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A multi-capital approach to understanding participation in professional management education

Jane Livesey Simmons

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List of abbreviations

BIM	British Institute of Management
CBI	Confederation of British Industry
CIMA	Chartered Institute of Management Accountants
CIPD	Chartered Institute of Personnel Development
CMI	Chartered Management Institute (Formerly Institute of Management)
CSWQ	Certificate of Qualification in Social Work
DfEE	Department for Education and Employment
ECDL	European Computer Driving Licence
EU	European Union
FDA	Food and Drug Administration (based in USA)
GCSE	General Certificate of Secondary Education
HEI	Higher Education Institution
HNC	Higher National Certificate
HND	Higher National Diploma
ICT	Information and Communications Technology
IiP	Investors in People
IPS	Institute of Professional Services
MBA	Masters in Business Administration
MCI	Management Charter Initiative
NEBS	National Examination Board for Supervision and Management

NVQ	National Vocational Qualification
OECD	Organisation for Economic Co-operation and Development
OND	Ordinary National Diploma
PCT	Primary Care Trust
RICS	Royal Institute of Chartered Surveyors
SPSS©	Statistical Package for Social Sciences
TQM	Total Quality Management
UK	United Kingdom
USA	United States of America

Abstract

This study explores the reasons why adult learners take part in professional management education courses, their social and cultural capital together with their human and economic capital. The author has responsibility for these programmes in a university in the north of England. It is framed by a multiple capital approach which reflects, and illuminates, the rationale for engagement in lifelong learning and professional management education.

The underlying research was phenomenological, as it explored the direct experiences of the participants in relation to professional management education. Two methods were used sequentially, quantitative which provided numerical data by the use of questionnaires, and qualitative, by the use of interviews. The results of the interviews were used to construct the stories of the respondents. Fifty questionnaires were completed by employees and fifteen interviews were undertaken, out of a total population of eighty one. The entire population of twenty four employers completed a questionnaire and six of them were interviewed.

The outcomes of this research highlight the workplace in the twenty-first century, together with the impact of the current economic climate. This has led to a need for the acquisition of new skills by workers at all hierarchical levels in organisations.

Cultural capital was evidenced by the desire of employees to equip themselves with new skills and knowledge, in order to remain in employment and to advance their careers. Many of the respondents gained cultural capital through their early life experiences of home and school and their relationships with mentors. The social capital of employers was found to be important in mentoring, and encouraging, employees to engage in learning.

Economic capital was expressed through engagement in lifelong learning by employees to enhance their knowledge and skills, and to improve their employment prospects.

Human capital was evidenced by both employers and employees as engagement in professional management education facilitates the acquisition of new skills and knowledge.

Chapter 1 Introduction to the study

'It is difficult to overstate the significance of lifelong learning in contemporary society,' (Morgan-Klein and Osborne, 2007, p.1).

1.1 Introduction to the study

This study is a critical investigation of the reasons why employees engage in professional management education after they have completed their compulsory education and have entered employment. This continuing professional development is intended to allow individuals to maintain and improve their knowledge, skills and competence, and enhance their learning, by engaging in learning opportunities throughout their working life. In the context of lifelong learning, continuing professional development is important with the changing nature of work, the workplace and growing use of information and communications technologies. This study regards continuing development as a facet of lifelong learning and it will argue that this is lifelong learning in its broadest sense and will demonstrate its importance to both employees and employers, through an exploration of their stories.

The study focuses on the perspectives of employees, and their employers, who undertook Chartered Management Institute (CMI) courses at a university in the North West area of the UK. These employees are people who have completed their compulsory education and who are engaging in professional management education of their own volition, or at the behest of their employer. It also considers the need which has been generated for participation in professional management education by adults and the promotion of this by their employers. The area of study is considered to be significant in so far as it examines employee and employer human, economic and social capital dispositions to learning, together with their cultural capital. This study does not consider the direct effects of learning on income, nor does it explicitly address academic theories of

motivation, rather it will adopt a multi-capitals approach, drawing on the work of, among others, Becker (1975), Bourdieu (1972) and Putnam (1993). The rationale for adopting a multi-capital approach was that the researcher believed it would reflect, and illuminate, the multifaceted nature of people, as both individuals and organisations are complex. Culturally people are encouraged to learn by their families, they are nurtured and encouraged to do so by their social networks. Learning has both economic benefits and costs. It has been argued by Bourdieu (1986) that all types of capital are derived from economic capital which was considered to be of prime importance in this study in view of the current economic situation.

In this study a number of areas were considered to be of importance. These include the nature and history of professional management education, specifically courses offered by the Chartered Management Institute (CMI), as professional management education supports the current economic structure by providing suitably qualified managers. This is in response to increased global competition and diversification of the financial, and other, markets. There is also a growing use of new technologies, and demographic trends that demand flexible and multi-skilled workers, (Edwards, 1997). Not all of this has had a positive impact on the UK economy especially in the area of financial markets which have recently experienced uncertainty which has resulted in economic recession in the UK due in part to cross border lending and other investments by financial institutions.

Changing work patterns, over the last thirty years or so, were also considered to be significant to this study as there has been an increase in service industries and a move from blue collar to white collar work. This has required flexibility, on the part of employees, and has led organisations to focus on their competitiveness, economic growth and continued employment for their employees. These phenomena were investigated by Machin (1996) who used census records to illustrate how, since the Second World War, in percentage terms the numbers of people employed in non-manual jobs has more than doubled. He held that the bulk of this increase, approximately three quarters, is due to an increase in the use of middle/senior managers and senior technical or professional staff.

