some skills modules which represented skills felt to be lacking. There were areas of choice in the programme in terms of focus and some optional seminar attendance, but the programme had a very compulsory nature which was difficult to align with the developmental educational approach the staff team took, particularly with the attempts to develop some learner autonomy when the expectations raised were of performance within a set of given criteria.

7 Links between theory and practice

The different theoretical influences underpinning the different approaches to practice were noticeable in relation to the use of competence frameworks. The use of them in Development Centres involved construction of a framework of competence areas with examples of successful and less successful practice which were elicited from existing people in these roles, creating a picture of what is currently required of a successful manager in a particular setting. This framework of competencies is then used as a measure for performance and managers, usually from lower ranks within the organisation are measured against each area of competence. Criticisms of this approach are that the framework is constructed from historical practice and cannot address future needs, also that such a framework reflects the organisation as it is rather than representing a way in which it might move forward. The generic competency framework of NVQs is often scorned for its assumptions of similarities between job roles and assumptions of standards in performance, but these are seen by some as providing a much more cost-effective way of addressing performance which can be adapted to suit different settings.
Conclusion to Part Three

In each of the five phases of action research there were additional data in most of the fields indicated by the literature and noted in Diagram 13 in Part Two. The data relating to diversity of the field and traditions from which this diversity arises contribute to enrich the model which demonstrates the influences on the curriculum in management education and development.

There was also a contribution to the extent to which coherence and integration were addressed in these phases and the use of learner-centred approaches in attempting to support managers to create their own coherence.

Development of Understanding about the Environment of the Management Education and Development Curriculum

Additional understanding relating to the diversity of provision emerged. Other agencies or concerns have been shown to have an influence on curriculum development and therefore an influence on practice in management education and development. There was a range of material which suggested that practitioners in management education and development rarely practice alone and the groups they form or institutions they work within have an influence on the practice of individual practitioners and on curriculum development. There were additional data contributing to understanding of how practitioners practice and links between practitioners, particularly the extent to which practitioners work in teams.

Many of the issues raised in the phase analyses are significant curriculum concerns but relate in particular to the delivery sequence within a single programme or programme area, i.e. the diagnosis, design, planning, delivery and evaluation stages and the context in which the programme exists. The dynamics which are indicated by some data in this area impact on the issues which arise in collaboration between practitioners engaging in partnership in a management education and development programme.

There were additional data about some issues specific to managers as learners beyond those which any adult learner might bring to the learning setting.

Model of Collaborative Practice in Management Education and Development (Figure 15)

The new and significant issues identified in the Phase Analyses in Part Three are reassembled and a revised model is provided which accommodates this different emphasis, Figure 15, Model of Collaborative Practice in Management Education and Development.
Figure 15. Model of Collaborative Practice in Management Education and Development

1. MED organisation(s) employing MED practitioners

2. Programme teams supporting MED practitioners (teachers, trainers, facilitators, developers, experts)

3. MED practitioners

4. Current thinking about MED practice

5. Managers learning - learning managers (mentors, coaches, supervisors, developers, experts)

6. Organisation/s employing managers

7. MED programmes and other interventions

8. People developing through a range of disciplines and personal development of MED practitioners

9. Managers learning
This model focuses on the activities of management education and development and the people and organisations most closely involved in the setting. The whole of this model sits within a wider environment with a range of influences and powers impacting on the setting of management education and development.

Additional Influences on the Curriculum

All the aspects of this model can be considered elements of the curriculum or influences on the curriculum. In addition to the previous identification of influences, these phases have demonstrated that accrediting bodies have power over curricula in determining agendas and standards, also philosophies, assumptions, attitudes and expectations of practice. Trends and forecasts have been shown to influence planning of provision as providers prepare to develop appropriate resources and purchasers begin to request newly identified aspects of provision.

The purpose of an education programme may be defined by the intentions of public funding and policy relating to development of society and citizenship. Business funding may imply only business concerns and workforce development. In this field programmes often incorporate both purposes, which may lead to conflict and which increases the likelihood of diversity in practice.

Two different types of organisations are centrally involved, those which purchase management education and development for their employee managers and those who provide services to educate and develop managers. Each of these types of organisations operate within sectors which have particular characteristics, for example, organisations which employ managers might be within the private or the public sector or might be voluntary organisations. Organisations which provide management education and development might be within any of these sectors and might provide within that sector or in a range of sectors. This research indicated that some purchasers prefer provider teams to either be within the same sector or to have good understanding and experience of their sector. This differs from the extensive experience that many organisations have of delivering 'open' programmes with participants from different types of organisations and the belief that this brings helpful different viewpoints.

(1) Influence of Provider Institutions

Any organisation which provides management education and development has its
purposes, its concerns for income generation and has choices over areas of expertise developed. Institutional change (for example, from polytechnic to university) may change emphasis of practice to reduce lower levels of work resulting in loss of diversity of provision. Curriculum development may be driven by the goals of the organisation and resources will reflect priorities. In-company and partnership courses are often developed for income generation rather than as ways of developing organisational capability. The resources to enable provision of such tailored programmes do not always recognise the need to develop additional capability. There is sometimes resistance to development of new capability arising from concern to protect existing provision from challenges. In-company provision tends to offer challenges to existing practice simply by the expectations of an individual response to expressed demands. There is therefore a concern about the extent to which it is possible to develop new practice alongside traditional practice, particularly if it is expected to operate within existing frameworks and without specific resources.

Aligned with the difficulty for providers in bringing about internal change to address new markets and new demands is an external concern about the extent to which development and change take place without alienating traditional markets. Both the internal and external concerns indicate that there is a further concern that if market response to provision is the only basis for development there are issues for curriculum range and balance and for any ideas of 'professionalism' being defined and developed by practitioners.

Academic provision needs long-term security within the host organisation or arrangements in place to transfer the academic responsibility if the host organisation closes. The development of contracting and monitoring practices in management education and development provision raises the possibility that contracts might be curtailed if provision does not meet standards set. This challenges traditional expectations of complete course provision and raises issues for validating bodies about the extent to which academic providers are able to assure sufficient time for a learner to complete a programme of learning.

Management of training and development includes much wider issues than provision of learning opportunities as it involves all aspects of people management and providing organisations are not always able to address all aspects of development required. The culture of the organisation in which a management education and development practitioner is based has a significant effect on the way in which practice is perceived by colleagues.
(2/3) Practitioners and Teams in Management Education and Development

People who become practitioners in management education and development come from many different backgrounds and have different education and experience. They may become involved in management education and development because they are seen to have a contribution to make which is needed for a particular purpose. Many practitioners in management education and development have not been trained in this field of practice and there are few formal opportunities for such training. Many realise that they have become practitioners in this specialist area after a period of involvement in different programme teams, often carrying learning from one programme to the next.

Some practitioners in management education and development become employed by organisations which specialise in provision of such programmes. These organisations may be large business schools with many other business related activities but some focus on delivering education and development for managers. Others may be small organisations with a single focus on such provision, sometimes within a single sector. This research took place in both of those settings but might, because of that context, have failed to recognise other significant settings. These organisations have a purpose focused on provision of management education and development so inevitably have a significant influence on the nature of the provision they make.

(4) Many see it as part of their role to contribute to the development of thinking about the field of practice. Those employed as management educators and developers often contribute to development of thinking through research, conference participation, publishing of papers and books and other forms of dissemination of practice and development of theory related to practice. Some of the development of ideas emerges from reflection on practice in programmes and other types of provision.

(6) Organisations purchasing management education and development do so to develop their managers, sometimes in very specific and explicit ways and sometimes without clearly defined intentions. Often there are managers within employer organisations (5) who have a particular responsibility for the development of managers or who have become interested in supporting such development in initiatives within the organisation. They may become involved with managers learning in roles such as mentor, supervisor, coach, trainer, expert or developer. They may also be sponsors committing funding to managers learning or clients for projects used as vehicles for learning. These managers may become involved in programme teams with management educators and
developers from provider organisations, particularly when provision is focused on developing performance and effectiveness within the workplace.

Thus the programme team (2) may be made up of practitioners from both provider and purchasing organisations with providers taking roles of teacher, tutor, expert, trainer, developer or facilitator alongside the workplace managers who link the provision directly to the learning manager's workplace role. The programme is the forum in which this team interact (7) with the managers who are learners. The programme is the learning setting in which the selection is made from the curriculum of management education and development to meet the particular purposes of the participant group and their sponsors. The programme may address broad generic issues or very specific and contextual issues. Participation in developing the programme may have been wide or narrow and the decisions about content and processes may have been made by the purchaser and provider or may be widely participative and include the participants.

Identity of course teams may be a separate issue from identity of practitioners. Many practitioners in management education and development practice in teams and the teams often develop particular approaches to thinking and practice which they nurture and protect (8). Such relationships develop over time and close working contact is an issue in forming practitioner relationships in teams. Practitioners who are aware of significant differences may choose not to work together. Articulations of differences are rarely made until individuals and teams are under pressure. Three traditions of practice emerged in the education setting, didactic taught and subject based approaches; reflective, experience based and broad generic content approaches and NVQ and competence approaches. These align to some extent with original model with education, business and personal development perspectives and their differences make it difficult for practitioners to be comfortable in practicing in all styles. Action learning is seen by some as less rigorous than traditional methods but by its proponents as more rigorous than other approaches, another issue which divides practitioners. Learning set traditions may also be a problem in development of practitioner teams as they may lead to stronger links being made with participants than with colleague practitioners. Much of learning has implications for other parts of life and may be life-changing, which has ethical implications for practitioners who are concerned about the extent to which their practice might have manipulative effects on participants. Differences in approaches may lead to groups of practitioners seeing little in common and losing sight of common purposes.

Many practitioners have concerns and responsibilities for service development and
management as well as immediate delivery. In business schools staff involvement in teams may be determined by subject expertise rather than philosophical approach. If practitioners have free choice about involvement in different activities there are resource issues within an organisation which might find few willing to take unpopular roles. Management education and development practitioners practice within very different terms and conditions in different settings.

Small course teams in non-academic settings have difficulties in covering the depth and breadth of postgraduate work. The long-term nature of academic work impacts on practitioners in this area in that participation in teams is necessary for long periods if individuals are to contribute to development of practice. Academic programme teams are usually put together with the content and processes in mind. Customers often expect to be able to choose trainers and consultant teams to work in their contracts. This is not easy to resolve if academic staff resources are limited.

Management education and development providers in particular sectors may be required to have experience and knowledge of that sector and its specific issues. Some practitioners seem willing to respond to clients stated 'wants' and others try to determine the 'needs' which may be unrecognised. This links with design of responses as unique interventions or based on generic frameworks. There might be issues of responses being judged as of high quality for one or another of these responses. There are also potential market issues involved in how different responses are perceived by potential purchasers.

Development of developers is an issue. If practitioners can discuss challenge and differences there is a possibility of developing understanding. If conflict leads to separate groups for practice the differences may be exaggerated. Practitioners need feedback about their practice if they are to develop.

(7) Issues arising in Programme Delivery

Programme delivery might be divided into overall concerns, concerns which arise at particular stages in the delivery and ones which arise from evaluation.

There are a range of concerns which arise in the expectations and communications involved in a programme. If a programme is commissioned for a particular purpose it affects the expectations of all concerned and the curricular aspects, for example, if the purpose is to facilitate organisational change or culture change the programme must address how that might be achieved and the extent to which the programme might be
expected to contribute. Partnership programmes with joint delivery and management have been shown to be successfully delivered with NVQ accreditation, but achievement of these qualifications did not satisfy all the expectations that the purchasers had of the programme. Managers learning may be at risk from expectations of their organisation in in-company programmes, for example, cultural change cannot be achieved by first line managers alone. Conflict between an old culture and a new may cause difficulties for first-line managers.

Coherence and integrity of programme provision may be an issue with new processes and use of modular contributions and partnership delivery. Managing communications becomes an issue when programmes are made up of a range of different contributions and collaborating parties. Management may lack continuity if there is organisational change. However, collaboration may increase understanding and participants can be involved in design and planning as can their line managers and mentors. Training and support of line managers and mentors may be part of programme provision.

There may be expectations of future development once programmes leading to qualifications are offered as participants in academic programmes often expect to be able to progress through the levels and this can expand demand for provision. When senior managers who do not have academic qualifications are involved with programmes leading to academic outcomes there may be difficulties of understanding and assumptions to overcome.

There may be influences on programmes which arise from activities which take place before or in the early stages of programmes. Activities in a diagnosis phase, for example, development centres, may affect the expectations of participants in subsequent programmes particularly if the programme is designed to address the deficiencies identified and learning may be inhibited if participants are discontent with the judgements made. Programmes which select managers because they have a workforce development purpose may cause difficulties in provision of academic accreditation within the programme as the participants may be at very different levels in academic terms.

It is possible to design for multiple outcomes from one process. Programme design may enable achievement of several qualification outcomes. Programmes can be planned with the potential to address organisational development alongside personal and management development by including a requirement to demonstrate service improvement through project work. It is possible to develop programmes with many
different elements in a framework which links them but does not force them to conform to the same processes or conditions. This needs detailed management and steering to ensure that it keeps its direction. If organisations link development programmes with employment issues like performance management there may be an increase in levels of anxiety. The process in a learning programme may offer the opportunity to lead to accreditation at different levels according to the work which is presented for assessment. Managers may join programmes for development rather than for achievement of qualifications. Customers often want tailored programmes and assume that these have to be individually designed. It is possible to develop generic programmes which can be easily tailored and with a core which will enable accredited outcomes.

Action learning within an organisation where there are long-term and close relationships needs careful handling to ensure that participants do not share vulnerabilities which might be regretted. Action learning was familiar to NHS managers and welcome as a programme process, but less so to recent graduates who had difficulty in understanding how they could learn from each other and who expected to learn from tutors.

Academic awards for managers are often seen as not linking with workplace performance, thus NVQs were an important addition to programmes for their use in reflecting performance assessment. NVQs were developed to be assessed within the workplace. Assessment may be separated from developmental preparation. This is common in NVQs which were available through assessment only routes although people often needed portfolio development support.

The outcomes of programmes may be perceived differently even if the purpose is commonly understood. There are issues of long and short term development, open and closed approaches to learning goals, differences in education and training expectations of a setting and issues of measuring against objectives, differences in expectations of how performance should be improved and differences over how to develop capability of long-term critical reflective practice with aims of continuing improvement. Reviews and evaluations of courses should reflect the purpose as well as the operations. Academic course development builds up over the five year validation period with the reviews from year adding long-term perspectives as well as the continuous change aspect. However, even in programmes which seek feedback and implement continuous improvement, there is a tension in delivering high quality provision which has been well prepared and encouraging open criticism and challenge.
Managers Learning and Developing

The managers for whom the programme has been provided approach the learning setting with all the characteristics and concerns of any adult approaching a learning experience. This research had indicated that those learning in the role of manager and in settings which involve their employing organisation approach learning with additional concerns and with additional potential vulnerabilities. The programme team may recognise and respond to these issues.

Sometimes the responsibilities which are part of a manager's role lead to assumptions that managers can manage their learning and the impact of it on their jobs without additional support. Experienced managers behaved differently in learning settings from inexperienced managers and were more confident in challenging assumptions. There are potential difficulties in comparison and competition in groups of managers learning together. Many expressed an interest in learning in attitude and behaviour areas and there was demand for integrated problem centred learning. Choice of project areas and consultancy projects could lead to difficulties in presenting findings to sponsors, but part of management learning may be about how to deliver critical messages to sponsors.

Admission without traditional prior qualifications may present a risk that the manager may not be ready to work at postgraduate levels. A manager who is regarded as successful may have substantial practical knowledge which supports his or her practice in taking action in the management setting. However, such a manager may have very little conceptual knowledge about the nature of the actions taken, the potential choices of action and the implications of each choice. Such a manager may have little understanding of the social implications of their actions, the impact of their choices on the working lives of others. A manager whose experience has been mostly within one style of management or one organisational setting may not realise that there are options. Some managers have both wide experience in different settings and experience of study which has provided an academic framework in which some awareness has been developed of different disciplinary approaches and concerns and an understanding of the use of theoretical frameworks in providing opportunities to compare, contrast and evaluate. If managers are admitted to postgraduate study without prior academic study the development of academic approaches to critical thinking, use of evidence and development of argument need to be addressed very quickly.

It is difficult to establish whether learning from experience of management equates with first degree levels or, if it might do so for some individuals, what sort of evidence
might be provided to make this claim. Study skills for managers are sometimes seen to be more about how to work within academic processes and how to use feedback and prepare for assessment than about traditional reading and writing skills. Research is sometimes considered an essential and integral part of management activity, but there are many different practices called research in workplace settings and these do not always have the rigour or conceptual frameworks of academic research. Academic studies carried out by managers may be at risk from expectations of senior managers who do not understand the requirements of academic thinking and in practical aspects from the turbulence of workplace conditions which bring the potential to lose either management posts or projects.

There are tensions for managers in addressing workplace concerns. Managers in public service may find a conflict between their role in responsibility for delivering high quality service to the public and increasing emphasis on income generation. Developing from professional leadership to management roles presents a need for different perspectives, for clinicians this may be from a focus on individual patient care to development of effective and efficient healthcare services.

There are differences in groups of learners between those who have substantial work experience and those who do not, even if this is not management experience. Experience also has an effect on behaviour when in unfamiliar settings. If residential homes encourage freedom of thought and action and re-framing of roles and responsibilities, there may be an issue over who takes the adult role and protects participants from physical dangers.

This model (Figure 15) differs from Figure 1 which defined clusters of management educators and developers in terms of their viewpoints and associated backgrounds by accepting that the diversity of practitioners certainly includes the three perspectives suggested but also includes more complex and diverse mixtures of approaches. In the final model these backgrounds and viewpoints are associated with purchaser and provider perspectives and influenced by the traditions and purposes of individuals and organisations.

This model emerging from this research differs from Figure 13 which was developed from the literature in that it presents the dynamics of the programme setting rather than the wider influences on curriculum development. The inquiry was focused on the potential collaboration of practitioners in management education and development and this model addresses the relationships of practitioners with each other and their
immediate alliances and the relationships of teams of practitioners with the manager in the learning setting.

This model addresses the research questions by indicating the influences on the diversity in the field and areas in which there are some significant implications for the extent to which practitioners may or may not be able to collaborate. Much of the material arising from the analyses of the phases also addresses the research questions and is discussed in Part Four.
Part Four

Review of the Inquiry

This section reviews the inquiry by considering the extent to which the questions posed were addressed and answered and the extent to which the findings contribute to understanding of management education and development. The more recent questions are also considered as they arose during the inquiry and offered a potential approach to improvement of coherence from the perspective of the individual learner. The second section contains an overview of the inquiry which evaluates the extent to which the findings are reliable and whether there could have been any significant misunderstanding which would invalidate the claims made on the basis of the findings. Some of the important issues raised within this inquiry are noted with suggestions for further research.

Extent to Which the Inquiry Addressed the Research Questions

This thesis arose from the perception of a researcher/practitioner that the field of management education and development did not offer managers coherent education or development. The provision seemed muddled, derived from traditions of practice rather than focused on contemporary needs. The practitioners encountered in areas of practice seemed ill-informed about options in practice with little collaboration amongst individuals who each presented contributions to provision from their personal repertoire. There were different, but rarely explicit, philosophical approaches and programmes incorporating different approaches to practice in terms of teacher/learner relationships, content, process and assessment. These differences were accepted as offering choice but were not explicit in detailing the nature of choices to be made, with access, mode of delivery and cost appearing to be the most widely understood differences. The 1987 reports (Handy and Constable/Mc McCormick) expressed concern from an economic perspective which aligned with the concerns noted by the researcher/practitioner which were more from an educator's perspective on the nature of adult learning. Management education was difficult to separate from management development and the traditions of development seemed more to arise from the perspective of individual and personal development. The inquiry was conceived as exploring the issues which arose when these three perspectives (business, education and personal development) were brought to bear on consideration of how managers could best be educated and developed.

The inquiry was focused by these initial questions:

What is the extent of diversity of perspectives and approaches in the field of management education and development?

How has this arisen and do the traditions have implications for
contemporary practice?

Is a more coherent and integrated approach possible?

Is a more coherent and integrated approach desirable?

These questions shaped the review of literature informing each of the clusters and they defined the categories in which data were collected. Further questions emerged in Part Two and were addressed in the analysis of the empirical research:

Is it possible to facilitate individual managers to take personal developmental routes in the field of management education and development?

Does the field of management education and development enable managers to follow individual and personal routes?

Does the development of potential individual and personal routes through the field of management education and development address the demand that the field should offer more coherent and integrated provision?

These were not directly addressed as separate questions and will be discussed as a group of linked issues. A further question seemed to lie beneath some of the issues emerging, relating to the extent to which theory informed practice and whether there was a connection between the degree to which a practitioner was aware of theoretical perspectives and their ability and preparedness to consider collaboration and working within different and potentially contradictory frameworks. As this question became clearer it seemed that it also linked with the extent to which managers were able to understand and make sense of the diversity in the field of management education and development.

These questions and the emerging issues are first discussed separately and then in terms of the implications and other issues arising.

**What is the extent of diversity of perspectives and approaches in the field of management education and development?**

The diversity of the field and some of the complexity of provision in management education and development was introduced and discussed in Part One. The two 1987 reports (Handy and Constable / McCormick) outlined the extent of provision in Britain and the ways in which this differed from economically competitive countries, presenting a range of concerns about the implications of this situation for future competitiveness. There was a particular concern that the provision was seen to be incoherent as there were few links between different types of provision, which led to a proposal that the field should become more coherent and offer more integrated provision.
It was noted that very few managers had formal qualifications and that many were trained and developed within their posts, often without formal programmes of development. It was proposed that the situation would be improved if more managers were involved in formal development and that this should involve collaboration between providers to address the performance of managers in the workplace and not only the analytical study of management issues. The MCI was formed in 1988 in response to these reports and instituted a series of actions to address the recommendations. The first set of standards for management performance were developed by 1990, piloted and set into an NVQ framework with the first NVQ qualifications for managers awarded in 1992. By 1994 the review of progress (Watson, 1994) reported these developments but again asked for a more coherent infrastructure of provision. The NVQs were seen to offer a potential of 'ladders and bridges' to link accreditation, but there was no link between these performance standards and the traditional academic awards for business and management. The MCI continued to develop standards for higher levels of management and for some specialisms, reporting at their 10th anniversary conference (MCI, 1998) that the 100,000th registration for a management NVQ had been made in 1997.

The diversity in the field had been increased by the introduction of these new awards and the educational providers had also responded to the earlier criticism by developing wider and more flexible provision. A number of polytechnics developed MBA programmes and these gained credibility when the re-structuring of HE led to the establishment of many more universities. These changes also enabled accreditation of providers outside the traditional educational field to deliver their own academic awards through the OUVS (which replaced the CNAA) and other universities. Any organisation in any sector could offer both NVQs and academic qualifications to its workforce. Not only was the range of types of provision greater but also the range of potential providers was greater.

In the early stages of this research the field of management education and development was conceptualised as grouping into three clusters of approaches (education, business and personal development) to the manager who was learning or developing. The different perspectives of each of these clusters revealed more detail of the diverse nature of provision and of the origins of these differences (detailed in Part Two).

The educational provision was complex, dominated by the business schools in HE but including undergraduate, postgraduate and post-experience programmes, many of which were also provided in FE institutions. Contributions to these programmes came
from many disciplinary sources and there was often an element of application to workplace practice. Provision in education was conceptualised as a distinct curriculum area, part of each institution's complete curriculum. Decisions about the curriculum include the objectives, content, method and evaluation, but these are all influenced by powers, controls and preferences. Figure 13 described the influences which had been shown to impinge on decisions affecting the management education and development curriculum which has developed responsively to the demands expressed. In the conclusion to Part Three, Figure 15 brought a closer focus on the elements which potentially contribute to collaborative practice, construction of a curriculum.

The number of potential choices contributes to the diversity as there is not one common curriculum for the provision of management education and development but many different possible components from which any provision must select. From an educational perspective, the curriculum provides a framework within which a programme is designed, delivered and evaluated which ensures that the key decisions are explicitly justified and related to the wider framework of educational provision. This is thought to reduce the potential for ideology and indoctrination to shape delivery by providing challenge to the assumptions underpinning proposals. Management education and development provision which leads to academic awards is subject to scrutiny of this nature as there is a very broad notion of curriculum, but other types of qualification, for example, NVQs, have a different framework which uses generic standard statements with descriptions of approved performance as the goal of development for performance of a role. Programmes of development within organisations do not have to include accreditation of any sort and frequently are designed to address the perceived needs of the organisation. Therefore, the process of design and delivery in management education and development is very complex. Some of the influences and constraints are indicated in Figure 16 which brings these issues together to present a process chain of delivery in management education and development.

Figure 16 shows the sequence of stages through which a programme is delivered; conception, clarification, decision to proceed, programme planning, programme administration, participant recruitment, learning experience, evaluation and recommendations which potentially contribute to the next conception of a programme. At each of these stages there are a set of decisions to be made and there are constraints and influences on those decisions. The stages are not independent of each other and decisions made in the early stages affect subsequent ones. The stages are not self-contained and sequential as some overlap and may take place simultaneously,
interpretation of global and local environment, need and demand, funding sources, potential sponsors, potential providers, constraints

position in MED context, potential funding and implications, expectations, timescales, quality measures, need for research underpinning or new capability

stakeholder preferences, extent of knowledge, use of options, motivation, cost/benefits, cultures and interactions

philosophy, ideology, beliefs, attitudes, goals, aims, objectives, contracting process, power and control, traditions, assumptions

regulatory frameworks, context, traditions, expectations, facilities, preferences, staff time

explicit and implicit criteria for selection, individuals, experience of learners, purchasers, providers, cultures and expectations

experience and use of experience, motivations, groups, interactions, perceptions of quality, felt needs

traditions and expectations, choice of criteria, monitoring procedures and participation

perception of success or failure, amount of change in environment, potential for future initiatives

motivation, interest, potential funding, degree of continuing learning

purpose stated, outline description identification of sponsors, ownership, constraints, diagnosis

adequate funding, adequate potential participation, adequate resources, relationship to other provision, timescales, frameworks

who needs to contribute to decision, who makes decision, who implements decision, who controls initiative

who will provide, team identification, who will co-ordinate/manage, goals, content, process, sequence, activities, assessment, publicity, guidance

documentation, handbooks, process documentation, marketing, recruitment, selection, facilities, equipment, schedule, staff training, financial management

advice, guidance, counselling, information, admission criteria, support, preparation

teacher/learner relationship, process, content, activities, techniques, organisation, community, groups, review and revision

procedures, feedback, formal assessment, monitoring and evaluation, evidence and indicators, perceptions of quality

record of evaluation, learning, recommendations, action plan, potential developments

new potential programme recognised

Part Four
particularly planning, administration, the learning experience and evaluation. The
decisions that have to be made could be made by one controlling authority or could be
very collaborative. The potential influences might be considered more or less important
in different settings. It is possible that the implications of making these decisions is not
fully recognised in settings where control is assumed and accepted. The extent to which
managers might be expected to comply with expectations of learning and development
as an essential part of their workplace performance is not widely discussed, but there is
potential for programmes of education and development to be either completely
controlled by employers or providers or for them to be managed with collaborative
decision making. As any programme has these flexible aspects at each stage of the
process the diversity of provision is extreme. These issues of style and philosophy may
or may not be explicit in any episode of provision. When all the process issues which
are part of programmes of this nature are considered as a process chain, there are
implications in the choices made at each stage and in the extent to which the stages link
together. Coherence in design and presentation of a programme may depend to some
extent on the choices made in this sequence and the extent to which the decisions at
each stage are shared and explicit.

The differences in conceptualisation of a programme of education or development
contribute to the diversity within the field. There are different approaches within
education to the relationship between teachers and learners and the extent to which the
teacher takes responsibility for aspects of provision. The attempts to balance perceived
needs with expressed demands have challenged educational traditions and led to some
diversification to accommodate different perspectives. There have been attempts to
respond to perceived failings, particularly in provision of education and development
intended to improve employability. The influence of adult education theory has been
evident in the extent to which some provision now recognises and builds on
experience. Development of reflective practitioners has become an expectation of some
provision and access to accreditation is now possible through accreditation of prior
learning and recognition of learning from experience.

The development of programmes encouraging reflective practice bring a tension
between education and development which potentially leads to critical and creative
challenge to existing structures and assumptions and provision which seeks to
encourage performance within existing defined frameworks. The latter type of
provision is sometimes aligned with training in that it seeks to develop participants to a
pre-determined outcome. If there are necessarily aspects of education, development and
training in development of effective managers (as proposed by Mumford, 1989)
provision must be broad enough to address these different purposes and directions. Views of experiential learning differ and ways in which practitioners attempt to recognise and incorporate experience into programmes reflect those differences (Warner-Weil and McGill, 1989). Some provision reflects the frenetic nature of management activity in adopting fragmented and intermittent presentation.

There is a difference of approach between education traditions in Britain and America which reflect different ideas about the ways in which educational provision is organised. The British use of the word curriculum varies (as discussed in Jarvis, 1995, 189-190) but is often used to refer to "the entire range of educational practices or learning experiences" (Griffin, cited in Jarvis, 1995, 190). The concept of curriculum implies something which is an entity, something which has some coherence and some relationship between the parts that comprise the whole. The term curriculum has become particularly associated with initial education and is rarely applied to educational provision for adults. This may be, in part, due to the centralised nature of policy making for initial compulsory education, which enables such provision to be structured and regulated, whereas education for adults ranges from informal liberal adult education through continuing education to professional and management education. In America the emphasis has been more on the coherence of any individual programme and that, although programmes may have overt relationships with each other, they are not necessarily related to any collective entity. The programme planning approach has become more common in Britain as provision has developed to enable wider choices to be made by learners rather than by educators. The introduction of modules, individual pathways and choices of routes in provision has reduced the extent to which the essential coherence of a curriculum can be considered relevant. However, the gain of flexibility and responsiveness to learners is matched by a loss of philosophical coherence which has enabled contradictions and confusion of provision in a field of study like management education and development which lacks the coherence a single dominant discipline might provide. In addition, there is a new focus of attention in the late 1990s on the range of opportunities for learning throughout life. The publication in 1998 of the government green paper, "The Learning Age" (The Stationery Office), brought an expectation of wider involvement in learning as an activity for any age and including any type of learning. The concept of curriculum has been replaced beyond the initial compulsory education provision with expectations of flexible and multi-faceted programmes.

In management education and development the lack of a recognisable curriculum or a dominant disciplinary approach has led to a multiplicity of programme provision. This
wide range of provision reflects the wide range of expectations that are raised by the
various different views held about management education and development. There
were, and are, a number of differing views about the nature of management and
managers. These have led to a number of different approaches to development of
managers arising from differing perceptions of needs. Management education and
development is not one homogeneous field of practice but a group of heterogeneous
fields of practice (Hales, 1993) which raises many different expectations of provision
from the different perspectives of individual manager, purchaser and provider.

There is great diversity in the fields of practice and any provision involves many
potential choices. The choices may be made by purchasers, providers or participants, or
a mixture of these. There are many reasons for the breadth of provision to exist as it
does. Diversity in the fields of management education and development extends in
breadth and depth to address potentially very different needs and demands of
participants, purchasers and providers.

How has this arisen and do the traditions have implications for
contemporary practice?

The literature of each of the clusters of practice in management education and
development has provided a rich description of the nature of the field and of the
traditions which have led to the diversity which has been identified. The complexity of
contemporary practice reflects the traditions of each approach, including the ways in
which response has been made from each broad perspective to attempt to accommodate
new requirements and demands. The process of practice has some common ground
which can be identified to some extent in the Process Chain of Delivery in Management
Education and Development (Figure 16). Any provision involves a similar sequence of
decisions although there is different awareness of the implications of the decisions.

Practice draws from many disciplines and fields of study. Theoretical perspectives
emphasise differences more clearly than practice where common processes are used.
However, traditions of ways in which managers have been developed do not always
involve study and often derive from workplace experience and expectations of
performance. There are two very different traditions of management education and
development, one in the field of education and one in workplace practice. Educational
provision recognises both theoretical and practical concerns and some educational
provision focuses entirely on theory, others less so. Workplace traditions are focused
on performance and although they may include some theoretical material, theory is
rarely used as a resource for options or as offering alternatives to evaluate. There has
been a suggestion that managers are better able to evaluate potential choices if they develop research skills which enable them to understand and accommodate complexity (Easterby-Smith et al., and Gill and Johnson, both 1991).

The Chain of Response model (Cross, 1981) demonstrates that history has a significant effect on expectations which influence motivation. Former experience of education is important in how individual managers approach education as adults. If the former experience has been unsatisfactory in some way there is a natural reluctance to engage in similar activities voluntarily. It may be significant that so few managers were found to have academic qualifications in 1987 as these might be the ones most likely to support provision of an academic nature. Those without academic qualifications might expect to fail in further education and managers undertaking management education and development risk their jobs if they are seen to fail in programmes commissioned by their organisations. Many managers prefer to study in open programmes which do not report progress to their organisations, but these programmes are less able to link learning with workplace concerns.

Managers are often expected, and expect themselves, to be able to act confidently and make decisions. This leads to discomfort in developmental settings when the emphasis is on recognising where there is much to learn, identifying weaknesses or gaps in knowledge, skills and experience. There is an important congruity between self and ideal self which may be difficult to align with a learning setting. Programmes delivered in a pedagogical style may be offensive to managers if their expertise in practice appears not to be recognised and an expert in a field of studies proposes ideal but unrealistic solutions to only partially understood problems. The traditional teacher and learner roles present problems for management education and development unless there is an area of content where expertise is required and recognised. There are different roles for those with appropriate knowledge and experience in offering overviews of theoretical domains and options for learning processes. There are different levels of consciousness of the implications of teaching or facilitating and little understanding of the extent to which a practitioner may choose to adopt a role rather than assume themselves to have been cast in a given role.

Learning has to happen within a learner. The roles of others in trying to support and encourage learning are complex and informed by many different theoretical approaches. Reflective re-framing and perceptions of coherence are linked. Theory may have a role in provoking thinking which may lead to reflection and development. If such reflection is provoked by recognition of dissonance and disjuncture, 'when individuals'
biographies and their current experience are not in harmony" (Jarvis, 1995, 13) the ability to recognise such a challenge is crucial. To do so requires thinking which reacts with curiosity rather than with an assumption that any challenge to the status quo should be subdued. It is easier to respond as an individual to such a recognition of a need to re-think, to learn, than it is for groups of people who will hold many different views of the issues. For potential learners who are managers in organisations there may be a difficulty in linking a personal recognition of a need to learn with the setting in which they work. Organisations which have bureaucratic practices encouraging stability rarely welcome challenges from staff or managers. When organisations commit to management development programmes the purpose often includes an intention to develop the variety of ways in which their managers think and act, but there is often great difficulty in ensuring that these managers are supported to put their new ways of thinking and acting into practice in their work because of the strength of traditions.

The many differences in practice arise from strong traditions. There are opposing poles in many of the differences, which suggests not only that the fields of practice present diversity but that there are conflicts and areas of significant disagreement. Many of these differences arise from the traditions of theory and practice. These differences might be helpfully expressed as a set of dimensions:

1) didactic teaching................................................................. facilitating learning

This continuum represents the differences in approaches taken by practitioners to the learners in a setting. The extreme of didactic teaching is the position of the expert who presents information to the learner who is judged to need and want this information. The facilitative position is that of the practitioner who is able to support the learner in his or her quest for further information when the need is identified and if support is requested. There are positions along the continuum in which practitioners may take a provocative or challenging role intended to help the learner to recognise where there are gaps in their knowledge or understanding and some practitioners are able to move along the continuum and adopt different positions according to their judgement of the progress and position of the learner. This is evident where practitioners take roles in the same programme as learning set advisers, workshop facilitators and expert presenters of some content area. This is linked to another continuum:

2) content ......................................................................................... process

This dimension is well known to practitioners in management education and development as much of the debate about curriculum revolves around perspectives held by individuals about the relative importance of each of these dimensions and the ways in which they link. When there is an element of delivery there has to be something delivered and there has to be a way in which it is done, thus the two are inextricably linked. However, there can be significant differences in the emphasis on either content or process. These might be characterised by a content rich delivery in which the practitioner had planned to present and explain a range of theories and techniques, which suggests that this would be done in a didactic way, perhaps in lectures, and a process rich delivery which focused on the issues brought by participants using a process agreed by the group to share concerns and develop understanding of the
implications. A middle ground might be one in which the practitioner had posed a situation or problem and offered some information about relevant theories or techniques which may help the participants who then planned and agreed their own approaches to address the issues.

3) teacher .................................................................fellow learner

These are extremes of the positions which may be taken in teacher / learner relationships in which two adults adopt positions or are cast in roles which carry expectations of behaviour. The role of teacher implies more than expertise in a subject or process, implying authority and power which some consider inappropriate in adult learning settings. The other position of claiming to be a fellow learner is acceptable in its recognition that everyone has opportunities to learn from every experience, but there are difficulties if practitioners taking this position are in a role as teacher, tutor, facilitator, expert, developer, or some other role that implies that they are bringing some significant contribution to the setting, particularly if there is an element of payment and contracting of services. There are other issues in the relative responsibilities and expectations of those participating in learning settings and many practitioners make explicit reference to negotiating and understanding these dynamics at an early stage in an encounter. There are also implications in this dimension of a teacher viewing a learner as a pupil who should learn from the teacher whereas a learner / learner relationship recognises a peer relationship in which each has potential to learn from the other. These relationships may be influenced by the extent to which individuals in this relationship recognise the expertise of the other/s. A skilled and experienced management educator and developer working with experienced managers might successfully adopt this position but it would be less convincing if there was a significant gap between the perceived experience of practitioner and programme participant in which case the practitioner may not be welcome positioned as a fellow learner.

4) teacher .................................................................supporter of learner

This links with the previous dimension but accepts that the teacher can adopt a position of claiming process expertise as well as subject expertise. Supporting learning may take many forms but the concept is one of giving to a recipient rather than an equal relationship. There may be some management educators and developers who would be uneasy to be in a paid position and not to have an offer prepared to give to programme participants. This dimension may be one which some adopt until a learner is confident in adopting a position in which they are able to make informed choices. A dimension of teacher.....facilitator is similar to this dimension, again implying that the facilitator has process skills rather than subject expertise. It is sometimes seen as a less directive role than one of supporting learning. It may include a counselling role as an aspect of learner support.

5) provider .................................................................purchaser

This is linked to the previous continuum and represents the range of issues which arise when there is a specific focus on the purchase of management education and development and the provision of what is purchased. There are issues of developing sufficient understanding to be explicit about the nature of provision (content and processes), those who will provide, where and when it will be provided and issues about how the provision will be monitored and evaluated. With increasing emphasis on the workplace performance of managers, there may be an element of partnership between provider and workplace managers, who may or may not be part of the purchasing agency. This continuum represents a range of different positions in which identities may have several aspects and interests are difficult to identify. When the learning manager is the direct purchaser there are different issues as they are the customer for the service delivered and learning is not always a comfortable experience.
6) generic provision .............................................. unique provision

This continuum represents the extremes of provision from programmes which are generic in the sense that they have been developed with an intention of meeting a wide range of common learning needs and an assumption that most learners will have some needs to different degrees in most of the areas, and the unique provision which is designed to address needs identified in a unique situation by developing new approaches as a new intervention. Either end of this continuum can be criticised and it is debatable whether it is possible to offer an entirely new approach, but many interventions claim to be close to one or another of these poles. In effect, much provision contains elements of each dimension.

7) accredited ....................................................... not accredited

Linked with the generic provision is the development of a wide range of accreditation which has an essential generic aspect in that provision has to respect the framework of the accreditation offered. If provision is not accredited there is no predetermined framework and nothing to inhibit planning or delivery choices. Difficult issues arise if programmes are planned to meet what are thought to be unique needs and then accreditation is sought. Positions between these dimensions are difficult ones as if anyone within a programme may seek accreditation the generic framework must be respected.

8) purpose of intervention ...................................... purposes of participants

There may be significant differences between the purpose of the intervention as prescribed by whatever authority caused the intervention to be provided and the purposes of those who participate in the learning setting, be they in the roles of management education and development practitioners or managers learning. This dimension relates to the issues raised of whether a programme aims to develop people to break and re-construct frameworks or whether the aim is to develop people to conform to fit an existing framework.

9) short-term ......................................................... long-term

The timescales under consideration in a programme are significant in the different emphasis on review, revision and evaluation. There is often a need to re-consider in long-term provision and the procedures usually involve frequent reviews and monitoring for continuous improvement. Short-term provision may only be considered as a unique event with immediate needs but no requirement to improve on the original conception. Long-term provision implies greater investment of all kinds, including investment on the part of the practitioner and the teams who deliver established programmes.

These dimensions indicate very different perspectives if not opposite viewpoints. There are significant implications for contemporary practice in that the diversity of provision includes all of these perspectives and positions between the polar extremes. Where the poles are contradictory or opposite there is little likelihood of collaboration. The closer the positions on each of these dimensions, the more likely it would be that providers could collaborate. It might be possible to use polarities like these to discuss the perspectives of those intending to work together as a partial preparation which would allow some of the issues which may arise to be discussed before they are experienced. Any individual practitioner might identify his or her position on any of the continua in respect to a programme or set of programmes in a particular setting. Some practitioners may find it possible to change their choice of
position if they recognise a need to accommodate or respond to particular characteristics in a context. The ability to adopt different positions on some of the continua in different settings may reflect the extent to which a practitioner is aware of making choices and it is possible that those who are less flexible are less able to practice successfully in different contexts. However, the extent to which a practitioner insists on maintaining a fixed position in any of the continua may either indicate either a strong commitment to a philosophy, ideology or model of practice, or may simply indicate that alternatives have not been considered.

There are some groupings which would accommodate similar views on each of the dimensions. These are groups who share broadly similar perspectives because of a common belief or philosophy. Practitioners who share a view of managers as adults who make choices are likely to respect the autonomy of managers in learning and development settings. Practitioners who perceive their provision to rest on their subject knowledge and expertise are likely to adopt roles as experts and might also take didactic pedagogical approaches. This presents similar issues to those of positivism and phenomenology in that the pedagogical practitioner is unlikely to be able to accommodate an andragogical approach within his or her practice but an andragogical practitioner would be able to accommodate some input from pedagogical perspectives if the expertise was recognised as having some relevance for the participants.

Is a more coherent and integrated approach possible?

The previous discussion of dimensions indicated the extent to which there is disagreement and difference in approaches to management education and development. If individual practitioners or individual providers have similar perspectives there is potential for them to collaborate without significant disagreement. If there are very different perspectives and these are contradictory there would still be a possibility of collaboration if the differences were accepted and explained in some way to the participants. This may be more achievable if those with respect for adult learning conditions are the dominant providers.

Collaboration between providers does not lead directly to presentation of a more coherent offer or of an integrated programme. Coherence is perceptual and involves recognition of elements which fit together in a way which makes sense. This differs from integration which implies that a new complex pattern has been developed from former disparate parts. The idea of integration has a history in education with attempts to achieve a curriculum in which the subject areas have sufficient attention but do not have boundaries which compartmentalize knowledge. This, however, implies that
subjects have a similarity in knowledge types and structure which would enable links and relationships to be made which would provide an extended network of related knowledge. This cannot be done as each discipline and field of studies has developed its own internal structure of positions and relationships which reflect a viewpoint which is epistemologically and ontologically unique. The bodies of knowledge relevant to the field of management studies reflect many different perspectives and viewpoints which may only coincide in their focus on issues related to management. The hope that all knowledge might be mapped into a convenient framework is not realisable and integration of that nature is not possible.

Collaboration between practitioners may assist a learner to appreciate the multiple viewpoints from which an issue might be approached. Problem solving approaches adopt this strategy which attempts some integration of the implications when different views have been identified. An inter-disciplinary inquiry might similarly recognise differences and use these to strengthen the process and the interpretations drawn. The different epistemological perspectives would be respected and contribute without any attempt at synthesis or of merging into a collective view.

There are implications in the language of integration and fragmentation that the former is a 'good' thing and the latter a 'bad' thing. Proposals of integration imply moving towards a wholeness whilst fragmentation implies that something whole has split into parts which have lost relationships with each other. There is an implicit suggestion that the quality of provision would improve if there were more integration and that fragmentation offers less than high quality. If diversity is conflated with fragmentation there are many more implications in this use of language. The extent of diversity has been seen to relate directly to the diverse needs and wants evident in the fields of practice. The existence of different fields of practice might be seen as evidence of very high quality provision if it is highly differentiated and specialised. There are some issues embedded in these perceptions, however, as quality is also a difficult concept to define. The introduction of standards for managers into the NVQ structures has established some concepts of quality, even if these are criticised as relating more to management in production settings than to service settings. The MCI have recently launched standards for the purchase and provision of management development services (MCI conference, 1998) which propose that a quality provision can be described as a standard with four parts:

1. The management development programme is designed to meet the needs of the client and to deliver the outcomes required, taking into account operational and other constraints.
2 The management development programme meets all the requirements of an agreement between the client and their supplier; it delivers the defined outcomes on time and within the agreed budget.

3 The outcomes of the management development programme contribute to measurable business benefits.

4 The management development programme is reviewed jointly by the client and their supplier to influence and improve their subsequent activities.

(Quality Counts, MCI, 1997)

This interpretation of quality rests entirely on the perceptions of the needs of the client and the proposals of outcomes which represent perceived improvement. It appears that the measure of improvement will be in terms of business benefits, however these might be understood and expressed. The fourth section proposes that the process of review will enable collaborative attention to continuous improvement. These standards were developed by employer representatives through TECs, funded by the DfEE. It is claimed that they work in synergy with other quality initiatives including BS EN ISO9000, BS 7850, NVQs, Investors in People, the Business Excellence Model and the European Quality Model. Models of quality in education are not cited.

One of the main problems with this approach to quality in provision of educational and developmental services is that these standards assume that what is wanted and needed can be prescribed and measured. Problems emerge when there is no clear specification of what is required and these standards assume a simple assessment of the requirements. Educational provision seeks to develop many aspects of a learner's abilities and knowledge and is aimed at broad growth. This model assumes that development is about matching a person to existing frameworks rather than developing people who can create new frameworks. Management development involves organisational development which will cause incremental change in the environment, making it more difficult to estimate exactly what will result as an outcome of the actions. It is more appropriate to consider the goals of any intervention in organisational as well as in individual terms, and to agree processes which should address those goals and review dates to ensure that progress is being made in the agreed direction. Sometimes accreditation is assumed to bring all the requirements for high quality educational provision, but the processes of a programme may be adopted from more prescriptive training traditions and if education is the more fundamental need it may be hidden in the collective procedures required for academic accreditation rather than recognised and respected by business sponsors.

Donabedian (1980) proposed that quality standards could be addressed in three parts,
the outcomes required, the processes needed to achieve them and the structures needed to enable the processes. Using three categories it becomes possible to consider the ways in which they interact. If this idea is applied to the fields of practice in management education and development the range of outcomes required may necessitate a range of different processes and different structures to support these - which presents a justification for the diversity. Maxwell (1984) offered a framework as a range of dimensions in which quality was important in public services, particularly in healthcare. Management education and development might be considered in those dimensions:

**Access to services** - one of the issues which is particularly relevant in management education and development where quality provision is seen to enable access at an appropriate point for any manager;

**Equity** - this would be interpreted as ability of the fields of practice to offer provision to any manager, regardless of cultural, racial or social background, and some would say, regardless of their ability to pay. If management education and development becomes one of the significant ways in which Higher Education might raise income from profit-making provision this will reduce availability of the service to only those individuals and organisations who can pay high prices.

**Relevance to need** - this dimension addresses the ways in which the provision is able to meet all the needs of managers seeking education and development. The extent to which needs can be identified and understood in relation to expressed demands is another significant issue.

**Social acceptability** - this aspect is interesting in the field of management education and development as there are distinctly different types of provision for senior managers and directors than for supervisors and first line managers. The social structure of the field of management requires acknowledgement. When provision involves peer support and group work it is very important to recognise the social dimensions of interpersonal relationships. The differences between groups also extends to social differences between sector and organisational cultures. Managers from voluntary and charity organisations are very different to managers from many private sector organisations and from managers in public services. Although there may be a generic core of concerns and processes, the differences should be acknowledged.

**Efficiency** - this concerns the delivery of services within the resources available. In management education and development terms the delivery of the provision on time and within the agreed budget are important (as noted in the MCI standards). The degree of efficiency achieved might be measured against initial agreements, contracts and descriptions of the proposed service, which emphasises the importance of this stage of planning in arriving at a common understanding of what the provision will comprise.

**Effectiveness** - this is a much more difficult dimension to evaluate as it concerns the extent to which the provision achieved the intended benefits and outcomes for those who participated and those who purchased. Initiatives often attempt many different outcomes and there may be some differences between participants and purchasers in their perceptions of the benefits and achievements.
These dimensions indicate that quality provision might only be achieved through diverse and flexible services. The provision of appropriate services for different managers and different organisations will require a very wide potential resource if all of these dimensions are to be considered and closely matched. Any notion of integration is more likely to be in the close matching of perceived needs and provision than in merging all potential aspects of the provision into one multi-purpose whole which is unlikely to meet any requirements very closely.

Skills learning has often been described as sequential in which the steps are learned separately before a smooth and skilled performance can be achieved. Knowledge contributes to skills and it is often an aspiration of management education and development to integrate skills with knowledge. Burgoyne (1981) pointed out that achievement of a skilled performance requires more than knowledge and skills, including involvement of feelings, values and moral beliefs. Integration of this nature is only possible from the perspective of the individual who is attempting to bring together all these aspects of experience and understanding as personal learning. The role of the management educator or developer may be more about enabling the range of separated experiences to be acknowledged and facilitating the individual to develop understanding alongside practice. The fully skilled performance which integrates understanding and practice would need to be robust enough to be adaptable in different settings, so requires sufficient knowledge, skill and understanding to enable the manager to perform fluently in different circumstances, a performance which may well require transferability of skills to the extent that the frameworks are partially dismantled and reconstructed. It is doubtful whether fully skilled performers can be developed without recognition of complex patterns of multiple perspectives and the ability to learn in new situations in order to progress confidently in a world which does not comply with mechanistic forecasts.

There was a proposal in 1994 (Raelin and Schermerhorn) that the field of advanced management education was experiencing a paradigm shift which was evident in two dominant positions. One was based on the positivist approach of searching for objective knowledge and the newer one was the qualitative interpretative approach. It is possible that the latter could encompass objective approaches as contributory parts but the positivist approach cannot encompass the interpretative one (as discussed in Chapter Three). It may be significant for practice in these fields if the related field of studies is undergoing a paradigm shift as the basis for practice in any theoretical framework is less secure. There may be a difference in the potential of providers to collaborate related
to their interest and use of theoretical perspectives. There may also be implications for managers learning and developing in terms of their degree of understanding of the theoretical debate. It may be important for managers learning and developing to be aware of the tensions in the theoretical field relating to their learning, development and practice as managers.

Mezirow (cited in Jarvis 1993) linked development with realisation of reframing and restructuring which implies that the outcome might only be recognised once the process is complete, a problem for those who would like to set targets and agree outcomes. In reframing and restructuring understanding the individual is at the core of the experience in making a biographical review leading to new understanding which incorporates and builds on past understandings. This may be considered an integrative process leading to a momentary integration of understanding, but this can only ever be temporary as the context in which any individual learns in also in continuous change. Understanding is relative to a position in a setting and the culture of the setting.

The Experiential Learning Cycle (Kolb and Fry, 1975) offered an approach which might improve perceptions of coherence in that the process requires the learner to take a broad perspective and organise their thoughts before acting and reviewing actions. The recognition of different learning styles is also important for some learners as it offers an explanation for a tendency to be successful with some approaches and less so with others. However, the use of a reflective process is not necessarily sufficient to achieve an integrated understanding. Mezirow (in Jarvis, 1993) identified seven different types of reflection including theoretical reflectivity which he proposed was essential for perspective transformation. This implies that some appreciation of the theoretical frameworks relating to personal circumstances are important in clarification of perspectives and in transformation of outlook. The theoretical frameworks in management education and development vary widely and it may be difficult for individuals to approach changes of perspective which bring challenges to their working lives. Ideas of coherence and integrity relate to expectations which include current frameworks and consideration of possible different frameworks brings potential of incoherence and fragmentation.

It would appear that there is a possibility of occasional perception of coherence and integration within the field of management education and development, but that a totally integrated provision is not possible because of the pressure to respond to diverse needs and demands.
Is a more coherent and integrated approach desirable?

If it had been seen to be possible to provide a more coherent and integrated approach, it may not be desirable. The notions of integration and coherence seem only to apply usefully to individual understanding and not to the range of provision in the various fields of practice. Many advantages have been shown to occur from the dis-integrated fields of practice. As integration seems to be only momentary and may be more important as a part of a process it seems that integration would not be a helpful educational goal. The potential of dis-integration to challenge and provoke choices and possible learning is important as a more coherent field with less diversity would reduce the need for choice and the considerations necessary to make choices.

There were potentially specific issues arising within each cluster of practitioners in education settings, in business settings and within the cluster of practitioners in personal development settings in relation to the management education and development curriculum. If this was so, there would be issues arising in the relationships between and among practitioners in these clusters of practice. In any adult learning settings there are issues arising from the relationship of practitioner and learner when both are adults with particular characteristics and roles identified within a specific learning setting. It was anticipated that some of the differences in learning settings would arise from different beliefs and philosophies of learner managers and of management education and development practitioners. Learners in the roles of managers are influenced by their different organisational environments and the ways in which management work is organised in relation to management roles and practices in each setting. It was anticipated that this might present some issues for managers learning which were different from issues arising normally in any adult learning situation. As managers are adults learning there would also be issues which arise for other adult learners and the impact that this may have on the learning setting and the practitioners taking roles in supporting managers as learners.

All of these concerns were potentially ones which had implications for the purpose, content and processes of the management education and development curriculum and inevitably for those who practice as management educators and developers. The inquiry had two focal areas, the curriculum of management education and development and the relationships between practitioners in this field. It seemed that different modes of inquiry produced different types of information, with the literature review providing further information relating to the curriculum of management education and development and illustrating influences on the changes in emphasis over time, and the
empirical research focusing more on the detail of learning settings and the relationships of those intimately involved in the processes.

The inquiry succeeded in addressing the questions posed in that each area of concern was further explored. However, there are no definitive answers and there is a sense of the context being so much influenced by changes in how managers and management are seen that the curriculum must always have a wide range of choices from which each initiative may be planned. The constant in any setting and in any timescale is the certainty that anyone in the role of a manager will encounter considerable change throughout his or her working life and will either develop an ability to learn and re-frame as new situations are encountered or will fail to evolve with their organisations.

**Issues for Practitioners in Management Education and Development**

The original proposition that there may be three distinct approaches to management education and development which might be identified as three different clusters of practice is not substantiated by this research. Evidence presented here indicates that these dimensions can be identified within groups of practitioners, more in terms of their emphasis on the nature of management learning than in the setting in which practitioners work, as all three attitudes to the manager as a learner (the thinker, the doer and the being) are evident in the education setting of a business school.

It was found that the mix in teams of practitioners was significant. This was particularly so in that this research used examples of practice which were almost always delivered by teams of practitioners rather than individuals. Findings might be different in different settings with different types of provision. However, where provision is in the form of programmes there are significant issues in how teams are formed, the length of life of a team, how they develop over time and, essentially, in the extent to which there are differences. There is potential for individuals to make choices about the extent to which they are able and prepared to consider their position on any issue in practice. The extent of such flexibility has implications for individuals and their teams in the extent to which there is accommodation of diverse viewpoints. For some practitioners it is important to maintain a sense of personal integrity and some may adopt fixed positions in many perspectives to demonstrate their integrity. However, there is a possibility of maintaining coherence of practice whilst recognising some areas in which different perspectives may be adopted in different circumstances.

This area is a particularly important one in this research and a further proposition is made arising from the issues raised here. Figure 15 indicated the dynamics in the learning setting
Figure 17. Issues for Practitioners in Management Education and Development.
in which teams of practitioners practice. Figure 17 indicates these issues for practitioners viewed in three different levels of concerns, the overarching and philosophically significant 'meta' level, the more situationally located 'macro' level and the immediate practice of the 'micro' level.

Using this model, the issues raised for a practitioner in management education and development in the 'meta' level are those which concern the individual's philosophical basis, in this context, their concept of management education and development and their personal reasons for being a practitioner in the field. This links closely with their understanding of the purpose of management education and development and their relationship both intellectually and personally with the community of management education and development. All of these relate to their understanding and experience of the socio-economic conditions in which they live and practice.

At the 'macro' level, these concerns are related to the conditions in which an individual practices. There is an issue about the composition of team members and the role played by the individual and these might be significantly influenced by the sector in which the practitioner is operating and the relationships of purchasers and providers. Both team members and sectors will be influenced by current thinking about management education and development and the culture of the settings in which events take place. The purposes of interventions will be an issue at this level as these will relate, or not, to the perspective an individual has on the purpose of management education and development.

At the 'micro' level, issues arise for the individual practitioner in respect to their personal practice and the relationship of this with other elements in the learning setting. The ideas and approaches of other practitioners and learners in the setting will be important as will the influence of organisations on the setting, particularly organisations employing practitioners and organisations employing managers learning in the setting. Everyone linked in this way in the setting will have expectations of outcomes from the learning setting and these might differ significantly.

This model suggests that the significant dimensions for practitioners in collaborating include the philosophical basis of each practitioner, the socio-economic setting of practice, the potential differences in concepts of the purpose of management education and development and the thinking emerging from the wider community of management education and development.

It appears that there is potential for collaboration between practitioners from different
backgrounds and holding different perspectives when:

- common broad views are held with respect for multiple viewpoints;

- learners are seen as able to determine their own choices and able to take responsibility for their own learning;

- the philosophical basis is discussed and agreed (as this seems more important than differences in background, methods, etc.);

- where there is a climate of mutual support from curriculum planning stakeholders and a supportive climate in the organisational environment.

There appear to be barriers to collaboration when:

- practitioners hold different views of the world, particularly if these include positivist or phenomenologist positions, although the second might accommodate the first;

- subject expertise is claimed and valued and process skills are not recognised

- exclusive excellence of a particular model of provision is claimed

Collaboration is possible but there are important considerations which imply that practitioners should not be expected to work together in any circumstances to design and deliver provision but that they should engage in some discussion about their expectations and preferences before agreeing to work together.

Integration and Coherence in Individual Learning and Development

It seems that where integration is achieved and coherence experienced is in the perception of individuals. It may be possible and desirable to focus on enabling individuals to achieve a personal interpretation of their learning and development which brings coherence to their experience.

There are processes which encourage learners to make their own personal plans for education and development. These may remind individuals to set achievable aims, to consider the timing of activities, to plan for different types of outcome and to review and revise frequently. However, these activities all suffer from the problem of the vision at the outset of development being limited by the individual's current state of development. It is
possible to determine a process which appears to be developmental, but it is not until a
reframing has been achieved that an individual perceives their own growth and recognises
that it has involved venturing into unknown territory. Another alternative to formal
provision is self-development which could be completely self-motivated, designed and
evaluated with the individual deciding when, where, what and how to learn.

Either of these approaches assumes a world in which there is the possibility of
opportunities for development and for learning. Recognition of these possibilities often
needs the help of a facilitator or adviser and access to some theoretical approaches to
learning and development if not participative programmes. The place of theory in relation to
practice has emerged as a theme in all sections of this Inquiry.

**Practice and Theory**

It is clear that theory informs practice and is drawn from practice, but that those who work
with theory do not always work in a field of practice and those who work in a field of
practice do not always acknowledge their debt to theory. There have been changes in
thinking about fundamental laws which has led to the development of perspectives on
multiple viewpoints and the potential of more interaction between disciplines. There is
potential for those holding a heterogeneistic epistemology to accommodate the viewpoints
of those holding homogeneistic epistemologies, but the latter must reject all other
approaches or re-think their own. Development of understanding of these positions and the
implications of adopting one or the other may be facilitated by engaging in collaborative
data collection and interpretation, which may offer a means to achieve greater
understanding between practitioners in different fields of practice. It is possible that the
field of studies in management education and development is not sufficiently well
developed to enable practitioners to access theoretical material which links with the
understanding developed through practice. Much of the theoretical material used in this
inquiry derives from disciplines and would be most accessible to someone who had studied
within each discipline sufficiently to conduct a review of literature relevant to practice.

Attitudes to the field of studies also present barriers to practitioners seeking more
understanding of their practice. Practice in the different fields of practice often takes place
within defined frameworks which enable relationships to be made between learners and
management education and development practitioners, between managers and their
organisations, between processes used and content, between purposes of programmes and
outcomes, between skills, knowledge and performance. If theoretical approaches present
challenges to the frameworks in action, the coherence of a programme may be threatened,
particularly if it was informed by positivist approaches and evaluated using mechanistic
methods. There is a potential language difficulty between the fields of practice and the field of studies as many of the words in the field of studies are not used in everyday language but have precise meanings which are not easily expressed in more simple terms. However, managers often discuss how they have had to learn management jargon in order to be credible in their cultural environment and it may be similarly important to learn the language of studies to be credible as a scholar.

Management education and development draws from many disciplines and fields of study. The traditions of research include all the historical developments within the disciplines and the more recent inter-disciplinary approaches which enable reflective practitioners to interpret their practice alongside consideration of theory. This is the theoretical reflectivity proposed by Mezirow (in Jarvis, 1993) in which the individual links sets of perspectives with their perceptions of experience to develop greater understanding of experience in potentially transformative thinking. There are characteristics of different fields of practice and some of those in management development are particularly reluctant to develop and use theory if it seems to imply a relationship with the academic world. Managers are often similarly reluctant to appreciate a role for theory in developing their thinking about practice and the frenetic everyday activities may lead to an expectation that study should be designed for them to be approachable in digestible and neat packages.

It seems that there is potential for managers and management educators and developers to meet on common ground in the field of studies if they have developed to a level which enables them to engage confidently in the comparison of frameworks of theoretical constructions. The following table suggests some stages in development of understanding of the relationship between theory and practice from the perspectives of a manager / learner, a management educator / developer and the perspective of anyone making a deliberate study of the field of studies relating to management and management learning. In the early stages of any perspective there is an emphasis on understanding how to act within the frameworks of the roles and settings. As understanding develops, alternative choices become apparent. Once these are recognised and experienced there is potential to develop wider understanding. Individuals make personal choices and have preferences which may arise from a number of sources. Once individuals are aware of their preferences and the implications of their choices there are opportunities to work collaboratively. There is clearly potential for collaboration from Stage 4 and for joint practice at Stage 7. New frameworks developed from the perspectives of managers, management educators and developers and scholars from the associated field of studies would have the potential to bring a different sort of coherence to the fields of practice, practice informed by a theoretical context with potential to develop both theory and practice.
### Developmental relationships between managers, practitioners and students

<table>
<thead>
<tr>
<th>Manager/Learner</th>
<th>Management Education and Development Practitioners</th>
<th>Students in the Field of Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stage 1</strong></td>
<td>role within a tight framework, do as required, fit in</td>
<td>work as directed in tight framework, learn in limited field or from disciplinary perspective</td>
</tr>
<tr>
<td><strong>Stage 2</strong></td>
<td>recognise that there are alternatives and develop curiosity</td>
<td>recognise links with other domains and develop curiosity</td>
</tr>
<tr>
<td><strong>Stage 3</strong></td>
<td>recognise strengths in alternatives, try some, evaluate implications for self and others</td>
<td>recognise ability to choose different perspectives, try out</td>
</tr>
<tr>
<td><strong>Stage 4</strong></td>
<td>develop own preferences, consider implications of choices</td>
<td>recognise implications of choices, develop personal perspective</td>
</tr>
<tr>
<td><strong>Stage 5</strong></td>
<td>develop own attitude to management and set in theoretical framework</td>
<td>develop personal position in relation to wider field of studies</td>
</tr>
<tr>
<td><strong>Stage 6</strong></td>
<td>claim and defend position theoretically and demonstrate in practice</td>
<td>claim and defend position and make comparisons with other perspectives</td>
</tr>
<tr>
<td><strong>Stage 7</strong></td>
<td>develop position, challenge others, develop new frameworks for management</td>
<td>develop position, publish and defend, develop new frameworks in field of studies</td>
</tr>
</tbody>
</table>

There is a further potential if the nature of the theoretical fields is considered. At the 1998 AAACE Conference in Cincinnati, Professor Jorst Reischmann from the University of Bamberg drew from the work of a German theorist Erich Weniger in 1929 and suggested that pedagogic theory could be categorised into three different levels;

**Level 1** - in which there are naive, implicit, everyday theories which might explain or justify but which are often inconsistent or small scale. This might be equated with the everyday theory used by practitioners who are working within frameworks of theory which they do not challenge.

**Level 2** - in which there are groups of theory which are recognisable as movements,
particular ideas or sets of ideas which may be published, documented, researched, reflected, valued, but which are defended and promoted as convincing and are proposed for verification rather than for falsification. These are ideas and groups of ideas which are familiar in the world of management education and development as the theories of leaders and gurus, the movements which have had temporary popularity for their particular attitudes and characteristics, but which are rarely challenged and contrasted with other approaches as they attract committed followers who strive to exemplify the ideas in practice rather than to test them in theory.

**Level 3 -** is the level of theory in which theorists develop theory of theories through analysis and comparison. This is the level of disciplines, bodies of knowledge, domains of knowledge and fields of studies. Practitioners who engage in theory at this level would reflect on their practice and the practice of others to develop knowledge and understanding through consideration of differences, recognition of similar and disparate characteristics and associated implications, rather than commitment to any particular theory which is then translated into a framework informing practice which is not challenged but followed as guidance. It is at this level that theory becomes part of the wider world outside the fields of studies and of practice relating to management education and development where there becomes a possibility of developing new understanding which may bring theory and practice closer together to provide greater coherence not only for these areas but also in better describing the relationships between management education and development and the wider worlds of theory and practice.

If the notion of stages of development for theorists and practitioners in management education and development and stages of development of managers are placed within these corresponding levels of theory it would appear that at Stage 4 there is some potential for all of those involved in their different specialisms to have some dialogue which might inform and develop wider understanding. Coherence can only be developed through recognition of relationships and this could be facilitated from many different perspectives if those who recognise the different frameworks were able to identify and develop potential links.

**The Timeliness of this Research**

This focus on the curriculum of management education and development sits in an emerging debate which addresses this range of issues in the current context from an academic perspective, particularly that of management researchers. There has been a proposal that management development and education is changing with sufficiently strong philosophical drives to lead to a paradigm shift. This could have serious implications in terms of provision of management education and development as substantial areas of the currently familiar knowledge base could be discredited. There are also potential implications for practitioners in terms of challenges to teaching and learning methods and their philosophical underpinning.

There has been a steady political lead to improve British management since the reports of 1987. This has focused on workplace performance and has taken the form of developing measures of competence as part of the movement to establish a system of National
Vocational Qualifications (NVQs). This movement has addressed the issue of qualifications in terms of their relationship to academic achievement and has introduced a range of qualifications based on assessment of workplace competence. These are proposed as alternatives to academic qualifications and claimed to be of equal value. However, 'value' is more than a label attached to the qualifications and is very much to do with perception of quality. The quality of these new qualifications has been differently perceived by those studying to achieve them, their workplaces and the academic world. In management education and development there has been much debate about these new qualifications both in general terms echoing the wider educational debate and specifically in terms of the implications for management education and development. There is some literature attempting to identify some of the fundamental underpinning of this new initiative and comparing it with traditional academic models, but little discussion of how the initiative fits with the range of academic approaches. There is some sympathy amongst practitioners of experiential learning with the notion of development of competence but much impatience with the prescriptive nature of NVQ standards and performance criteria – there is room to contribute to this debate by relating it to the other concerns in the context of managers learning.

The development of the NVQ movement is contextual in its relationship with economic developments in the United Kingdom. The 1987 reports on British management were commissioned in concern for Britain's economic competitive position. It was revealed that there were a vast number of managers in the UK with no qualifications beyond basic school achievements. In other developed countries there was an emphasis on managers being well educated in general terms as well as specifically in management. Although there had already been a substantial rise in provision of MBA courses with an emphasis on understanding financial control and competitive business, these were seen as not necessarily translating into improved economic performance and the specific vocational standards for managers were developed to address this weakness. There were few academics involved in the development of the NVQs for managers and there was strong representation from industrial leaders. The standards reflect a context of production industries rather than service ones and have a range of embedded assumptions about how organisations should operate and underlying value assumptions. These could be usefully identified to enable comparisons with academic models which, of course, also have a range of embedded assumptions.

There are a range of sociological issues which relate to this research and emphasise its timeliness. The concern for improving the educational level of managers is a part of the wider realisation that a very small proportion of British school children leave school with
any qualifications. In relation to the development of a workforce this has implications, but these magnify when forecasts of the changes in future work indicate fewer jobs requiring an unskilled workforce and suggest that workers will be increasingly engaged in personal responsibility and decision making. The rise of feminism and increasing range of literature relating to women's experience at work and in positions of responsibility has widened the concern about management education and development, its knowledge base and its teaching and learning methods, as well as having a focus on experience in the workplace. Much of this debate relates to that of equal opportunities at work and in terms of achieving responsible positions at work. There are issues relating to professionalism and whether management is a profession, and debate about differences between management and leadership. There are pressures leading organisations to change their structural patterns which has resulted in fewer authoritarian hierarchies. This has often resulted in more emphasis on teamwork and group and individual responsibilities. Some forecasts indicate a need for more managers, some for fewer and many for more highly skilled managers. This has implications for the range of knowledge, skills and techniques a manager might need to master. The manager's role and position is changing in these new structures. There is emphasis on multiskilled teams, reduction of functionalist roles but a need for expertise of different sorts. It is inevitable that developments on organisations and in the workplace life of managers must reflect the wider changes in society and all the developments associated with late modernity are emerging in Britain's organisational life.

**Key technological developments** emerge constantly with varying effects on different work areas. All managers now need some knowledge of use of computers and many work directly with word and data processing systems. The wealth of data often causes problems when trying to turn it into usable information, and managers increasingly need sophisticated skills in information management. There is a growing recognition that innovation is important in preparing for the future, but the field of managing innovation is still often seen as a technology management issue rather than an overall change management issue. In 'high tec' companies general managers become detached from development which they see as the province of the technology experts.

There is increasing concern for the environment and recognition of how much a country's industry and business can damage or protect the environment. Linked with this area of concern is a new emphasis on ethics and ethical behaviour. These are not areas in which traditional education will have prepared many managers and management education and development is currently addressing these and related issues. They are fields where personal beliefs and values can be challenged and where adopting new and different attitudes may affect managers both in their work and their personal lives.
The conditions are right for this research to be published as the debate acknowledging the wide differences in approach to management education and development has become widely available in management literature. As positions are publically adopted it is possible to identify the stances taken on the philosophy of management and to try to identify whether there are any clear existing paradigms or whether there are slightly contradictory models which seem to co-exist philosophically. The theoretical and practical approaches to management education and development might be related to concepts of fields of knowledge and fields of action, leading to some clarity over the degree to which management is an emerging discipline.

Developments in research have highlighted the positivist and phenomenological positions, both currently practiced in management research. It is possible that similar positions underlie the different models of provision of management education and development. Action Research is well known in management research and links with action learning approaches to management learning. New paradigm research suggests a paradigm shift in research similar to the one postulated in management teaching and learning and may shed light on the extent to which this is an emerging paradigm shift. The underlying values of research and researchers is a concern of the new paradigm researchers and this also parallels this developing consciousness in management. The possibilities of collaborative research and cooperative inquiry offer attractive possibilities for management research and researchers, linking with empowerment, team working and sharing of responsibility.

Evaluation of the Inquiry

This inquiry has addressed all of the questions posed and has identified some important considerations arising from proposals that the fields of management education and development should attempt to become more coherent and integrated.

The field of management education and development was shown to be necessarily diverse, offering a range of different types of provision reflecting the different purposes and interests of potential participants. Any programme delivered in these fields of practice has many influences at each stage of its planning and delivery. The extent of the diversity was shown to be a strength rather than a weakness because the managers served by the provision available were also shown to be diverse in nature with very different needs and demands. There were also traditions within each approach to education and development which have influenced the range of provision as there are distinct areas of provision which have developed their own coherence which recognise and reflect particular sets of ideas and
practices. The experience of participants prior to engagement in management education and development has been shown to be significant in their motivation for learning, which once again suggests that the differences will be great. Nine bi-polar dimensions were proposed as summarising significant differences identified in approaches to practice. The position of individual practitioners on each of these dimensions indicates the extent to which co-operative working might be possible. If there are very different positions there would be differences in philosophy and values which would cause difficulties in close working although these might be tolerated in programmes which deliberately accommodated many different perspectives. Some of the dimensions indicate positions which are more likely to be taken by provider organisations, and similar considerations would apply if collaboration between organisations were under consideration. Both of these areas would be interesting areas for further research because there is a trend towards increasing engagement in partnership delivery and merging of provider organisations, either of which would present considerable difficulties if the perspectives of the partners differed greatly in philosophies and values.

It was shown that a more coherent approach might be possible but that integration was neither possible nor desirable. The idea of integration arises from an expectation of simple relationships which do not exist in bodies and domains of knowledge or in the skills, understanding and experience which contribute to performance. The relationship between expectations and provision was discussed in terms of quality which also indicated that diverse provision was more appropriate than any merge of existing services could be. Providers in the fields of management education and development were shown to be conscious of changes of perspectives which might amount to a significant paradigm shift from traditional positivist perspectives towards the more inclusive interpretative perspectives. Further research into the extent to which there is a paradigm shift and the implications of the current differences in thinking would be appropriate.

The concept of coherence in provision appeared to be important to individual participants in facilitating an approach to development and seemed to be achievable by individuals if they were able to approach learning and development opportunities from sufficient personal understanding to recognise personal needs and opportunities. In curricular terms, the coherence of a programme was seen to rely considerably on the extent to which the purpose was clarified initially and understood by all involved. The evidence for this was contextual and there is potential for a range of research into the implications of involving managers more centrally in diagnosis and design of their own educational and developmental opportunities.
The issues raised for practitioners were also diverse and were summarised in Figure 17 as involving three levels of concerns. Potential for collaboration was noted but it seemed important that practitioners should engage in dialogue before assuming that collaboration would be advantageous. If practitioners were positioned very differently in the dimensions discussed collaborative provision could involve such different perspectives that everyone involved would find difficulties in communicating. This model offers the potential for use in design of reflective practitioner development as a framework for both initial understanding of a personal position and a potential agenda for design of development opportunities.

There appeared to be a possibility of bringing many of the issues together through dialogue between practitioners, managers and theorists who had engaged in reflective development sufficiently to recognise the differences in the fields of studies and practice and to recognise that they could contribute to development of new frameworks which might offer more helpful links. Again, this research has opened a possible relationship which could have considerable potential but there is a need to research the assumptions from each of the perspectives and to review the extent to which there is theory in the fields of studies which would provide material for collaborative dialogue.

The inquiry has been successful in exploring the focal areas chosen and has clarified the issues in each. The proposal of integration of provision has been rejected for several reasons but the benefits of diversity have been emphasised. Coherence was found to be a more complex issue with implications for participants and practitioners providing education and development. An idea emerged of accepting that coherence is a personal concept and that it could be addressed by emphasising the role of the individual learner in the choice and design of personal programmes of development, thus creating integrated programmes for an individual by drawing on the diversity available to focus on design of a personal pathway of learning. Some examples were offered in the empirical research and the implications for practitioners and participants have been discussed. However, this approach raises issues of capability and knowledge which need further research of different types, including research into the extent to which the academic world is able and prepared to involve managers as designers of learning, the implications of such developments for practitioners and the implications for participants. There are now a few precedents and it is likely that there will be more experiments of this nature until or unless clearer boundaries are identified.

This inquiry has provided a view of the field of management education and development from several key perspectives and has explored the implications raised when these
perspectives are brought together. There is value in demonstrating the necessity of acknowledging the differences in viewpoints of those individuals and organisations engaging in this field. The inquiry has made a distinction between the field of practice and the field of studies in management education and development, which introduces implications which are wider than interdisciplinary and inter-professional concerns because they raise issues relating to the relationship between theory and practice in a complex environment which includes not only a range of disciplines and professions but also practitioners from a range of traditions in a context influenced by powerful global socio-economic conditions.
Review of the Research Process

Development of Focus

Throughout this thesis the investigation into the focal areas has been referred to as the inquiry, using the term to indicate the exploratory and collaborative nature of the process. The term research has also been used and indicates the extent to which the inquiry has been set within the relevant fields of study and has been conducted in respect of previous work in this area. There is a sense of the inquiry being open and flexible in its nature whereas research has to demonstrate sufficient rigour and structure to remain robust in examination of its potential contribution to knowledge. This inquiry, containing as it does significant amounts of structured research, has a dichotomy which provided many tensions and frequently mirrored similar tensions between formal structures and creative flexibility in the field of management education and development.

In the early stages of this research the focus appeared to be on the nature of the curriculum in management education and development. It was some time before it became clear that the concept of curriculum was an educator's perspective and that the field was considerably more diverse than the view from an educational perspective seemed to encompass. It also became apparent that the concept of curriculum as held by educators was changing as practice in educational programme planning became more flexible to enable more choices for learners. This was recognised as reducing the influence of educators and potentially reducing the integrity of programmes which had been conceived as progressive and sequential learning experiences. Once there was learner choice in sequence and timing there was a risk, from an educational perspective, that much of the educational value would be lost. As this inquiry progressed it became clear that many would challenge the assumption that educators might claim to design programmes with more coherence than those who are to study the programmes, demonstrating the perspective that integrity and coherence relate more to the individual experience of learning than to the design of provision.