In 1948, 16% of the workforce was in non-manual employment and, by 1990, this had reached 33%. In the last thirty years or so, there have been vast changes in the structure of employment within UK. This was pre-empted to some extent, by the decline within the manufacturing base of the UK in the late 1970's and the beginning of the 1980's, together with a growth in the service sector which has compensated employment levels. Service industries now dominate the UK economy, although manufacturing remains a key sector.

This research is framed by a multiple capital approach which reflects, and illuminates, the rationale for engagement in lifelong learning and professional management education. The role of economic capital and its articulation in respect of participation in professional management education are explored. Economists regard expenditures on education and training, as investments in human capital, because people cannot be separated from their knowledge, skills, or values in the way they can be separated from their financial and physical assets, (Becker, 2002). From this viewpoint, education and training are the most important investments in human capital. Whilst social capital refers to resources based on group membership, relationships, networks of influence and support such as organisational, and other, mentors. Cultural capital consists of forms of knowledge, education and skills together with any advantages a person has which gives him/her a higher status in society, and this may include high expectations, (Bourdieu, 1983). Parents initially provide children with cultural capital, that is the attitudes and knowledge that facilitate their educational attainment. As this study focuses on learning by adults who have completed their full time education, it inevitably embraces the concept of lifelong learning.

An historical background to management and management as a profession in the UK will now be considered as it will provide a backdrop to the study. Then various government initiatives in relation to increasing the skills of the workforce will be discussed as the study also considers the perspectives of employers which are affected by government policies.

1.2 Professional management education

As this study considers professional management education, specifically Chartered Management Institute qualifications, it is useful to consider the history of both in order to give a wider context to the reader. Management is a fairly modern concept it was only in 1946 when Drucker published the 'Concept of the Corporation,' that management was identified as an explicit role in an organisation and as a profession. Similarly professional management education in the UK does not have a long history. In 1945 the Board of Trade appointed a committee to formulate detailed proposals for setting up a central institute relating to management. One of the reasons behind this move was the realisation that although there were professional bodies representing functional activities, such as building services and civil engineering, there was no comparable body for general management thinking and for the development, and promotion, of better management. This was considered to be important for the post Second World War UK, which had serious economic problems and had seen the introduction of new working methods, which had been developed to cope with the challenge of producing weapons, and so forth, during the war.

Following the recommendations of the Baillieu Report, 1945, the British Institute of Management (BIM) was formed in 1947. In 1987, the BIM, in conjunction with other bodies, issued two reports, 'The making of British managers,' (Constable and McCormick, 1987), and 'The making of managers,' (Handy, 1987). Constable and McCormick (1987) and Handy et al. (1988) expressed concern about the state of management development and the quality of British managers. At that time there were approximately three million people in managerial jobs, the majority of whom received no training at all while those who did only received the equivalent of one day's formal training each year and were arguably ill equipped to perform their jobs. The Handy report (1987) put this record in an international context, stating that although some organisations were doing a lot for the development of their managers and were doing it well, the UK's main competitor countries were doing more, and doing it better. These

reports 'drew attention to the inadequacies of business-based education and training, the unwillingness of Business UK to invest, and the poor international comparability of UK managers and directors,' (Vinten, 2000, p.181). Both of these reports, issued over twenty years ago, took a broad view and did not consider the influences on individual students who engage in professional management education as this study does. Clearly the quality of UK management education, for the workplace, has been an important political and economic issue for more than twenty years. These two reports led to the formation of the National Forum for Management Education and Development and, subsequently, the Management Charter Initiative (MCI), which produced the world's first competency-based national management standards, these were devised by the Chartered Management Institute.

The Institute of Management, which emerged from the BIM, became the Chartered Management Institute in 2002. In the same year, its management qualifications were recognised as part of the UK's National Qualifications Framework for Higher Education. These qualifications range across all academic levels and are designed to meet the needs of employees at various hierarchical levels of management, and to allow them to gain formal qualifications. In 2007 the Chartered Management Institute, Wilton and Woodman (2007), undertook an online survey of their members, 'The Value of Management Qualifications' of their members which suggested that at that time managers in the UK were significantly under-qualified compared to other professional occupations, with 41% holding a qualification below level 2, or GCSE. Approximately 39% were qualified at level 4 or above, compared to 90% of those in other professional occupations. It was estimated, in that survey, that the number of managers with specific management related qualifications would reach above a fifth at the current level of achievement in the longer term. This study considers individuals who were seeking to improve their management skills and who were taking management qualifications at all levels.

1.3 Government initiatives aimed at upskilling the UK workforce

Echoing the findings of the Handy (1987) and Constable Mc McCormack (1987) reports Gavyn Davies, Chief UK Economist at Goldman Sachs at that time, was reported to have said in 1989 that 'a modern developed economy can only prosper if it has a labour force with skills and education to compete with the best. Ours patently hasn't,' (The Guardian, 16/6/89). The Management Charter Initiative (MCI), which was referred to in the previous section, was developed in an attempt to ensure that there were comprehensive standards for management training. The MCI sought, and still seeks, to describe and to promote common practice in management training and development by generating standards for management education and learning. These are still recognised as a benchmark in the UK for many management qualifications. A typical MCI student, such as the employees who took part in this study, is a practising manager, ranging from a first line manager to a senior executive, who wishes to develop his/her skills in their existing work environment, 'either to enhance performance or to facilitate future career development,' (Sargeant and Matheson, 1996, p.4).

In 1990 the UK government introduced Investors in People (IiP) as a national standard, or benchmark, for the quality of training and development in organisations. It is a quality standard which emphasised investment in human resources and development. IiP was launched 'against a background of growing concern about potential skills shortage and the need for better vocational education and training to improve business performance,' (Reynolds and Ablett, 1998, p.27). It represented a key lever in the government's attempt at producing a skill's revolution in training and development and it is 'one of the few admissions that the internal workings of the firm have to be addressed if training policy is to succeed,' (Keep and Mayhew, 1996, p.319). 'Organisations with Investors in People accreditation have a 70% better rate of return on capital than those without,' it (Duff, 2003, p. 53). This points to businesses improving performance, and thereby profitability, through training and developing their employees, professional management education is concerned with maximising the potential of employees. There is a link between this study

and the aims of IiP as both focus on people in employment who are engaging in learning activities.

The key benefit of using the Investors in People framework for the UK government is that it emphasises the importance of education and training and encourages employers to take a systematic approach to the development of their employees as valuable asset to the organisation, (Edwards, 1997, p.113). Indeed, 'world class businesses result from the quality of people working within them to achieve excellence,' (Eastgate, 2000 p.161). However, the Leitch Review of Skills (2006, p.3) took the view that 'even if current targets to improve skills are met, the UK's skill base will still lag behind that of many countries in 2020.' The strength of the UK economy has fluctuated in line with changes in both social and global economic structures such as those which have been experienced over the last couple of years. This has generated a need for continuous updating by individuals in the workplace to respond to the need for higher skills. These include management related skills which were investigated in this study. However, Udden (2009) has suggested the financial and economic system nearly collapsed during the last couple of years. This has meant that some employers have not been able to promote skills development in the way that the Leitch report (2006) anticipated. Indeed Rees (2008, p.8) suggested that rather than there being a skill shortage in the workforce there are not enough jobs in the UK which demand high levels of skills. Whilst, Payne (2009, p.7) argued that research suggested that many organisations in the UK 'remain wedded to low skills strategies.' In the current economic climate it is probable that employers will focus on survival rather than on staff development. The wider context of the study will now be considered in more depth.

1.4 Context of the study

'Today's world of work is unrecognisable from the workplace of only a few years ago,' (Manpower, 2006, p.1). As has already been indicated, this change in the world of work has been brought about by a number of factors. These include advances in communications, the introduction of flexible working arrangements, and greater diversity in the workplace together with the restructuring of working arrangements through both outsourcing and the transfer of work processes to other countries. These changes have inevitably impacted on approaches, and attitudes, to professional management education leading to greater, and more flexible, provision. Globally, there is an emerging economic structure which is information driven, and where economic success, or survival, is increasingly reliant on the effective use of human resource assets such as knowledge, skills, including professional management, and the ability to innovate, which are taught on professional management education courses, (Edwards, 1997), (Carbery and Garavan, 2005) and (Morgan-Klein and Osborne, 2007).

Changes in the economy and society have resulted, in addition to flexible working, in new patterns of employment with the emergence of portfolio and serial careers, in conjunction with a move away from pyramidal hierarchies to flatter management structures, where employees have more responsibility and accountability for their work. These changes are characterised by 'a portfolio lifestyle [which] includes work, learning, home, community and leisure pursuits in complex and overlapping patterns, at its best it offers the opportunity to tailor these to particular interests and priorities,' (Cooper, 1996, p.255). They have also led to redundancies, which, as Worrall et al. (1999, p.460) held, are the 'most evocative and fear inducing form of organisational change for many workers.' The economic structures, which were referred to earlier, are also known as globalisation and this has impacted on work in the UK in that it has led to a rapid increase in cross-border economic, social and technological exchanges. This has resulted in increasing international flows of goods, services, money, people, information, and culture, (Held et al., 1999, p.16). The economy which emerged in the last quarter of the

twentieth century has meant that the productivity and competitiveness of organisations, regions and nations are dependent on their ability to generate, process and to apply efficiently knowledge based information, (Castells, 2000, p.77).

Both globalisation and technological development have resulted in a risk society which is characterised by uncertainty, (Jansen and van der Veen, 1996), where the need, and demand, for skills is constantly shifting. Globalisation is the increasing internationalisation of trade, the integration of economic and capital markets throughout the world which leads organisations to operate, and invest for the future, with reference to markets across the world as a whole, (Henderson, 2004). This has brought the world closer through better worldwide communication, transport and trade links. Globalisation has been driven not only by foreign trade and investment but by the increasing scale of technology and information flows, (Kobrin, 1997, p.147-148). There is 'increasing interdependence of national economies in trade, finance, and macroeconomic policy,' (Gilpin, 1987, p. 389). Globalisation is challenging as distances and time differences are shrinking with information technology allowing more business to be contracted within given timescales, thus sharpening economic competition, (Morgan-Klein and Osborne, 2007, p.2). As Ohmae (1989, p.153) held 'on a political map, the boundaries between countries are as clear as ever. But on a competitive map, a map showing the real flows of financial and industrial activity, those boundaries have largely disappeared.' In the twenty years, or so, since this comment technology has reinforced this point, as Castell's suggested eeconomies throughout the world are now globally interdependent, (Castells, 2000, p.1). This has been demonstrated by the current global economic situation.