Thus the focus moved from an assumption of curriculum to a consideration of the differences brought by practitioners who engaged in the field of management education and development from different perspectives. The focus moved into an exploration of the diversity and a gradual recognition that integration (which had seemed to be required) might not be either possible or desirable. At this stage the focus was directed at the potential for collaboration between practitioners from different traditions. Again, this focus was important for some time as it addressed many of the areas in which there appeared to be conflict and disagreement. However, as these relationships were being considered, the voices and concerns of the managers who were learning in the research settings became
clearer and more compelling as these participants seemed to understand the underlying conflicts and contradictions more intimately than many of the practitioners who were delivering programmes intended to support these learners.

At this stage the additional focal areas were introduced to bring an opportunity to consider whether it is possible to support learners to engage in the design of delivery, potentially using practitioners in management education and development more as consultants to their learning than as tutors who design and deliver from their own repertoire. From this perspective, the availability of a wide variety of different types of learning opportunity becomes an advantage as an individual has a wide choice in making personal plans. Many new issues are raised both for learners and for those who support learning as the roles and responsibilities must change for such processes to evolve. It may not be attractive to many potential learners to have to learn about the processes of learning rather than to learn subjects and topics which seem urgent and relevant. Educators and developers who consider themselves professionals in design and delivery of learning opportunities might resist a change in their roles which opened significant areas of practice to a wider scrutiny and involvement than is traditional. The coherence of course teams, which seemed to be important in some aspects of provision, might be reduced by wider involvement of learners in designing provision. There may also be commercial considerations as design includes resource implications and some of the constraints which can be hidden from learners in traditional relationships would become more openly acknowledged if honest partnerships are to be formed. This inquiry was completed at the stage when this new partnership relationship was becoming more widely recognised and developed as a possibility and thus has indicated an area for further research.

The increasingly commercial nature of further and higher education has also been evident in this research, particularly in the greater emphasis on development of in-company contracted programmes. Although this research considers the implications of these developments for the learners and those who facilitate management learning, there is little consideration of the implications of a competitive environment on the nature of provision. This is likely to be a concern for researchers in this field in future as such competition will inevitably raise questions about the nature of high quality provision and the criteria by which it might be judged. This concern became apparent in the later phases of the research but was not developed as a further focal area as it will take some time for the trends to become apparent in practice.

**Issues Raised by Timescales**

The inquiry began in the early 1990s with the intention of understanding some apparently
contradictory features of contemporary practice. This inevitably required some understanding of the events which had influenced the development of the practice at that time. In searching the earlier literature it was clear that attitudes towards the place of education in the development of managers had changed during the preceding twenty years. This was significant as the experience of the researcher during the same twenty years had moved from practice in formal compulsory education through adult education into vocational education and into management education and development. This experience had taken the researcher from a position in which traditional didactic teacher and learner relationships were the norm, although as an art teacher the challenging views of progressive educators were more attractive, through a development of understanding of the issues raised for adult learners in the various types of educational provision. This had been a very significant personal learning experience in the 1970s and the literature of that period continued to provide theoretical perspectives important in developing understanding of managers in educational settings. The researcher's personal experience of vocational education and training schemes for employability during the 1980s also provided understanding of the practical issues raised when addressing development of employment potential through education. Much of the literature relating to this field had been about practice rather than about theoretical perspectives on such practice, so the philosophies and values of adult education continued to inform and guide the researcher's practice until her encounter with the field of management education and development.

It was in this first encounter that the issues were raised which prompted this research, issues including the different approaches taken by practitioners which seemed to an adult educator to put the learners at risk or to disregard their autonomy, sometimes to abuse their trust or put them into inappropriate social settings. It was also a feature of the timescales in this research that it began with the concept of curriculum, which is largely disregarded now (seven years later) as programme planning approaches have replaced traditional attempts to offer a balanced curriculum. In reviewing this research in 1998 the changes in the structure and practice of management education and development since the two reports of 1987 (Handy and Constable / McCormick) seem far more wide-reaching than could have been anticipated. The nature of the field of practice demands that it is responsive to environmental changes which affect economic conditions and these have become global for all sectors during this period. The speed of technological developments has brought an imperative for managers to be able to deal with far more information than before, to be able to select appropriate information and to make sense of it in their own contexts but with an understanding of the wider implications for their work. Employees increasingly expect more of their employers and managers have to respond appropriately. The demands on managers to keep up to date include much more than the requirement to maintain a
functional expertise or specialism. The expectation that all areas of such updating should be available in the field of management education and development tends to obscure the importance of studying this field, the field of studies which critiques and evaluates the practice. The researcher has been active as a practitioner, delivering provision both in the more formal aspects of management education and in areas of personal and management development throughout the period of research. This has enabled the research to remain relevant through the involvement of a wide range of participants with their current concerns, but this has also meant that each phase of research has taken place in a subtly different context with slightly different understandings and concerns. The constant factor has been the researcher who has certainly become older during the period of the research and has developed understanding if not wisdom!

The Iterative Process of the Research

The iterative nature of this research has been apparent throughout the research process. In approaching the research as personal reflective practice the autobiographical nature of the material was inevitable. Much of the collaborative data collection and interpretation raised challenges to the researcher as a practitioner and sometimes both research and practice were influenced by loss of confidence or reassurance and a renewed sense of direction. The intensity of such experience may have caused the researcher/practitioner to expect too much of colleagues as she was constantly critical of practice and anxious to implement developments as quickly as they seemed appropriate for the learners in each setting. It was also more difficult to recognise and celebrate the successes of practice when they were simultaneously the material for research in which they usually seemed a part of earlier thinking rather than whatever was the current new development. This feeling of time lag was most dramatic at the stage at which this document was written, because activities in the field of practice continued and continued to inform the researcher's understanding. A flavour of these more recent developments has been included with some regret that the trends identified in later phases could not all be followed through to a natural point of review but were frozen in the artificial structure of the research timescale of phases.

In the early stages the researcher experienced considerable discomfort as each attempt to focus the inquiry through development of appropriate questions raised further questions rather than providing the boundaries which would have allowed a thesis to be articulated. Instead, as understanding of the field developed and the complexity was recognised, the importance of taking an appropriate research approach became apparent. In the early years of the research there were two parallel activities, one of which was reflection on practice, approached through a framework of action research and activity which was based in the theoretical worlds relating to the field of practice and the traditions of research.
As noted in the issues raised by the timescales, the experience of the researcher both supported development of understanding and hindered it in that challenges were continually encountered which demanded un-learning and re-learning, changes of personal perspectives which sometimes took time to accept. As an educator, the initial approach was adopted of attempting to identify the curriculum for management education and development. One of the early activities was the collection of prospectuses from every polytechnic and university which offered management education with the intention of making comparisons between approaches and content. This collection was carried out again two years later, when most of the polytechnics had become universities. Although an initial analysis offered some indications of similarities and differences the more striking observation was that the prospectus was often more about creating an impression than about offering detailed information. This feature was more apparent in the comparison between the earlier and later documents as the later ones were glossier, seemed to use more illustrations but not to offer any more detail than the earlier ones and were confusing as so many institutions had changed their names. Many of the awards offered had been developed with specialist areas or a particular focus, which had proliferated the range of provision offered although these differences were not always apparent in the content or processes detailed. It was particularly interesting to note how different institutions described themselves and their provision. However, one of the iterative aspects of the research was that the researcher had to accept that some of her initial ideas about what data would be relevant had to be reconsidered. The use of these prospectuses was abandoned as a part of this research for a number of reasons. Personal experience in this field of practice alerted the researcher to a concern that the claims in an institute's prospectus did not necessarily describe the provision actually made. Unless some way of relating published information to practice was attempted the published materials could only be considered to be espoused provision. The concerns of this inquiry were centred in the experience of learners and those providing management education and development and the provision of information in prospectus form was recognised as being only one of the ways in which certain expectations of experience were formed. These prospectuses were not used any further in this inquiry because they did not contribute usefully to the focal areas once the concept of a generally accepted curriculum was recognised as defining a particular educational perspective which could only partially address the issues of the inquiry. The collection has been retained as there is some potential to research the development of marketing approaches in the education marketplace, which has been noted as a potential further research area because of the wider implications.

It became increasingly clear, however, that this was a framework from a viewpoint which
held particular philosophical assumptions and values. It was helpful to consider the aspects of curriculum which provided some coherence of approach and which were informed by a philosophy and values which guided practice. In programme planning approaches these underpinning values may be neglected which may lead to situations in which the demands of those purchasing provision simply dictate the nature of provision. This may be appropriate if the provision is of a simple skills training nature but may be very inappropriate if the provision is expected to change attitudes or behaviour. Even the expectation that such programmes can deliver a sound basis of knowledge is problematic when the variety of perspectives in the field of management and in management education and development results in little common acceptance of what is known and how it is known.

The involvement of colleagues, people delivering management education and development, people learning as part of their roles as managers and people purchasing management education and development, provided great richness in this research. It also provided enormous diversity, constant challenge to any assumptions and frequent personal challenge to the researcher as an educator, as a developer and as a manager. This turbulence was unsettling whilst engaged in practice in each phase and much of the understanding developed during the research period was only possible retrospectively when a phase could be reviewed with some distance in time. Using an action research framework enabled the collaborative analysis to be applied immediately in each setting, but it was often some time later that the wider implications of these local understandings became clear and could contribute to successive practical initiatives. The liaison of theory and practice was a constant theme in this research with each domain informing and presenting challenges to the other.

This final review is a product of the time lapse between concluding the fifth phase of research and writing up the thesis. Although the fifth phase is the final one presented in this thesis, practice and reflection on practice have not reduced and some of the insights in this final section reflect recent understanding.

Another aspect of the iterative nature of this research was in the research approach. In 1991 the use of action research in practical settings was becoming understood, although it was often considered an unsuitable approach for those seeking academic credit. The literature available to inform the research approach came from a variety of disciplines and often included strong philosophical commitments to particular values, often expressed as a challenging alternative to a traditional view (for example, Reason and Rowan (1981, xiv - xvi) offer a list of things that they object to in what they call orthodox research). It was not
until 1994 that Denzin and Lincoln presented a view of qualitative research which recognised its position in the development of ideas that informed thinking from different disciplines and perspectives and which proposed an approach which did not require a researcher to take a defensive position in relation to more traditional positivist approaches. This is a particular difficulty in the early literature in action research which was often related to particular perspectives on the potential to engage collaboratively for community development as an alternative to research approaches which increase the power of the already powerful. The use of action research in education to inform curriculum development (for example, Elliot, 1991 and McNiff, 1993) has demonstrated reflective practice in which new understanding is immediately applied in learning settings which were usually part of the formal compulsory schooling provision, which encouraged the use of this method in the more flexible and varied field of management education and development.

More recently, Maxwell (1996, 3-5) provided a helpful approach to planning qualitative research which recognises the potential complexity of a research setting and proposes that this can be best approached through a well-designed framework linking purposes, conceptual context and research questions with methods and validity. As this research progressed the researcher's understanding of the process developed along with an awareness of the iteration between collaborative research in practice which informed and developed learning settings and the researcher's understanding of the differences between these learning settings and in approaches to practice. Each of the Phase Reports describes the events in these periods of reflective practice in the way in which they were viewed at the time. The Phase Analyses present a more considered view. both in the interpretation of the data as they relate to the focal areas of the research and more considered because of the understanding which had developed within the longer time scale of the research.

There was an iterative aspect to the process of collecting and analysing data as the researcher learnt different ways of managing such large quantities of data. It became clear that the data were more useful once they had been collectively analysed by the group who had originated them as the idiosyncratic contributions were re-considered in their settings and an interpretation emerged which was not only much more manageable as a contribution to this research, but was also very important in developing understanding in the learning setting and informing developments in practice. The reduced and focused data were collected as described in the framework and were analysed again to inform the research focal perspectives, another iterative process which contributed to the development of new insights.
The process of writing was very different at different stages in this research. In the early stages the writing included reports of action research phases and some data analysis. As the review of literature was written there was some confusion between writing as a process of developing personal understanding and writing as a presentation of this research. The former activity produced long and detailed discussions which were eventually summarised in discussion of literature informing this research. This process included many excursions into areas of literature which became irrelevant to the focal issues in this research, although the understanding developed through these explorations contributed to greater understanding of the context. There were periods of confusion when the minutiae overwhelmed the researcher and the wider perspectives were difficult to retain. It took some time to learn to keep reviewing the different perspectives of overview and detail and to use the research frameworks to help in maintaining the focus whilst allowing links to be recognised.

Use of Literature to Inform the Research

At the outset of this research there was very little literature which discussed approaches to management education and little which was distinctly about management development or self-development as a manager. More became available as the research progressed and was incorporated, but in the early stages the literature which was considered most significant was that which directly related to the criticisms of the field of management education and development and the literature which had informed the researcher as an educator and developer entering this field. The initial purpose was to explore the influences which had led to practitioners in this field taking such different approaches. As the researcher had practiced in different areas of the field of practice, much of the literature informing such practice was familiar from her own initial and subsequent practice. This literature was mainly from the 1970s and 1980s, from sources which underpinned the practice of the researcher and her contemporary colleagues. During the period of research more sources were discovered and more recent publications became available. Many of these more recent sources are mentioned, particularly when they offer more recent thinking about previously influential models. However, it was the literature at the time of a practitioner's initial study or training which was often most influential in guiding practice, as the researcher discovered when discussing theory with colleagues. She also discovered this in herself as it was particularly difficult to reconsider theoretical developments of ideas which had shaped practice and which provided embedded assumptions guiding choices and decisions. An example of this difficulty features in the discussion of the ideas that Malcolm Knowles proposed as andragogy, which were so influential on practice because they provided a framework of conditions which differentiated adult learning settings from traditional schooling settings. In many ways, these ideas became theories informing the day-to-day
practice of those who tried to support adult learners appropriately in settings which were often hostile to these activities. Although andragogy was rightly criticised as a theory it had a longer life in supporting practice and features in this research in both the theoretical and practice contexts.

The literature which was initially used to inform the research was sought to explain and clarify the perspectives held by practitioners who addressed management education and development from one of the three predominant clusters of viewpoints. It was considered important to focus on the influences which informed practitioners in the field of practice in the early 1990s, which necessitated use of earlier and contemporary literature. There appears to be a time lag between the discussion of ideas in the field of studies and use of these ideas in the field of practice. There may also be a tendency for the field of practice to continue to use ideas which are considered outdated in the field of studies. This research has illustrated some of the difficulties encountered by practitioners when practice is challenged by new ideas as not only thinking has to change, but all the associated aspects of practice which may have wide implications. The relationship between theory and practice has some similarity with the phenomenon well known in management, the recognition that it is relatively easy to produce a creative idea but it is very difficult to introduce it into an organisation to create an innovation.

The literature used in this research does not fully reflect the range of literature now available which informs the focal areas of research. This is a weakness in that there is now a considerable literature offering theoretical perspectives on some of the areas of practice developing within organisations, for example, coaching and mentoring and leadership in organisations. There are also more perspectives on the links between practice and theory, for example in practical knowledge (Jarvis, 1995, 260 - 266) and professional knowledge (Eraut, 1994).

More recently it has seemed that the word 'learning' has moved into general use to describe all the formal and informal learning which takes place in adult lives, but with a particular emphasis on the importance of learning as a means of remaining employable and able to live independently, ideally to contribute to the economic life of the country. The government drive which has been noted in this research in relation to management education and development has extended to include all levels and types of worker. The NVQ movement continues to develop and expand and another weakness of this research is that it does not include discussion of the potential implications of this movement and the influence it may have on development of more academic programmes. If public funding increasingly emphasises employability, there must be concern for the subject areas which
do not lead to any clear employment categories but which develop awareness of many aspects of civilised life. The introduction in recent years of the notion of a university for industry which could provide development in more flexible ways than existing universities has become a reality in 1998, although it is not yet clear what this University for Industry will provide or how it will operate. The publication of the government Green Paper "The Learning Age" (1998) presents development of wider learning opportunities for all ages as government policy and states in its Foreword, "Learning is the key to prosperity - for each of us as individuals, as well as for the nation as a whole". However, the nature of this learning is consistently related to employability with a particular perceived weakness in basic and intermediate skills. The term 'lifelong learning' is now familiar when once it was used to describe a particular approach to adult learning and much of the idealism and hope in the original philosophy has been lost or degraded into a much more limited concept of learning for survival rather than learning to thrive and flourish. Again, this research has not reached into these areas of literature and thinking, although the issues raised in management education and development reflect some of the concerns which will be more widely felt as these initiatives impact on other areas of education.

Issues Raised which are Worthy of Further Research

Many new issues were raised in each stage of the inquiry. The development of the focal areas revealed how little the process of management learning has been studied as a theoretical concern although there is a range of literature offering approaches to management development. There is also little research into the nature of educational provision and the extent to which there is a common understanding of a curriculum for management education. There is some literature about the award of MBA but much of the concern relates to its position as a career enhancing qualification, the respective quality of different providers of MBAs and the extent to which managers who have completed an MBA improve in their performance as managers. The nature of postgraduate study for managers and the potential for educational development to link with performance at work do not feature substantially in studies in this field although such studies could offer very useful clarification of the differences between the field of studies and the field of practice.

An important issue arose about the possibility that managers are disadvantaged as learners because of the characteristics of their roles as managers. Many of the vulnerabilities which would be recognised in settings involving other adult learners may be less well recognised when all the participants are experienced managers, even more so if they are perceived as successful. This may be more significant if managers are learning and developing within an in-company programme where they are, effectively, in their roles as managers even when in a situation when they are without the normal relationships and resources provided by
their role. It is possible that management educators and developers expect managers to be able to manage themselves as learners and provide less support than would be offered to other learners. This is important if direct access to postgraduate levels of study are offered as the potential for individuals to fail becomes greater and the risk taken by individuals is significant. This risk is actually increased in in-company programmes because the academic success of the manager is likely to be shared with the employing organisation, particularly if the programme team is a partnership one. If there is an expectation that more senior managers will achieve higher levels of qualifications additional pressures develop. There was also a difference noted between experienced and inexperienced managers which suggests that some differences in provision would be appropriate. Traditional study skills were insufficient preparation if managers were to become reflective practitioners and a different sort of support is indicated. There is an opportunity to explore these issues in development of mutual understanding about dimensions of what constitutes good practice.

There appears to be a link between the development of course teams and the potential for these teams to develop new aspects of practice. The mutual understanding developed through the experience of jointly providing a programme seems to develop trust and confidence which supports new developments. The academic system of annual course reviews and five-year thorough reviews and revisions provides a process for long-term development which continually questions what should be retained and what should be changed. It is also important that such a team includes confident and well-informed academics who can engage in discussions about the implications of making changes which break conventions which had previously been considered important features of educational approaches. In other types of provision this long-term view is rarely considered important as there is an expectation that developmental provision will reflect the current concerns at any time. Provision which does not include a formal educational component is rarely subject to a systematic review involving all stakeholders. It is possible that wider use of such processes would provide a forum in which practitioners could discuss provision and its success in meeting expectations.

When provision is contracted in commercial circumstances there are tensions in evaluation and in monitoring. These may include different understandings of purpose, different perceptions of quality, different expectations of content and process and different perceptions of what the contract had included. Participants and practitioners may be vulnerable and traditional academic approaches to open discussion of the issues may put workplace relationships at risk. There is an opportunity to develop more sensitive mechanisms to ensure that continuous dialogue takes place. There is also an opportunity to develop better understanding of perceptions of quality in management education and
development and some approaches to evaluation which accommodate the complexity.

Institutional stability influences the provision both in the current delivery and in the extent to which future planning is possible. Further and Higher Education establishments may face insecurity as much as private sector providers and more robust credit transfer systems are important if students are to be protected through programmes several years in length. There may be other implications, depending on the nature of the institutional insecurity, which might cause reductions in resources or changes of direction and compromise may reduce diversity. There is also an increasing risk that the quality mechanisms attached to the contracting processes may result in provision being terminated by the purchaser with potential implications for the participants. The traditions of five year validations in the academic world bear little relationship to the expectations of uniqueness which inspire the purchase of in-company development programmes. There is an opportunity to research the possibility of development of generic criteria for award-bearing programmes which provide a framework for regulation and continuous improvement but which also enables unique designs within minimal essential constraints.

There are a range of issues around contracted delivery which could be clarified if different agendas were better understood. There is often an expectation that in-company management development programmes will have immediately recognisable organisational development outcomes of a predictable nature. The organisational development may need different attention and different leadership, with significant internal management support. Programmes largely provided by externals might stimulate managers to take action and encourage them to liaise with others, but the direction is the business of their employing organisation. Increasing use of development projects as vehicles for learning and for academic assessment raise questions about the extent to which academic credit might be awarded for performance at work rather than for academic performance. Because each project is unique there is some difficulty in having wider discussions about these issues. Further research in this area could also include the issues raised by formation of partnerships and the expectations each partner has of the others.

The difference between the traditional academic expectation that there will be a programme of learning leading to an award and the NVQ expectation that assessment leads to achievement of an award have caused some confusion. It may seem that there is no requirement for any particular development process and that anyone might provide whatever support is needed. The nature of the core academic process is important to define if participants are able to share this process to arrive at different outcomes or choices of outcomes. Such provision involves many different perspectives and may put students at
risk if they are part of experiments to discover whether such provision might be successful. There may be a need to develop ways of making such experiments in ways which do not put participants at risk but which offer multiple outcomes within a reliable framework, enabling new types of delivery to be piloted and understood in practice. This may offer opportunities to develop theory and practice together.

Language can be a barrier for learners entering postgraduate education without previous exposure to disciplines or fields of study. Managers are used to the jargon of business and technology and familiar with learning new terms. They are also likely to have sufficient confidence to engage in the conceptual issues even if they reject use of the terminology. It is not unusual to have 'idiot's guides' to many areas of management interest and this may be an appropriate way to accommodate these issues. Many managers are also familiar with acknowledging that their level of formal education is less than that of academics with whom they come into contact. This sometimes engenders suspicion of academics and the theories and language used in those settings. To some extent this is one of the issues raised in this research. However, it is an important issue for the development of managers as able researchers who can apply academic concepts in practical situations. It is an area of research practice which would repay further investigation as a potential barrier to participant practitioner research.

Perspectives have changed in terms of market forces and potential markets for management education and development. At the start of this research there was a national concern to develop the potential of managers and to increase the level of education and qualifications. This has developed into more consciousness of management and leadership as crucial to organisational achievement which emphasises the parts of management education and development provision which are able to demonstrate effectiveness. There is a financial element in that providers who are successful in attracting contracts become able to develop provision which is close to their client concerns. There may also be opportunities to develop alternative funding sources to increase independence from nationally funded initiatives, including public funding for education and training. This has the potential to widen divisions between national policies for education and workforce succession planning and the development chosen by businesses able to invest in increasing their success through management and leadership development and those which have insufficient funding for development. This is an obvious area for research as the implications become clearer and examples of changes in practice become evident.

This inquiry did not attempt to address issues of gender in management or in management education and development. The differences identified between practitioners from different
traditions suggest that any practitioner may encounter conflict in some situations. This inquiry has identified some of the differences between practitioners and the influences which contribute to those differences, which may be sufficient to provide a basis for a consideration of issues which arise for women which differ from the issues which a practitioner of either gender might encounter. There is a growing literature about the experience of women as managers (Dix, 1990; Fagenson, 1993; Tanton, 1994) which would be interesting to compare with the experience of women in management education and development.

There is an opportunity to consider the wider issues of learning in the workplace and the extent to which the concerns of management learning raised in this inquiry are mirrored in any learning at work.

**Extent to which this Inquiry might include misunderstandings**

This inquiry was pursued through five years in two distinctly different settings by one practitioner. To that extent, it may be considered rich in reflecting the detail and issues in each context but may be less representative of the wider environment of management education and development. The perspective of one researcher/practitioner allowed consistency in viewpoint in approaching the differences in the groups and settings and enabled recognition of contextual issues and of development in practice over time, but such a study only reports the perspectives of other practitioners and participants through the perspective of the researcher.

The gender of the researcher is and was undoubtedly an issue and it must have influenced both the nature of experience during the process of the research, including the interpretations made, and the view of the research taken in writing about the study. Issues raised by gender were not addressed as a focus of this research because so little is known about the experiences of management educators and developers or of the experiences of managers as learners that there was no context in which to consider differences which might be related primarily to gender. It is inevitable that this study represents a gendered view and acknowledgement is made of this whenever it is considered important in the context. Gender has influenced access to the research situations in this inquiry and the access offered to the researcher/practitioner to roles in practice settings. It appears that issues relating to gender are endemic in the field of practice but very little is known about the nature of these issues as the field of practice is sparcely researched. As emerging paradigms and their new methodologies become more commonly recognised there will be great opportunity to explore this field from different perspectives.
There is a strength in that the data collected within each learning setting was usually analysed with the learners in that setting and thus presents a considered view from a participant perspective. The material which reflects development and delivery of programmes is evidenced from a variety of perspectives and the diary of the researcher is based on the accumulated and collectively discussed data. The diaries presented in these appendices represent the overview of each Phase and the data from the many episodes in each Phase remain in the hands of those who were closely involved in developments. It may be significant that these records were kept from the perspective of an educator concerned with development of programmes and opportunities for learning, which may have emphasised concerns from this perspective rather than the perspectives brought by those more concerned about management performance in the workplace.

There is a strong feeling of development over time, development of the researcher's understanding of this area of practice, development of the practice of management education and development and development of programmes which provided frameworks for learning for successive cohorts of learners. To that extent, this inquiry draws from its time and makes proposals on the basis of the assumptions and context of management education and development between 1987 and 1997. Although many themes will continue to be important the relationships between issues and the extent to which those in the fields of practice and studies are concerned about particular themes will change. Some trends have been seen to change during the period of the research (for example, the dominant position of the MBA has reduced and many differentiated awards have developed to indicate specialisms in areas of management). The literature demonstrated how theories about management have developed and changed since the early 1900s. Concerns are emerging about the social responsibilities of organisations and their managers in relation to their immediate and global communities. Management education and development must retain flexibility and awareness to respond to the emerging needs of managers whilst respecting the strengths of provision which has been collaboratively developed and collaboratively evaluated in attempts to develop greater understanding.

Evaluation of the Research Approach

There are some strengths and some weaknesses in this research which are the results of the choices made in the early stages. One of the significant early choices was about the purpose of the research. It was very important to the researcher that the opportunity to study practice from the position of being a fully accepted participant was not abused by making selfish use of the data so freely offered but was repaid by engaging in a responsibly collaborative way with all of the people who were participating in the settings relevant to the research.
The purpose therefore had a strong commitment to making a contribution alongside the process of developing understanding of the issues in the setting of management education and development. Action research offered an approach which had an appropriate philosophical and historical tradition and which enabled collaborative interpretation of data emerging from participative communities and the opportunity for development to be planned and agreed by all of those who would be affected by changes. It also allowed continuous collection of data by the practitioner/researcher who was able to gain agreement to retain data for the purpose of developing wider understanding of the nature of provision. The sequential nature of the research over a number of years has also enabled continuous development of learning settings which benefit from the understanding developed by and with previous learners. Many of the managers who contributed to collaborative analysis of data in the early stages of this research have been engaged in later stages and have participated in discussion of the findings as they have been successively understood.

Colleagues in roles as management educators and developers have similarly engaged in the interpretation and reflected on the implications of the group's developing understanding of it's work. Much of the current practice and intended development of the researcher's current organisation is informed by some understanding of the issues and trends identified in this research, but this group's ability to collaborate in developing a common approach is both hindered and strengthened by the diversity of perspectives brought by those who practice in inter-disciplinary and multi-professional settings. The clusters identified in Figure 1 continue to provide a widely welcomed explanation of the differences which has helped to reduce some of the tensions, but whilst some are convinced that integration is possible and desirable and continue to try to force collaboration to that end, others are increasingly convinced that diversity with strong pockets of distinctly different practice is more desirable and accordingly resist pressure to align in any way. The researcher/practitioner in this setting is now more enlightened about the nature of the dynamics and has moved her personal focus into exploration of ways to support managers learning in this diversity to make personal choices about their direction and the implications of such choices. This is essentially the response of an educator but is now informed by a better understanding of the priorities and demands which impact on managers as learners. When collaboration was one of the concerns of this research it is disappointing that so little could be demonstrated as a practical outcome. There are many difficulties in attempting to develop an organisational culture which was formerly authoritarian and business focused into one in which participants can engage at an intellectual level in discussing alternative approaches to practice. Many practitioners feel that their expertise is in danger of being diluted by apparently new and unfamiliar demands and some may fear that they may not be able to
meet new expectations and that their livelihoods are threatened.

Another early and important choice was to retain a holistic view of the setting of management education and development without reducing the focal areas of research to elements which were no longer representative of the whole. This led to broad question areas which were not clearly enough focused to allow identification of exactly what data were needed to address the questions. An approach which has a purpose of developing understanding through collaborative interpretation cannot be posed as hypothetical propositions other than ones which propose that the process of bringing together different perspectives will challenge the assumptions of the researcher. Allowing this openness created difficulties in the early stages of the research which seemed at first to be about curriculum, then about the potential for practitioners to collaborate but which developed to focus on the extent to which integrated provision is possible or desirable and what alternatives might be considered.

There have been many strengths in taking this flexible approach. There have been results in each phase which both developed practice and contributed to wider understanding. Many participants have been involved in the action research process and have undertaken action research development in their own organisations. Many of the managers who entered learning settings expecting to be taught have developed an understanding of the complexity of learning and have become confident managers of their own learning. There have been many successful developments in practice and a wider development of understanding of this field of practice than would have been obtained if the researcher had acted independently.

The contribution to knowledge is multifaceted as a result of engaging in the complexity of this environment. It would have been possible to take a narrower focus and to attempt to develop clarity about a particular aspect of this field of studies or the field of practice. The decision was taken to maintain such a breadth of focus when it became clear that there was very little research which addressed the whole field. It seemed important to consider and possibly to challenge the work which had been so influential in 1897 (the Constable and McCormick and the Handy reports). In particular, the Constable and McCormick report had led to immediate action which did not appear to have been reviewed in terms of the educational perspectives. Much of the literature informing management education and development focused on the nature of management and the role of a manager rather than on how managers learn to undertake that role. Much of the development literature focused on approaches to management development which were independent of the educational provision available for managers. There appeared to be widespread criticism of the
educational provision as being academically elitist and impractical. These criticisms are understandable once it is recognised that there is often misunderstanding in the field of practice of management education and development about the nature of academic qualifications and the requirements of postgraduate study. Managers often believe that they should gain qualifications which match their seniority as managers although they often lack the study skills developed during undergraduate study. The attempt to address this by developing fast routes and recognising equivalence in learning from experience has widened involvement but carries a risk that such judgments might recognise achievements in practice rather than the learning which may have been gained from practice. This research contributes to increasing understanding of how the practice of management relates to both the field of practice and the field of studies of management education and development. In making a distinction between the field of studies and the field of practice, a distinction which could, of course, also be made about the practice and study of management, the relationships between theory and practice have been clarified. The table linking developmental stages in the fields of management, management education and development and studies of these demonstrated that common understanding between managers, practitioners in management education and development and those studying the field of management begins to develop when participants in each of these groups becomes aware of the other groups and recognises that there are different perspectives which influence different priorities and that choices are made from many possible approaches. It seems that it will not be until many more managers, management educators and management developers engage in their respective fields of studies that wider mutual understanding might lead to more agreement about the strengths and weaknesses in the available diversity of practice and the potential nature of appropriate collaborative provision.

There are a number of areas in which this research could contribute to further study as previously discussed. The range of possible further studies reflect the nature of this research in providing a broad basis of understanding about the complexities of the field. This research offers a particularly wide basis in the bringing together of literature from the perspectives of education, development and management of organisations. In seeking to make relationships between these domains of knowledge there is an inevitable weakness in the reduction of breadth as the selection of literature from each domain resulted in much being ignored. Further studies might extend this research by comparing more recent literature from each perspective to identify the extent to which there is development of recognition of different contributions to management education and development. This is an area in which interdisciplinary approaches would be appropriate but where studies could benefit from close liaison with the practice of both management and management education.
and development. This research has made extensive use of the opportunity offered by the researcher / practitioner's experience in each cluster of practice and her experience of different disciplines and of inter-disciplinary study.

**Key Stages in the Iterative Development of the Inquiry**

The inquiry took place over more than six years and was re-conceived at different stages during the process. It has been presented in an order and form which do not fully represent the iterative nature of the activity. The choice was made to write the 'story' of the inquiry from the perspective of the understanding gained in the final stages rather than to present the successive understandings and interpretations as they developed and contributed to wider understanding. This choice was made in order to enable the presentation of a coherent and sequential account of the inquiry in a form which demonstrated the stages of the construction and which allowed the 'planks' of theoretical propositions to be established and supported before each new element was added. However, the process was not experienced as a sequence of developing an underpinned understanding but as a frequently incoherent and confusing set of parallel experiences within which the iterations between theory and practice and between self and community enabled the construction of meaning. In this sense it was a constructivist activity in which the vision of the total construction was not clear until most of the bulk was in place, but in which many parts of the research had an internal tension and coherence which sustained their meanings as smaller parts of a whole until the whole could be determined. This choice of presentation has led to some loss of demonstration of development of understanding through iteration which characterised the process of this inquiry.

The inquiry had a number of distinct strands which did not always have clear connections with each other. One of the most significant strands was the continuing activity of action research which took place within the field of practice with a focus on development of practice and with considerable involvement of other participants in the various developments in that context. Concurrent with this practice focused strand there was a continuous search for literature which addressed the field of management education and development. These strands sometimes, but certainly not always, came together to establish an area of understanding which encompassed practice and theory. More intermittently there were events which presented new or different perspectives, for example, conferences which brought practitioners together from different settings and which are mentioned in the action research reports.

During the period in the business school the inquiry was seen as focusing on identification
of the curriculum of management education and development in order to understand the criticisms made in the 1987 Reports and to address what had been proposed as shortcomings. During this stage the focus was on the extent to which a curriculum in management education and development could be identified. The main activities in this first stage were action research, review of literature and collection of prospectuses from providers of management education and development. The second stage of the inquiry developed when the researcher/practitioner moved into the NHS environment and realised that the previous approach had been from an educational perspective.

It was at this stage that the diagram of 'Clusters of Practice' (Figure 1) was first conceived in a basic form as the researcher/practitioner began to identify significant differences in practice and perspectives. By this stage the initial literature review had revealed a range of different perspectives which contributed to development of the idea of clusters of practice and informed the construction of Figure 1 as it is presented and discussed in Chapter 1. The experience in practice of very different attitudes and expectations from both fellow practitioners and from managers participating in programmes challenged the previous curriculum perspective of an educator by emphasising the performance of management in specific settings. The 'Clusters' diagram enabled discussion of these different perspectives without insisting on primacy of any view. This was pragmatic in the practice setting but it also stimulated a new way of considering the literature. Until this period, the literature had been considered in terms of the extent to which it contributed to an understanding of the curriculum of management education and development. After the development of the 'Clusters' diagram the literature was re-considered in terms of the extent to which it contributed to an understanding of the perspectives within each cluster of approaches to management education and development. The 'Clusters' diagram is very reminiscent of similar diagrams from psychology and from training uses of the terms 'knowledge, skills and attitudes', so is not an entirely original contribution. Its use in this inquiry was essentially as a framework which enabled both dialogue amongst practitioners and learners and a new way of approaching the various domains of literature which offered perspectives on managers as learners.

The inquiry gained a new momentum from this stage as the expectation of identification of a clear curriculum was abandoned and the complexities of the context were more fully appreciated. The third stage was characterised by the clarification of the theoretical perspectives which emerged from the extended literature review, when the focus moved from curriculum identification towards recognition of different approaches to the manager as a learner. This wider review of literature was then analysed for themes, a process which identified many common themes enriched from the different perspectives and some themes.
strongly emphasised from each cluster of perspectives. The themes were grouped into significant influences on management learning and this activity led to the construction of Figure 13, 'Influences on the Management Education and Development Curriculum', in which the curriculum is re-conceived to become recognised as the result of the many powerful influences which shape any activities in this context. This interpretation of curriculum accommodates the educational use of the term but acknowledges the developments in society which have resulted in education and the curriculum moving into wider ownership than that of educators. Learning is seen as a concern from many more perspectives than educational ones and this inevitably raises interest in power and control over areas of activities where there are strong views about the desirable outcomes from a learning process. This proposal is a new contribution to the theoretical perspectives relating to the notion of curriculum in management education and development. Figure 13 was discussed in the conclusion to Part Two in terms of the extent to which the inquiry questions could be answered at this stage. It was shown that the questions had all been addressed but that answers were partial and it was anticipated that empirical research could enrich and further inform the findings of the inquiry.

The concepts and relationships introduced in Figure 13, 'Influences on the Management Education and Development Curriculum', enabled the construction of a detailed framework of focal areas in which to collect and analyse data to further address the inquiry questions. This framework was based on the main categories in the diagram but contained more detailed sub-categories which more fully represented the themes from the literature.

As demonstrated in Figures 3 - 7 different types of data which directly addressed each of the inquiry questions areas had been drawn from most of the areas of practice in each phase of action research. Two types of record were kept of the action research, an evidential database for each phase and a summary of each phase of action research presented as a Phase Report for each period. The evidential databases were complex and detailed as they included all the different outcomes from collaborative activities during the period, any documents produced or collected relevant to experience during the period and all personal notes. It was originally intended to include examples of raw data from the evidential databases but this plan was abandoned when the Phase Reports became the main resource for the next stage of analysis. The Phase Reports summarised the intentions, activities and outcomes of each period, using and including any material from the evidential database which contributed to understanding or development during the Phase. These Reports were text constructions demonstrating the constructivist approach taken throughout the inquiry. As the Phase Reports presented an overview of each phase and the data collected and analysed during each of the phases it was decided that these would provide a selective but
sufficiently rich resource for the further stage of more focused analysis.

The Phase Reports were each analysed for contributions in each of the focal areas in the framework derived from Figure 13, 'Influences on the Management Education and Development Curriculum'. The results of this process are presented as Focused Phase Analyses presented in Part Three. In the conclusion to Part Three the issues raised in each of the Focused Phase Analyses are brought together and new perspectives emerged. Most significantly, there was considerable evidence of the influence of practitioners on various aspects of the curriculum. Perhaps this should not be surprising as Figure 13 had been constructed from an analysis of the literature relating to management education and development and there was little literature which directly addressed practice or relationships between practitioners. Records of practice, as the Phase Reports were, could have been expected to contain considerable data about the nature of practice and the relationships between practitioners as perceived by one practitioner. The Focused Phase Analyses produced a significantly different view of the dynamics influencing practice in management education and development. A diagram representing this different emphasis is presented as Figure 15, 'Model of Collaborative Practice in Management Education and Development'. There are a range of implications which arise from this new interpretation of the influences on the curriculum directly related to the degree of collaboration between practitioners. This diagram and proposal is also a new contribution to theory in this field as it has emerged directly from empirical research. The issues raised in each focal area of this diagram are further discussed in the conclusion to Part Three.

These two diagrams enabled the discussion of relationships between practitioners and different practices which form a large part of the conclusions and implications presented in Part Four. This final part of the thesis reviewed the extent to which the inquiry questions had been answered, drawing together the material from both the literature review and the empirical research. Some of the analysis of focal areas produced results which contribute to the range of theory which supports practice in the field of management education and development. It had not been an intention of the inquiry to produce such material, but the iterative process of the inquiry enabled the ideas to develop and to be recognised during the period of the inquiry.

Figure 16, 'A Process Chain of Delivery in Management Education and Development', maps the stages in the process of developing, delivering and evaluating a programme, showing the areas in which decisions must be made and the influences which bear on each of these areas. This process is one which takes place in the field of practice and many of the decisions necessary may be taken without very much awareness of the potential options
because programme planning and delivery frequently align with the assumptions of the organisation and practitioners in the setting concerned. This map offers a tool with which such assumptions could be reviewed and through which more awareness might be gained of the implications for any programme of the dynamics of influence.

The differences in practice which are expressed in Part Four as polar dimensions directly address the inquiry questions about the extent to which collaboration is possible and there is sometimes comment on the desirability or potential cost of collaboration in particular dimensions. These proposals have potential for use in practice alongside their contribution to understanding as they provide the basis for dialogue amongst practitioners from different backgrounds.

The application of Maxwell's framework of dimensions in quality in healthcare applied to the field of management education and development also offers a potential check-list for practitioners in a field in which quality issues are increasingly important. The quality frameworks used by higher education or by training and development agencies have developed from the perspectives of each type of provision and rarely address the breadth of issues which would be encompassed by the full range of delivery or purchasing organisations. This proposal is limited in that it is particularly relevant to management education and development in public sector settings and further work could explore the potential to develop a similar model for practice in the private sector.

Although the inquiry had approached the focal questions from the perspective of one practitioner attempting to make meaning of the curriculum of management education and development, a considerable amount of the data and the analysis concerned the range of perspectives taken by individual practitioners in the field. Figure 17, 'Issues for Practitioners in Management Education and Development' offers a diagrammatic proposal of the relationships between the different levels of concerns for any practitioner. These are presented as concerns from an overarching level of philosophy, the situational level of the setting of practice and the more immediate level of a practitioner working with colleagues. This diagram may offer material for dialogue between practitioners and it may also offer some focal areas for practitioners considering personal development. The diagram is not entirely original as it has origins in many representations of issues for leaders and similar diagrams from personal development sources. It is original in its proposal of the issues for practitioners in management education and development, however, and potentially contributes to both theory and practice.

The analysis addressing the extent to which collaboration between practitioners is possible
produced a range of material which demonstrated the difficulties which exist in communications when practitioners come from such a wide range of different backgrounds. It was recognised that managers as learners also come from widely differing backgrounds as do those studying management from a theoretical perspective. The table entitled 'Developmental relationships between managers, practitioners and students' proposes seven stages of development in each of these roles. These stages align with much of the literature relating to developmental stages but are enriched by descriptions of how each stage would be characterised in each role. When people in these roles meet in the fields of practice or study in management education and development there would appear to be potential for dialogue from Stage 4 and for increasingly close collaboration as Stage 7 is approached. Again, this proposal is not one which was envisaged at the outset of this inquiry, but as it appeared that a field of practice and a field of studies could be considered to exist the possibility of identifying where these might link became apparent. Although the data in this inquiry are sufficient to enable the proposal of this framework it has not been explored in any depth and the proposal could provide a starting point for further research.

Another aspect of the iteration which is important as personal learning is the extent to which understanding was developed through writing. This thesis was written in many successive drafts, each of which provided a stage in development as further understanding emerged and necessitated a further draft. The structure of the thesis was similarly the result of many attempts to present the richness in a form which could be understood by a reader unfamiliar with the work. The attempt to present the inquiry as a coherent story led to some loss of richness as each successive draft and each successive development of understanding led to a reframing of the presentation to show only the most recent version. The iterative development of understanding described here has not been clearly articulated in the presentation of the thesis and is important in consideration of the reliability of the contribution made to theory.

**Evaluation of the Methodology**

The methodology of the inquiry was developed as part of the iterative process previously described. In the first stage of the inquiry it was expected that action research would provide a sufficiently flexible framework, but it became necessary to use a wider range of literature than would normally inform action research because of the wide-ranging nature of the inquiry and the need to gain access to a wider range of theoretical perspectives than could be encountered as a natural part of practice. It was clear from the beginning that this would be a qualitative inquiry, but it had been expected that an analysis of prospectuses would enable some quantitative data to be incorporated to support a better understanding of
the nature of the curriculum in management education and development. This element was abandoned at a similar time to the change of focus from the curriculum mapping approach to the issues of diversity, integration and potential collaboration in the focal questions of the inquiry.

Once this approach had changed, it became necessary to re-consider the methodology. There were rich action research records from the business school setting and the new potential to compare this experience with experience in a very different setting. There was also, by this time, a richer source of literature in which qualitative research methods were presented less as an alternative to a traditional positivist approach and more as an evolving field of approaches in which different perspectives could be differentiated. If this inquiry had been designed at the time it was completed it would not have been necessary to defend the qualitative approach at such length. The position adopted of the constructivist approach within the interpretive paradigm could have been claimed and positioned in contemporary literature. This literature became available during the process of the inquiry and progressively shaped understanding of the process and the theoretical implications of this paradigm.

The evidential data bases provided rich data drawn from the natural setting. The data addressed the inquiry questions fully (as demonstrated in Figures 3 -7) and the Phase Reports included analysis of this data. This first level of analysis had taken place within the practice setting, often in collaborative practice with participants in the setting who were fully co-researchers in addressing the development of the programme in which they were participating. It was a natural decision from the educational perspective to start to understand the setting through curriculum development and through the use of action research. This perspective encompassed some of the original assumptions which were to be revised later - the assumption that the field of management education and development had a curriculum which could be defined and the adoption of one approach to action research without having made a conscious selection from the range of potential approaches. There was some pressure in practice to gain experience in action research quickly because some of the programmes used action learning as a central feature of their presentation and encouraged action research as an approach to management research.

It soon became clear that there were several different understandings of action learning and action research amongst the staff team but that there was little discussion of these differences or the implications for shared practice. As a result of this early approach, there were several strands of the inquiry evident even in this early stage. The curriculum action research approach provided a framework for day-to-day research which addressed
contextual developments and enabled development of understanding of the role and tasks in this setting. It was in this aspect of the research that it was often possible to engage in cooperative inquiry in the fullest sense in which Heron proposed (Heron in Reason and Rowan, 1981, 19 - 35). The initiative in development of programmes frequently came from participants and the researcher / practitioner was a co-researcher and co-subject in engaging with others in the context to develop shared understanding and agree collaborative action for change. This was true of some of the development of the AMDP workshops, although there was a strong attempt from its original staff team to control the processes of the shared residential elements. As a new member of this staff team it was clear that there were some tensions in this attempt to control and that there were some participants anxious to be more fully involved in developing the programmes in which they participated. Similarly, in this first phase the CMS participants engaged in development of workshops and processes to a limited extent and usually within a framework determined by the staff team. The group which came closest to cooperative research was the DMS learning set in which everyone was attempting to build a shared understanding of how the forum could be used.

Participants were engaged in cooperative inquiry in its fullest sense in creating inquiry approaches and agreeing purposes when the impetus for an inquiry has arisen from a shared experience, for example, when courses had reached a point at which there was a feeling that some development was needed. In such cases the practitioner/researcher had engaged as an equal with other participants, including staff colleagues and participants in programmes, to review and propose developments. The records of such activities were kept to contribute to this wider inquiry. Sometimes cooperative inquiry took place in Heron's weaker sense of ensuring that participants were fully informed of the research and that they were invited to contribute through collection of data and discussion of interpretation.

A pragmatic choice was made to consider the action research records as constructed text representations of the experience of practice. This choice led to the presentation of these records as an interpretation of each phase based on the data collection and analysis which characterised the activities in practice. Although the strengths developed through the extent of collaboration in collection and analysis of data informed the Phase Reports, some of the immediacy of the data and issues are reduced when reported from only one perspective. However, the action research was true to its setting in addressing the immediate issues of the practice setting rather than the researcher / practitioner's choice of issues demonstrated in the inquiry focus. The constructivist approach of the inquiry enabled the diffuse issues of the action research to be addressed in a more focused way through use of the further framework developed from the literature.
It had been originally intended to make a literature review to determine the extent to which there was agreement about the existence of a curriculum in management education and development. The action research would then have been used to test and enrich the findings. In conducting the review for this purpose it became apparent that there were many different approaches to a potential curriculum and an examination of these led to the construction of the 'Clusters' diagram (Figure 1). This recognition prompted a different approach to the literature and the review was widened to incorporate views from each of the different perspectives. Although the review was conducted from the single perspective of the researcher / practitioner it sought to establish an overview of the main issues brought from each perspective and to respect the diversity. It was important that this diversity of views was fully incorporated at this stage, because the literature was then analysed for the extent to which it addressed the revised inquiry questions. This analysis attempted to identify all the issues which had some influence on the curriculum and this process led to the identification of a number of powerful influences which not only influenced the curriculum but which also existed in a dynamic relationship within the field of management education and development, as illustrated in Figure 13, 'Influences on the Management Education and Development Curriculum'. The wide representation of views incorporated in this construction are important because this new framework of issues was then used to conduct a further analysis of the action research.

In using the Phase Reports as the data from which to create the Focused Phase Analyses, the researcher / practitioner was, once again, the single instrument in compiling the construction. However, as in the use of the literature, a wide variety of views were represented. It is important that the activities in the action research had included so much collaborative development because the researcher as a practitioner may have had particular influence in some of the settings and could have created the phenomena in practice which she hoped to find as a researcher. This did happen to some extent as many of the practitioner roles included responsibility for introducing developments, always within some areas of constraints. However, none of the developments could have been conducted alone as all involved others and all proposals were subject to the approval of a number of stakeholders with the power to stop or change the direction of developments. In many cases the collaborative approach taken, particularly when full co-research was possible, enabled developments to be implemented with wide support. The use of Focused Phase Analyses to address the inquiry questions more directly has led to the presentation of the developments in the field of practice in a less prominent position in the thesis than had been anticipated originally.
Similarly, although the field of practice has been engaged in dialogue resulting from sharing the various proposals in the thesis, this has largely contributed to development of practice rather than of the field of studies. The 'Cluster' in Figure 1 has been published (Martin, 1998, 279 - 288) in the context of development of quality in purchasing of management education and development. The diagram itself has been welcomed by the organisation in which much of the action research took place and has influenced the development of programmes and the recruitment of staff able to address provision from a wide range of perspectives. To this extent the inquiry has contributed to both theory and practice and has demonstrated a process which begins to link these fields more explicitly. This is, however, still a weak link, because the inquiry is essentially a construction created by one researcher/practitioner who moved between the domains of theory and practice rather than managing to bring these together as a collaborative interpretative constructivist practice.

The researcher/practitioner was the instrument of this research and her breadth of experience contributed to her ability to act in many roles as a reflective practitioner whilst drawing data from practice and participating in interpretation of this data. This multiplicity of roles brought a strength to the research and ensured that the data were collected from a range of sources in the contemporary field of practice. There is a potential weakness in that the sources were all ones in which the researcher had a role as a practitioner. Her involvement certainly influenced the settings as her roles were influential and developmental. This may have led to a particular focus on the practice of one individual and the issues raised by her choices and actions. It certainly restricted the range of settings to ones in which she was active as a practitioner, reflecting both her choice of practice and her abilities. To that extent, the research did not extend to include educational settings in which there was an emphasis on contributions from the disciplines associated with management education or education in which content, didactic delivery and formal examination were dominant. The settings similarly did not include ones in which there was no consideration of educational issues. All of the settings were ones in which there were attempts to offer both development and education, usually with opportunities to study for postgraduate awards or competence based qualifications. Often the settings included processes which involved some research related to work-based projects. Action learning and learning in groups were emphasised rather than pursuit of individual studies, except that the use of personal learning plans became more important in the more recent phases. However, although these settings reflect only one approach to management education and development during the period of this research, the participants were widely involved in collection and interpretation of the data, therefore bringing a range of perspectives which locate the research in the mutual experience of the field. It is recognised that although such
collaboration has a strong influence in the field of practice and frequently either changed the view of the researcher/practitioner or modified developments in this field, once the researcher brought the resulting data into this theoretical overview of the phases of practice there was less restraint on the researcher's own interpretation. The strength offered by the researcher's practice is also a weakness in that her practice is of a particular nature and her biography has led to her development of particular perspectives. Throughout this research these issues have been acknowledged so that any resulting bias might be acknowledged.

The validity of this research might be questioned, particularly by those making comparisons with traditional research approaches. Reason and Rowan (1981, 239 - 250) suggest some criteria by which the validity of research of this nature might be judged. Rather than seeking to achieve objectivity and to measure some aspect of the setting, this research recognised the subjective nature of the research and considers, instead, the extent to which the researcher is an appropriate instrument of research in this context and the extent to which the development of understanding claimed is representative of the context rather than representing only the researcher's personal view. These issues have been fully discussed in the research and it is claimed that this thesis offers a personal view of a context which engaged fully in developing the interpretations presented. Again, this offers both a strength and a weakness in that the researcher has been constrained as a writer in attempting to offer a balanced view which accommodates all of the participating perspectives. At times the researcher has struggled to moderate a personal view in recognition of the range of alternative views encountered. This may have led to the thesis presenting more diffident and cautious proposals than would have been made in a context in which experience and interpretations were offered as a personal story.

The criteria for evaluation suggested by Reason and Rowan (1981, 245 - 250) cannot be fully met because of the extent to which the inquiry was conducted from a personal constructivist approach rather than as a co-research project. However, all of the criteria are all addressed because of the value which has been placed on recognition of multiple viewpoints:

"Valid research rests above all on high-quality awareness on the part of the co-researchers" - in this research the co-researchers were full participants in the field of practice with considerable awareness of the implications of development for themselves. In many cases the level of awareness of participants, both learners and those delivering education and development provision, was raised by involvement in the research. Their involvement in collection and interpretation of data was a strength in this research. There is, however, a weakness in that the involvement of co-researchers was only a feature of the action research and not of the full inquiry. In the posing of focal questions, the construction of the proposals presented and in the interpretations offered in the thesis the researcher acted alone, but sought dialogue with colleagues and challenge to the interpretation from the field of practice.
"Such high-quality awareness can only be maintained if the co-researchers engage in some systematic method of personal and interpersonal development"

- all of the action research took place in settings in which personal development was a shared concern. Various methods were used to identify and discuss development issues and targets were set with measures which would indicate whether progress was being achieved. The development of groups and group awareness was also a consideration in these settings and development of mutual understanding was frequently discussed. However, the wider inquiry was the result of a more personal development process in which the iterative development of understanding was a more personal experience.

"Valid research cannot be conducted alone"

- much of the action research took place in collaborative settings and interpretation was developed with other participants in these settings. Perspectives on the whole inquiry and the development of thinking which provided a framework for the empirical research were provided most importantly by the two PhD supervisors, each of whom brought different disciplinary perspectives, and by colleagues throughout the period of the inquiry who worked with the researcher in learning sets. Both supervisors and set members frequently challenged the processes and interpretations as the inquiry progressed. Many of the proposals were reviewed in the field of practice and influenced developments.

"The validity of research is much enhanced by the systematic use of feedback loops, and by going round the research cycle several times"

- the iterative development of this inquiry and the understanding which caused it to successively refocus demonstrate systematic use of feedback loops. The action research framework took the researcher through the research cycle five times and included feedback continuously in all of its phases. It was a strength of this research that the phases which took place in the second organisational setting produced data about similar concerns to those in earlier phases in a very different setting. Some of the similarities in concerns might be due to the influence of the researcher/practitioner who was a constant feature, but the other constant feature was the range of issues which surround managers in learning settings. This consistency of data implies that managers share similar concerns in many different learning settings and that the differences recognised in practice from the perspective of a business school differ only in emphasis from those recognised in an organisational setting where education is only one of a range of different types of provision. The use of the framework from the literature review to analyse the issues arising in practice provided another loop in linking the issues recognised in practice with those identified in theory.

"Valid research involves a subtle interplay between different forms of knowing"

- this research has acknowledged differences between types of knowledge and ways in which knowledge informs practice. The findings drew on both knowledge from theoretical sources and knowledge from practice, but also drew on the knowledge developed during the experience of learners in the research settings.

"Contradiction can be used systematically"

- as co-researchers in learning settings were involved in interpretation of the data they had produced the process of developing mutual understanding demanded consideration of possible other interpretations. In many of these settings participants were engaged in research in their own organisations and one of the influences brought by the researcher as a practitioner in these settings was to ensure that interpretations were subject to scrutiny from a range of different viewpoints and that collaboration as researchers had not led to the adoption of a single uncritical viewpoint. The use of a wide range of literature to construct
one of the analytical frameworks also provided challenge to the empirical findings.

"Convergent and contextual validity can be used to enhance the validity of any particular piece of data"

- multiple viewpoints are well represented in this empirical research and also in the development of the approach to the research in the use of literature from a variety of sources. The recognition and acknowledgement of this range of views provides convergent validity. The research was also enriched by the involvement of many different 'teams' of researchers, including managers in learning settings and colleagues involved in delivering management education and development, ensuring use of data naturally occurring within the context of the inquiry.

"The research can be replicated in some form"

- no other researcher would come from an identical biographical experience or encounter identical settings holding identical roles, so the research cannot be replicated in these terms. However, a researcher could reflect on their practice in the field of management education and development, using a similar framework to identify phases of action research and priorities for reflection and action in each phase. The same approach could be taken to development of an analytical framework which enabled data to be co-operatively collected and analysed to inform focal areas of an inquiry. A similar approach could also be taken to review literature from different perspectives, but the literature will also have changed as time moves on. It is unlikely that exactly the same issues would concern a researcher beginning their inquiry in the late 1990s. As this research has shown, different issues gain importance over time and initial concerns may appear to be less important than newer ones as they are identified.

As Reason and Rowan point out (1981, 250), "new paradigm research rests on valid foundations because it has an adequate conception of human experience and action". This inquiry addresses all of the criteria they proposed and those proposed by Denzin and Lincoln (1994) as discussed in Part One of this thesis.

This inquiry was exploratory and the approaches taken allowed unexpected and unanticipated findings to emerge which is a strength in the research. Another strength which is not always associated with qualitative research is the extent to which it has provided evidence of causal relationships. The use of an action research framework demonstrates the extent to which a practitioner is able to influence change in management education and development settings, but also demonstrates the influence of powerful forces outside the immediate environment, including the power of funding sources, the power of government policies and the power of qualification awarding bodies.

This thesis is longer than has become the norm for PhD submissions. It was much longer in previous drafts and has been reduced to a point at which any further reduction would risk loss of coherence. It is important that enough detail is presented to support the claims made, but it is also important that the overview is maintained. The approach to the inquiry demanded a full explanation of the assumptions underlying the choices made by the researcher. This is particularly important when the researcher is the instrument through
which the research is conducted. There was very little previous work which addressed these aspects of management education and development which precluded the use of other sources summarising literature from different perspectives. Although the literature selected from each of the clusters is minimal, bringing together three different approaches to the central focal issues inevitably demanded sufficient space to discuss the differences in perspectives. There is also a sense of repetition as many issues are addressed from different perspectives and different facets of them are considered. Although there has been a considerable effort to avoid repetition it is inevitable that a familiarity with some themes develops as they are revisited from different viewpoints.

The researcher has identified many areas of personal learning from the experience of undertaking this inquiry. It was suggested earlier that if this thesis had been written as a personal story the presentation would have been different. In future research of this nature the researcher would certainly consider adopting a more personal stance and using the first person to report the research. There is now wider recognition of the strengths of qualitative research and more awareness of ways in which such studies might be successfully approached (Maxwell in 1996, Meloy in 1994, and Denzin and Lincoln in 1994). It would have been helpful to have been able to design frameworks earlier in the research process to clarify what data should be collected and from which sources. The late addition of new focal areas in this research was only possible because so much data had been collected previously in a less focused way. It was important that there was opportunity to allow recognition of new issues, particularly during research of this length. In future research frameworks will be developed which allow for sequential adaptation. The frameworks which were used for this research were valuable in providing a means of maintaining focus when the researcher moved into a very different setting, so a balance needs to be maintained between the restrictive nature of a framework and the benefits of identifying boundaries and focal areas.

Another important area of learning for future research of this nature is the importance of clarifying when writing is a developmental activity in which focus is developed and ideas explored and when it is a means of presenting ideas and results to a wider audience. The accumulation of written material alongside the accumulation of potentially relevant data produces considerable clutter which increases the difficulties of arriving at a focused interpretation of the whole inquiry although such quantities of detail may be important in successive focal areas. The management of data is very important in such a wide-reaching inquiry and it is important to identify which data are of a high quality in contributing to development of understanding.
A final observation is that the researcher now has an exciting agenda for continuing research and has formed habits which facilitate continuous action research. The engagement in reflection on practice alongside development of theory from episodes of practice is intensive and demanding, but appears to offer a way forward in which the links between theory and practice might be developed more strongly and more usefully.
## Appendices

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Appendix 1

Phase One – January 1991 to December 1991

Introduction to the Phase

This phase covers the period from January 1991 to December 1991. During this time I was in the role of Senior Lecturer in a Centre for Management Development (CMD) in the Business School of a Polytechnic. Research and practice during this period took place in a range of activities and specific roles:

- Course Leader of the Certificate in Management Studies (BTEC and Polytechnic validated)
- Year Tutor for the Postgraduate Diploma in Business Research Methods
- Action Learning Set Advisor and Module Tutor on the postgraduate Action Learning CM
- Module Tutor for Management Development on the Euro-MBA
- Module Tutor for Management and Marketing on the BEd Business and IT
- Work Experience Supervisor for the BA in Business Studies

I was completing studies for an MBA but beginning to research the topics for this PhD.

This period was a transition from previous employment in a mixture of training and education roles which had been for short periods, often concurrent, through the previous four years. The most recent role had been in management development but in a different part of the polytechnic, the Accredited Training Centre (ATC) which was largely funded by the government Training Agency to provide a focus and development support for local Training Agents who managed youth and adult government training schemes for the unemployed. This centre was not part of the Business School and was little understood by other faculties as it had only recently joined the polytechnic and was completely independent in terms of its business development, accreditation and staffing. It was funded to develop and deliver NVQ initiatives, particularly those for managers and trainers. My role there had been as a developer and assessor for both areas of work.

My background and qualifications in education had led to my involvement with several members of the CMD, prior to my appointment, in developing a new version of their Action Learning Certificate in Management to align with the new proposals from the CNAA that this award would be competence aligned and link with the developing proposals for an NVQ for managers. I had more experience with these emergent NVQs for managers and with other recent NVQs than others in the Business School. The CMD was a new department as I took up post.

Issues significant during this period included identification of curriculum content in management education and development and an initial defining of the research focus to emphasise links between management learning and workplace practice. The beginnings of a literature review were made in the areas of management education and development, management practice and sources of influence on management development interventions. Data were collected from sources where the links between management education and workplace practice were important.

This phase is explored reflectively using a range of evidence from the period. Two case studies feature in the evidential database:

- The BTEC CMS as a practical, skills-based post-experience but not postgraduate Business School course with no formal workplace links other than that some participants were sponsored by employers.
• The development of the Advanced Management Development Programme (AMDP)

and an additional report on the development of the CMD. Other activities will be referred to as they provide evidence in the framework categories.

Stage 1 – New Experience in this Phase and Focus Areas in Context

In each area of practice there were issues which gave cause for concern and which could be identified as focal areas for Action Research. The first two substantial roles were ones for which the new centre had recruited rather than transferred staff:

1) Course Leader of the Certificate in Management Studies (CMS)

This course was difficult to align with other Business School work because the level was neither undergraduate nor postgraduate but post-experience. It was also unusual in being validated by both the Polytechnic through the CNAA and by BTEC. Admission was concerned with the level of work in which candidates were engaged, recruiting supervisors or first-line managers rather than those with study experience. Delivery methods emphasised group work, development of practical skills and personal development. Assessment focused on evidence of application of learning at work and demonstration of skills in formal business presentations and presentation of written business reports. This approach was familiar to staff who worked with the HNC and HND courses but not to other members of the business school. Most of the CMD staff had come from teaching in those areas. The CMS was important to the Business School because it provided a foundation for recruitment to more advanced courses. It also provided a formal and wide geographic link with some FE Colleges having an informal franchise-like arrangement with one and recruiting heavily from others. It also traditionally drew staff from different parts of the Business School.

2) Year Tutor of the Advanced Management Development Programme (AMDP)

This role was for the first year of the Programme which led to a Postgraduate Diploma in Business Research Methods for senior managers undertaking action learning supported research as participant researchers within their organisations. The Year Tutor role was a new development to address difficulties there had been in the previous year with engaging the cooperation of workplace managers and sponsors in the research. After the Diploma participants registered to complete an MPhil, usually developing their research topics from the first year.

3) Action Learning Set Advisor for the DMS and part of course team for the development of the postgraduate Action Learning CM (CIM)

This role continued my involvement with development of the new CNAA Certificate for managers which was based on the new competence approaches. As I had experience in the development of competence-based programme I became included in the course team. The role as Set Advisor was new as I had not worked in action learning programmes before although my experience of group work and of adult education in using the experience of group members was similar. The Action Learning DMS had been running for four years and had experienced tutors and a Course Leader who encouraged self-managed learning. I expected to be involved in the next stages of the programme with the new CIM and intended to use this first year to become acquainted with the Action Learning approaches used in the delivery.

Stage 2 – Reflection on Focus Areas and Identification of Directions of Inquiry

The initial focus concerned my introduction to a new post and its various roles. There was an immediate need to practice in all of the roles which implied transfer of previous
knowledge and experience to this new setting. There were some immediate issues which others had recognised and asked me to address and I soon became aware of different problems which had not been previously identified. Some of the roles were ones which I expected to develop into long-term involvements and others were temporary.

The field of management education and development was new to me as a field of study although I had been a practicing manager for a number of years in adult education and in training roles and I had been involved in training managers in some aspects of Training Agency work. I did not at this stage explore the literature in this new field as I expected to be introduced to relevant areas through my involvement in the different course teams. The only area of literature which I explored initially was that of management research in attempting to understand how it differed from that of education research, in which I had some experience.

This Phase of inquiry focuses on areas and initiatives which I expected to be long-term involvements. These areas of inquiry were:

1) Development of the CMS with a New Course Team.

The team was different in that I had replaced the Course Leader and the Course Tutor for the group in an FE College had changed alongside other colleagues in her College. These events provided sufficient change to enable consideration of some issues which had become course practice through time and which had not been overtly addressed by the previous Course Team. The key issues were:

- the relationship of the CMS to other programmes in the Business School in terms of the level of study and the emphasis on practical skills
- the relationship of the CMS to the emerging national standards of the MCI and the NVQ structures
- the degree to which the CMS engaged participants in understanding and developing their own learning

The first two of these concerns were recognised by the Business School and I was expected to address them as part of my new role. My experience in FE and training was seen to be important in linking the vocational issues with those of HE. There were some external pressures to recognise in relation to the rapid introduction of NVQs in management and I was expected to liaise with BTEC and any other relevant body to keep abreast of developments which would be imminent because of the urgent government drive to introduce NVQs for managers. The MCI piloting had demonstrated the possibility of development of an accreditation system outside the traditional FE and HE ones. I anticipated that there would be a choice for the Business School about whether to engage in the MCI developments. The CMS was the course most close to the ideas and practice of the developing NVQs as it was so explicitly concerned with the development and demonstration of skills.

I expected during this phase that I would have time to learn what the Course Team had previously done and to continue in much the same way, expecting that more team work would replace the dependency on one person. Development of the team to work in this new way was one of the actions I undertook in this first phase.

The third concern was a personal one arising from values derived from my experience in adult education and my concern for supporting adults learning through empowering approaches rather than through encouraging dependency. I was aware that the approaches used in the current practice with the CMS were concerned with development of study skills and group work skills, so I expected to work within and develop existing approaches to increase the degree to which participants were empowered to manage their own learning.
2) Development of the CIM

The key issues were:

- the development of documentation to validate the new CIM
- preparation of Course Team to deliver the first course
- learning the Set Advisor Role

I had worked with the person who had been identified as the future Course Leader to outline the course and plan the details of delivery so that a document could be prepared for validation in the spring of 1991. I expected to be involved as part of the Course Team and to have some responsibilities. I hoped to be able to join the team bringing an expertise with NVQs and learning something about their approach to work-based learning and the use of Action Learning. In this first year the previous programme was still in delivery and my role was as a Set Advisor to the first year of the DMS. I expected to learn something of how Action Learning was delivered and supported and something of how courses developed with their teams of staff. I also expected to develop more understanding of the process of Action Learning and to become more familiar with the theories behind it.

3) Year Tutor for the AMDP

The Year Tutor role was expected to establish a good relationship with the employers and sponsors to ensure that each participant had a suitable research supervision committee to support them through their MPhil (or its transfer to PhD). Many participants had not studied at graduate or postgraduate levels before and it was recognised that some support was needed which I should offer. The key issues were:

- Developing the relationship with employers
- Developing the Year Tutor role in supporting study skills

It soon became apparent that this role had been created to address many of the perceived problems of the programme and that I was expected to solve some problems which had developed over the three previous years of its presentation. Participants completed satisfactory diploma work but seemed not to be approaching MPhil levels of work. The polytechnic had little experience of supervising research degrees, few staff had research degrees, and supervisors were sought from other institutions.

The involvement of sponsors was sought to improve the importance of the programme in the eyes of other Business School staff and to seek extended sponsorship for participants through further stages. I had an initial responsibility for an initial meeting of course participant, tutor and employer. As the employer acted as sponsor to the project they could bring the outcome into jeopardy if they did not comment favourably on the research completed. I was worried about this reliance on the employer and recognised that they were not always likely to support the outcomes of research even if they had encouraged the initial study. I expected to try to develop ways in which the employer could be included in discussions and in the development of the programme but less influential in the accredited outcome for individuals.

4) Contribution to the development of CMD

I was the most recent appointment to this newly formed department and was expected to contribute to its development. It seemed that the department had been formed to enable better workplace links to be formed than was possible with the open programmes in the other departments of the Business School. However, none of the CMD programmes were in-company although the DMS had a tradition of enrolling a group of managers from one
large local employer. I had some experience of developing programmes both from adult education and from FE. I expected to be involved in improving the links between academic provision and workplaces and to have some involvement in designing in-company programmes. The key issues for me in this phase were:

- becoming a member of the new group forming CMD
- contributing to the development of CMD activities

I also expected to learn more about the underpinning theoretical basis for the work of the department, including understanding of why it had been established as a separate department.

Stage 3 – Visualising and Planning Development

Each of the roles outlined demanded some development in my understanding of the context and the content and collaboration with each new team. In the early stages some activity involved sharing understanding and developing plans for action.

Area 1) Development of the CMS with a New Course Team.

The new team were identified and had begun to work together before I took up post. We agreed that we would build understanding as a team by working in pairs and groups whenever possible whilst delivering the programme in its present design. Through working together we hoped to be able to adjust delivery which was flexible and to develop plans for the following year. Neither I nor others in the CMS team had met many staff from other areas of the Business School and we had difficulty in understanding how it related to other programmes. The CMS was well known and regarded as an introductory course for supervisors and first line managers, some of whom would progress into other postgraduate programmes. One of the important areas to resolve was the relationship between the CMS and the new CIM as they had much in common and little apparent difference other than the level at which they were intended to offer awards. We visualised a future relationship between the CMS and NVQs for managers but the Business School had no NVQ activity currently. We expected to explore the developments during this phase.

Within the team we had different expectations of the degree to which students might be self-managed and the roles of tutors in facilitating learning in groups. I hoped to make exploration of these issues an important part of the team development and to involve course participants in the discussion. We had encouragement from the BTEC External Moderator to make more explicit provision for the personal development aspects of the CMS, building on the BTEC guidelines for core skill development.

Area 2) Development of the CIM

The design of the CIM had been partially developed before I was in post but there was no formal documentation for the validation event. As I had been involved previously I remained part of the team and hoped to learn how to prepare a course for validation through the Polytechnic system. I expected to contribute from my NVQ experience and hoped to be able to avoid the course becoming too closely tied to the expectations of performance and standards of the NVQs because I saw them as potentially restricting the learning opportunity of a postgraduate certificate.

The validation was due to take place before the summer and the first presentation of the CIM would be the following January. It would replace the current first year of the DMS and I was a member of both course teams so expected to be able to make links between the two. Different course materials were needed for the CIM as it was to be delivered in a new module structure with some use of Open Learning alongside workshops and learning sets.
I hoped to have a role in developing these course materials. I was also leading a role as an Adviser to a Learning Set in the first year of the DMS.

**Area 3) Year Tutor for the Advanced Management Development Programme (AMDP)**

I had very little understanding of what this role would involve other than the clear tasks of liaising with employers and supporting students. I expected employers to have similar concerns and expectations for their employees as I had previously encountered in study schemes. I expected some employers to want to be involved and to offer help and support to participants and others to support the activity but not to engage. I anticipated a problem in defining the nature of involvement to ensure that it did support the participant rather than expose them to either a wider range of expectations than was necessary or a risk of academic failure if the workplace project encountered difficulties. I planned to start with the processes already in use by the Course Team and to build on these to be more explicit. I expected to have to address both documentation and processes.

Study skills support had not been addressed by the Course Team previously but had been recognised as being important as so many recruits to the Programme had little or no previous experience of academic study. I expected to work with individuals who needed help and to improve the materials used in the Programme, particularly those describing the requirements for a Diploma project. I planned to work with the first year cohort and to respond to their feedback.

**Area 4) Contribution to the development of CMD**

The issues related to being a member of a new department were very important in this phase. I was the only member of the department who was new to the polytechnic although the others came from three different older departments and had joined CMD because it seemed more likely to accommodate either their personal interests or the courses to which they were attached. I wanted to learn about the polytechnic as well as to become a full member of this new department. The physical location of the department was in commercial premises some distance from any other polytechnic sites and I planned to visit other sites as much as possible to meet other staff. I had a feeling that there was not as much agreement amongst the CMD staff as they had suggested because in individual conversations it was clear that people came from very different perspectives with different interests and concerns.

I wanted to be part of developing the areas of work that would become the department flagships, and I seemed already to be part of the main Course Teams. It was not clear why there was a need for this department. I hoped to be able to apply some of my work for my MBA studies to the development of the department in the fields of strategic development and creative thinking techniques, but I planned to keep very quiet about this until I knew people better and found out more about the MBA expectations in those courses. One of the reasons given for the establishment of the CMD was to address the need for the Business School to develop some work which collaborated with industry and operated at 'full recovery' levels for its fee income. The programmes which had begun to operate at these levels were the Action Learning DMS before it had been divided into the new CIM and DMS and the Diploma in Business Research which led to the MPhil. I expected to be involved in making the links between academic provision and workplace needs better defined and developed with some involvement in designing some in-company programmes.

**Stage 4 – Actions, Evaluation and Modifications**

1) **Development of the CMS with a new Course Team**

The CMS was jointly validated by BTEC and the polytechnic through the CNAA. It had
some of the characteristics of the HNC and HND programmes in Public Administration from the BTEC traditions, in particular the emphasis on personal development, skills development and application of learning at work. The CNAA emphasis brought clear assessment procedures and some alignment with undergraduate and postgraduate procedures although this was uneasy as the CMS was post-experience. This categorisation brought an emphasis at the admission stages on the work experience of candidates which led to selection of fairly mature and experienced people with little management experience.

The CMS differed from the other CMD programmes as it was one of a traditional model which charged very low fees and had quite high numbers, although it was unusual in this model as it worked in learner-centred approaches, emphasising skill development and personal development. The other CMD programmes were intended to attract small numbers and to work in small groups, being priced much more expensively to reflect the individual attention. It was not a programme which was viewed as important for the Business School and my brief was to keep it running smoothly and to retain its good reputation and its reliable recruitment.

There were four groups of up to twenty participants following the programme at the point at which I took over Course Leadership. Two groups were in the main Business School location, one was at another Business School site twenty miles away and one was in an FE College thirty five miles away. I took over as group tutor for one of the groups in the main site which had previously been tutoried by the retiring Course Leader. Although this group met in the main Business School site, they met at the end of an afternoon and through the evening, so I rarely met any other staff on the site. There were practical issues linked to this timing and location involving availability of refreshments, car parking space and availability of visual aids. As I too was a visitor to the site, all these issues became significant difficulties to resolve rather than normal housekeeping arrangements.

The programme was skills-based in that there was an emphasis on demonstration of management skills through participation in group work in the programme sessions. There were individual assignments which were presented as business reports and on many occasions participants were required to present findings and processes orally to the larger group. There was an emphasis on team development, individual development and development of process and work-based project skills. The last assignment in the programme was a group project where a small group had to find a real project in an organisation to address as a consultancy team in terms of problem solving and making recommendations for improvement.

I first met the group in a series of assessments by oral presentation alongside the original Course Leader. I also met and worked with other tutors at these events because assessment was carried out by at least two tutors each time. The staff team was unusual in that I was the only full-time member of polytechnic staff with the other group tutors being the one in the FE college, one who has taken early retirement and was recruited to take a part-time role and one who was full-time in the NHS and who took this role for her own personal development. This core group of tutors was supplemented by visiting lecturers both from the full-time staff of the polytechnic and from external contacts. As the only full-time CMD member I was the link between the team and the Business School.

The participants came from a wide range of companies in the public and private sectors, including services and production, with a few participants from voluntary organisations. Most participants were sponsored with time release. The attendance required an afternoon and an evening so, for many, the evening was regarded as in their own time. Some participants normally worked shifts, particularly police and hospital staff, and these sometimes attended different group sessions. There were a large number of people from service roles, most from the NHS but also a group from health insurance and some from private health care. There were a group of police from different units in the area. A few came from local government, education and social services. Others came from financial services, retail, telecommunications and very few from manufacturing. The age range was
wide with few under 25 years old and an emphasis in the 30 - 40 year age group. There were more over 40 than between 26 and 29. All had substantial work experience although not necessarily very much in supervisory or management positions.

The programme was often felt to be a 'poor relation' in the sense of having less claim to resources and recognition than other Business School programmes. This may have been partly because it was rarely seen by mainstream staff because of its timing and geographic spread, partly because it did not deal with senior managers and was low priced so had no particular financial attractions and it certainly had little claim to academic credits because of its unusual status in relationship to academic programmes. Although this may have been a disadvantage in terms of its power to attract resources, it enabled considerable freedom which had been used to develop delivery approaches and assessment procedures. The programme for CMS groups was spread over three academic terms in ten-week blocks with one residential weekend, the whole totalling over 250 hours of programmed study time. In addition, there were assignments and other work to complete away from the direct contact time.