Contemporaneously the worldwide economy has shifted from one of industrial manufacturing, or a product, orientated economy to one which is based on knowledge and services, 'where the principal commodity is information or knowledge,' (Walczak, 2005, p.330). The increase in non-manual employment has yielded an increase in more skilled jobs, which require relevant management skills. The Leitch Review of Skills

(2006) suggested that this has impacted on the UK where fundamental changes in the global economy, combined with shifts in the structure of the workforce, as the population ages, have increased the importance of skills, (Leitch Review of Skills, 2006, p.32). That review took the view that the prosperity of economies would increasingly depend on their skills bases with those skills, which include professional management capabilities, being measured most effectively in terms of the qualifications which employees obtain. Developing countries, which have lower levels of material well being, are able to pay much lower wages and to sell their goods and services at a lower price. However, the worldwide recession will impact on them as the exchange rates for their currencies have strengthened and this has led to their goods being more expensive in their traditional markets. Some of these countries, notably China, have a strong tradition of saving and consequently their domestic markets do not offer an alternative outlet for their production.

For countries with high levels of development, education is seen as one of the principal means for maintaining high standards of living in the face of global competition, most notably from the developing countries, and for survival in the current economic climate. Governments in these states, including the UK, have in the main, sought to maintain 'control over the key areas of the curricula, assessment and certification and (they) have increasingly sought to steer their systems towards certain educational outcomes through the setting of targets,' (Green, 2006, p.194). Their primary motive has been to use the potential outcomes of education, the skills and knowledge of the workforce to maintain their competitive position in the global economy, rather than to develop their citizens in a more holistic way. They 'invest in human capital to ensure economic competitiveness in conditions of increasingly globalised capitalism,' which has become more important in the prevailing economic climate, (Edwards, 2001, p.6).

Organisational survival, and by implication, employment, is increasingly reliant on having highly skilled staff who are adaptable, and who are both willing, and able, to continue to learn. This is crucial in the contemporary condition of economic uncertainty

as, according to the Overseas Development Institute (2005), 'good quality and appropriate education is amongst the main drivers of competitiveness and successful participation in the globalisation process,' (Overseas Development Institute, 2005, p.1). Organisations therefore face a range of human resource issues. These include the identification of the skills that they will need to succeed, developing appropriate recruitment and retention plans, making the most efficient use of staff and identifying the training needs of their current, and future, workforce, (Manpower, 2006, p.2).

Identification of the skills which individuals, and organisations, will need to succeed is not a simple task especially as skill sets vary over time in line with local, regional, national, and international, exigencies and changing economic circumstances. As the Dearing Report (1997) report suggested in 'a dynamic, competitive business context, the nature of managerial work,' such as that undertaken by the subjects of this study, 'is changing, creating a requirement for new skills and knowledge,' (Thorne and Wright, 2005, p.384). The skills identified by the Dearing Report included communication, numeracy, the use of information technology and learning how to learn; together with cognitive skills, such as an understanding of methodologies or the facility to analyse critically. Equipping employees with additional skills makes them more saleable, in the current economic climate, rendering them more likely to be retained by their employer, (Raggart et al, 1996) and (Booth and Snower, 1996). It is of relevance to this study that there has been a move, since the 1990s, for employees to gain external accreditation of management skills and that this continues to be the case even in adverse economic conditions. Registration for CMI professional management courses at the university, where this study was undertaken, were in 2008 81 and in 2009 79.

1.5 Knowledge management and the learning organisation

The concepts of 'knowledge management' and the 'learning organisation' emerged in the 1980s and there has been interest from businesses and management theorists in exploring

how learning can bring about continuous improvement. The concepts of knowledge management and the learning organisation are inextricably linked. Giesecke and Mc Neil (2004) brought them together, defining a learning organisation as one which is able to acquire, create and transfer knowledge in order to modify its behaviour and to reflect new knowledge and insights. 'A learning organisation is one that applies the principles of knowledge management in harnessing its human capital,' (Jain and Mutual, 2008, p.10). The learning organisation is an organisation that learns and encourages learning among its staff, it promotes the exchange of information between employees thus creating a more knowledgeable workforce. In this way it produces a flexible organisation where people will accept, and adapt to, new ideas and changes through a shared vision. Knowledge management has been defined as 'a means of using the ideas and experience of employees…to improve the organisation's performance,' (Skapinker, 2002, p.1). The importance of this, for commercial organisations, is that a learning culture can deliver sustainable competitive advantage in all parts of their operations whilst for other organisations it can generate quantifiable improvements. Here the central focus of organisations is profitability, and, by implication, sustainable competitive advantage. Increasingly, knowledge is seen as having economic value; it is not merely appreciated for its own sake. This has led to the emergence of knowledge workers who are valued for their expert knowledge, skills and capabilities by organisations. These are people, who have professional qualifications, including professional management ones, and who know how to access, interpret and apply new knowledge and information to contribute positively in challenging economic times and thus add to the competitive advantage of the organisation which employs them.

Contemporaneously the term 'knowledge economy' has come into use, and this 'represents a marked departure in the economics of the information age from those of the twentieth century industrial era,' (ESRC, 2006). A knowledge economy demands sophisticated skills such as information technology skills, the ability to be flexible in the workplace, to accept responsibility and to demonstrate initiative. The driving forces behind the knowledge economy fall into several categories. As has already been discussed, these include the globalisation of markets and products, due to national and

international deregulation, the increasing availability of information and communications technologies, enhanced networking and connectivity by way of the internet and the intensification of economic activities, which have been enabled by the growth of information technologies, products and services, (Clarke, 1996). The UK government white paper, 'Building the Knowledge Economy,' (Department for Trade and Industry, 1998), acknowledged these changes whilst identifying others. These included the unification of European markets, the increasing strength and numbers of nations with high levels of development have had to assess, and to address, the skills' bases of their working populations and their levels of training and education, in order to maintain their competitive position 'knowledge has become one of the most valued commodities in modern economic activity and that as a corollary we may be witnessing the emergence of a knowledge based economy,' (O'Donnell et al., 2006, p.78).