The content focused on general management with an emphasis on skill development. Substantive topics included personal and learning management, working in organisations, leadership, teamwork, communications, managing people, finance and information, operations and project management and marketing. There were five formal assessments, each of which involved oral presentations and written reports and the final one was a group project. The course groups of up to twenty were further divided into working groups of five or six people who met to support personal development and to engage in the group projects. These groups were used as discussion and exercise groups for much of the delivery time and considerable emphasis was placed on developing process skills and personal teamworking skills.

Significant events during this phase of the research involved two academic years of the course presentation. The first part of the phase was the completion of the year in which I had joined as Course Leader. These two terms had already been planned and had been well under way at the point I took up post. The only substantial change from previous years was for the staff rather than the participants as the previous Course Leader had had very few other responsibilities and devoted his time to the CMS. My role had, from the start, been much wider and involved substantial contributions to other programmes. Where the Course Leader had always been a member of assessment teams and had often been a second tutor in team teaching the core staff team began to group in different combinations and identified particular interests and skills.

The first significant event was the series of personal presentations which completed the first term. Many participants were very apprehensive about making presentations and needed support of different kinds. Some took minimal risks by choosing a very familiar topic and sometimes a familiar style of presentation. The nature of feedback offered was very important as so many were so nervous of performing in public and receiving public feedback. It was clear that the course team had become very sensitive to these issues and had prepared the groups to give helpful feedback to peers.

The residential weekend was in February and was held in a hotel more than fifty miles from the course delivery sites. For some participants it was the first time away from their families. The programme was intensive and mostly involving group work in newly formed groups. The exercises were designed to be fun as well as useful learning vehicles. The atmosphere was informal but purposeful with agreement over overall objectives and working groups setting objectives within each task. The new groups were identified by staff to ensure a mix of people from each of the course groups and a mix of work experience. The experience was very intensive in terms of personal interaction. There were many heightened emotions, both in people becoming very close and supportive and in people clashing with more overt emotion than had been the case in weekly course sessions. Challenges were sometimes stronger than was usual in a classroom setting. Some personal
strengths showed much more clearly, particularly those of peacemakers and collaborators. Those whose forceful approach bordered on bullying in classroom settings were often floundering when their assumptions and approaches were challenged. The speed with which new groups were formed and worked was exhilarating for participants. A momentum developed of close teamwork and celebration of successes.

The finance assignment was a case study activity which prepared people for the main assignment of the third term which was a group project in which each group had to find a customer and identify a project with which to complete a consultancy report. These group projects were significant in several ways. Because of their involvement with local businesses there were issues for the staff team in encouraging the course participants to stretch themselves whilst protecting the reputation of the programme and the polytechnic. Groups were often rather secretive about their progress, staff were trying to be a resource rather than a control over the process. There were no mechanisms to share progress and all was revealed at the public group presentation which was the assessment forum as well as the public delivery to the clients. The planning of projects was often kept from staff so that they could be surprised at the assessment event. However, some of the surprises led to difficulties with assessment, some embarrassment of clients who had hosted projects and some clashes amongst group members.

Recruitment for the academic year 1991/2 began during the third term of this first group I encountered. National events had some influence on choices made at that stage. There had been rumours for some time that BTEC were likely to want to develop the CMS in line with competence based approaches and the development of NVQs for managers. It had been expected that these developments would be over a period of time and with appropriate staff development. However, BTEC announced that the CMS would be discontinued and replaced with an NVQ programme as soon as possible and before September 1992. It was clear that the next programme would be something of a transition from the CMS to an NVQ development programme and participants selected would need to be in roles which enabled them to collect appropriate evidence of competence.

The Examination Board took place for the CMS before BTEC's plans were clear and some of the potential future developments were forecast. Adjustments were agreed to the assignment strategy to enable more specific individual evidence of participation in group projects to be shown and to ensure that everyone had to address a broad base of key management skill areas. The CMS Annual Report, 1991, details all of the issues raised. The 1991/2 presentation of CMS started with some alignment of the programme with NVQ requirements although there was no intention at that stage to offer an NVQ alongside or instead of the CMS. The review material used in the Annual Report as the End of Course Review was collected from the four course groups. The comments are the result of several group meetings in which much of the discussion concerned individual learning and progress rather than reflection on the whole course.

The positive comments covered several aspects of the course. The delivery style and the emphasis placed on student-centred learning were appreciated. There was mention of the individual support which tutors had given to individuals and also of the support which the different group memberships had provided for individuals. The emphasis on reviewing and reflection had been appreciated as had the practical and relevant orientation of the content and the assignments used for assessment.

The criticisms were of two key areas. The accommodation arrangements, mainly relating to those at the main polytechnic site but also issues in the FE College and the distant polytechnic campus, included poor or non-existent catering facilities, poor car parking facilities and poor lighting at night which made many participants feel unsafe. There was also criticism of the need to move furniture around so much, an issue in all of the sites. The other area of criticism related to the timing of assignments and how these fitted with the workload in each term, particularly the first one.
There were some suggestions for future courses. Three of these were closely related to the new approaches which NVQ procedures had adopted as good practice for workbased learning; the use of learning contracts to engage more support from workplace sponsors, a modular system to allow more choice of timing and workload and the introduction of portfolios of competence as part of the course. There was also a feeling that the evenings could finish earlier.

Another substantial amount of review material was collected during the residentials, two weekends to accommodate half of the course participants each time. Each participant was asked to comment on 'things I learned, things I liked, recommendations for the future and other comments.

Under 'things I learned' there were many references to process planning and the development of team skills and interpersonal relationships. The roles of individuals in groups was important as was trying out unfamiliar roles and having feedback on progress. Development of confidence was important and self-awareness in terms of recognising personal skills and areas for development. Many of the comments related to recognition of increased sensitivity to interpersonal issues and the importance of working together. Only one of the 38 different comments collected mentioned a functional area, finance, and that comment related to gaining an insight into finance.

Amongst the 'things I liked' were similar comments about the positive feelings of working in teams and some of the tasks undertaken. Feedback and support were mentioned again as was the tutor style and a comment was made about the attitudes displayed during the event. The use of personal objectives and the emphasis on personal development were mentioned with some comments on personal achievements. There was appreciation of having some personal time designated in the timetable and some specific relaxation sessions. The accommodation and attitudes of the hotel staff were mentioned as strengths.

The 'recommendations' covered a wide range of suggestions and comments. Some related to timekeeping and timetable planning with a mixture of wanting more reflection time or less and more structure or less. There was some concern about the different experience that the four course groups had had prior to the residential with some people feeling that they had been disadvantaged. There were suggestions of useful comparisons which might be made and that more equipment might have been useful.

The 'any other comments' included much praise for the event and some relief that it had been better than expected. Several comments revealed an awareness of personal development and feelings of positive group membership. There were a few comments which mentioned the party aspect of the evening sessions.

The staff reviews considered the comments made by the participants and introduced some changes for the next presentation. The staff had found working closely together in the residentials was personally developmental. We realised that we could deliver the finance assignment to all four groups at once and have a session working as a large group. We also decided to do this before the residentials so that people had a chance to meet each other beforehand. The delivery time was adjusted to have a core time allowing an earlier finish and optional group meetings or tutorials at the end of the evening. The greatest staff concern was over the lack of access to equipment to support the programme, particularly access to IT facilities. Many of the participants were delivering hand-written assignments and had never used computers or word processors. Similarly, there were concerns about the accommodation and facilities at each venue but little hope of improvement although the external moderator's remarks were supportive of attempts to address the issues. Very few comments in all the feedback collected refer to the 'subject' content of the programme. This programme was designed with an explicit content syllabus but had also developed some very strongly delivered process elements. The process elements and the outcomes from the processes were the main issues referred to in reviews.

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The 1990/91 programme completed with 59 passes, 5 deferrals, 1 re-take of the third term due to illness and 6 withdrawals, some due to changes of work or home location. The 1991/2 programme enrolled 90 members. The programme began in September 1991 and was similar to that of the previous year but with more opportunities for meetings across the core groups.

There was an increasing awareness of the development of portfolio approaches and an expectation that NVQs would become important for these managers and for this course. There were proposals from BTEC of re-ordering the content of CMS to align with the job roles of NVQ to help participants develop portfolios. This raised concerns that not all participants were in positions to develop competence in all the job roles in their current range of work and that CMS had traditionally catered for people who wanted to prepare for management whereas NVQs offered an assessment system for competence in practising managers.

There was some confusion within the Department and the Business School about how the CMS related to the postgraduate first year of the DMS which had been developed using the NVQ job roles as its module areas. This confusion centred on the comparative levels of these two courses with their different admission requirements but both seemingly aligned with NVQ Level 4 for Managers, the first line manager level. It seemed that the difference was in the little understood terminology of post-experience in comparison with postgraduate in terms of management education.

It is possible that the nature of the programme as a skills-based approach rather than an academic programme allowed more freedom in developing innovative approaches as it was less restrained by academic traditions. The joint validation between the polytechnic and BTEC positioned the programme as only partially the responsibility of the polytechnic. Few people in the polytechnic were interested in becoming familiar with the regulations and interests of BTEC so there was a tendency for the formal committees to rely on the comments of the BTEC external validation process to ensure that the regulations were being followed. As these regulations were being reconsidered in the light of the introduction of NVQs for managers even fewer Business School staff were well enough acquainted with developments to engage in discussions. This gave considerable freedom to the CMS team to try out new approaches in preparation for the changes we expected to face.

There was less Course Leader time available in my timetable than there had been in previous years with the previous Course Leader. This led quickly to my introducing more staff democracy and teamwork involving all the staff team in planning and team delivery of the major components. There was a period of three to six months where this was resisted in different ways but a great deal of staff team-building happened in the residential in February and March where we all worked closely and discussed what was happening very intensively throughout the weekends. The hotel was something of a retreat from our usual environments and it seemed that there were two levels of activity, the learning amongst the course participants in their groups and the learning of the staff team in working with and observing the participant groups. We were explicit in reflection about our own development as we were encouraging participants to recognise theirs, and we shared some of our learning as a staff team with each group of participants. The completion of the 1990/91 cohort was felt to be very successful in the extent to which personal development had been addressed and the course team felt established and confident about making more dramatic developments as it was clear that change was in the offing.

The Group Project brought together skills in practice and built on the teamworking in integration of previous learning. It was, however, very risky in terms of the things which could go wrong for groups, individuals and clients. All tutors had experience of discovering at a late stage things which could have reflected badly on the polytechnic or things which would have caused participants to fail the module. There was also often insensitivity in preparing presentations to the mixed audience of academic assessors and clients of projects. Some critical evaluations of client organisations were made which
should not have been delivered in such a public forum. Tutors had often only been consulted in the early stages and participants were anxious to surprise the tutors in the presentations. Sometimes we were embarrassed as well as surprised and we felt that we should protect the clients rather more by introducing a different procedure and assessing the presentations at a 'dress rehearsal' before having a public forum for client presentations. It was agreed to do this in the following year.

It was clear from the review material and from informal contact with course participants that the emphasis on process skills and interpersonal skills had been very significant for many people, even to the extent that some participants referred to the programme as 'life changing'. I felt that this was very important as a potential of the process we were developing and that whilst there were potential important benefits to gain there were also dangers and the staff team felt deeply responsible for those who faced personal crises of different sorts provoked by challenges from the programme. The theme of responsibility for the unleashing of powerful process implications emerged as a personal concern in this context alongside the wider contexts of other activities in this phase.

It was important for these participants that they were able to self-manage much of the work so that it fitted with their personal and working lives. One of the concerns of the staff team was to develop better ways of enabling participants to manage more of their own learning. This became a theme at the core of the developments in the 1991/2 cohort. The mix of people from different geographical course groups who had slightly different backgrounds was important as a setting for confirmation of process skills and presented a new arena for building and testing confidence.

This programme was explicit in the use of group work to maximise the interpersonal contact during course sessions. This emphasis came from a shared belief that if discussion was at the centre of delivery this would build shared and personal understanding and challenge assumptions. This approach emphasised the strength of peer feedback and support for development. This also meant that there was a risk that if participants did not have well enough developed group working skills the peer influence could be damaging for some individuals and could lead to some being effectively excluded from the group. There was also a danger of groups being driven to complete tasks and not deriving much learning if the group were not skilled in reflection and checking mutual understanding. These were issues discussed frequently by the course team. There was sometimes a reluctance amongst the groups to use less traditional working approaches. It was noticeable that these less experienced managers in CMS were more anxious about new types of activity than the more experienced managers in the AMDP.

Our anxieties may have led to an increased emphasis on group processes. I was particularly aware of the highly personal nature of experiences the participants were encountering, particularly at the residential where they were living in close contact and being encouraged to reflect on very personal aspects of their experience. For some it was the first time they were away from home and family and it was obvious that some did not have skills for self-protection in what amounted to a live-in party in the evenings. There were also extreme anxieties over making presentations, lack of confidence and fear of such focused attention. I had considerable personal discomfort at forcing people into such close encounters when staff saw potential confrontations coming but participants did not. The reasoning which had been used to defend the practice previously had been that as managers participants should be able to manage themselves. I felt that they were beginning careers as managers and were much more vulnerable than had been acknowledged. I may have been influenced by years of adult education in which the most experienced and professional of adults are acknowledged to be vulnerable in learning situations simply because of the challenges to their assumptions and what they had previously accepted as knowledge. I was also conscious of the differences between this group of new managers and the managers I had encountered in the AMDP residencials who were much more experienced managers and much more used to recognising situations in which they might be vulnerable. In these residential issues particularly, the new managers were not used to travelling and living in

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hotels as part of their work, not used to being in such close circumstances with work colleagues and without ways of behaving which accommodated social relations with work colleagues. For some it was possible that their course colleagues offered more support and kindness than they were used to in their normal life and relationships. This led to some suddenly seeing truths about their lives and work which were difficult to come to terms with and which implied that they should do something about their usual situations. For me, this was a demonstration of the effect that learning can sometimes have on people who discover their personal power and then have to review all of their relationships. For others the experiences they had during these residential and in other parts of the course made them seem different to their families. I felt that some of the potential dangers of changing so fast through learning situations were not adequately addressed by those of us who knew what to expect.

As a newcomer to the programme and the team I was relieved to discover that the philosophy guiding this programme and its staff was close to the one that I had developed through my engagement in adult education. It also had much in common with attitudes and philosophies I had encountered in training settings. I felt familiar with many of the issues in this programme and confident in addressing some of the developments expected in the coming year.

2) Development of the CIM

I had been a member of the core team developing the CIM before I became a member of the CMD staff and had been there representing the interests of my previous Centre in bringing experience of working with the newly developed competence structures in NVQs for managers. The CIM was designed using the job roles of the NVQ structure and the work-based project approach of the previous DMS. My contribution had included development of processes for admission which recognised experience alongside academic qualifications and which detailed procedures for exemptions both at admission stages and in areas of the award.

My role in the first presentation of the CIM was both as a tutor of module workshops and as a Set Advisor to one of the three Learning Sets. Although I had extensive experience of group work I had not been a part of Action Learning Set work previously. There was some support in developing an understanding of this role as the staff of the Unit participated in different staff Sets and I became a member of one.

Much of the redevelopment had taken place in response to the MCI initiative in promoting standards for managers and criteria by which performance could be assessed. In retrospect, it became clear that although existing participants had been involved in reviewing the course the initial sponsoring organisation had not been consulted. There had also been little discussion in Business School meetings as the MCI initiative was little understood and not regarded highly by academic staff. There was some feeling that by addressing the MCI requirements the Action Learning DMS was, to some extent, reducing its broad approach to management learning.

I was involved as one of the Course Team and found that there were only two of us engaged in the developments, the potential Course Leader and myself. I had expected to have some responsibilities but had not expected these to include so much negotiation over the status of the new development and the place it might have in the CMD portfolio. I had expected to be seen as bringing an expertise with NVQs but had not expected to have to evaluate the effect of this focus on the other courses and the values of the department. I had some difficulty myself in linking the MCI reductionist approach with the broad sweep of postgraduate approaches to management education. The NVQ standards and performance criteria had some useful relevance to the CMS in relation to the skills base of the course, but in the Action Learning approaches of the existing DMS the freedom to follow interests and concerns directly arising from the context was exciting and seemed to offer much more freedom to learn than NVQs offered.
I found that I was the only one sufficiently informed about the NVQ approaches to be hesitant about designing the new Certificate directly around the competence standards which were often regarded as limited in their scope. Instead, I focused on the job role areas, as the CNAA had indicated in their guidelines, and reduced the extent to which the standards were used to describe the expectations of the programme. I influenced an agreement to provide the standard statement and guidelines but not to use these for either workshop content or for assessment. Instead, we linked the assessment more closely with the current DMS model which allowed participants to address a significant work problem as one long study through the first year. The new Certificate required four work-related assignments, one in each of the job role areas, thus keeping the freedom to address real work issues whilst allowing participants to complete a module at a time rather than being locked into one complete year with a pass or fail outcome.

In reducing the importance of NVQs I had underestimated the opinion of those from the workplace focused areas of work in the ATC and in FE. Much of the criticism in the validation event was of the way in which the design avoided complete commitment to the NVQ approach. In some ways this criticism confirmed my choice of moving into this different environment and the values I held as an educator rather than as an assessor as I felt that the NVQ approach provided a useful structure of assessment for managers in post in terms of clarifying the role and exploring some of the issues and choices. However, the Action Learning approach enabled managers to explore their personal and management development alongside developing research skills and the confidence to address work problem areas in a structured way. As an educator the latter approach offered much more room for individual growth.

I had expected to learn something of how Action Learning was delivered and supported and I did, through participation in the existing DMS. I had also hoped to learn something of how courses developed with their teams of staff, particularly as I had to develop a new team for the CMS. However, what I learnt was contradictory and confusing.

The first meeting of the Course Team for the DMS took place at the first residential some distance from our usual base. There was some tension, which seemed to arise from members of the team not having planned the event together. There were only four members of staff and I was very new having only been in post for a few days. I had not been briefed about my part in the residential and had expected only to be there to meet participants, not to deliver any part of the workshop. It emerged that all the others thought this as well and that the Course Leader had expected everything to develop from an initial contact. One other was comfortable to work in such an unstructured way but one was very much against it and became quite aggressive in attacking the Course Leader, calling her unprofessional. The tension was much greater than I had encountered in previous meetings at the polytechnic or in previous organisations and I became aware that this encounter was partially the result of previous clashes. It emerged gradually that the dispute that took place then over the degree to which teaching should be structured and planned was an ongoing debate in the department and tended to link with different approaches to supporting personal development. These different approaches linked with different views about the roles and responsibilities of staff in programmes which focused on developing people rather than delivering pre-determined information. However, differences in personalities and some previous clashes seemed to have led to accusations of disloyalty and lack of professional approach rather than discussion of what a professional approach might consist of. I was anxious to have the debate about the underlying issues because I had sympathy with both extremes but not entirely with either as it seemed to me that the students were not being adequately considered.

Two further incidents were memorable in this context. One was a little later in that residential at the point at which the group was to be divided into three learning sets. The Course Leader explained that there was no proposed process for arriving at three groups and asked the whole group to agree how to do it. This resulted in some milling around and
something rather like a market of clubbing together with a few individuals who had already proven to be difficult in some way being avoided. Everyone was very uncomfortable about the formation of groups in this way and it was an event to which participants referred frequently in later stages of the programme. I was uncomfortable for much the same reason as other participants, I wanted to be chosen and I did not want to be forced to work with some individuals. However, as I was a member of staff I felt obliged to offer to work with the ones most avoided by other members of the group. A series of compromises led to an outcome which all agreed to, although afterwards several said that they agreed only so as not to prolong the process. When I discussed this with the Course Leader later she could not see that it had been a strain for most of the group, she saw it as sharing a difficult process and not imposing a parental solution. I was uncomfortable with this position as it ignored the expectations held by the different participants, including me. As the newest member of staff I was conscious that she was a long-standing senior member of staff and that she was very sincere in what she was saying, but I felt that it had compromised me in that I would have offered the group some alternatives and discussed alternative processes rather than abandoning them to whatever might happen. It seemed an abdication of responsibility rather than empowerment of learners in that setting. The argument that was offered, that as managers they should all be assertive enough to protect their own interests, did not hold in the sense that they were not managers in that context, that they were learners dependent to some extent on those who were staffing the delivery of the DMS.

The second incident was later in the same residential. The Course Leader had sent out letters to all the participants’ line managers inviting them to visit the residential to meet the whole group and to discuss how the DMS would involve them in supporting participants. About an hour before they were due to arrive one of the participants asked what the programme was for the visit. The Course Leader asked what they would like to do and said that nothing had been planned. For some participants this was a shock and they viewed it as very unprofessional. In their work roles they saw their line manager’s time as valuable and not to be used lightly. For some, inviting them to this sort of event and not providing a plan for their involvement was embarrassing and potentially would lead to mistrust of the course. The Course Leader did not see this as a concern and invited them to plan a programme. Some of the managers had begun to arrive by then and found themselves joining the group and involved in a discussion of how best to become part of a useful session. I supported the participants who had started to set an agenda which highlighted key issues likely to arise in terms of how the DMS interacted with workplace managers and work roles. The session took place fairly smoothly, but again, many participants referred to it throughout the year as an unforgivable embarrassment and something which they felt that the Business School should not have allowed to happen. I recognised that there were ways of making it work acceptably and that I would have been happy to intervene to ensure that it did work, but many of the participants felt that they had been exposed and that their trust in the course staff had been betrayed. My subsequent discussion with the Course Leader covered similar ground to that of the previous issue and I felt that she had avoided recognising the role she had as the nominated Course Leader to either hold and use the responsibility or to be overt in sharing it or handing it over to participants. I think that most of the dissatisfaction came from misunderstandings of the relative relationships than from the actual events which took place. Many course participants, and myself as a new member of staff who had not been consulted about how this residential would be conducted, felt that they had been led into too great an area of risk and that more planning and discussion would have avoided much of the anxiety.

These incidents foreshadowed the year in that the issues most frequently raised within the learning set concerned these incidents and similar ones. The sessions towards the end of the year dealing with assessment of projects had similar concerns about identification of the rules and clarity about levels and expectations. The personalities of staff were again stronger than the debate and it was difficult to discover where the personal antagonism defined expectations and what the requirements really were. Again, there was a sense of the students being expected to fend for themselves and being rather at the mercy of staff feuds. I was relieved that I did not have to remain a member of that course team and that the newly
validated CIM was much more explicit about things which had caused so much discontent in this DMS.

This course had been the forum in which I had hoped to learn about Action Learning. I had learnt that there were different ways of interpreting Action Learning and that it could become confused with self-managed learning and different types of support groups. I had discovered that when stepping outside the traditional roles and expectations there were minefields which might be predicted and mapped out – that being explicit about roles and expectations might help relationships. It also seemed to me that there were issues for the organisation in how it presented courses and the expectations which were raised by the initial contact in terms of what people believed that they had signed up to. I felt that the 'contract' with participants had not been made overtly enough for participants to take the role that the Course Leader had wanted them to take.

3) Year Tutor for the AMDP

It soon became apparent that the AMDP was viewed as a flagship programme and that those invited to work on it were seen as privileged. I discovered this when those who had wanted to work on it asked me how I had become a member of the course team when they had been asking to do so for some time. This seemed to be because of my research experience, which was accepted as being greater than that of most others in the department although I had viewed it as fairly basic. It soon became clear that there were many other reasons why I was seen as suitable and others were not, reasons which involved past confrontations about learning approaches and teaching styles, some reasons reaching into philosophical differences which were not at this stage confronted or explored. On a more simple level, there was a great deal of team teaching and people had reason not to trust each other because of previous experience. As a newcomer I had no history of disagreement or disruption and I seemed to have the necessary skills to contribute to the team which badly needed a new member. I discovered within a few days of joining the team that the privilege perceived was to have to teach in residential abroad – I went to Sorrento with the group in my first few days with the department and a month later to Gibraltar.

My participation in the AMDP in this first year was very much one of personal learning and review of myself as a researcher and as a tutor supporting learners who knew much more than I did about the world of management although I soon realised that I could be useful in helping them to plan and manage their learning. This encounter raised many issues for me about the relationships between teacher and learner and between researcher and researched.

I was involved in the one-day induction for the programme and immediately in the first residential. In both cases I was fully involved in planning the events and these were completely different to the DMS in that every minute was carefully planned and each member of staff's contribution was scripted and fully prepared. In some ways this seemed too tightly prescriptive. In practice, it was reviewed and revised very frequently, almost to the point of being an obsessive activity in itself, because the staff were always either engaged in delivering workshops or revising plans for the next session and had little time to mix informally with participants.

The learning sets in this programme were decided by the staff team without discussion with the participants. There seemed to be an agreement that everyone would abide by the rules. There was a great deal of emphasis on trying to make all aspects of the programme explicit in order to enable participants to make their own choices. However, participants were not engaged in planning or in reviewing the workshop time which seemed strange when staff were engaged in doing this so much. Again there seemed to be a distance between what was espoused in the programme and what was actually done.

The incident I found most puzzling and which I felt jarred with other aspects of the practice in this staff team was the formal requirement to be part of the evening entertainment. This programme attracted mostly male senior managers. The original course team had been all
male and this was the first year in which one other woman and myself had been added. The evening events were tightly programmed around quiz structures which led to penalties which became close to 'rugby club' humour and activities. There were only two women in the group and they and the two women staff retreated when we became uncomfortable. When this was discussed the following day, the male staff were unable to see any problems with encouraging such sexist activities although some of the male participants had been equally uncomfortable with the proceedings. There was an assumption that this was how senior managers relaxed when they were away from the pressures of work roles. As the year progressed it became clear that many had not expected to be part of such events and regretted splitting the group into male and female interests. The staff team discussed the issue later in the year with a little more recognition of the sexist nature of the events and ways in which this could be avoided in future. Much of the initiative for these further discussions came from participants in the programme who were more involved in discussion of the programme and processes as the year progressed. I was more able to encourage such discussions as I became a full member of the team and engaged in delivering some of the shorter residential later in the year. I adopted a more democratic planning process and offered alternatives in both content and process. I had not fully realised how this challenged the traditions of the programme, but the more long-term staff accepted the views of the participants and showed themselves prepared to review their practice in the light of feedback.

The role I had had during this year was one of filling in gaps which had been recognised in the first year of the programme. In some ways, this role enabled me to open discussions which had not been previously held. I was also much less anxious to keep an appearance of pace and split-second timing, believing that people needed time to think and to digest rather than to be whisked from one experience to the next. This meant that I brought various new dimensions to the programme without fully realising that I was bringing a change. The participants recognised it in my different attitude to them, in that I was deliberately consultative and open to different processes because I had planned content in deliverable pieces rather than as a continuous tightly timed day.

One of my roles involved liaising with the workplace sponsors for participants. In previous years there had been fewer participants and one of the staff team had visited each in their workplace in the early stages of the programme. I was expected to continue this tradition and soon changed it to allow for a three-way telephone conversation instead of a visit. It emerged that because the original course team had been so divorced from workplace practices they had wanted to make the visits to familiarise themselves a little with the working setting of participants. I was more concerned to protect the participants from inappropriate and unhelpful interference from their workplaces and was more deliberate in setting the boundaries in the early discussions.

Interestingly, although this course team had seemed very much better prepared than the DMS one, I felt that they were also liable to put the student at risk in various ways. There were times when I felt similarly uncomfortable in this team but for different reasons. In this team the content of the programme was carefully planned and delivered and it seemed that staff were being professional in the delivery of subject matter. However, I felt that the participants were disempowered in respect of their choices in participation. There were 'ground rules' which made it very difficult for anyone to leave the group at any time or to challenge it in terms of process. People did not seem to mind this or to question this in the early stages, but were very ready to do so when I invited collaboration. When I first reported these discussions to the rest of the course team there was some fear that by offering alternatives I might have exposed the programme to seeming to be less well planned, and it was clear that the traditional detailed planning was regarded by the original team as a mark of high quality. The notion of learners being involved in planning for their own learning was not unknown to them, but they had no processes for doing this. There was also a fear of losing control if small looser areas developed.

Visualising techniques worked well with the AMDP members who had used a wide range
of learning approaches during their very full residential. They were much more experienced managers than the CMS and were more able to engage in a range of different activities without risking too much in terms of personal development. The methods used to review the programme and its strengths and weaknesses brought out many interesting issues. The 'best bits' to retain were very much about the processes and outcomes rather than any of the 'subjects' which made up the syllabus. The 'worst bits' revealed a range of problems arising through lack of understanding of the academic rules and regulations and lack of clarity about what was required. There were issues about recognition of the qualification as MPhil is less well recognised than MBA in business workplaces. The difficulties over agreeing supervisory teams and registering research proposals were a concern and there were other potential problems in the price of the programme which might exclude some potential participants and the lack of women applicants. No-one had yet achieved an MPhil and there was concern that it should be seen to be possible although there had been many successful Diploma completions. There was appreciation of the intensive and varied style of residential and the adventure of holding them abroad. The flexibility of the Programme was seen to be important with its clear structure and group processes.

I was interested in the extent to which participants concerned themselves with the Programme itself rather than their own progress through it and I noted the amount of ownership participants had developed. They applied some of their learning and business experience to their views of the process and were instrumental in causing the course team to review and reflect frequently on the evolving nature of the experience. This collaborative way of working was very powerful in development of mutual support amongst participants but I felt that the process was still very much in the hands of the staff team and that the style was consultative rather than a complete partnership, which I would have preferred as an adult educator.

4) Contribution to the Development of CMD

There were a range of issues relating to the way in which the department (CMD) had been created. There were aspects of the courses and the individuals who had developed and delivered them which distinguished the work from other courses in the business school. However, there was little collaboration or apparent cohesion between staff of the CMD except in course teams. There were several occasions when staff clashed very publicly and emotionally over issues which seemed important to the department although deeply influenced by individual approaches. The person who recruited me as Acting Head of Department moved out of the department during this Phase and was replaced by the Course Leader of the AMDP. This positioned the AMDP more centrally within the work of the department and as I had been taken into that course team I was involved in all the developing issues.

The pressure on the department to establish new revenue streams was not strong in the early stages when it was recognised that it would take time to develop a different way of working. Many of the small number of staff who formed the Centre brought work from their previous responsibilities. I was not unusual in retaining a responsibility for 'servicing' work of other departments. The BEd BITS work had been from work before this appointment, the BABS role and the Euro-MBA role were assigned to me as a result of requests to the department to service the work of other departments. To this extent, the role in the development of the CIM and the DMS and the role with the AMDP were more significant for the CMD. The CIM role was most important in this first year as an introduction to the Action Learning approaches and to Set Advising. The role with the AMDP was important as a learning experience in the first year but became more significant in its developmental aspects in the second phase of the research.

The CMD was not physically accommodated with any other parts of the Business School as there was some pressure on space. It was in rented accommodation in a different area of the town, in a location which was not visited by any other polytechnic staff for other
purposes, which made it a very isolated base for me in a new appointment. All the other staff had come from other crowded buildings and were grateful for the isolation, but they each had networks of acquaintances in other parts of the polytechnic. My only links were with my previous base, the Accredited Training Centre, which was not generally viewed as a part of the whole organisation. It was difficult to make links within the Business School in that first year.

My studies for the MBA enabled me to focus on aspects of the development of the CMD as a part of a strategic development for the polytechnic and as a group of colleagues developing interventions in management development. Two important pieces of work from this period contributed to the Evidential Database, a consideration of the strategic position of the CMD and some examples of the use of creative thinking techniques with staff and participants on the AMDP.

It became clear that I would be leading the department in potential developments linked to the NVQ initiatives, mainly because I understood the issues and other staff had little interest in NVQs and often some hostility towards the prescriptive nature of the NVQ structures. I found the NVQ approaches rather tedious, but recognised that the government support for them was likely to remain important for some time and that if the Business School did not remain linked with the developments there was a danger of losing support from the clients who were introducing training along NVQ lines. I also saw the opportunity to discuss the issues with other members of the Business School and hoped that I would be able to develop my contacts through this initiative.

In being a member of several course teams my roles had involved me in working with people who had previously worked little together but who now had to collaborate more as members of the same department. It became clear that there were some long-standing unresolved issues from previous encounters, particularly clashes over approaches to teaching which were very important because they led to claims of unprofessional behaviour. At times I found myself working with people who refused to work with other teams with which I also worked. I was the only member of staff who was welcomed in what became two 'camps' in attitudes towards delivery styles, the process driven self-managed approach and the tutor-driven content focused approach. I found this personally very difficult as well as interesting, in that I was constantly reviewing my position in these dimensions. In most cases my concern was to support the learner in whatever way worked best in the context, which led, sometimes, to compensating for the different approaches of other members of each team. I put emphasis on the process when it seemed necessary or helpful and I delivered syllabus content when it was sought by participants, although I tended to deliver content in collaborative ways drawing on the expertise of the group. I felt that some of the course team approaches were driven by ideologies which tended to neglect the context of practice and that the learners could sometimes suffer as a result of inflexible staff approaches. There was much talk about student-centred learning but little evidence of programmes being delivered in openly collaborative ways.

A contribution I made in this phase was to recruit two of the administrative staff of CMD into the CMS which had been traditionally used as an in-service opportunity for both teaching and administrative staff. It was more significant in this cohort which were in the early stages of addressing the NVQ requirements. Some members of the department felt that the work carried out by these administrators could not be regarded as management although it became clear that they could meet the NVQ requirements. It was also important because it ensured that the administrative capability to deal with NVQs developed alongside the academic understanding.

**Stage 5 - Reflection on the Phase**

The roles identified at the beginning of the Phase remained constant throughout although I was able to be more proactive as I understood the context more fully.
The CMS team development was broad in that the whole team quickly became equal partners in realising the developmental opportunities and the need to address NVQ implications. The readiness of the team to be open about our developmental issues allowed substantial collaboration with course members and much of the review material was offered in a spirit of course development. The issue least fully addressed was the relationship of the CMS to other Business School courses as I was only able to become familiar with the few with which I worked directly in this first year.

The development of the CIM had been successful in terms of producing documentation and completing the validation, and the materials were ready for the first cohort to begin in January 1992. The Course Team were not ready as there were confusions about membership and roles within this Phase which were not resolved by the end of 1991. These seemed to relate to the differences in teaching styles and personal differences rather than technical issues like timetabling, and it seemed that the course would begin in some uncertainty. The experience I had had as a Set Advisor had provided rich material about ways in which Action Learning might be interpreted and experience of many of the problems encountered by learners trying to discover how to meet course requirements when they are not explicit. The differences in teaching styles had led to much discussion about the implications and there were many unresolved emotional issues as some people felt strongly that they had been put at risk in relation to their roles as employees.

The AMDP Year Tutor role had also concerned issues of relationships between learners, Course Teams and employers. In this case, I had been able to avoid the conflicts displayed in the DMS because the role was new and I used more formal approaches familiar to the business world. I was primarily concerned to protect the course participants in terms of giving them privacy to explore their processes of learning but support from employers to enable them to apply some of the learning to work situations as it became appropriate. This was possible by making the role of the sponsor in relation to the course more explicit and having a discussion with them which led to agreed statements which were signed by all parties. This was very different from the approaches in the DMS and worked successfully in this Phase in that there were no last-minute delays with sponsors questioning the successful completion of the year's study because their own expectations may only have been partially met.

The role of developing study skills had not developed as anticipated. I had expected to develop some materials and to work with individuals who required additional support. I found that there was little need for what I had previously regarded as study skills but that the need was more related to managers understanding the requirements of accreditation and the culture of HE so that they could successfully target and package their work. They needed help in transferring their business and management ability to this new setting rather than the traditional remedial education aspects of study skills.

In terms of joining the department, I felt that I had become a full member although not particularly aligned with any internal group as a member of several. I had developed a role in linking the Course Teams and in developing the NVQs. My perception that I had become a full member was confirmed when I was invited by the department staff towards the end of the year to represent the CMD at the Faculty Board.

These issues were carried forward into perspectives in the next Phase of research.

Evidential Database for Phase One

The evidential database for Phase One contains examples of the data referred to in the Phase One report of Action Research. It contains the following items:

Notes from Creative Thinking Techniques (with CMS, CMD staff and AMDP)

CMS Review Material and CMS Monitoring and Evaluation Reports.

Report on Development of the AMDP

Material collected from the setting (notes, reports, products of processes)

Personal journal notes.

This material is in the personal collection of the researcher and includes originals of the feedback forms and flipchart comments, programme planning notes and personal notes.
Appendix 2

Phase Two - January 1992 to December 1992

Introduction to the Phase

This phase covers the period from January 1992 to December 1992. The focus in this phase is the development of NVQs in Management and the courses which were designed to address them. The BTEC CMS was the first to address NVQs, but once a development process was established there was the basis for a range of potential in-company programmes. In this phase there were a range of influences from conferences and inter-departmental meetings which enriched my understanding of developments and the context in which this activity was taking place.

Some of the events reflected the range of concerns about NVQ developments and their implications for organisations and traditional curricula whilst others addressed wider issues relating to changes in the HE and FE environment. The CMD Head of Department moved on and was replaced during this period, which had implications for the department, and the interviews for a replacement revealed a range of current concerns about management education and development.

The themes identified in the previous phase are carried into this phase and reconsidered. There are concerns about the content and delivery of programmes in terms of the curriculum of management education and development, the extent to which course teams adopt inflexible approaches and the relationships between learners and those supporting learning. Another group of themes relates to changes in accreditation structures and wider changes in the fields of FE and HE.

During this period the widely expected dissolution of the 'binary divide' happened, much more quickly than had been anticipated, and the polytechnic took an early opportunity to become a university.

Stage 1 - New Experience in this Phase and Focus Areas in Context

Research and practice during this Phase took place in a range of activities and specific roles:

1) Course Leader of the Certificate in Management Studies (BTEC and Polytechnic validated)

This role continued from the previous Phase and included building on the developments initiated. The Course Team remained the same and the need to develop the team was reduced, but the introduction of NVQs had implications for staff training as well as organisational adjustments to accommodate different procedures and demands.

2) Year Tutor and Set Advisor for the Postgraduate Diploma in Business Research Methods

This role also built on that of the previous Phase in that it included the Set Advisor aspect which made me more central to the programme. I continued to have the Year Tutor role which grew to include much of the organisation of the Diploma year and participation in the delivery of most of the workshops.

During the summer of this Phase the five-year Review of this award took place. This event raised some significant issues relating to the delivery of programmes very closely related to workplace practice.
3) Module Tutor for the Action Learning Certificate in Management (CIM)

This role should have been completed very early in the Phase as the course was presented for the first time, but it continued throughout the year as the Course Team was very fragmented and only two of us had been fully involved in its development. For a few months I acted as the Course Leader during a departmental reorganisation, but I was relieved of the role towards the end of the Phase as other developments became demanding. The role was mostly of significance in the extent to which the CIM included NVQ Level 4 elements (which raised questions about the level of the award) and the extent to which the CIM was compatible with the traditional DMS delivered in the other part of the Business School as a future joint validation was envisaged.

4) Module Tutor for Management Development in the Euro-MBA

This was a limited role involving presentation of a module, some Learning Set activity and some supervision of MBA research projects. It was useful in providing a model for the level of Masters work for MBAs in comparison with the Diploma projects of the AMDP and the aspirations of many of the AMDP participants to progress to MPhil or PhD outcomes.

5) NVQ Development

A new role emerged as the potential of NVQs for managers was explored. I had originally expected these to be part of the CMS programme but discovered wider demand and potential to develop other types of provision. Much of the opportunity was familiar from my previous experience of Training Agency work and training in companies, but the opportunity to deliver a wider range of linked services from an academic organisational base was different.

Stage 2 - Reflection on Focus Areas and Identification of Directions

There were some overall concerns for me in this Phase which were partly those unresolved during the first Phase of this research. There was a growing concern about the nature of practice in this field and the conflicts I had experienced in trying to practice within the value base I had developed as an adult educator in this new setting. I had difficulty in detecting the origins of the conflicts I had experienced and suspected that there were several different value sets underlying practice in this department as well as within the Business School as a whole. It seemed that the differences were not aligned with use of Action Learning as a framework for the teaching of the department but were possibly linked with the different disciplinary origins of staff there. However, there were others with backgrounds in education and training who had also displayed very different values from my own in their practice. It was also possible that individual practice differed from individual intention and theory, that practice lagged behind thinking about practice perhaps because of being more embedded in traditions and expectations.

My reading in this Phase extended into the field of management practice in an attempt to discover more about the apparent gap between theory and practice in management. This was linked with an investigation into ways in which managers viewed study of management and some concern about the extent to which Business School contributions to management development and education were treated dismissively by some distinguished managers and management associations. Much of my research of the literature stemmed from the comments made in the two 1987 reports (Handy and Constable / McCormick) and included research into what managers do (Stewart, Boyatzis, Minzberg). This reading once again raised questions about the appropriateness of the curriculum for management education and development without providing any clear answers. The curriculum seemed to be vast in its range of subjects.
and processes with little agreement about what should and should not be included and with everything optional and contextual rather than differentiated by agreement about developing areas of theory or agreement about best practice.

The areas of focus of this Phase were:

1) Development of NVQs in the CMS

It had been clear by the completion of the previous Phase that the CMS Course Team would have to become much more familiar with NVQ approaches in the expectation that the CMS would develop to include them as an option. However, very early in this Phase BTEC announced that they were to discontinue the CMS and replace it with NVQs in Management. This announcement caused some consternation as the CMS was very popular, but it confirmed our expectation that we must develop capability to deliver these NVQs. There was an option to ignore NVQs and to change the validation of the CMS to the Polytechnic and to avoid conforming with the developments at BTEC. However, there was support from CMS participants to develop NVQs and the CMS Course Team were committed to the underlying principles of developing practical skills and capability alongside critical thinking. It seemed that there would be opportunities linked to the need to address the NVQ issues in the CMS which could be explored simultaneously. This led to several NVQ-related directions of inquiry:

- how to design NVQ provision as part of a CMS replacement
- how to design sufficiently flexible provision that could be delivered in different types of programmes and modes of delivery
- how to establish this provision in the polytechnic (and subsequently the university) in a way which supported wider developments
- how to manage this development in a way which addressed the need to react to the pressure to provide access to NVQs as part of management education and development but in a way which did not accept them as a replacement for the current practice which all colleagues considered to be more broadly developmental than NVQs appeared to be.

2) Development of the Diploma Year Tutor role of the AMDP

This role became more necessary in this Phase as the Programme recruited more participants and the pressure on the small team increased in terms of delivering workshops and supporting a wide range of diverse research. The directions of inquiry which had emerged in the first Phase formed the core of this concern:

- exploration of why the team’s workshop planning had become so prescriptive, frequently excluding participants, and what the implications were
- exploration of why there were some elements of the Programme which disadvantaged women, possibly leading to women leaving the group, and ways in which the resulting problems could be addressed
- a concern about the extent to which the programme appeared to put students at risk in various ways and how these issues might be addressed. These risks included personal risks of the extent to which personal issues were divulged in groups which might prove less than supportive and accreditation risks relating to the levels of aspiration and ability of participants.
3) Contribution to development of CMD

At the beginning of the Phase there were a range of initiatives in which I was involved which indicated particular possibilities of developing contracted in-company programmes. These were sometimes concerned with competence development and linked with NVQs. NVQs and competence development approaches also featured in other aspects of CMD links, including being at the heart of an Open Learning development in which the department was involved. The directions of inquiry in this Phase were:

- identification of key issues important to the future of management education and development

- clarification about how I could contribute to the development of the department to address these issues

I continued with the concern from the previous Phase of trying to develop my links with other areas of the polytechnic and with staff from other departments.

Stage 3 - Visualising and Planning Development

1) Development of NVQs in the CMS

The inquiry directions in this area concerned practical issues of developing appropriate provision for our immediate purposes together with more long-term and reflective issues of ensuring that any development undertaken aligned with current practice and future plans. In each of the directions identified some plans were made:

- how to design NVQ provision as part of a CMS replacement

It was not clear whether NVQs would eventually replace the CMS as there had been an outcry when the BTEC announcement was made. As the CMS was jointly accredited there was a question about whether BTEC could discontinue it as well as the question of whether they should do so. We decided to keep our options open by developing NVQs alongside the CMS so that participants could mix evidence from their workplaces with evidence from their coursework to complete portfolios. As the current CMS group were almost half-way through their course we planned to design a revised CMS for the autumn intake which delivered modules reflecting the management NVQ job roles but also adding things not in the NVQ which we wanted to keep from the current CMS. For this year only, we decided to develop a one-term ‘top-up’ course which would enable participants from the current and previous CMS cohorts to develop NVQ portfolios using some CMS-derived evidence. We expected that during the year we would become clearer about whether the CMS would continue in any form or whether NVQs would replace it, and that by taking both these steps we would be in a position to continue delivery of something appropriate for that particular client group. We planned to seek and share information about NVQs in Management throughout this period.

- how to design sufficiently flexible provision that could be delivered in different types of programmes and modes of delivery

We realised in planning how to address the CMS potential replacement that NVQs presented different opportunities and different constraints. The NVQ scheme was developed as a means of accrediting competent performance rather than as a developmental system and it has clear criteria for assessment but nothing to indicate how individuals should prepare themselves and develop practical competence. The CMS and other programmes operated in the polytechnic were focused on the development of students rather than the final assessment and assessment was
traditionally of knowledge rather than performance. The CMS had assessed performance and was concerned with the development of skills alongside knowledge, which allowed us to use much of our previous experience as a model for developing an appropriate course for competence development. It was, however, clear that NVQs did not have to be provided like traditional courses and that assessment could be offered without any developmental provision. There was also some confusion about the extent to which the NVQs in Management had to be completed with evidence from the workplace and whether some evidence might come from simulated settings. The CMS had traditionally been open to people who were not in managerial roles but aspired to become managers, which meant that some current participants would not be able to collect appropriate evidence of managerial competence as it was essentially supervisory or perhaps very little related to management. It was also possible to complete a CMS whilst unemployed, a facility which had been valued as a potential route into employment. Whilst our intentions were to develop provision for our existing clients, there was an opportunity to develop generic models of provision in both developmental and assessment packages which would allow different types of delivery to be offered. Whilst seeing the potential for different types of tailored provision to be built from these basic elements, I did not have any clear picture of what sort of provision we might want to design and we had no customers in mind at that stage.

- how to establish this provision in the polytechnic (and subsequently the university) in a way which supported wider developments

The prospect of the polytechnic developing into a university was discussed and anticipated early in this Phase and there was some consideration of whether NVQs should form part of the institutional portfolio of provision. The early use of NVQs had been in FE and often at very low levels, leading to expectations of the standards being very basic and sometimes trivial. However, the NVQs for trainers and assessors were being taken seriously and seemed to offer an appropriate framework for both development and assessment of trainers and assessors. The management NVQs had been developed very fast and mostly by industry with little educational involvement. The Management Charter Initiative had driven the development rather aggressively and offered the qualifications as an alternative to the traditional academic awards in management.

There was a feeling that HE could afford to ignore the whole initiative and that these NVQs would never be considered as comparable to academic qualifications. There was also a recognition that academic awards in management did not offer any guarantees that a graduate would be competent in the role of manager, which was one of the reasons given for the development of NVQs. It seemed important to me that the issue was discussed in the whole Business School forum before the CMS Course Team developed an initiative which could undermine other Business School interests. I planned to raise the issues at department and Business School levels and to try to align any NVQ developments with other activities and with wider thinking about strategy. I hoped to gain support for development of an NVQ capacity or to limit developments of the CMS within a level which would gain organisational support. I planned to offer to establish the capability if there was sufficient support but was ready to abandon the ideas and limit the CMS development if colleagues felt strongly about the extent to which the polytechnic should become involved. There were issues of the degree to which competence in a work role should be the concern of an academic institute alongside the concern of Business Schools that they should be seen to be relevant to business and industry. There were issues of development and assessment and the extent to which academic institutions were in a position to do either of these things with credibility for workplace qualifications. There were issues of staff competence and staff development. There were issues of educational philosophy.

- how to manage this development in a way which addressed the need to react to the pressure to provide access to NVQs as part of management education and
development but in a way which did not accept them as a replacement for the current practice which all colleagues considered to be more broadly developmental than NVQs appeared to be.

There was pressure from BTEC to react to their decision. I planned to resist the tendency to plan in a reactive way to the BTEC announcement. I was concerned about the way in which colleagues regarded the CMS and did not want to lose the good reputation we had for the current programme. I thought that we should introduce NVQs but not if there was too little support within the Business School because there was a potential of attracting too much attention to a department which was already delivering work using processes which were little understood amongst colleagues and I did not want to risk devaluing the Action Learning work. I saw the NVQs bringing a clear advantage of providing a qualification structure which we could share with workplace deliverers and forge links for partnerships which would then extend to include academic programmes. For individuals I saw NVQs providing evidence of competence at work and qualifications accessible to people who had none and particularly those who saw their performance at school as having been a failure and who were reluctant to risk such failure again. It was very important to me that if NVQs were offered they should be in such a way that individuals were empowered to demonstrate their competence with the confidence to discuss assessment of evidence rather than presenting themselves for external assessment and facing a fear of failure.

2) Development of the Diploma Year Tutor role of the AMDP

One of the major events of this Phase was the Course Review and the re-validation of the award. The process leading to the event had begun in the previous year and had involved scrutiny by the staff team and by participants from each cohort. This provided a general backdrop to the Phase as it provided some specific issues of course development. However, the issues I had were personal in that they were not shared by other members of the Course Team. It is interesting that I felt that these were not team concerns when virtually all the concerns I had about the CMS and NVQs were collective ones. I was conscious of some underlying tensions in this team which had previously been masked by the glamour and success of the programme.

- exploration of why the team's workshop planning had become so prescriptive and excluded participants and what the implications of this were

I thought that some of the tensions were in this area as two of the team wanted to engage in more collaborative planning with less directive staff programmes whilst the others, all those from the original staff team, wanted to continue with their previous practice of preparing very detailed programmes with full instructions for what the staff should do and how they should do it for every minute of the programmed time. I felt that although this looked like conscientious planning it had the effect of eliminating all opportunities for participative planning or of reviewing and replanning in response to developments in a workshop. It was called a default programme and was used as a benchmark against which every proposed deviation would be measured and judged. In practice this made it very difficult to deviate unless the pressure to do so was greater than the pressure to keep to the original plan. As new members of the team, the two of us who had challenged this process had already influenced the planning to include staff meetings at the end of each day at which we could review the programme for each day and replan if appropriate. The Phase began with all of the staff team conscious that there were some tensions but agreeing that frequent meetings should resolve most of the practical issues.

- exploration of why there were some elements of the Programme which disadvantaged women and led to women leaving the group and ways in which the resulting problems could be addressed
It seemed significant that the original staff team had been two men and that the two new members were women. The first cohort of participants had also been all men and the second had only one woman. The third cohort had several women and two women members of staff. We had both become new members of the team during the last year and neither of us had been fully involved, for different reasons, so this was the first year in which we expected to participate fully and to influence the programme.

- a concern about the extent to which the programme appeared to put students at risk in various ways and how the issues might be addressed

I had begun to recognise some risks during the previous Phase but had not been clear about expressing concern or identifying exactly what the issues were as I saw them. I knew that I would have to be clearer before I expressed doubts because the culture of the programme was one of assuming that it was leading edge and very high quality with compete dedication of staff and participants. Criticism was very unusual although there was an almost anxious approach to frequent internal review and revision of many aspects of the programme which was defensive in providing evidence of continuous improvement. Any criticism or questioning of aspects which reached beneath the very polished surface were not welcome if they carried implications of causing cracks or stirring muddy waters, raising issues which could not be addressed cleanly or through the current processes. I expected to have to identify issues which were important and to be in a strong position to raise them without causing too much disruption.

This dilemma was an example of the theme which developed in the previous phase relating to the degree of flexibility in Course Teams and the extent to which changes in philosophy and practice were acceptable. It also touched on the theme of relationships between participants and team in this issue and in the previous one of the experience of women in the Programme.

3) Contribution to development of CMD

One of the themes carried from the previous Phase was a concern to understand more about the nature of management development and education and the contribution which could be made by Business Schools. As a continuing theme this was an inquiry into:

- identification of key issues important to the future of management education and development

some of which was urgent and important in determining the direction of the Department and the choice which was made in this Phase about its leadership. I expected many of the current themes in the field of practice to be raised in the interviews for the Head of Department. I also hoped that I would gain better understanding of the range from closer contact with colleagues in different parts of the polytechnic in this Phase. I planned to use the developments in which I was involved to meet as many other colleagues as possible.

- clarification about how I could contribute to the development of the department to address these issues

I continued with the concern from the previous Phase of trying to develop my links with other areas of the polytechnic and with staff from other departments.

The theme of development of accreditation continued in this Phase with a consciousness of the range of issues raised by the potential introduction of NVQs, the attempts to link the Action Learning programmes with those delivered in more didactic traditions in other parts of the Business School and the issues raised about applied research leading to awards in the revalidation of the AMDP. I intended to continue to collect information about these developments and to try to link departmental

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developments to those in the wider contexts of the polytechnic and the FE and HE sectors.

Stage 4 - Actions, Evaluation and Modifications

1) Development of NVQs in the CMS

The first important event which influenced the progress of this initiative was a meeting of all those in the Business School who might be affected by the development of NVQs for managers. There was some concern about the approach taken by the Management Charter Initiative (MCI) and BTEC's response which seemed also to link with an MCI requirement that BTEC should discontinue their CMS if they were to become an Awarding Body for the new NVQs in Management. The polytechnic had a traditional DMS which linked to a part-time MBA and was due to be re-validated, but there was concern about whether this DMS should now address the competence model and the new CNAA guidelines to include a CM level before the DMS. There were strong similarities between the CMS, the new CIM and the traditional DMS which presented a confusing picture of development for managers at post-experience and postgraduate levels. There was also pressure to address some HE imperatives of expanding provision within existing resources, adopting more flexible delivery models and adjusting to credit rating including APL and APEL. This meeting led to an agreement that the new model of CMS should be developed to include NVQs which would also address APL and APEL. A small group (of which I was one) were identified to explore development of a CATS framework and to take the plans through the Business School committees.

I planned the development of the CMS with the Course Team and with the participants. It became clear that there were aspects of the development which could bring wider benefits but which did not necessarily affect the CMS, therefore I took a wider role in planning the development of the CMS as a vehicle through which other opportunities would be available. I took the lead in presenting the developments through the various relevant committees and compiled appropriate teams for each focus.

The developments included:

- Revising and updating the CMS to include NVQ portfolio development
- Identifying a core programme of development for NVQ Level 4 in Management
- Developing a team who could deliver NVQ portfolio development
- Developing a team who could assess NVQ portfolios
- Exploring the potential of APL and APEL
- Exploring the potential of franchising an NVQ programme

This range of initiatives enabled us to respond to the need to change the CMS but added plans which would equip us to contribute to strategic development within the Business School.

A range of research supported the first stages of these developments. The exact requirements for provision of the new BTEC CM were published in mid-February and confirmed that the complete NVQ framework would apply - in effect, this was not a new certificate but the NVQ Level 4 in Management offered through a developmental programme. The programme elements were not specified at all by BTEC, which brought an opportunity to develop more widely than expected.

We took this opportunity to review the CMS with the intention of keeping what had been successful and revising elements which had not, whilst adding the necessary NVQ support. Several course review events provided feedback from current CMS participants. There was substantial support for all aspects of groupwork; teambuilding, planning process, addressing tasks together, developing good working relationships.
and confidence in a supportive environment. The CMS was viewed as supporting potential promotion for some people and many noted personal and management development. It was considered important to retain this emphasis but to note the reservations some had expressed about working long hours, particularly during the weekend residential. There was no strong message about elements to withdraw, perhaps because substantial development had taken place in delivery in the previous year with close involvement of participants.

It emerged that many organisations sponsoring individuals in the CMS had a particular interest in NVQs and would support the polytechnic in these planned developments. Some organisations hinted that they would be unlikely to support development which did not address NVQs in future, some because they had incorporated NVQs in their internal training and promotion planning. These discussions opened the possibility that NVQ development programmes might become important considerations in planning potential in-company contract work.

The planning continued with the CMS development treated as a new internal course and the broader NVQ development mentioned in the same context but not presented as a different potential. The proposals were taken to the CMD Board Meeting in April where it was supported and some of the opportunities were recognised. From this stage, I prepared an application to become a BTEC Centre for the delivery and assessment of NVQs in Management, at both Levels 4 and 5 as it seemed possible that we would want to assess at the higher level, and to develop and assess NVQ Assessors so that we could operate as an independent Centre.

I presented the documentation at the Faculty Course Review Board which was concerned with the way in which the revised CMS and the new NVQs would fit in with other Business School provision. The discussion was quite long and complex and several important issues were raised. The questioning concerned the areas in which the proposed provision was non-traditional, in the assessment approaches in particular as there is not a provision for failure but an expectation that candidates will continue to improve until they succeed in proving competence. The APL and APEL approaches were also new to the polytechnic although there was a tradition of assessing exemptions on particular grounds. The issue of validation arose and it was agreed that BTEC would become the sole awarding body for the CMS replacement as the BTEC CM and for NVQs in Management, therefore the programme would not need internal validation within the polytechnic. Some areas needing clarification were identified and were subsequently addressed in the documentation. The advantages to the Business School of gaining some experience in development of this stream of work were becoming more widely understood and some of the concerns were diminishing.

The documentation was sent to BTEC and was given approval. The core CMS team began to prepare assessor portfolios and completed their qualifications towards the end of the year as the first portfolios were developed. The CMS completed in July and was replaced in September by the new BTEC CM. A short portfolio development course ran in the autumn for any CMS holders who wanted to add the NVQ to their qualifications. This group used some APL from their CMS and added substantial work-based evidence. Although the activity was well under way by the end of the year, none of the candidates had completed the whole NVQ Level 4 although many had completed Units. Towards the end of the year it became clear that more assessors would be needed to enable us to deal with any more than the traditional CMS numbers and even assessing that number of portfolios would present substantial difficulties as each person needed considerable one-to-one attention. The autumn was focused on portfolio development for the short course participants and the advising and assessing was carried out in groups using each others' work as examples to develop wider understanding. The staff worked very collaboratively sharing concerns and discussing boundaries of the extent to which the evidence offered addressed the range and detail of the standards. More staff were added into this period, mostly from links as part-time lecturers rather than
from the full-time Business School staff. There was interest from colleagues in the department but no volunteers to become involved.

2) Development of the Diploma Year Tutor role of the AMDP

The re-validation of the Programme was interesting in its intensity and support for the approach to learning. Many of the participants contributed to the discussions, taking part as full members of the event. Many of the proposed changes were practical details which had developed through practice in the previous years. The action learning approach was very strongly supported with some participants giving examples of how their Action Research evolved in linked phases with the Programme workshops. There was enthusiasm about the approach of developing collective awareness of techniques and theories which were resources which supported individuals in addressing their own projects in their own settings. For many of the participants this approach mirrored their ways of working as senior managers and allowed them to apply their thinking appropriately in their own contexts, as one commented, "I'm not told the answer, I'm offered tools to find my answer". The process was discussed fully and comments supported the "exciting developmental process that touches base on self-development, organisational development and management development", but there was a concern that in addressing the demands and expectations of the business world the academic issues may be less well addressed.

One of the external examiners commented that the document was a little timid in not articulating a view about management research and its links with management development. He saw this as a lost opportunity to contribute to the knowledge base in "seeing research as management and management as research". Some of the developments in research methodology were discussed with recognition that the original Programme was developed to address the need to increase research activity in the Business School and that the original understanding had been from a positivist perspective but with an interest in Action Research and a commitment to experiential learning. As the Staff Team grew a more pluralist and a qualitative approach had been added (myself and the other new team member came from different disciplinary backgrounds). It was agreed that the Course Team were "united in experiential and Action Learning approaches" but that they were "not united necessarily in approach to research". The process of Learning Sets was discussed in terms of the action points agreed representing a hypothesis which was tested in practice and reviewed at the next Set meeting.

The levels of the Programme were discussed fully as there was some concern about the participant's ability to achieve MPhil or PhD from the virtually open entry. The Postgraduate Diploma was recognised as an appropriate intermediate award which was being consistently achieved and could be a stand-alone award for those who did not want to continue. However, only one person from those who had started had become close to completing a PhD (but this was not unusual in a five-year span). There was more concern about people taking much longer than had been expected to approach MPhil level and some evidence of great frustration with the difficulties of finding appropriate supervisors and interfacing with the university research procedures. There was discussion of whether the admission was to the Postgraduate Diploma or to the MPhil and whether the requirements of managerial experience were sufficient for both or either.

The participants' experience was offered enthusiastically and many of the issues arising in using the workplace as a setting for research were discussed. The expectations of the client and the formality of agreements were sometimes a problem and it was recommended to keep these a loose as possible. There were difficulties for participants in understanding exactly what was required for their Diploma Reports and in understanding how their supervisors could be contradicted by an Exam Board. They sometimes found that the academic requirements were restrictive in addressing the
demands of the workplace project. Another of the External Examiners commented on how confusing it was for the participants if the Course Team took the attitude of "Let a 1,000 flowers grow" and that flexibility of outcomes was complicated. This led to difficulties in the interface between the Diploma and an MPhil when many states a participant may have reached would be both acceptable and suitable. He also commented that some had done enough in their Diploma year for an MPhil and that they were alongside people who were so fascinated with research methods that they had done little more than try them out.

The recommendations from the event included encouragement to be more assertive about the Programme and to seek to widen participation especially to increase the number of women participating. It was recognised that it was expensive and almost always attracted people with full sponsorship which might restrict the field of applicants. It was suggested that the workshops should be monitored to ensure that they continued to have enough participants to work well - in some of the smaller cohorts the overall small numbers had restricted optional workshops. It was also recognised that the participants needed clearer criteria indicating how they would succeed in achieving a Diploma. They recommended that the staff should beware of becoming too inward-looking and that staff development was necessary to make sure that the Programme evolved. It was agreed that the validation event had been very useful and successful and it appeared to have identified some of the issues which needed to be addressed.

The tensions which I expected to find in the team became evident to all of us during the first residential workshop for the new cohort. It was the largest intake that the Programme had taken and it was the most mixed in terms of the occupational areas and backgrounds of participants, with several women in the group. The residential took place in Gibraltar in January, where there was an immediate difference in climate and culture which provided a very different environment for participants and helped initial teambuilding and challenging of usual assumptions. The five-day residential were all held abroad for those reasons, usually in the winter in hotels which offered cheap package deals. There was a tension between work and holidays which provided an atmosphere in which no-one was sure how to behave and looked to the team for models. This led to intense periods of work but some very uncomfortable evening sessions of what seemed like enforced involvement in games which moved from team-building to sexist very fast. As the men in the staff team were participating in some of the more uncomfortable episodes for the women, the women staff left and offered drinks at the bar which led to others joining and split the group. The group we left became more rowdy and continued well into the morning. Amongst their activities were furniture removals where beds were moved between bedrooms and, more dangerously, some climbing of high balconies. I was very worried about this, reverting to feeling responsible (as I had often been when taking groups on study tours) and imagining that someone would fall with all the subsequent consequences. Other members of the team viewed this behaviour as the responsibility of individuals and that the only legitimate team concern was that everyone should be ready to begin the workshop at the appointed time the next day. I could not accept that that was the only issue, as I felt that we had precipitated the dangerous behaviour by taking people into a new environment and provoking bonding without sharing responsibility for agreeing how we should all work together. The cohort received different signals from different members of staff and made their choices, but I felt that I had been forced to condone behaviour that I was sure was inappropriate. The schoolteacher in me wanted to send the culprits home. The discussions were difficult and I was alone in feeling so strongly although there was a lot of support from staff and participants that sexist behaviour should be avoided. In effect, as the year progressed the cohort fell into two groups in terms of how they spent time together out of workshops, one group who had long discussions and developed a repertoire of singing in bars and one group who did wild things and usually initiated some sort of public spectacle, often funny but on the edge of being too irresponsible to defend if one had to do so. In subsequent residential I was frequently asked if I was
with a group from a Rugby club. I tried to offer alternatives for people in the group who did not want to join in the more rowdy activities. I did bring up my discomfort at team meetings but others felt that senior managers could make up their own minds and should be encouraged to relax from their normal inhibitions when having time off.

The programme planning continued as it had previously done because the two who wanted to keep it tight and prescriptive could not imagine working in other ways and were very anxious to continue with a model which had proven successful rather than risking an approach which might not work as well. We compromised to some extent by putting gaps in the programme when different staff were leading sessions for them to deliver however they chose, but so much was delivered together that the flexibility was very restricted. This was compounded by taking the short time which was not tightly programmed for staff team meetings, which engaged the staff with each other but excluded the participants. This very much reduced the time in which staff and participants could spend time together in a relaxed and informal way. The long residential became something of a roller-coaster with intense activity and little rest or reflection. Participants were very enthusiastic about these residential and convinced that they had learnt a great deal, much of the learning being about themselves and their responses to ideas and situations. I felt that this was very much linked with the frequent challenges to assumptions and the growth of team spirit.

There were several weekend residential between and after the long residential and these were very different in nature, dealing with specific subjects and research techniques rather than the generic ones of the long residential which dealt with broader issues of how adults learn and how managers and researchers develop. The staff teams were different in the weekend residential as they drew on different areas of expertise and involved staff who were not in the core team. I was involved in most of them both as Year Tutor and using my experience of different types of research. Although a programme was planned for each of these, it was discussed and changed with participants throughout the events, responding to particular needs and interests and using the experience of participants. These workshops were much more collaborative and less slick than the long ones. They were less of a performance by staff and more of an investigation into a range of issues where there were no clear answers. The evenings continued with the discussions of the workshops although when certain combinations of participants attended there were long singing sessions or large-scale practical jokes, or both. It was interesting that participants checked out their ideas for activities with me before doing things in the weekend sessions and I was always able to moderate the outcomes either by suggesting a less drastic form of the activity or by suggesting sobering potentials and asking who would take responsibility. A more esoteric activity developed of thinking up potential entertainments rather than actually doing anything. However, the cohort remained very close and supportive of each other and the different behaviour might have been in kindness to my scruples when I was the course team representative, because I did share the discussions the team had had about the previous events.

The Set Advisor role developed through the year in my interaction with an innovative group who were adventurous in exploring the possible activities and structure of the time spent as a Learning Set. None of the group of six had been part of a Set before and we began by sharing our backgrounds and aspirations. This session was very intense and involved some members in revealing aspects of their history which they had not talked about before. This was surprising in that there was no particular impetus to reveal any more than each individual chose, but the emphasis of the residential in encouraging individuals to focus on their previous experience as a potential resource and as a constraint had caused many to search their backgrounds in a new way. Having shared some potentially embarrassing details of experience and some fragile aspirations, the group became close and supportive very quickly. Throughout this year the Set was sensitive to the individual development of participants and viewed the research project and managerial issues as part of each individual's personal growth. We
used literature about Action Learning to explore potential dimensions of Set membership and I shared with them my concerns about how best to fulfil a facilitative role. As the year progressed this role became one with three aspects, one of a broad housekeeping nature in arranging meetings and carrying administrative messages, one of a process nature in commenting on process and inviting the Set to consider alternatives and timing and one of an expert nature in areas where I had academic knowledge or research experience. It was, however, agreed that all members of the Set also carried all of these responsibilities in different proportions, and that all should contribute in each area. During this year several of the Set members experienced traumatic events in relation to their work or personal lives which involved the Set in supporting and encouraging individuals in taking decisions in personal areas of their lives rather than in their work-role lives or their roles as work-based researchers. The context of management research as an activity initiated or carried out by an individual in a setting was very real to this Set. Some of the literature about management research which emphasised the transitory and sometimes traumatic nature of the activity (for example, Easterby-Smith et al., and Johnson and Fry) presented helpful perspectives for these researchers.

3) Contribution to development of CMD

Some staff in the department had been interested in the development of an Open Polytechnic initiative which linked a group of polytechnics with the Open University and the NHS in writing an Open Learning course for managers in the NHS and Social Services to replace a more limited earlier version. I became an editor in this initiative and the original Head of Department who had driven the initiative to form CMD left this role to take over development of the Open Learning work. This led to appointment of a new Head of Department and a range of reorganisations. During this Phase I was party to some committee meetings within the Business School and went to several important conferences and shared the issues raised with other members of the Department.

- identification of key issues important to the future of management education and development

A meeting was held early in the year to consider how to develop and link all the management courses offered by the Business School. There was discussion of the current range of provision and the confusion which had developed between the different processes and levels with recognition that this must be very confusing to potential participants as the staff found it confusing. After a series of discussions it was agreed to draw the qualifications with similar names and levels into a common framework of postgraduate provision. The CMS level of provision was to be retained but as a BTEC CM which was essentially a development course leading to portfolio completion for NVQ Level 4 in Management. A group was formed to take forward these proposals and I was part of it, representing the CIM. The discussions were very frustrating as there was little common ground in agreeing what the content or processes should be for any of the three postgraduate awards in management of CM, DMS and MBA. There was disagreement about the extent to which an Action Learning approach could adequately cover the syllabus used by the traditional courses and there was reluctance from the traditional course staff to recognise the level of the Action Learning courses as equivalent to the ones familiar to them. This position was held most strongly in connection with progression into the MBA which was seen as potentially very difficult for students without the theoretical knowledge delivered and assessed in the traditional DMS. These staff were dismissive of the learning approaches taken in Action Learning and of the independence developed by this approach. I left that group part-way through this Phase as it had been agreed within the department that I should leave the CIM role to develop the NVQ provision.

The CMD Board of Studies scrutinised the proposals for the new BTEC CM and recommended that I should seek approval from the Faculty Course Review Committee.
which existed as a liaison group for course development across the Business School. The questioning in that committee explored the many issues raised by NVQ procedures which were new to the polytechnic; the concept of either achieving competence or not being ready rather than failing, the concept of assessment being available without a course and of accreditation being available for prior learning, the focus on the assessment rather than any of the variety of routes through which candidates could develop, the concept of study time and tutor contact time being irrelevant and the difficulties envisaged in explaining it to students when staff found it so unfamiliar. I suspected that students would find it much easier to understand as they were less aware of the traditional principles of course provision. The meeting supported the development of NVQs and recognised that the polytechnic would have to gain some experience in delivering them as the demand was recognised in other areas. The need for staff development was also recognised although no funding was secured immediately.

An important conference took place in March which focused on developments across the Higher Education and Continuing Education sector. The imminent dissolution of the 'binary divide' was a topic central to the debate, which explored the expected result of all polytechnics becoming universities and independent degree-awarding bodies. There was concern about the lack of experience or money for research within polytechnics and about the effect of this change on the developing new range of work within polytechnics. The access of non-traditional students to HE was a concern as this was recognised as a growing area of work in the polytechnics and new course provision was developing to respond to different needs. There was a fear that polytechnics would be tempted to model themselves on the old universities and lose the new areas of development. There was some discussion of the increasing demand for vocational provision and for a national system of credit transfer. There was also reference to the implications of developments in Europe which would open a Europe wide job market without national restrictions.

The European dimensions were further explored in a conference in Brussels to which I was sent to represent the polytechnic. The forum was specifically to discuss the implications for students of mobility in the European Community and open access to the education systems of all member countries. The agenda of the conference was set by The Education Task Force who outlined two key memoranda on Higher Education and Distance Learning and suggested that the forum could be a launch pad for debate in preparation for the removal of borders to mobility of people, goods and services. Discussions as the conference progressed identified several issues for delegates to take back to their institutions for wider discussion, relating to access the HE and workplace education, the university as a factor in social justice and economic development and European dimensions in universities. Many concerns were raised of lack of compatibility and there was recognition of the extent of unpreparedness. I took a report of the proceedings back to the department and to the polytechnic and participated in some further discussion in different groups.

The appointment of a new Head of Department was interesting in the requirement for all candidates to present to the department staff their ideas about the key issues for management development in the near future. All noted similar themes including the speed of change and the turbulence and unrest that brings, the need for flexibility and some core systems, the need for individuals to be developed sufficiently to manage in these circumstances, links between workplace learning and academic models, academic concerns with access, APL, approaches to assessment and qualifications. Some mentioned international developments, some focused on developments within the UK HE arena. Some looked at what business and industry seem to be requiring of HE and the implications for development of HE experience. Some framed their comments in the expectation of political interventions defining different expectations. One commented on the changes in research expectations in this climate where research was expected to have external applications. The overall theme was one of addressing how HE could
respond to pressure to be more relevant and helpful to the commercial world. Learning issues were mentioned but as tactics in the HE response rather than as areas of development important in their own right. Learning was seen as a means to an end related to employability and managerial success and not as an aspect of development of people who can contribute to their communities. The Course Leader from the AMDP (who had been temporarily in the post) was appointed, which was a cautious and fairly uncontroversial decision. There was some concern that this would herald a more instrumental view of how Action Learning programmes should be conducted.

- clarification about how I could contribute to the development of the department to address these issues

I became much clearer in this Phase about the contribution I could make in delivering practical outcomes which addressed a variety of immediate concerns. I had explored the delivery of NVQs and established an accredited Centre, designed and started delivery of the first development course and an accelerated short course which was providing a forum for development of advisers and assessors. This had provided a basis for development of in-company courses which was one of the important aims for the department. There were several potential customers showing interest. The local TEC had also shown interest and had encouraged development of stand-alone assessment services for NVQs which I had begun to design but had decide not to offer until there were more assessors in place. It was clear, however, that none of the department staff wanted to become assessors and that the weight of this work would fall upon part-time staff. This was appropriate where systems and delivery were established, but in this case, it led to the only experience of NVQ approaches being with part-time staff and myself. As a result, I was the only one able to discuss NVQ-related development programmes with potential in-company purchasers. The potential of linking Action Learning approaches to portfolio development was not as attractive to others as it was to me, as others saw the restrictions and reductionist approach of the competence standards as so unlike HE approaches that they were very reluctant to be involved in any aspect of them. I hoped that I could demonstrate some advantages in designing programmes which accommodated NVQs without following their framework exclusively. As this Phase completed I was optimistic that the advantages of NVQs would outweigh the disadvantages and that the developments the facility enabled would be beneficial to the department.

Stage 5 - Reflection on the Phase

In many ways this Phase seemed to be very successful for me. I had achieved a lot of course development in areas which had been recognised as new and challenging for colleagues. Engaging support for the initiatives had involved me in discussions with a wide range of colleagues and I had been part of several influential events. The polytechnic had become a university very quickly when it had become legally possible and that generated some excitement about new opportunities.

The issues I had carried forward from the first phase were further explored although not yet resolved. The differences in approach to management education and development were more apparent as I worked with a wider range of colleagues and the attempts to develop a common framework for postgraduate qualifications had demonstrated the deeply embedded thinking of some colleagues in this area of work. The reaction of colleagues to developments which reached more closely into workplaces and addressed competence at work gave me cause for concern, not least concern for the practical issues of the difficulties of staffing work which no-one wanted to do. Action Learning was resisted by most of the Business School because the approach did not require students to demonstrate familiarity with a pre-determined range of theory but emphasised demonstration of appropriate theory applied in context. Many colleagues found this approach difficult to assess and suggested that it lacked rigour. Those who supported Action Learning proposed that it made greater
demands on the student as they were not supplied with everything which only needed to be rote-learnt and regurgitated for traditional examinations. Feelings ran high. NVQ approaches offered a different set of difficult concepts which tended to distract from the previous issues by offering a target for almost everyone to criticise. However, the introduction of NVQs was not opposed at all as the potential business advantages were recognised. I was supported in establishing them in a way which linked them appropriately to the other work of the Business School and provided a potential income stream.

I think that I behave differently when leading a team and when contributing to one. I suspect that I have a tendency when leading initiatives (For example, the CMS and the NVQs) to link all the personal, team and task issues together in ways which diminishes the potentially controversial areas. However, when contributing to a team with a core of agreement but a range of different staff interests (for example, the AMDP) to be conscious of where I agree with the others and where I differ and to be aware of the strength of differences as the risky arena which may lead to so much discomfort that I have to disassociate myself from the team. In the case of the AMDP the risky area of the team's inflexibility was diminishing through gradual changes in practice, but in the case of the Action Learning DMS team, I had been relieved to leave. There may be an issue of whether the differences are mutually tolerant or whether they are fundamentally contradictory and imply association with issues which could or do damage the integrity of my values or practice. I would like to be clearer about what these values are and where boundaries lie.

Themes to carry forward from this Phase include, from the first Phase, the concern to develop greater understanding of the curriculum of management education and development. The issues of course team behaviour have developed into a concern for the extent to which my personal values will allow me to tolerate different behaviours, where these boundaries are and what I do if the boundaries are breached. The themes of developments in accreditation structures and the HE/FE links continue to be addressed through the developments of NVQ provision and in-company delivery potential.

Evidential Database

The database for this Phase is in the personal collection of the researcher. It consists of:

1 CMS Course Reviews
2 Business School Meetings notes
3 Conference notes (conferences detailed in the Bibliography)
4 Notes from participation in other events
5 Reports on issues related to the roles held
6 Notes from the AMDP Review
7 Personal journal notes
Appendix 3

Phase Three - January 1993 to December 1993

Introduction to the Phase

This phase covers the period from January 1993 to December 1993. One focus continues to be an exploration of Action Learning programmes as a link between management learning and workplace practice. As applied research is central to Action Learning programmes with workplace projects, this phase also considers managers as researchers and the issues of learning to be researchers and applying this learning at work. A second important focus is the rapid development of in-company tailored programmes based on the new flexibility of NVQ delivery and assessment methods. I was promoted during this period to Principal Lecturer and took a leading role in the new areas of work.

It became possible to formally register for the PhD during this period and the focus of the inquiry became more structured. It became clear that the inquiry direction primarily concerned the role of the management educator and developer and the issues involved in reflection on practice when there were so many proposals of what 'good practice' might be.