Links have been made between lifelong learning and the knowledge economy, by among others, the Dearing Report (1997), mentioned previously, which emphasised 'the importance of the role and contribution of higher education to a knowledge–based economy, and promoted the notion of lifelong learning,' (Thorne and Wright, 2005, p.384). The EU (2000, p.3) vision of lifelong learning confirmed that the move towards lifelong learning must accompany a 'successful transition to a knowledge-based economy and society.' Indeed an economic imperative has been formulated by which the Europe Union aims to become the most competitive economic player in the world, and all the instruments including human resources have to adapt to accommodate this principle, (Nijhof, 2005, p.402). These ideas will be considered in more depth in the second chapter of this study.

1.6 Defining lifelong learning

As was indicated in the introduction to this chapter, this study focuses on learning by adults who have completed their compulsory full time education. It therefore embraces

the concept of lifelong learning including qualifications and practices, aspects of both formal education, such as that which is the focus of this study, and informal learning. Lifelong learning is neither an obligation nor is it only a matter of personal preferences, it is a growing necessity in the new, global, economy with high level of job turnover and the new demand for flexibility and almost continuous life transition, (Abrahamsson, 2001, p.339). It is especially important in the current uncertain economic climate.

The concept of lifelong learning rests on the belief that individuals are, or can become, self-directing learners, and that they will see the value in engaging in lifelong education which is part of their social or cultural capital. The concept builds on the existing education of individuals, and on the expertise of educational providers, including institutions of higher education. It extends beyond formal education to encompass employees and employers involved in any kind of learning activity. Lifelong learning has a wide scope, it includes policies and practice in schools, the education of adults and both formal and informal learning throughout life, (Morgan-Klein and Osborne, 2007, p.1). Demographically, in the twenty-first century, the UK has an ageing population which has led to more varied provision of educational opportunities throughout people's lifespan; and is lifelong learning in its broadest sense. For example, people may take professional management education courses during the early stages of their working life or when they have a range of management responsibilities in their late thirties or early forties.

The strength of the UK economy has fluctuated in line with changes in the social and global economic structures, this is particularly evident in the light of contemporary economic conditions. Consequently, structures of employment have changed in response to new working patterns of employment and international competition, generating a need for continuous updating to respond to the higher skills, which the workforce is now required to have, and the increasing competition for fewer jobs. The focus on lifelong learning by governments

'is reflected in the alignment of lifelong learning with changes in the economy and workplace, the need to invest in human capital to ensure economic

competitiveness in conditions of increasingly globalised capitalism,' (Edwards, 2001, p.6).

In the same way the European Commission and national governments' policy statements, in relation to lifelong learning, are 'couched almost universally in terms of ensuring greater economic competitiveness,' (Osborne and Oberski, 2004, p.415). As a result there is now a demand, from the UK government and organisations, for lifelong learning opportunities to be relevant to the needs of the economy to ensure economic competitiveness, at an organisational and national level. Lifelong learning has been promoted by governments, and employers, to enhance economic competitiveness both nationally and at organisational level. These perceptions do not relate merely to individual development, this study investigates the perceptions of individuals within organisations, and the impact of structural considerations. The realities of these economic factors at an organisational level will now also be considered, and reviewed within the study that follows.

1.7 The concept of capital

This study, and analysis of the findings, is framed by a multiple capitals approach, drawing together, and developing, the work of among others Becker, Bourdieu and Putnam. Bourdieu is the most important, as he stressed the importance of both cultural and social capital in relation to learning, and engagement in it, and as will be discussed later, how these both impact on, and relate to, human and economic capital. Social capital refers to connections among individuals, their social networks and the norms of reciprocity and trustworthiness that arise from them, (Putnam, 1993).

Social capital is generally understood as the property of a group rather than the property of the individual. Putnam (2000), perceived it to be both of private and public good, because, through its creation as a by-product of social relations, it benefits both the creator and bystander. There are many possible approaches to defining social capital;

however, there is some consensus, within the social sciences, towards a definition that emphasises the role of networks and civic norms, (Healy, 2001). The key indicators of social capital include social relations, formal and informal social networks, group membership, trust, reciprocity and civic engagement. Like other forms of capital, social capital is productive but it may be depleted if it is not renewed, (Coleman, 1990). Putnam (2000) suggested that the more people work together the more social capital is produced the less people work together the more community stocks of social capital will be depleted. Social capital is made up of resources grounded in exchange based networks of persons. It consists of durable networks of relationships through which individuals can mobilise power and resources, (Bourdieu and Wacquant, 1992, p.119). Bourdieu (1991, p.167) considered this was the most effective form of power, as it represented the capacity of dominant groups to impose 'the definition of the social world that is best suited to their interests.' Investment in social capital acts as a strategy, consciously or unconsciously, and serves as a mechanism of exchange for other capitals, notably economic capital.