There were some significant developments in the structure and style of the department during this phase which led to many of the original members becoming uncomfortable in their work and I left this post towards the end of this Phase for a post where similar issues could be pursued in a very different context.

Other events and experience of the researcher as a practitioner in this area will be considered in this phase together with some developments in associated consultancy.

Stage 1 - New Experience in the Phase and Focus Areas in Context

Research and practice during this period took place in a range of activities and specific roles:

1) Course Leader of the BTEC Certificate in Management

This role continued with this first presentation of the new form of the CMS as a development programme leading to NVQ Level 4 in Management. Much of the previous design had been retained but there were more distinct groups of modules to address the job roles identified in the standards and there was more emphasis on supporting participants to gather appropriate evidence from the workplaces. Although the short course to develop NVQ portfolios for previous CMS people had been completed during the previous Phase, the portfolios were completed and assessed during this Phase, presenting some new issues for the Course Team.

2) Course Leader and Internal Validator for the associated NVQ Programmes

This role developed during this Phase from the increased NVQ activity which had been initiated in the previous year. Interest in NVQs and the university’s role in provision developed and several new programmes were established including one major programme for a Borough Council. This attracted more interest and there was substantial activity in designing new initiatives combining many of the elements from academic and NVQ approaches.
3) Year Tutor for the Postgraduate Diploma in Business Research Methods

This role also continued from the previous year as I continued as a Set Advisor for the 1992 cohort and took a new Set from the 1993 cohort. I continued to act in the Year Tutor role, continued to deliver many of the workshops and became a co-supervisor on several MPhil supervisory teams.

Stage 2 - Reflection on Focus Areas and Identification of Directions of Inquiry

There were several issues which had become clearer in preceding phases which continued to be concerns in this Phase. The most central one was the need I felt to understand more about the curriculum of MED and the reasons why there seemed to be so many tensions and inconsistencies. I was aware that I found the behaviour of course teams very different and that I was uncomfortable in the ones where there were significant disagreements about how we should work. I suspected that I had some boundaries which I had never clearly identified which defined the extent to which I could and would compromise and stages at which I felt that either my own integrity or the integrity of provision was compromised in a way which made it untenable. I did not know what would happen if these boundaries were breached but suspected that this might happen in some encounters. There were ongoing themes of development of accreditation, particularly of NVQ potential, and the development of programmes with commissioning partners.

This Phase began with some very positive feelings that the department was beginning to show an ability to deliver the new programmes which were expected to lead to new revenue streams, but there was also considerable concern about how this was going to develop in practical terms within the existing resource base and with the range of existing staff who had distinct preferences and interests which did not totally align with the new developments.

The focal areas of inquiry were those demanding attention and action:

1) Development of NVQ Provision

This Phase began with a great deal more NVQ-related activity than had been anticipated during the previous year's planning. The new form of the CMS, the BTEC CM, had been planned and delivery had started the previous autumn in a similar way to the CMS delivery of previous years. The differences which addressed the NVQ aspects were not significant in the early parts of the delivery and there was no portfolio assessment planned until the summer of this Phase. It had been anticipated that assessors would be developed and confident by the end of the previous Phase through working with the short conversion course in the autumn. In the event, that course had attracted many more participants than had been expected and their enthusiasm had led to completed portfolios much earlier than anticipated, at the beginning of this Phase. The volume of time for assessment was problematic and none of the full-time staff of the department had volunteered to become part of this team. They were very supportive in committees, but none were attracted to the assessment approach which was seen as very prescriptive and reductionist, and none were prepared to consider becoming qualified as assessors. It was decided that the work would develop with part-time staff recruited from the CMS team and their contacts, which would bring more workplace contact through their other roles and would enable the department to pay low hourly rates for the assessment and to offer it very flexibly, in response to demand. However, this also brought considerable staff development issues which I was the only one in post able to address.

In the last weeks of December in the previous year there had been discussions with a large Borough Council who were planning a major investment in management.
development and who agreed to contract the work from our department. I had been involved in the discussions because they were very committed to NVQs in Management. I had also been involved in proposing that they might be interested in taking some places in the AMDP to enable the organisation to address the developments internally at several levels. This proposal became a contract early in this Phase.

2) Personal Development in Research and Consultancy

The Year Tutor role in the AMDP had become established and the focus for the programme team was to respond to issues which were identified in the Course Review of the previous year. In preparation for that Review and throughout the previous year my ideas about myself as a researcher had been developing and I was increasingly concerned about the ways in which the AMDP addressed the development of researchers and the implications of this for the participants, both as managers and as students seeking accreditation.

I was anxious to broaden my range of work and to engage in some activities which were not immersed in NVQ developments, so I took opportunities to be involved in consultancy and research projects with other colleagues from the University. The projects involved facilitation of groups, 1:1 coaching and collaborative research.

3) Contribution to Development of CMD

My contribution to the development of new work areas had great impact during this Phase as some previous initiatives reached fruition and the range of NVQ-related opportunities became suddenly apparent. I had met many more staff in the University, often quite senior people, through taking the NVQ proposals through all the committees and through involvement in several validation events. I had become the representative of the department on the Business School Faculty Board and represented that on the Art and Design Faculty Board.

The initiative which began the previous year to link the Certificate, Diploma and MBA programmes into a common credit framework had progressed very slowly and there was pressure to resolve the issues which had delayed the new validation. These issues were fundamental to the interests of the department as the main difficulty involved the extent to which credit was given for assessment of knowledge rather than for process skills and application of knowledge. The differences were between the Action Learning programmes and the didactic, traditional DMS to MBA route. There was also confusion about the extent to which NVQs should be considered as contributing to the framework, particularly as their importance in commercial programme provision became apparent.

Stage 3 • Visualising and Planning Development

In the focal areas identified there were a range of specific expectations and plans:

1) Development of NVQ provision

It was clear at the start of the phase that there would be a need to develop enough assessors to meet the demands of the increased activity in NVQ provision. I planned to do this alongside supporting and preparing candidates using a method rather like the original literacy developments in adult education, having one experienced assessor in a room with several assessor / student pairs, supporting the range of work rather than working one to one. Sessions were identified to do this and the experienced assessors were to give feedback to the newer ones and ensure that all the necessary paperwork was completed. I planned to involve the External Verifier to ensure that she agreed with these plans and that assessment should proceed smoothly.
The in-company programme potential was becoming clear and the Local Government programme quickly progressed from being a proposal to being a contract. I knew that I would lead that programme and had to prepare detailed plans, materials and a staff team. I also had to develop relationships with various officers in the Council to engage them in steering the initiative and to establish ways of working in partnership to deliver the programme and to integrate the benefits.

I expected to be involved in developing more proposals of that nature. I was becoming worried about the small number of staff able to work in such programmes and the extent to which the provision relied on part-time temporary staff. I was also aware that it relied too heavily on me and the volume of work which only I could deliver restricted my freedom to develop in other areas.

2) Personal Development in Research and Consultancy

I planned to continue the role of Year Tutor in the AMDP and expected to become more involved in supervision of research, particularly with an increased number of public sector participants. I planned to take opportunities to be part of research projects within the department whenever possible. I wanted to report the NVQ activities as research wherever that was possible. I was much clearer about the development of issues in my PhD studies and could see the potential of using my practice as the core material. This brought some emphasis to the range and variety of this practice and increased my concern about becoming too central in an operational role in the NVQ and in-company developments.

3) Contribution to Development of CMD

The new areas of work I was developing linking NVQs to in-company programmes was exactly what CMD had been charged with achieving but there was some discomfort in using NVQs as the core of provision as they were generally seen as low level and skills focused rather than providing academic development. They were successful as a focus of in-company proposals because the NVQ emphasis on performance was exactly what concerned workplaces. I planned to try to develop ways of linking the new CM to in-company provision in a similar way, recognising that admission might become a difficult issue.

There was an increasing pressure to bring the management development provision of the Business School into one qualifications framework and I was expected to participate to ensure that the flexibility we had developed in CMD programmes was not lost. The new framework was to be revalidated in the autumn. I was concerned that the different attitudes and different philosophies which had led to different programmes being developed in different parts of the Business School would not be easy to address in a common framework and that the process planned would attempt to force agreement rather than explore the issues.

There was a sense of events building into a pressure to reorganise in some way as two of the original staff had left, both after disagreements with the direction and management of the Centre. I seemed to be in a strong position because of the range of work I had introduced, but this brought difficulties as I became perceived as managing more of the provision than senior members of the School.

Stage 4 - Actions, Evaluation and Modifications

1) Development of NVQ Provision

At the beginning of this Phase I completed the contracted design of the Borough Council initiative which included provision for 60 first line managers to develop in the NVQ job roles and to develop NVQ portfolios, provision for development of internal
mentors to advise on the process and internal assessors to contribute workplace assessment as part of the portfolio assessment. It also included four places for senior managers in the AMDP Diploma year, one of which place was specifically to monitor this initiative. The design proposed that a Steering Group be developed to ensure that the organisation included influential managers in an oversight of the developments and also proposed that experts from the organisation became part of the delivery team for key issues.

This initiative introduced several new possibilities which were immediately apparent to colleagues as important potential for CMD programme development. Very soon there were invitations to tender for similar work in other organisations and the volume of work increased very quickly. Proposals of developmental programmes leading to NVQ or linked academic outcomes were made for five other organisations early in the year and several substantial programmes were established. More full-time staff had to become involved as the volume of work developed, and these were not from CMD but from other parts of the Business School. Another direction developed which was initiated by the local Training and Enterprise Council who were prepared to invest substantially to develop an APL and APEL service for managers to complete NVQs through access to assessment rather than to development programmes.

By the late Spring of this year there were over 100 completed NVQ Level 4 portfolios, mostly from the former CMS participants who had taken a further course to develop NVQ portfolios and from participants in the programme which replaced the CMS. There were many completed Units in the in-company programmes and some from the APL / APEL provision. The assessment events which took place to complete these portfolios provided a forum in which the Borough Council assessors could gain experience and collect evidence for their qualifications, gaining confidence with different groups before working with their own colleagues in the Council programme. This also provided a forum for development of assessment understanding and judgement.

When the Council programme began we spent some time eliciting hopes and fears from participants. The programme had a central theme of addressing a culture change in the Council, moving away from the traditional professional model to become more customer focused. I and my university colleagues had a suspicion that first-line managers were thought to be an easy group to try to move into new ways of working, but we felt that they would not be able to develop unless more senior people supported change.

The hopes expressed by the first cohort were broadly personal with development and career implications and included development of new skills and knowledge, development of networks, recognition from more senior managers, interest in achieving a qualification. The second group had similar concerns and added more organisational concerns for service development. The third group started with some feedback from previous groups, but also expressed personal concerns and wider organisational ones. The third group mentioned collective morale, changing the way we work and enabling. Concerns expressed by the first group included a concern not to be embarrassed and that there would be management support, but also that there would be adequate study support and that it would not eat into personal time too much. The second group seemed more concerned about how their organisation viewed them, with insecurity in employment some issues arose about change in focus of the organisation, fears that image and profits were more important than quality and service, extent of responsibility and support for implementation, concern about new ways of learning and assessment. The concerns of the third group expressed strong feelings about being in change, concern that more senior managers would restrict participants ability to use the programme both through cynicism and through maintaining heavy workloads. Confidentiality and competitiveness were mentioned explicitly as concerns. The Chief Executive had visited each group on the first day of each phase of the programme and

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had explained the purpose of the intervention and confirmed his support for it. He outlined the culture change that had to be accomplished and indicated the role programme participants would have in achieving it.

As this programme progressed the differences between the old culture and the new were expressed in the steering committee and often caused difficulties in liaising across departmental boundaries and communicating up and down the hierarchy. Some senior managers had difficulty in understanding how the NVQ structures worked and were antagonistic to recognition of awards which did not meet their traditional expectations of academic study. Those who had volunteered to be assessors were supportive of candidates and explained the advantages they saw in using competence standards within their setting. The programme participants developed very strong lateral networks across traditional section boundaries and some more senior managers found that threatening. The directors who had initiated the programme were made redundant towards the end of this phase and the political support for the initiative was lost within the council. The senior managers who had acted as assessors and mentors continued to have strong links with some of the first-line managers. Most completed their NVQ portfolios and were accredited by the part-time staff who had completed the programme as I left at the end of the year. The CMD and university link was broken at that stage as no continuing customer care was provided to replace the role I had taken. The programme was seen as having been successful for individuals in supporting personal and management development but considerably less successful in achieving significant change within the organisation. It was suggested that middle and senior managers needed to be much more involved if they were not to sabotage the efforts of the junior managers.

The development of NVQ provision continued in a similar fashion with several other in-company programmes in this Phase, all ones that I managed and delivered with the team of part-time staff. These were successful in a similar way, addressing personal and management development more than significant organisational development. One of these programmes was different in that I won the tender but passed the delivery on to the course leader for the new CM. This programme was also in local government, but the organisation had specified that they wanted provision to lead to a DMS and that they valued the academic basis. The new CM had a hybrid NVQ and academic nature and was delivered as an Action Learning programme. The course team were drawn from academic teams and did not include anyone with NVQ experience except me advising from rather a distance. There was considerable confusion about how the different outcomes would be achieved. There was also some concern that the Action Learning approach had supported some subversive initiatives rather than supporting organisational development. The staff working on the programme had wide workloads of which this was a small part and there was no one acting as the interface between the Business School and the council. The contract for further deliveries of this programme was lost to another university after this year. Only one or two determined people completed NVQs.

The other significant NVQ development in this Phase was of an APL Centre which was designed to enable experienced managers to achieve NVQ qualifications without having to attend a development programme, it offered an assessment process rather than courses. This seemed an appropriate offer, but did not attract very many participants because the process of building a portfolio was still seen (quite rightly) as needing a substantial time investment. A TEC had commissioned the project and had participated in development and evaluation. It was agreed that this approach could offer development (through addressing the issues raised in compiling a portfolio) and accreditation for managers without qualifications. However, NVQs were not perceived as high level qualifications and many managers wanted routes into postgraduate courses and learning in groups rather than the rather isolated activity of portfolio development.
2) Personal Development in Research and Consultancy

I viewed the in-company developments as being research in practice and took opportunities for collaborative research with participants obtaining permission to use the data collected for my wider research once I had undertaken to disguise its origins. The boundaries between programme delivery, research and consultancy seemed to blur with shared techniques, similar concerns expressed and role distinctions blurring. I carried out some consultancy as a facilitator for a local government senior management team, using a series of techniques including drawing and cartooning to develop a strategic direction. Many of the issues raised were similar to those arising for the first-line managers, relating to the culture change and people working in two different ways during the transition and issues relating to changes in priorities which challenged traditions and values held by many staff.

3) Contribution to Development of CMD

The department had not replaced some of the original staff who had left and others felt that the work that had developed successfully was not where they wanted to focus their efforts. There were two distinct streams of work, the in-company work with NVQs and the Action Learning CM and DMS, all of which involved close working with individuals and their organisations, and the research based programmes including the AMDP which recruited steadily each year. I worked in both areas but was struggling to be able to keep in both as the demands of the in-company work and its potential to raise useful revenue was so important to achieving the business targets of the department.

I continued to work with the group who were attempting to bring all the management qualifications offered by the Business School into a common framework. There were some very difficult issues addressed about the nature of learning and the extent to which credit can be given for different amounts and qualities of work. The traditional didactic DMS and MBA demanded long, theoretical essays and the Action Learning programmes assessed business reports, oral presentations and reports of personal development plans. The group did not work together well enough to resolve philosophical differences or to understand different perspectives sufficiently to find common ground. The group broke up without having found a way forward and the respective Heads of Department developed a document which was not validated at the first attempt and was completed after I had left the organisation.

In June I received a promotion to Principal Lecturer but this opened discussions about the role I should take in future developments and there was some disagreement about directions in which the department should expand and how it should do so within limited resources. There was reluctance to make a new appointment of a person with the experience and skills to develop the competence based work. I began to seek another post at this stage and obtained one within two months. I left the department at the end of November and took up a new post in management education and development within the National Health Service.

Stage 5 - Reflection on the Phase

The development of in-company work had been possible because of the flexibility of the NVQ accreditation and the confidence from clients that this would meet workplace needs. However, NVQs were not as focused or as relevant as they had seemed to be and they were not very popular either for the portfolio-building processes or as a final qualification. The attempt to deliver an in-company CM had not been successful, but I suspected that this was more because of the attitudes of the staff involved than because the programme was less appropriate. Participants in programmes seemed to benefit from undertaking focused projects within their workplaces more than from collecting evidence of competence from day-to-day activities.
Many of the trends in previous Phases continued to develop, which led to a great deal of activity in many areas seen as new to the Business School and the department. My role in this was crucial in both developing and maintaining the work, which resulted in my workload being unusually heavy and in reduction of my choices to work in other areas. My contact with full-time staff was reducing as most of the teams I managed were of part-time staff. Although my role in the university had become more significant, it was less satisfying. My interests had become more focused in developing better understanding of management development which addressed workplace issues as well as personal development ones and I was pleased to find an opportunity to move into a setting where I expected to be able to develop a much closer relationship between programme provision and workplace needs and expectations.

Evidential Database

1 Council in-company programme hopes and fears
2 Proposal for an in-company management development programme
3 Strategic planning with a local government director team
4 Personal notes and journal

All of these materials are in the personal collection of the researcher.
Appendix 4

Phase Four - January 1994 to December 1994

Introduction to the Phase

This phase covers the period from January 1994 to December 1994. This period includes a major change of role as the researcher left the university in December 1993 to join the National Health Service as a management developer. There was a small overlap in roles from November to December 1993 but the focus of this phase is on the transition into this new role. A significant aspect of this phase is that the academic authority in the new role is delegated to the workplace and programmes are designed and delivered within the workplace environment. The design of the programmes has developed from the understandings of the previous phases but this research brings together issues from the researcher's experience of this environment and further exploration of the strengths and weaknesses of programmes in this context.

The research focus was on the role of the practitioner in management education and development interventions and the continuing search for clarity about 'good practice'. Much of this Phase was concerned with learning the new job in a new setting. The setting was a Regional Training and Conference Centre in a historical house and estate in which various other NHS projects were based.

Stage 1 - New Experience in this Phase and Focus Areas in Context

Although this was a new job for me there were various imperatives which demanded immediate action. A group of trainee managers had had three months in a scheme which was expected to lead to a DMS but the validation event had been unsuccessful, which had provided the main reason for my recruitment. Research and practice during this period took place in a range of activities and specific roles:

1) DMS Director

This was the title of my post as it had been created to lead the development of a DMS for the management trainees following the NHS Region's fast-track management training scheme. The intention was to establish a DMS which addressed the requirements of the national Management Training Scheme (MTS) to enable the organisation to deliver the recently revised educational component as well as to be the overall managers of the Regional scheme. The organisation I had joined was a Training and Conference Centre which belonged to the NHS Region and which housed a variety of Regional initiatives as well as providing a range of training and consultancy services and acting as a venue for many Regional events. My appointment had been primarily to ensure that an appropriate person led the DMS and this aspect of the role was not new for me except in the different environment of this DMS. The interesting new area of experience which this role offered was the leadership of validation of an award within an NHS organisation rather than within an educational organisation and management of a scheme with so many different aspects.

2) Management of the Trainee Scheme

The NHS MTS Scheme was nationally designed and recruitment was carried out through a national process, but it was delivered by Regions who liaised with the national structure to deliver the scheme in an appropriate way for each Region. Each Region had a manager acting as the Regional Link into the national structure and I took this role in this Region. The role included managing the recruitment locally; the publicity each year, attending graduate careers fairs, managing the process of shortlisting and interviewing for the Region to reduce applicants from several hundred to the 30 or 40 who would attend a national selection centre to arrive at the annual selection of 10 trainees for this Region. The process
involved participation of up to 50 of the managers from NHS organisations in the Region, all of whom needed training in selection. Once trainees were selected the management of the scheme included provision of at least two training placements for each trainee, supervision of training and development and some training of supervisory managers and mentors in placements. Finally there was a requirement to prepare trainees for their first post out of the scheme and support them through the process of obtaining a post. The role of MTS Manager included line-management of all the trainees and administration of their salaries and travel expenses.

I had experience of managing schemes involving trainees working in placements through much of my involvement in Training Agency employment schemes and this role included some similar practice although it would involve working with a wide range of new organisations and placement managers. The line management aspect was not entirely new as I had line-managed trainees in employment training schemes which had involved linking work-experience with education. The recruitment and selection role was less familiar although I had carried out similar activities in different contexts.

3) Management of the MTS Unit

This role was as business manager of the Unit which provided the MTS management and education. The Unit had previously been a direct provider of the management of the scheme but had contracted and monitored the educational component. This role involved the management of that work with its associated budget and the management of a full-time administrator. The budget was larger than I had previously managed, but it included approximately 20 salaries as well as a budget for educational provision. The organisation operated through several similar Units which each operated significant areas of work. The role of Unit Head involved liaising with other Unit Heads over organisational issues, many of which were similar to those I had encountered in previous organisations. The new aspects of this role were more in terms of new applications of previous learning than about needing to learn new skills or new knowledge although there was a need to learn the context-specific knowledge.

Stage 2 - Reflection on Focus Areas and Identification of Directions of Inquiry

The overall focus of this Phase concerned my development into this new post, but there were several outstanding issues which could not be delayed until I was confident that I understood my new environment. In order to address them sufficiently for the immediate demands but in a way which would do least damage if I had misread aspects of the environment, I aligned my thinking and planning with generic models wherever I knew them to exist. There were areas of inquiry which were immediately defined by a need to take some sort of action:

1) Development of a DMS for the MTS

The educational component of the MTS had previously been contracted from two providers, the King's Fund and a new University. The King's Fund had provided development for the national MTS since its origins in the 1950s but which was discontinuing its provision as the national requirements now insisted on accreditation and a competence-based approach and the King's Fund had decided against developing to address those requirements. The decision to move provision to my organisation appeared to indicate a substantial shift in expectations of the educational provision as the King's Fund contribution was spoken of very highly by former trainees and other NHS staff. The second provider had been contracted for the previous year and was a new university which provided an accreditation based on the NVQ Level 4 but including a theoretical component which led to an award of postgraduate Certificate in Management. The trainees who had been following this programme had not gained any accreditation and spoke of the provision very critically. Therefore there was a line of inquiry to be made into the implications of
assuming responsibility for the full range of provision and the expectations which were embedded in the decisions. There was also a line of inquiry into the provision offered by the new university and the problems which had arisen both because it was a management issue and because it might be indicative of problems which I would face in attempting to develop similar provision.

The organisation I had joined had decided to develop a capacity to deliver the educational component rather than to continue to sub-contract it. A process had taken place which resulted in the organisation receiving permission to become an Accredited Centre under the new provision offered by the Open University Accreditation Services (OUVS). The attempt made at this time to validate a DMS was unsuccessful for several reasons, all of which reflected the organisation's misunderstanding of a DMS and the context in which they are traditionally operated. The OUVS had developed from the CNAA when polytechnics had become universities and ceased to require the CNAA Awarding Body services. The validation services were initially offered to colleges which did not become universities or join local schemes for accreditation, but the range of services were offered to non-traditional providers of education in other organisations. The conditions of accreditation were similar to those which had been in place for polytechnics, but many organisations seeking OUVS accreditation were much smaller and lacked the processes necessary to assure and maintain academic quality. Although there were staff in my new organisation who had academic qualifications, some at Masters level, there was very little experience of academic leadership or education management. There was a well-established postgraduate programme for professional development of clinical psychologists which was accredited by a university.

There were two main issues in pursuing DMS validation, a need to establish the OUVS requirements for validation of a DMS and then development of a design which met these requirements and those of the potential participants. There was also a potentially useful line of inquiry into the issues which had led to the previous application for validation being unsuccessful before planning for the next one in terms of identifying a staff team and ensuring that there were resources to deliver the DMS. One of the urgent matters to address was that the cohort of trainees who had started the scheme in September 1993 had not received any education as the original submission for a DMS failed to provide a programme in time for their admission.

Practical issues in this Phase resulted from the expectation that validation would be achieved and concerned the development of appropriate documentation and materials to deliver a DMS and development of a Course Team.

2) Managing the MTS Scheme

The overall issue in this area was that I needed to learn about the scheme and its traditions and expectations whilst maintaining the delivery. The manager who had previously managed the scheme was still in post and I was expected to work alongside him and gradually replace him. He had led the unsuccessful DMS planning and intended to leave the organisation, but presented a difficult relationship in the interim. The immediate action was to carry out an investigation into the requirements, expectations and traditions of the scheme and to ensure that we had established appropriate delivery mechanisms and style of provision.

There was another issue for me in that I was very unfamiliar with the NHS and with the Region. I needed to learn about the structure, the organisations in the Region (especially those who hosted trainees in placements) and the relationships between organisations and key people in them. Many of the placements were in large hospitals and many of the Chief Executives and Directors were mentors for trainees.

Another important event which I had to plan for was a visit expected in the summer of a team compiled nationally who would assess our provision of the scheme and award it a
national accreditation.

3) Managing the Unit

This role involved managing the work within this Unit but it also had a dimension of contributing to the management of the whole organisation. The most significant issue facing the organisation was the expectation that the current NHS reforms would affect the status of Training Centres and that some sort of important change was imminent. I realised shortly after I was appointed that there was a strong possibility that the organisation would be closed rather than reorganised or transferred and that redundancies were certainly being considered. The role of establishing and maintaining the core work of the Unit was very important in this Phase and I had little contact with managers of other Units. The key issue initially was to establish the requirements of the organisation of Unit Heads and to identify the relationship of my Unit to the others in the organisation.

There was a budget to manage and to monitor expenditure against and there were some apparently unplanned aspects of the expenditure which I had to investigate and bring into control, one area which should have been clearly contracted as provision of the accredited work in the university and one area which was very blurred and involved trainees travelling abroad with possibly unlimited budgets.

Stage 3 - Visualising and Planning Development

Each of the focal areas had an element of introduction to the new context alongside the specific inquiries and the pressure to take appropriate action.

1) Development of a DMS for the MTS

I anticipated that the initial inquiry should be an overview into the provision which had been contracted for the trainees who had started the scheme in 1992, both in terms of what had been agreed and what the trainees reported about the process and outcomes. I planned to interview all the trainees and to visit each of the providers and discuss with them how the contract had been delivered and what the trainees perceived to have happened. I anticipated that there would be issues for each of the providers which had not been revealed to my organisation. I expected that the provision offered by the new university had been in the early stages of development and that they were struggling with some of the issues which I had experienced earlier in my former role.

I planned to interview the trainees and then to visit the Course Director at the King's Fund to find out why they had decided not to continue provision. I hoped to discover what had contributed to their apparently very good reputation in the work and why they had chosen not to be involved in the new developments. I hoped to find some guidance about what to include in the planned DMS to replace the successful aspects of the King's Fund traditions and to discover if there were any significant difficulties which the King's Fund staff had anticipated when they had decided not to deliver the new model of the scheme. I suspected that there were some issues beyond those of competence development, which had been the only reason given for their withdrawal.

I also planned to cover this aspect in my interviews with trainees. I expected that they had not fully understood how to complete portfolios of competence but expected that they might have completed the academic parts of the course. I expected to find that the university had also not fully understood how to develop and assess competence and that they had sought the contract without being fully prepared to deliver. I expected that the contracting had been done by people who had not known how to evaluate potential suppliers or how to monitor progress in this type of provision. I hoped to establish the state of progress and to agree with the university some sort of action plan through which they would complete the contract even if it fell outside the original timescale.
In terms of development of the DMS there were a range of actions I expected to take. The OUYS validation requirements were stated in their documentation and I expected to find them similar to those in my former university as that had operated as a CNAA institution. I expected that this would provide a framework for the documentation and that it would guide the design of the DMS. I also planned to use the interviews with the 1992 intake of trainees to discover something about their requirements and to interview the 1993 trainees about their hopes and fears as they could be involved in the design. I did have some suspicions that the organisation had embarked on the original DMS without understanding its nature as a generic management award and I expected to find that there was some confusion about what was wanted and what was possible. I also realised at an early stage that if the institution's future was at all in doubt the trainees should be protected from any potential disruption to their studies by following a programme which could quickly be accredited by another university should it become necessary. I knew that colleagues from my former organisation would be in a position to rescue the students if they had evidence of similar work from participation in a similar programme. I planned to evaluate the degree of risk of designing a very closely tailored programme alongside gaining clarity about what stakeholders wanted and expected from the initiative.

I planned to talk to all the people who had been involved in the previous design to discover what they hoped to retain and why they thought it had failed - I had seen the documentation and the validating committee's comments and it was clear to me that the proposal was not designed to operate at a high enough level or in a broad enough fashion to be postgraduate and it addressed NHS concerns in too limited a fashion to be considered as a general management qualification. I intended to discover whether there were options to a DMS, for example a Diploma in Health Service Management, which would meet the requirements of the scheme more fully. I expected during this process to discover who from the organisation's staff should be part of the new Course Team.

I expected that we would achieve the validation although probably not with the sort of programme that had been originally proposed and also expected that we would receive retrospective validation if there was evidence of the work being carried out successfully. I anticipated that taking the current trainees through a programme as though it had been validated would provide some reassurance for the validation committee and that they would also be reassured by meeting the trainees and hearing them talk about their programme. I expected that this would help us achieve both full validation and the retrospective element. I had alternatives in mind if there was any difficulty with retrospective validation, the first being to propose APL and APEL using the work they had produced against the new validation or, if the whole initiative failed, to pay for accreditation from my former institution, again using the work produced during the programme. I was anxious to protect the trainees from risk of not achieving accreditation but realised that their work could be significant in helping the organisation gain the power to accredit.

It was also clear that I would need to produce teaching materials immediately to start the current group who were already late in beginning to study. I was the only appointment with this level of teaching experience and I anticipated having to bring in some new team members from outside the organisation. I also anticipated having to provide course management documentation very quickly and hoped that it could be developed alongside the validation documentation.

I was conscious that the organisation was likely to have to be more aware of the need to raise income from its activities in future and I planned to design the validation documents to enable us to deliver the programme in different ways to different groups, including, potentially, tailored provision within the NHS and for other public service managers.

2) Managing the Trainee Scheme

The manager who had formerly managed the scheme was still in post but was planning to leave the organisation. I expected that he would hand over records and information about
the current trainees and the national expectations of the scheme, together with contracts agreed and schedules for monitoring or records of service delivery agreements. I expected the administrator to have complete records and to understand the way in which the scheme worked and to know the main people connected to the delivery. I expected this approach to address the main issues of establishing the requirements, expectations and traditions of the scheme and informing establishment of appropriate delivery mechanisms and style.

As the Phase developed I expected to take some action to maintain high quality delivery and to report to whoever took the commissioning role and received reports in monitoring progress. I also expected to liaise with the Region's commissioners to prepare for the accreditation event as it was to ensure that the Region was providing appropriately as part of the delivery of a national scheme.

3) Managing the Unit

In the early stages I expected to be introduced to all the documentation and records that I was expected to use in this role and that there would be little that was very different from procedures I had used in other organisations. The issues would reflect both the role inside the Unit and that of linking with other Units in establishing the requirements of the organisation of Unit Heads and identifying the relationship of this Unit to the others in the organisation.

I planned to meet all the other Unit Heads and to identify ways in which our Units linked and shared interests. I expected them to know a great deal about my Unit and to already be involved in some of the work where it crossed areas of interest. I knew that two other Units had substantial roles in delivering trainee schemes and I expected them to work closely together. I expected a collegiate atmosphere where the Unit Heads collaborated to develop the organisation in a similar way to the working relationships of department heads in colleges or faculties where I had worked. There were always issues of differences in personalities, but the structures suggested that there would be committee working across the organisation.

Stage 4 - Actions, Evaluation and Modifications

1) Development of the DMS

The initial focus was to develop, validate and deliver a DMS. This was designed to include as many appropriate features as possible to address the needs of both the developing managers and the organisations in which they worked and to include the best practice of business school and NHS training experience.

The revision of the NHS Management Training Scheme was an important influence as it brought a new focus on the development of management competence. It also brought a framework with a Cook's Tour phase of visiting and being part of many working groups in the trainee manager's organisation and those working closely with it, one or two long placements in operational or planning roles and an elective period where the trainee could spend time developing a personal work-related interest or gaining different experience. An educational package should support this framework and deliver appropriate qualifications including and NVQ Level 4 in Management.

In developing the local MTS Scheme, I involved regional managers and current trainees who echoed the national opinion that the 'Cooks Tour' was very important to understanding something of the variety and complexity of the NHS. It therefore became the basis for the module 'The Management Environment' which locates managers in the broad picture of the organisation environment and the external environment in which the organisation functions. It was recognised that this approach would be equally appropriate for managers not following the MTS route who could design a personal Cook's Tour even in a familiar organisation. Another contribution from the MTS was the notion of the elective
period of either a different placement or a research project. These were combined to form a
module in the DMS called the 'Managing Improvement Project'. This project involved
participants in identifying an area of improvement, researching potential solutions and
negotiating to implement their recommendations, so it provided evidence which also
addressed this part of Management NVQs. Many other features of the design emerged from
discussions with the managers of the Region and the MTS trainees who participated in the
design and the first delivery of the DMS.

An early decision was to follow the pattern of the split CM / DMS because this would allow
a first year focus on foundation topics and skills and a second year of integration and
application. It was also decided to follow the pattern of the NVQs in Management and to
address the standards but not to assess them as part of the CM or DMS. This ensured that
both the academic assessment and the NVQ assessment would be carried out in appropriate
styles and using appropriate criteria. It clarified what would happen in this particular set of
programmes (where the NVQs are available to CM and DMS participants as well as to
managers not following academic programmes). This avoided engaging immediately in the
current debate about the relative values of each qualification as there was still much
confusion and many different interpretations of the extent to which competence assessment
provided evidence equivalent to the analytical interpretations required at postgraduate
levels.

Another early decision was to use the format of Action Learning to emphasise reflective
learning from experience. Action Learning has quite a tradition in the Health Service where
Revans' work is well known, particularly his development of Action Learning to enable
managers to reflect in the supportive environment of a Set where they can learn more about
themselves and how others see them in a way no conventional course could support.
Linked with the Action Learning Sets in this CM / DMS was a style of delivery which
emphasised sharing of experience in workshops with facilitators rather than in lecture
theatres with lecturers 'telling'. Other ways of introducing information and ideas were used
including Open Learning materials, books, newspaper and journal articles, case studies,
collections of information from course participants and their managers, etc.

Some of the best practice from training and HRD was adapted to provide a means of
supporting individual development in the workplace. The CM and DMS both required
participants to meet in the workplace with their line manager, their mentor and a course
tutor or facilitator from Salomons to create and further the course participant's Personal
Development Plan. This forum brought together job objectives with learning developments,
fitted the modules and assignments of the course with the pattern of work and tracked the
potential for development of competence areas. It also helped to bring out personal
preferences and potential directions to underpin career planning.

Assessment was entirely through project reports and oral presentations. The CM had four
assessed modules; Managing Service Operations, Managing Finance and Resources,
Managing People and Managing Information. For each of these there were a variety of
delivery approaches including participation in Action Learning Sets to reflect on workplace
experience. Assessment followed the general direction of asking participants to apply
theories and techniques to help them to focus on particular workplace issues and to make
conclusions and recommendations for improvement. Although each module was introduced
as a new area of learning they were not treated in isolation. For example, everything in
considering managing finance concerned the implications of making particular financial
decisions, in the module on managing service operations the implications of changing or
introducing systems were considered. There were two other modules; The Management
Environment, which was used as a formative assessment so that everyone understood what
was required and how assessment and feedback took place, and Personal and Management
Development which ran throughout the course and was peer assessed in Learning Sets.

The DMS followed a similar pattern with four assessed modules; Management Research
Methods, Policy and Strategy, Managing Finance and Resources and the Managing
Improvement Project. These were delivered in a more integrated way then in the Certificate and the Project was expected to draw on learning from the whole experience and to address a real issue at work, to the implementation stage wherever possible. This Project was potentially very useful to the sponsoring organisation and the degree of involvement of line managers and mentors was expected to be crucial to the degree of benefit the organisation might obtain. The intention was to set all the workshop delivery of DMS modules in an extended case study with managers role-playing much more senior roles than usual and having to manage the results of their own decisions.

The CM/DMS was validated with retrospective approval to accommodate the group who had started their programme the previous year and these completed the CM and started their DMS in the autumn of this Phase. The standard of work was high and some distinctions were achieved in this first year. The programme was well received by trainees and workplace managers who attended some of the presentations and participated in the workplace meetings.

The Annual Report for the first year identified some actions which had already been completed and further short-term and long-term ones. Already completed were a range of measures to consolidate the administrative systems; arrangements for collaborative planning of residential timetables, procedures for recording receipt and processing of assignment assessment, arrangements for liaison with External Examiners over assessment procedures, better integration with MTS developments.

The staff team had also taken some actions; to review assignments and re-write where necessary to give a more explicit framework for assessment, clarifying where the emphasis should be placed for assessment weighting (this was completed for all assignments except CM 1995 ones). There was also a concern which had been addressed to review assignments to ensure that they could be interpreted to be appropriate in all of the different trainee workplace environments. Another concern had been to review 20% / 80% split between written reports and oral presentations in terms of achieving an appropriate balance because the energy put into presentations was significant and seemed potentially worth more credit. However, trainees were concerned that performance in presentations was very difficult for some people and that these would potentially be penalised for lack of confidence in presenting. It was agreed to use presentations more explicitly as opportunities to gain confidence in presenting material in business settings and to use them as a way of gaining feedback and some discussion about projects before the written reports were completed.

Deadlines for written reports were moved to fall after the presentation dates to allow this review and reflection. External Examiners were anxious for the course team to review use of numerical scale and consider replacement of this with the linked banding. An initial review was undertaken but the team agreed that there was a need to review this again in early 1995. It was agreed to involve External Examiners in reviewing assignments and attending some of the presentations because of the issues which had been raised in the first use of each.

There was considerable support for the use of learning sets and agreement that we should continue to place emphasis on the centrality of Action Learning Sets to the course. As part of the work in learning sets it was agreed to make more explicit use of Personal Development Plans and review these more formally both in Workplace Support Group Meetings and in sets. There had been a suggestion from trainees that some more skills-based sessions would be useful to focus on some of the skills needed in their workplaces, particularly in areas not well understood by their managers at work in the new need for contracting and monitoring skills and in formal business planning. Linked with this suggestion was one that we should increase the number of invited speakers at residentials as we had brought in some experienced NHS managers who talked about particular aspects of their work.

It was recognised that there was a need for another course team member and that there were difficulties in such a small team covering the breadth and depth necessary for
programmes at postgraduate levels. It had been hoped that more staff within the organisation would be involved in the programmes and it was agreed to try to develop links with other areas of work. It was also recognised that there were opportunities to link the support for NVQ portfolio development and assessment with the CM and the workshops held for mentors and line managers.

In the medium term there were further issues to address in relation to the assignments; to review word limits on assignments as an increase in some cases might enable fuller discussion of the assignment area, to have a second review of use of numerical scale and the linked banding following use of new presentation assessment forms and to consider using a different focus in the written report from that of the oral presentation to encourage a wider coverage of issues.

2) Managing the Trainee Scheme

I focused on meeting the newest trainees first as these were the ones who needed to be involved in developing the DMS. They were placed in different organisations across the Region and I met them first in my organisational base, then visited each one in their placement where I could also meet their placement line manager and their mentor, both of whom had been appointed by my predecessor as part of admitting the trainees into the scheme. This series of visits proved to be very stressful as most of them were placed in large hospitals and I felt very ignorant about how the organisations worked or the relationships between clinical staff and management staff. I soon learned a great deal and spent most of my time listening and observing in that first range of visits. I found that I was very uneasy in hospital settings and had sad personal memories of visits to both of my parents in different hospitals before their deaths. I found myself caught out suddenly by vivid memories and had great difficulty in disassociating myself from viewing the settings as a user rather than as a manager. I took a role of reviewing the trainee's experience in the setting with their line manager and mentor and listened to all the issues and concerns that they raised in the first meetings. Some of these concerns were ones which related to the way in which the placement had been prepared for the trainee and there were criticisms of the lack of information or guidelines about what was expected from participants. There was also considerable concern about the educational provision and I was aware of being viewed by some with suspicion that it would all go wrong again and by some as a potential rescuer of a situation which most seemed to have found very unsatisfactory. Some of the managers in the placements knew former trainees and I found them a useful source of information about the trainees that I had not yet met.

The trainees from the previous year were in the final months of the scheme and most were abroad for the part of the scheme called the elective period. It took some time to discover where each trainee was and what they were supposed to be doing there as the record keeping had been very sketchy and there had been no system to show what the purpose of the elective was, how the aims would be achieved or who would be supporting the placement or the learning from it. Each trainee had designed their own elective and had disappeared with little indication of when to expect them to return. All I could find of some were occasional requests for travel to be refunded. None had had a limit to their expenses so I was worried about controlling the Unit budget. Once I had found addresses for each, I wrote to them asking them for a forecast of their future expenses and a timetable for their planned return. They were expected to return in time to secure a full-time post in the NHS as the traineeship was for a limited two-year period and had no promise of a post when the contract ended.

As this group of trainees gradually returned and I was able to meet them, I discovered that they had had very mixed experience on the scheme and were very critical of the management and education provision. They had had no direct support in taking on the management roles that they had held in placements and relied entirely on what their line managers and mentors in the placements could offer. The education provision had been of a personal development nature except for the university provision which they had found.
irrelevant and theoretical. Most had dropped out of attempting to gain accreditation and had detected that the university staff had little experience of delivering competence based programmes. My visit to the university confirmed that and I realised that there was no point in trying to make them deliver it better but settled for a progress report on each trainee and discontinued the contract. I offered these trainees an opportunity to join the DMS group when they started the first DMS year, as I had enough evidence of their work in the first year to be able to APEL the CM year. Although this meant that they would be studying after they had formally left the trainee scheme it was a welcome offer and was taken up by most of the group. This proved to be appreciated by many of the people who had criticised the scheme management and helped to build the confidence of the newer trainees.

The criticisms of the scheme management were useful in preparing for the national accreditation visit as I could show how the various problem areas had been addressed. The problem of the aimless electives proved to be less dramatic than I had feared as the trainees had been very responsible in use of resources and had just been rather alone in making all their arrangements. I offered support to all of them in making their job search and in some cases offered a short extension to their contracts, which led to them leaving as a much more satisfied group which was important as they had all developed national links and would discuss their experience of the scheme in many influential circles.

The NHS was undergoing significant national reorganisation and one of the events which was significant for us was that the Regional boundaries were changed as two Regions merged. Both Regions had had similar scheme provision and both had had Training and Education Centres, but the one I was in managed to remain in the new structure whilst the other one closed. There was a possibility that the other Region would place contracts for the management and education for their training schemes elsewhere and I had to prepare tenders to try to secure that work, which were successful. This meant linking in another group of trainees who had had different experiences and who had been managed by a succession of different managers. This all happened shortly before the planned accreditation which was redesigned to accommodate the new provision of the merged scheme for the new Region.

The accreditation event took place in August and was very successful, including trainees, line managers and mentors who all spoke highly of the newly established arrangements although the failures of the past were inevitably mentioned. In preparing for this event I had found that the standards offered useful guidelines for designing the systems for the annual cycle of events, so much of the necessary paperwork was in place by then.

The original scheme manager had left early in the year and a new member of staff had been appointed who took over some of the placement visits and quickly made good contacts as he had worked for many years in the NHS having been a trainee manager in a similar scheme some years before.

The autumn began with a much more purposeful start for the new trainees and clear expectations of their placements in terms of the experience we expected them to provide for the trainees. This was outlined by the NVQ standards for first-line managers with job roles in managing service operations, managing finance and resources, managing people and managing information. There was also a plan to extend their experience in the second year into more strategic posts with project responsibility. There was an emerging difficulty in ensuring that each trainee had wide experience of the NHS because the range of sectors was increasing and it was no longer a simple matter of having some experience of being in a provider unit and some of being in purchasing.

3) Managing the Unit

I found it difficult to discover what was expected of me in this role as the previous incumbent was still in post and still very much involved in working with the trainees who were nearing the end of their time on the scheme. It was agreed that he would ensure that
they completed with all the necessary support and that I would concentrate in putting the new style of provision in place for those who had started the scheme in September 1993. He carried much of the information about the scheme and its processes in his head and there was little in the way of paper-based records. The administrator had a role more like that of a clerk, carrying out simple recording processes and spending a great deal of the time answering the phone. She was able to pass on very little information about the scheme. These two people formed the staff of the Unit together with me and there were nineteen trainees in post. The personal records of the trainees were sketchy and it was not easy to see what arrangements had been made in their placements or what personal development plans were in place. There were no records of workplace visits although people assured me that they had happened. There was sketchy budget information and it seemed that my line manager took an overview of the budget and that much of it was committed in the salaries and contracted education provision. There were very minimal records of the agreements with the education providers and no provision for monitoring progress collaboratively.

I gradually developed a filing system and collected what information there was about the aspects of the scheme in progress. The administrator had poor computer skills and was very disorganised in her approach to record-keeping. She had, however, formed good relationships with the trainees and with their line managers and mentors. I encouraged her to take courses to improve her skills and spent time with her to set up embryonic systems where none existed. As the course planning developed associated documentation was developed and the records became more complete and on paper rather than in heads. The electronic record-keeping did not improve as fast and there was an additional difficulty in that I used a Macintosh system and the organisation had recently installed a new DOS system which I was expected to use. I needed to develop materials and documentation very quickly and realised that much of the necessary material was in my personal records from previous roles, so I used my system at home for most of my writing. I did not have a computer provided at work and was not allowed to purchase an Apple Mac. The reason for this was given as that the new network had been installed recently it was important for the organisation to discourage alternative hardware and software and that I should set an example. I found this attitude ridiculous and thought that the focus should be on developing the provision not ensuring consistency when each part of the organisation seemed to operate differently anyway. It was political and practical to write at home. This caused different problems as I then discovered that there was an expectation that I would keep 'office hours'. This led to my working very long hours as there was a great deal of writing to do and the course was delivered through residential blocks having substantial evening elements. I also expected that staff should be residential when trainees were as the organisation had little other evening activity and my line manager had explicitly told me that this staff presence was expected. Once the interest of developing the DMS had culminated with the success of the validation I expected to find that I was trusted much more and allowed the freedoms that the Directors and many of the consultants had. My line manager had a controlling style but little time to devote to detail which allowed me some freedom in that the range of activities in my area was much greater than he could have time to discuss. This was, however, an unsatisfactory relationship and I felt isolated from both the organisation in general and from any collegiate contact.

The previous post-holder left the organisation early in the year and some of the tensions resulting from this difficult relationship reduced. There were issues which took much longer to address resulting from the change I brought of management style and the changes to the scheme. Another appointment was made part-way through the year and I was relieved that the appointment went to a person with similar experience of college life and a philosophy of adult learning which had similarities with my own in recognising the differences from pedagogy.

I had planned to meet all the other Unit Heads and to identify ways in which our Units linked and shared interests. I had expected them to know a great deal about my Unit and to already be involved in some of the work where it crossed areas of interest. I found that
there was little contact between Units and that other Unit heads were not interested in increasing the amount of contact. I worked mainly with my line manager who was responsible for the trainee scheme for Clinical Psychology and who was helpful in guiding me about expectations and assumptions in similar provision. No-one in the organisation had long-term knowledge of the MTS as it had moved into the organisation shortly before I was appointed.

I wrote a paper in October describing the potential to develop the CM and DMS as business streams for the organisation but also indicating the concerns I had about increasing provision with so little resource or understanding of the needs of such work. The paper addressed potential positioning of the organisation in the current and near future in terms of management education and development. It assumed building on current activities without necessarily retaining current structural lines and boundaries. The approach taken attempted to clarify strengths currently or potentially in Salomons and linked these with opportunities in the 'market' environment. The organisation's activities in management education and development ranged from consultancy and responsive short course programmes to tailored long term development schemes. It was different from similar activity in FE and HE educational institutions because of its close associations with the workplace.

In the accredited programmes area the awards and qualifications are familiar to the education world but the delivery approach was much more sensitive and responsive to both the direct programme participants and their workplace environments. It was not clear who the customer was for many activities as they had a collective nature including national, Regional and Unit interests as well as the interests of the direct participants and their immediate work colleagues. This was potentially a strength in comparison with FE and HE as the organisation had experience of working in this complexity and tolerated the multiple interests. Accredited programmes were delivered in a complex and integrated way which was directly tailored to the situations of the current contracts. This was a current strength in that it had generally satisfied customers at all the levels involved, but there was much opportunity to streamline services and communications across the current programme areas and to look for savings from grouping common activities, possibly in administration, placement communications and visits, core educational delivery (e.g. use of lecturers and speakers and delivery of common core elements of programmes), joint conferences and seminars, etc. This clearly had potential links with the unaccredited short course programmes. There were opportunities to plan delivery of all programmes to maximise use of accommodation and staffing whilst offering a more flexible and accessible range of opportunities. The current structure of closely boundaried units and services restricted the possibility of this sort of planning.

The organisation had very good relationships with a variety of customers and attracted sensitive work from potentially vulnerable individuals and organisations. FE and HE are not attractive to those who need sensitivity and confidentiality. The organisation made and built these contacts in a networking way at all levels and in all sections of the organisation, but here was no formal mechanism to enable the organisation to benefit from these contacts in a deliberately responsive and learning interaction. Informal passing on of notes and messages resulted in some development of opportunities, but without clarity of purpose and direction and without understanding of what activities are already linking with similar, or even the same, units and customers. Some individuals have long-term and detailed knowledge and understanding of the Region and this is accessed informally and often much later in a project than might have been desirable. There were boundaries between consultancy, accredited programmes and development programmes which restricted communications. There were boundaries between professional activities, administration and 'House' services that did not enable everyone to deliver the best service to the variety of customers. There was no overall emphasis on ensuring that personal and phone enquiries were met by a reception which dealt effectively with each customer - phone contacts and message passing was often haphazard and not sufficiently customer centred.

The house and grounds exactly met customer expectations of high level management

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development. The weak spots were in the residential accommodation, which could be addressed by use of hotels, and in the rather institutionalised presentation of meals and refreshments (in access and timing rather than in quality and style). The grounds offered good facilities for Outdoor Management Development and potentially for retreat and recovery for self programmed individuals and teams.

Some areas of work were particularly important in relation to the competitive environment of FE and HE and the potential position of linking with such a partner through the NHS reorganisation. FE and HE Institutions have considerable experience and expertise in developing academic programmes in management education but they would be difficult to compete directly with as they are supported by government funding which relates very closely to student numbers. In terms of Open Programmes this would indicate offering something different in areas like content, style, modes, workplace relevance, flexibility, timescales, payment patterns, facilities, added values. However, the difference must not be so great that the programme on offer cannot be validated, i.e. it must still be demonstrably of the appropriate level and quality. Both of the current programmes were validated in the context of being designed for very specific groups of NHS trainees. If they are offered as Open Programmes a range of concerns arise which are not obvious in the mode in which they link with training programmes. I felt that it would be more practical to develop tailored programmes in models closer to those used in consultancy. These models involve responding to clients needs and interests by designing a tailored programme for some sort of internal development need. Often these are management development programmes which are intended to deliver an organisational change. My experience in a university suggested that they had difficulty in being part of a partnership because of not allowing sufficient time for joint planning and monitoring. Without this continuous liaison attempt at partnership programmes results, at best, in individual managers having some management development, but the host organisation not achieving the planned and desired change.

The CM/DMS was itself a tailored model which addressed a specific need as well as meeting accreditation requirements. I proposed that it could be used as the basis of an organisation development programme which could be run as a genuine partnership with subject specialists coming from the organisation's staff and possibly with SET facilitation also coming from that source, with academic staff managing workshops and possibly developing the host organisations staff in workshop delivery and other aspects of delivering a programme at this level. NVQs could be linked in and could provide an alternative outcome if organisations wanted a less academic programme. NVQ assessors could be developed alongside the delivery of the programme. Senior managers could be involved in mentoring and possibly in action research tracking the barriers within the organisation which reduced the effectiveness of the managers in the programme.

There was a possibility of establishing a facility for director development to various levels of accreditation using links the organisation had with the Institute of Directors and a university with a Masters level award in Corporate Directorship. It was also clear that as the CM/DMS carries credit for more than half of an MBA it would be possible to add the final level to complete an MA. The organisation was badly positioned to deliver an MBA in that it lacked resources, staff and credibility in that field. The needs of the students could be met by negotiating routes into provision in other organisations but other links could be explored and might offer useful support for the CM/DMS if organisational links were made to enable sharing of staffing and resources. It was likely that whatever eventual FE or HE partner was agreed for transfer of the organisation would have most of what was needed in terms of staffing and possibly accreditation, but there were likely to be difficulties over style of delivery and content. This could be a delicate area of negotiation for the organisational partnership and it seemed not to be wise to create precedents when the position would be clearer very soon.

Although the organisation had much of the ground in place to deliver these packages of education, development and accreditation, there were some serious weaknesses. These often derived from the structure of the organisation and its financial structures which
emphasised boundaried contracts and the delivery of each contract to its specification. I felt that if the organisation was viewed as a whole and not as a collection of contracted units there was an opportunity to focus clearly on bringing together the best range of people and resources to meet each customer need.

This implied a structure change which clarified projects and contributory resources. It implied unpicking perceptions of each Unit's work in terms of what it held as potentially general resources and what were its range of specific projects. In the MTS Unit this would mean seeing the CM/DMS programme as a resource which could be accessed by any other project group of the organisation and the MTS delivery as a project. The MTS project draws on a range of other resources and services - the core services of administration, finance, personnel, accommodation, supplies; the specific resources of professional staff, library, OMD, student support services; the network of Regional placements, Regional manager involvement in recruitment, selection, mentoring, etc. It also links with short courses, conferences, seminars, other projects and potentially a range of research and consultancy linked to MTS electives and placement projects.

The structure described is obviously a matrix but there seemed to be organisational resistance to considering this structure. Potentially matrix structures support and enable project teams to access resources and match customer requirements in a very direct way. There are often concerns at senior levels over control mechanisms. There are concerns over status and salary if organisations are very autocratic and hierarchical and consider reforming into matrix structures - but there are many opportunities to develop staff through project roles and to offer responsibility rewards for project leaders. Many of the control concerns could be addressed through development of a robust project management system.

These points were all detailed in my paper which was discussed by the Senior Management Team but provoked no immediate action.

Stage 5 - Reflection on the Phase

As this Phase progressed there were significant changes in the environment which caused some of the plans to alter. These were mainly structural changes in the NHS as the policy reforms became implemented and the purchaser and provider split was made evident in the increasing emphasis on contracting and monitoring performance. The change of Regional status had a significant effect on the organisation and there were increased worries about the future as the Regional management structure changed and people came into post who had no long-term knowledge of our work. There were also changes in how I viewed the situation which led to differences in my approach to the work as I was concerned about the long-term viability of academic programmes and I ensured that students registered on our courses would be able to transfer their credit easily if we ceased trading.

The achievements in my area were viewed as very positive as the MTS scheme had become firmly established and we had already established a good reputation by addressing the main issues which had concerned senior managers in the Region. The academic programmes had similarly been established with a sound start. The first CM group had had their early work recognised retrospectively and had gained very high grades in the first Examination Board. The first DMS had started with a very confident and enthusiastic group of participants and the new member of staff was established and shared a similar approach and philosophy to the others in the team I had established with the visiting part-time staff.

I was suprised at the extent to which I had had to work alone as a Unit head and how little other parts of the organisation had shown interest in the work that I was establishing. I had a view of the academic programmes which had developed in my university experience, an understanding of the way in which they could provide a basis for a wider range of different programmes tailored to make unique packages for different groups. I knew that this was a long-term process and that we needed to build on experience. I was worried about the extent to which the organisation understood the academic needs as this was very patchy and I had encountered resistance from more senior managers than me and from colleagues at
similar levels when I had asked for the resources academics would usually have. Much of the restriction was in the way in which the organisation interpreted the traditional NHS senior manager conditions of employment which had severe limits on paid leave and allowed no time for study or research. There was also an expectation that managers would work any hours required to carry out whatever work they were asked to do. I had great difficulty with these restrictions because I was used to being very flexible in my work and fitting in preparation and delivery to allow time for conferences and reading. I was also aware of the warnings often given to those researching for PhDs as part-time activities alongside full-time jobs that changing jobs could mark the end of their research capability. I was very anxious not to stop my research but found little interest or support for it in this new environment. I knew that I was often able to complete tasks very much more quickly than was expected and had to use that facility to leave some space for the activities which were not recognised.

The year ended with very positive support from the trainees and staff in the Unit and some feelings of being different from other Units and not well understood by others. I was anxious to improve the relationships and to pave the way for some linked work to extend our programmes into NHS organisations with more experienced and senior managers than the trainees. I had published two articles about the development of the academic programmes and their workplace links, but there had been little interest from colleagues, most of whom did not recognise the value of such publications in developing our reputation.

Evidential Database

1 Summary of Response to OUVS to conditions for Institutional Accreditation and Resubmission for Certificate in Management and Diploma in Management Studies.

2 Paper delivered at the CBI / Middlesex University Conference, May 1994

3 Article in Health Manpower Management, June 1994

4 Application for MTS Accreditation, July 1994

5 Annual Course Report Action Plan for Certificate in Management 1993/4

6 Internal Paper, Proposal for development of MTS / CM / DMS

7 Bath Research Conference, September 1994

8 A range of unpublished and confidential materials from workshops and learning sets

All of these materials are in the personal collection of the researcher.
Appendix 5

Phase Five - January 1995 to December 1995

Introduction to the Phase

This phase covers the period from January 1995 to December 1995. During this period a variety of new developments became possible and there were dramatic organisational changes linked to developments within the NHS. There were changes in the my role as an educator and as a manager. The PhD research progressed with much of the literature review completed and confidence in the methodology became fully developed.

Throughout the research period conferences and meetings explore issues related to the role of a practitioner in management education and development and material from some of these events will be used in the reflection.

Stage 1 - New Experience in this Phase and Focus Areas in Context

This Phase continued smoothly from the previous Phase as both the CM and DMS continued, the CM for its second presentation and the DMS for the first time, both with MTS cohorts. As these were similar in delivery style and similar to those in which I had been involved previously they did not present dramatically different experience as courses but the difference was in the workplace links developed alongside the core course. The DMS was a little different from the usual models of DMS but had similarities with the Diploma in Business Research and much of my teaching role was similar to previous experience. There were, however, some differences in the opportunities to develop wider provision and some new issues in the management of the Unit and the changes within the organisation.

My main roles during this Phase were:

1) DMS Director

This was my continuing role as Course Leader of the CM and DMS. At the beginning of the Phase this role was confined to the provision which had been developed for the MTS. I had deliberately ensured that the design of the programme was generic enough to enable considerable flexibility if it were to be the basis of further courses for different groups. I had been working on raising awareness of how the programme could be used in different ways as in-company or contracted group provision.

The first opportunity to develop a different mode came during the summer in this Phase, as a request to provide a CM for first-line managers of a hospital Trust. Alongside this opportunity a further one developed, to provide a CM for a small group of GP Fund Managers who had formed a network in a Health Authority area and had been offered funding for some development. These new developments emphasised the difficulties of delivering a programme at this level and with such potential variety with the staffing level of myself full-time and one four-fifths time academic together with the administrator. The part-time visiting lecturer staff filled in some of the gaps in subject expertise but were able to make little contribution to the course management or to new developments. A new academic team member was recruited and joined the team in September with a main role of developing the MTS management and a subsidiary one of contributing to the academic delivery. Another temporary appointment was made to contribute to administration of the new courses and to course materials development. Part of my role was the development of the new teams for these different roles and new areas of work.
2) Managing the Unit

The continuing delivery of the MTS courses and the development of the two new CMs had many managerial implications linked to the business development of the organisation. The Unit became recognised as having the capability to contribute more than the MTS provision, which had implications for the name as it had been known as the MTS Unit. Part-way through this Phase the Region was merged with another and we negotiated for and won the MTS work from that Region, increasing our numbers slightly as they had a much smaller number of trainees.

The organisation was still threatened with closure or transfer out of the NHS and into HE and the negotiations took place throughout this period. Although much of this was new experience it was only partial involvement in each stage of the process and often frustrating that the need for discretion meant information being withheld until decisions had been made by directors and could not be influenced by staff. It was also frustrating in that the uncertainty about the status of the organisation restricted developments with long-term implications, which academic programmes inevitably have. The insecurity of the organisation was less of a concern in the NHS environment which had been very turbulent since the major reforms began in 1992. NHS customers were accustomed to dealing with organisations in a state of change and it seemed not to restrict the availability of contracts, even for work with long-term implications like the additional MTS work.

3) Consultant and Researcher

I had had some involvement with different consultancy initiatives during my first year with the organisation and I wanted to develop this aspect of my work although time was very limited until the new member of staff took up post. One area in which I contributed regularly was an initiative to develop a system of standards and accreditation for health services in the Region. This was ambitious as it attempted to trace services from the perspective of the user which involved interactions between different agencies and organisations. This involvement was useful in helping me to understand the health service organisation and issues and it helped to clarify some of the principles of accreditation. It did not lead to any direct contribution to the wider issues of the Unit or the organisation. I participated in some research into the development needs of the NHS Trust Boards in the Region, working with three others to interview a large number of Directors about the ways in which their Boards functioned and the extent to which this was successful. The Boards were at different stages of maturity, some being very recently formed and some having been in operation for two years or more. This research led to a sequence of events for Directors, but after the completion of the research element, my involvement was very limited. I also undertook some consultancy projects in other organisations, research related to development of accreditation in a management development organisation and some focus groups in a retail setting.

Little of this work was carried out with colleagues in the organisation and it is not included in detail as it offered little information relevant to the main direction of this inquiry.

Stage 2 - Reflection on Focus Areas and Identification of Directions of Inquiry

1) Development of the DMS Programme

I had originally designed the DMS so that it could be developed as an in-company programme or could be tailored to meet the needs of groups other than the MTS. Now that the CM had been successfully delivered and was in its second presentation and the DMS was well into its first presentation the time was ripe to broaden the range of work. The staffing situation was difficult but was unlikely to improve unless there was more work to justify additional appointments. I intended to develop publicity material to describe how the CM and DMS could be delivered in different ways and promote the possibility to try to
obtain one contract within this Phase. I also hoped to increase the number of Unit staff to reduce my management commitments and enable me to develop the educational provision further.

I expected that any opportunities to deliver an in-company version would involve the CM rather than the DMS as these had been predominant in my previous post and the emphasis on development of managers was more on the first-line level than middle management as this level was being reduced in many organisations. However, I expected that the DMS would be an important entry point when we had the full programme in place, which I intended to complete with an MA or MSc rather than an MBA because the MBA was not particularly highly regarded in health service circles. This led to a further line of inquiry, to research into the potential for a complete Masters level and to design an appropriate model to fit with the DMS.

I recognised that this inquiry might have to remain in the design stage until the organisation became more stable as it seemed inappropriate to consider attempting another validation until the status of the organisation was resolved. I also realised that if the transfer was successfully completed the HE organisation which became our owner would have a range of Masters programmes which may already meet our requirements.

The other area of related development was with the NVQ activity as there was a potential to develop in-company work similar to that which I had previously developed in the university. NVQs were popular and important in some NHS organisations and not in others, so the first stage had to be exploratory. I expected that this might lead to potential to develop income from developmental courses and development of workplace assessors.

2) Management of the Unit

Management of the Unit continued to have similar limitations and potential as in the previous Phase, with the potential for links, particularly from consultancy, but with difficult barriers to overcome in collaborating with colleagues. There was an element of contribution to strategic planning in the organisation as it was necessary to have a clear business plan to offer to potential purchasers as the organisation was offered to HE institutions. I hoped to develop stronger links with colleagues and their work areas but did not expect this to happen very easily as much of my time was committed to the MTS and the DMS. As the need to be explicit about the business potential of the organisation became apparent, I hoped to demonstrate that the accredited programmes could bring in significant income. I was hoping to attract a contract for an in-company CM during this Phase.

Stage 3 - Visualising and Planning Development

1) Development of the DMS Programme

I expected the provision for the MTS trainees to continue in the pattern which had been established. I developed some materials to promote the possibility of using the CM and the DMS as the core of tailored in-company provision and found that everyone except the course team had great difficulty in understanding what I was trying to describe. It was recognised that long courses for managers could be accredited but colleagues expected that a new course would be designed and validated for each new group. I tried to explain how this process could be overcome and why it was better to avoid proliferating courses of similar natures leading to similar awards, but I suspected that there was little understanding. Staff in the organisation approached each customer with an openness to design whatever intervention they required and did not use generic models and designs, suggesting that these were training approaches rather than consultancy ones. However, colleagues from other Units did understand that we were interested in developing delivery of other accredited courses and I planned to involve them in trying to identify potential customers.
2) Management of the Unit

I thought that it was time to show that the Unit had a potential to deliver more than the MTS contract and that we should demonstrate the ways in which that development could happen. I intended to develop ways of increasing our income as the contract income was fixed and our expansion would be limited if other sources of funding were not identified.

There were some staff changes planned as one of the part-time staff had left and we needed a replacement. My preference was for a full-time member of staff but I was worried about the cost if we could not increase our income and I was concerned about taking a new member of staff on when the future of the organisation was still at risk.

Stage 4 - Actions, Evaluation and Modifications

1) Development of the DMS Programme

The first opening to design an in-company CM came through a contact made by one of the consultants. She had been approached by an independent trainer who had designed and delivered a Development Centre for all the first-line managers in a hospital in another Region. This had led to a plan for a programme of development for all of these first-line managers, many of whom were from nurse or professional backgrounds and who recognised their roles as professional leaders but not their roles as managers. The Development Centre had raised a number of issues which needed to be addressed by the programme but the Trust had asked for the provision to be accredited. The trainer who had undertaken the work to this stage could not provide an accredited programme and intended to take on a number of training suppliers to provide modules to address all the competence areas that the Development Centre had covered. I was approached to accredit the modules or to provide an accredited component to add this facility to the other provision.

This was the first time that I had encountered the piecemeal development which I subsequently found was common in the NHS. The Development Centre had been designed using a competence framework which had been identified through research within the hospital but without reference to the national framework used by the NVQs in management. There was an attitude that such a generic framework could not be relevant to specific organisations because the context was so unique, although the national MTS provision was designed around the NVQ framework and was deemed to be appropriate for first-line managers in the NHS. Once a different competence framework is used as the basis of development, everything relating to it has to be designed freshly, which leads to significant expenditure on preparation for training rather than delivery of training. Once I had examined the requirements I found, unsurprisingly, that our generic CM addressed all the needs except one or two areas of business skills training. We were offered the contract to deliver a CM for fifty people, linking our delivery to additional modules which other trainers were commissioned to provide. This brought a need to communicate with the other providers to ensure that we presented complementary sessions and did not use similar material. This proved not to be too difficult as we were focusing on different topics.

The delivery of this programme proved quite complicated as it was at such a distance from our base, about four hours driving. I bought a large canvas bag to pack all the workshop materials and prepared a travelling set of equipment as we expected only to have basic classroom accommodation rented from a university close to the hospital. The course team had to plan how to travel and when to stay to ensure that each module was delivered in a similar way and that we had two staff at each presentation assessment.

The logistics were significant concerns in the early days and these retreated when the bulk of assessment became a new concern. There were issues in the composition of the course
team as the purchasers had expressed a strong preference for some members of the team and not for others, which upset my assumption from my university days that the selection and allocation of appropriate staff for a programme was a provider concern and related to academic criteria. In this case it related to criteria linking training approaches and knowledge of NHS contexts which limited my choice of course team. As the programme progressed I had to increase the team to cover a sudden illness and added two people to collectively cover a field in which they had different strengths. There were initial difficulties with many of the participants, much of this linked with judgements which had been made about their competence in the preceding Development Centre.

I had offered the accreditation as optional and many were reluctant to commit to registration for fear of considerable extra work and potential failure. As the programme was compulsory, there was an issue about what success would mean and the accreditation posed an additional risk of failure. In the event, the issues were addressed clearly by senior hospital staff and I offered to postpone registration until everyone had tried the formative assignment. It proved to be a very important option for this group and once they had received feedback from that first assignment 35 of the 50 potential participants registered for the CM. Once the programme had settled after the first module, the number attending reduced to this 35 plus another three, because many of the participants were essential clinical leaders in shift work and it proved not possible for all to be away from work so regularly. The motivation of those who continued was strong and all gained full awards except two who gained CATS points and discontinued attendance because of family reasons.

The modules were those which were in the usual CM delivered in the same style using the same materials. The additional skills modules included days on managing quality, contracting, change management, communications and an outdoor team development event. The learning sets were facilitated by managers from the hospital who had some experience with action learning sets and for whom I ran an additional workshop to prepare them for the role. It was recognised that their involvement in this way might limit the degree to which the sets dealt with some aspects of personal development, but as the managers in the programme all worked in the same organisation and were likely to work together for many years longer, there was a concern that the degree of personal risk should be limited and set advisers should be aware of the vulnerability of people in such developmental encounters. The set advisers and the usual involvement of line managers and mentors led to the team being considerably extended. Co-ordinating meetings were held at the hospital frequently when members of my course team were visiting to deliver modules or assessments.

Another aspect of this CM which was important in demonstrating the flexibility of the design of the CM was the degree to which the assignments facilitated organisational development. After each module we distributed a list of the assignments which had been undertaken and this helped participants to network over similar projects and other managers in the Trust to link into projects which interested them.

This group were very different from the MTS trainees in that they mostly had long experience of the NHS although many had not worked away from the locality. They were an older age group with an age span from mid-twenties to fifties, whereas the MTS were typically in their twenties and early thirties.

One of the unexpected aspects of the programme was that the commissioning trainer arranged to observe much of the delivery as she had a monitoring role. She found it very different to her expectations and we spent much of the break time discussing how it differed and why. She had expected us to have very clear plans to develop particular behavioural outcomes, similar to those she had identified in the competence framework. We were more concerned to develop confidence in learning and self-management, recognition of current skills and ability to build on these. Our purposes were different and they led to broader outcomes than behavioural ones. She gradually recognised that the training methods she had expected led to more limited outcomes than our more open ended.
approach which left the participants identifying and choosing options in a more self-directed way. The monitoring activity soon changed to collaboration and cooperative planning of events.

The accommodation for the programme proved to be very appropriate in a conference centre on the university campus and with a generous lunch which was welcome to the participants. Our provision for travelling equipment worked well and we found overnight accommodation nearby for the course team which allowed us to have planning sessions there. All the staff were involved in longer hours than usual in travelling and in long delivery days but all found the experience different enough to be interesting and worthwhile.

There was an unexpected second tailored CM in that year which had developed from an initiative in Primary care undertaken by a group of the consultants. Again, when it came to the design of a long programme, the participants asked for accreditation. Unfortunately, the project group did not involve my team in the design until many aspects had been discussed with the participants and agreed. I became involved at the stage when the programme did not look much like a CM but they wanted to gain a CM award through the programme.

This is where the misunderstandings were significant. I expected to develop many different versions based on a core generic content. The consultancy group started with the client needs as expressed and built these into a programme. I insisted that the generic core addressed common needs of managers at that level. The project group insisted that these managers did not have any need to manage people and that they had enough experience of managing finance and information already. It emerged that they did manage some people and had influence over many others, and that their experience of managing finance and information was limited to a very narrow range of activities within a tight framework. The options were to redesign around the core CM we had validated (which was my preference), to seek validation for the programme which had been designed (which I advised against as it was unlikely to meet validation requirements and would open questions about why we were unable to bring the designs together) and the option to seek validation from another external body.

My preferred option was recognised as the quickest and was agreed although this was reluctant in some cases. I was told that colleagues found me inflexible and too concerned to observe conventions which they considered unimportant. I was also accused of not putting the client's interests first but designing interventions for our own convenience. I felt that this was very unfair as I was holding an academic responsibility for which others wanted the benefit but not to share the responsibility. Although there was a little extended participation from colleagues in other Units, they were reluctant to conform to the essential requirements of the programme and the core team continued with the delivery in similar modular form to the hospital model. As these participants were all in a GP fund management setting their interests and projects were very different and the flavour of the programme was very much their own. Colleagues outside my Unit seemed unable to see that the participants brought the difference in the content and that what we delivered was a small part of the working material of a programme. Many of the consultancy Unit seemed to think that we were using training approaches with densely defined programme material rather than delivering starting points and techniques and questioning assumptions.

The course team felt rather isolated from other areas of the organisation because colleagues clearly found us difficult to deal with and we found it difficult to communicate over these differences. Unfortunately, the differences were significantly related to individual backgrounds and others in the organisation were not from educational settings but from training and development, human resource management and professional development. In some ways professional development practitioners were close to those of us in management education because they were used to supporting learning within workplace environments. However, they assumed that there were some common agreements about the nature of management as there are within professions about the nature of each profession. There is

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no such common ground in management and colleagues differed about what was acceptable practice within our own organisation so attempts to agree on indicators of good practice were doomed to failure.

The course team had some difficulties in reassuring each other that our work was good in this climate and we were much reassured by the programme participants and the External Examiners who were unfailingly supportive and reassured us of our high standards. Members of the team also attended conferences and meetings of academics and other groups of management educators and developers and we drew confidence from so much evidence that we were working with many of the current concerns in this field of practice, encountering many of the issues which others were discussing in theory. A European conference I attended raised issues for management development and education about who the customers be in the next decade, what they will want of us, how we will need to change our infrastructures to deliver the new needs, how we will develop our organisations and staff quickly enough to deliver what our customers will need, how we will manage the mergers and partnerships that the future will demand and, perhaps most significantly, how we will become clear about principles and hold common values and beliefs.

2) Management of the Unit

The expansion of the work of the Unit and the difference in the nature of work was recognised by a change of my title to Director of Accredited Management Development. I argued that this was too elaborate and that accreditation of development was somewhat contentious, but the political reasons behind the decision dictated that my Unit was not the only one delivering management development and that our significant difference was in the provision of accreditation in that field. Towards the end of the Phase I did succeed in changing the title again, this time to Director of Management Education (because no-one else claimed to be 'educating') and the Unit to the Management Education Unit. This seemed to position us more sensibly for the transfer to HE in that it more closely described our range of activity and differentiated it from the other training and consultancy initiatives in the management development field.

The organisation was in a state of imminent change as it was clear that it could not remain within the NHS under the new regulations and that the Region would have to either transfer or close the Centre. Throughout the year different options were considered including independence through a management buy-out or operating with charitable status, but the most likely option to succeed emerged as transfer into Higher Education. Halfway through the year this option was agreed as a way forward and documentation was prepared to publicise the opportunity to HE organisations. There was a great deal of management involvement in this process in ensuring that the information was correct and the subsequent stage of gathering information and records for the purchasing organisation was detailed and time-absorbing. The potential purchasers reduced to two and the final bidding process and the due diligence exercise leading to the sale were carried out at the end of this Phase. The sale was agreed and transfer took place at the end of January 1996.

Towards the end of 1995 there were some significant issues for me and the other academic staff as we were about to enter the Higher Education field once again but from the perspective of NHS managers rather than as academics. We were all anxious about the way in which we would be viewed by this new owner and what the implications would be for us as individuals as well as for our work. There were suggestions of several different ways in which employment conditions might be interpreted and the final solution was that the organisation would remain as a limited company with a salary scale of its own different from that of the new HE owner. Whilst this resolved some of the concern about security it did not address the relationship of the academic work and the staff involved with that area when it became part of a wider HE environment.

As soon as the sale was agreed, members of my Unit made links with those carrying out
similar work in the organisation of our new owner and we quickly agreed ways of working together to extend the provision and ways of keeping the differences which brought benefits to our different customers.

Stage 5 - Reflection on the Phase

Significant events in this Phase were the development of two tailored versions of the CM and the transfer of the organisation to a HE organisation.

During this Phase many of the issues which had begun to be apparent in the previous Phases became clearer, crucially some of the reasons why it was difficult for colleagues in the same organisation to collaborate in provision of management education and development. This research completes with this Phase but in Part Four some of the further developments in this organisation are noted as they provide further evidence of issues arising in collaboration in the field.

During this phase a further collection of Business School prospectuses was made to enable some triangulation of the practitioner findings. These enabled analysis of two collections of business school prospectuses (from 1992/3 and 1995/6) of which 60 - 80 are directly comparable with each other in terms of course developments although some institutions changed names and status from polytechnic to university during this research period. Very little information was gained which related closely to this inquiry although there was confirmation of the broadly comparable content of management programmes leading to CM, DMS and MBA. Few discussed the processes used in their delivery and very few mentioned links with workplaces or other providers of management education and development. The data has not been included in this inquiry analysis as it contributed very little other than confirmation of features already discussed in the review of literature in Part Two.

Evidential Database

1 Full Proposal for In-service CM Programme for a Hospital Trust
2 Full Proposal for In-service CM for a group of GP Fund Managers
3 Proposal for a Masters Programme
4 Notes from the European Foundation for Management Development, Athens, 1995
5 Research into the effectiveness of NHS Boards in one Region and the training and development of Directors (published and with further stages in progress)
6 Research into how branch managers could contribute to company strategy for a PLC retail company (currently confidential and unpublished)
7 Research into strategic development options in management training and development service provision for an NHS Trading Agency (unpublished)
8 Research into strategic development options in terms of development of programmes leading to qualifications for a leading Management Development Institute (currently confidential and unpublished)

Other notes and records. All materials are in the personal collection of the researcher.
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<td>AE</td>
<td>Adult Education</td>
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<td>AMDP</td>
<td>Advanced Management Development Programme</td>
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<td>APEL</td>
<td>Accreditation of Experiential Learning</td>
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<td>BS</td>
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