One way in which the definitions of social capital vary is whether they focus on the ties an individual has with others, that is it has an external focus, or the structure of the ties among individuals within a group, that is it has an internal focus or both, (Adler and Kwon, 2002). Much of the literature in relation to mentoring is more consistent with an external focus, there is also value in considering an internal focus on social capital. A definition that encompasses the internal and external focus is that social capital is the goodwill which is available to an individual, or group, its source lies in the structure and content of an individual's social relations and its 'effects flow from the information and influence, which it makes available' to the individual, (Adler and Kwon, 2002, p.23). This definition of social capital encompasses the structure of individuals' social networks, as well as the costs and benefits stemming from those networks. It is well aligned with the concept of mentoring, which traditionally has been defined in terms of the structure of a particular kind of relationship and in terms of the resources, or functions, of the relationship.

The importance of mentoring in contemporary academic thought, and in relation to lifelong learning, was indicated by Higgins (2000, p.277) who put forward the view that 'as individuals' working lives span multiple social and organisational arenas, academic interest in the impact of interpersonal relationships on career outcomes has grown.' One of the seminal writers in this area Kram (1985) identified two functions which mentors fulfill, these are career and psychosocial. They are distinct, but related, career functions which include aspects of mentoring that assist the mentee to progress their career such as coaching and sponsorship, such as promoting participation in a professional management course. Psychosocial functions are those aspects of a mentoring relationship which enhance the mentee's sense of competence and self image, such as friendship and counselling, promoting their social capital. Kram (1985, p.1) also held in relation to her own study in the USA, that when people are asked to reflect on the 'major satisfactions and frustrations at work,' they 'consistently mention others who influenced them.' These include relationships with 'superiors, subordinates, friends, peers and family members' all of whom are, or have been, vital sources of support during times both of crisis, or transition, and during their ongoing careers,' (Kram, 1985, p.1). All of these people form part of an individual's social or cultural capital. The concept of social capital in relation to learning by adults will be investigated in this research, and will be developed further in the following chapters.

Coaching relationships were not considered to be relevant to this study for a number of reasons. These were the nature of the relationship, background and experience of the mentor or coach, the length, the phases and the desired outcomes of the relationship. Whilst a mentoring relationship, which evolves out of a social network, has the purpose of developing the mentee (Higgins and Kram, 2001) a coaching relationship is a formal developmental one, which has the purpose of achieving a desired outcome. This may be to address specific performance problems. Research suggests that mentors are older, and have more years of experience than their mentees, (Higgins and Kram, 2001; Kram 1985; Kram, 1993; Kram and Isabella, 1985; Noe, 1988). In contrast neither the age of the coach is not important (Hargrove, 1995; O'Neill, 2000), nor is their industry or field experience. A coach does need expertise in a field like team and, or, relationship

building.

If a mentoring relationship develops informally, the relationship can last a lifetime (Noe, 1988). Whereas a coach is usually formally assigned (Hall, 1999), so the richness of the relationship is probably not as important as its outcomes. Based on a study of eighteen different mentoring relationships, Kram (1983) suggested that they go through four predictable, but not entirely distinct, phases. These are an initiation, a cultivation, a separation, and a redefinition phase (Kram, 1993). Whilst, O'Neill (2000) suggested that there are four phases in a coaching engagement, first a contracting, secondly a planning, thirdly a live action-coaching and finally a debriefing phase (O'Neill, 2000). As coaching is typically task, or outcome, focused, the relationship development phases are not as important as in mentoring which has its roots in social capital.

Mentoring typically focuses on helping individuals in the beginning or middle of their career. In contrast, coaching can be used at any time during an individual's career. Mentoring relationships serve both career advancement and psychosocial development functions (Kram, 1985; Noe, 1988). Coaching may be most helpful when an individual is in a more senior, which typically occurs later in a career, (Hargrove, 1995; and O'Neill, 2000).

Whilst, social capital captures the idea of the creation of value in response to an investment, reflecting similar uses of the word in the terms economic capital and human capital. Economic capital relates to economic resources, such as cash and other assets. It consists not just of monetary income, but also of accumulated wealth and ownership of productive assets, income and other financial resources and assets. Economic capital involves investment in resources, for example, labour, equipment and supplies, for the production of economic profit whilst human capital involves investment in education or training for the production of skills and knowledge, social capital involves individuals investing in social ties to gain access to the resources of others in the group, or network, (Lin, 2001).

Economic capital is the most liquid capital in that it may be more readily converted into other capitals, (Rudd, 2003). This is especially important in the current economic climate where individuals may find that their jobs are not secure. Economic capital is the focus of both governments and employers where all learning opportunities need to be relevant to the demands of the economy to ensure continued economic competitiveness at an organisational and national level. However, economic capital alone is not sufficient to buy status or position, as individuals rely on its interaction with other forms of capital.

Becker (1993) highlighted the significance of human capital as the 'activities that influence future monetary…income by increasing the resources (physical or human) in people,' (Becker, 1993, p.11). The human capital concept is important in understanding learner identity whilst social networks, are an important influence on, and expression of, identity, (Morgan-Klein and Osborne, 2007). Human capital is a means of production, into which additional investment yields additional output, human capital is substitutable but it is not transferable like land or fixed capital, (Becker, 1992). For organisations, human capital leads them to look to a return on their investment for any educational opportunities which they make available to their employees, whilst for individual employees their concern is likely to be career progression. The concept of human capital recognises that not all labour is equal and that the quality of employees can be improved by investing in them.

The education, experience and abilities of an employee have an economic value for employers and for the economy as a whole. Becker (1976) considered that the term human capital is a recognition that people in organisations and businesses are important and essential assets who contribute to development and growth, in a similar way as physical assets such as machines and money. The collective attitudes, skills and abilities of people contribute to organisational performance and productivity. Any expenditure on training or development is an investment, not just an expense. Human capital is a measure of the economic value of an employee's skill set. It emphasises the value of investing in economic development and growth not only for the individual but also for

society, (Morgan-Klein and Osborne, 2007, p.2). This is exemplified by the promotion of part time learning, such as professional management courses, which may be regarded as 'a means of combining learning with earning,' Field (2003, p.138), as the learner is not required to leave their job to study. Turning to society and the government it represents international competitiveness, raising the skills base is essential for a nation dependent on knowledge. The Organisation for Economic Co-operation and Development (OECD) (2001, p.18) defined human capital as 'the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being.'

Cultural capital has been considered to be an aspect of human capital; it is something that an individual can accumulate over time through talent, skills, training and by exposure to cultural activity. The concept of cultural capital was initially devised by Bourdieu (1973) in an attempt to explain the unequal scholastic achievements of children from differing social classes by relating academic success to the distribution of cultural capital amongst and within classes, rather than their inherent ability, (Bourdieu, 1986). Cultural capital attempts to construct explanations for things like differential educational achievement in a way that combines a wide range of differing influences such as those that are investigated in this study. In this respect, almost any cultural feature of people's lives can, under the right circumstances, be applied to an explanation of achievement, or underachievement. The term cultural capital is used because, like money cultural inheritance can be translated into social resources, wealth, power and status. The cultural capital that individuals accumulate from birth can be expended in the education system as people try to achieve things that are considered to be culturally important, such as educational qualifications.

Cultural capital provides a framework for understanding how factors such as social class and parental education reproduce social privilege, for example from education. It is an important concept in understanding learner identity whilst social networks, or capital, are an important influence on and expression of identity, (Morgan-Klein and Osborne, 2007).

Bourdieu (1997) emphasised that 'ability or talent is itself the product of an investment of time and cultural capital...the scholastic yield from educational action depends on the cultural capital invested by the family,' (Bourdieu, 1997, p.48). However, the process of transmission of cultural capital, within a family grouping, is linked to the amount of economic capital which that family group possesses. All forms of capital, economic, social, cultural, and symbolic, are key factors in defining the positions and possibilities for individuals engaged in any field, and is particularly relevant to this study of professional management education.

1.8 Aim and objectives of this study

1.8.1. Research aim

The aim of this study is to understand the complexities of employee learning, within the context of professional management education, through a multi-capital approach. It explores whether learning is learning a socially influenced activity, which is it is influenced by both social and cultural capital or is it purely economic, grounded in their economic and human capital.

It has two objectives, which are to investigate:

1. The relevance of social and cultural factors for employees who engage in professional management education.

2. How economic and human capital influence employees to engage in professional management education courses.

1.8.2 Research questions

This can be translated into the following research questions:

1. Are adult learners influenced to engage in professional management education courses

    a) by their social networks? or

    b) by their cultural capital?

2. Are their decisions to engage in learning influenced by their desire to acquire economic capital and, or, to increase their human capital?

These questions are important especially in a time of economic uncertainty as there may be issues in relation to ongoing engagement in lifelong learning by adults who are in full-time employment. This might have an impact on the continued employment, or employability, of both the tutors who deliver professional management education courses and those employees who take part in them. There is also an increasing need for skilled labour in the UK workforce. The intended outcome of the investigation is the development of an understanding of lifelong learning, and education, and of the economic, cultural, human and social capital of adults who engage in professional management education.

1.9 Summary

The aim of this study is to examine employee human, economic and social capital dispositions to learning, together with their cultural capital in relation to professional management education. It explores the influence which economic and human capitals have on employees' reasons for funding their own earning and in taking part in professional management education courses in their own time. The relevance of social and cultural factors for employees who engage in professional management education and their economic capital are also explored. It seeks therefore, to explore the perspectives of the employees who are engaged in professional management education.

The perceived benefit of the study is that it may lead an understanding of why adults, who are in full time employment, engage in lifelong learning and professional management education. This will be achieved by exploration of the constructs which are important for professional management learning by individuals in organisations, both employers and employees. Analysis of research data and relevant contemporary research will demonstrate the importance of these constructs.

1.10 Overview of the following chapters

The next chapter will examine the relevant literature, which has been briefly considered in this chapter in more depth and will provide a conceptual framework for the study. The third chapter will consider various methodological approaches and stances, together with the research methods which were used in this study. The fourth chapter will present the results of the study, from both the employer and employee questionnaires that were completed, and the case studies which resulted from the interviews which were undertaken with both groups. It will begin to identify the issues which emerged from these findings. The fifth, chapter will discuss what was revealed in the research and the final chapter will draw out the significance of the findings of this study.

Chapter 2 Contemporary perspectives on vocational education

'The best way to describe learning is perhaps through the impact this can have on changing things, changing processes and changing organisations in their entirety,' (Zain, 1999, p.77).

2.1 Introduction

As has been indicated in the previous chapter, this study is a critical investigation of the reasons why both employers and employees, engage in professional management education after they have completed their compulsory education. A multi-capital approach is used to examine employee human, economic and social capital dispositions to learning, together with their cultural capital in relation to professional management education.

The further along the life course learners are when they engage in learning, arguably, the more important their previous experience and accumulated capital are in both their understanding, participation and assessment of the benefits of learning. The role of economic capital, and its articulation, in respect of participation in professional management education are explored in this study. Professional management education courses are expensive but expenditures on education and training are investments in human capital, as people cannot be separated from their learning or knowledge in the way that they can be separated from their financial and physical assets. Schuller (2004) highlighted that learning is a 'process whereby people build up, consciously or not, their assets in the shape of human, cultural and identity capital.' They benefit from the returns on the investment in the shape of better health, stronger social networks, enhanced family life, (Schuller et al., 2004, p.13). Learning may be an enjoyable experience but learning opportunities have to compete for the consumer's income and their leisure time, both of which may be scarce, (Edwards, 1997). However, as people in employment now have

less leisure time, any time which is surrendered to study needs to fulfil another need, for example a sense of achievement or enhanced employability. Their motives may lie not only in economic capital but in social capital as well. So all forms of capital, economic, social, cultural, and human, are key factors in defining the positions and possibilities for individuals engaged in professional management education.

The first chapter included an initial literature review which identified a number of core themes. These included the concept of capital and of lifelong learning, engagement in it, and how it is affected, or influenced, by contemporary patterns of work and employment. It also highlighted globalisation and the current economic climate together with how they have impacted on the world of work. The origins of professional management education in the UK were discussed as was the concept and application of mentoring. This chapter will address these theories in more depth: first capital.

2.2 Social capital

There are many possible approaches to defining social capital, it may be defined by its functions. Coleman (1990) held that it is not a single entity but a variety of different entities which have characteristics in common they all consist of some aspect of a social structure, and they facilitate certain actions of individuals who are within that social structure, (Coleman, 1990, p.302). Social capital may be defined as consisting of 'social networks, the reciprocities that arise from them, and the value of these for achieving mutual goals,' such as gaining a professional management qualification, (Schuller et al., 2000, p.1). It is generally perceived to be both a private and public good because, through its creation as a by-product of social relations, it benefits both the creator and bystander, (Putnam, 2000). Whereas cultural capital is a classic public good because of its non-exclusivity, its benefits cannot be restricted and hence they are available to all members of a community indiscriminately, (Woolcock, 2001). The concept of social capital was used by Bourdieu (1983) to refer to the resources that people derive from their

relationships with others such as those explored in this study. In his view social capital is 'the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition,' (Bourdieu, 1983, p.249). 'The core idea of social capital theory is that social networks have value just as…physical capital or...human capital can increase productivity (both individual and collective) so too social contacts can affect the productivity of individuals and groups,' (Becker, 2000, p.19). Social capital refers to resources based on group membership, relationships, networks of influence and support such as organisational, and other, mentors, which are considered in this study. Engagement in formal learning is of itself a social activity. In contrast physical capital refers to physical objects and human capital to the properties of individuals. In the context of this study physical capital is professional management qualifications, while human capital is the self esteem of the individuals who acquire them.

A difference between Putnam and other theorists is that whereas, Coleman and Bourdieu considered social capital to be an attribute of the individual, Putnam viewed it as an attribute of communities and organisations, as the networks, norms, and trust that enable participants to act together more effectively in order to pursue shared objectives, (Baron et al., 2000). Bourdieu emphasised that social and economic resources are embodied in social networks; whilst Coleman used it to highlight the social context of education. Just as physical capital does not have a single manifestation and it exists in different forms which are not interchangeable so social capital, or social networks, come in many forms, (Putnam, 2000, p.21). These forms, in this study, include mentoring and family relationships. Davies (2001) considered that there were two theoretical models underpinning the concept of social capital which embrace a neo-Marxist and a neo-Liberalist perspective. The former, she suggested, was typified by Bourdieu, the latter by Putnam. A neo-Marxist approach places greater emphasis on access to resources and issues of power in society. Whilst, Bourdieu emphasised the role played by different forms of capital in the reproduction of unequal power relations, (Baum, 2000).

Nahapiet and Ghoshal (1998, p.243) built on Coleman's work and defined social capital 'as the sum of the actual and potential resources embedded within, available through, and derived from the network of relationships possessed by an individual or social unit.' They identified the attributes of social capital along three dimensions, the structural, the relational, and the cognitive dimensions. The structural and relational dimensions drew on Granovetter's (1992) network analysis of structural and relational embeddedness. The structural dimension of social capital refers to the 'impersonal linkages between people or units,' (Nahapiet and Ghoshal, 1998, p.244). The relational dimension is the feature of personal relationships, these include trust, trustworthiness, norms and sanctions, obligations and expectations, identity and identification. Coleman (1988) held that there are three main aspects of social relations from which the social capital originates. These are the obligations, expectations, and the trust set up within the relationships; the information channels created in the social structure; and the norms and sanctions operating within the relationships, organisation, or community. Obligations and expectations depend on the trustworthiness of the social environment, whilst, the capacity of information to flow through the social structure in order to provide a basis for action and, thirdly, the presence of norms accompanied by effective sanctions.

Nahapiet and Ghoshal (1998) also identified a cognitive dimension to social capital, which refers to shared language, codes, and shared narratives within the organisation. They held that the creation of new knowledge, or learning, involves the processes of combination and exchange. Here combination refers to 'combining elements previously unconnected or by developing novel ways of combining elements previously associated,' (Nahapiet and Ghoshal, 1998, p.248) and exchange refers to the exchange of knowledge resources between different parties through social interaction and coactivity. The various elements of social capital, the structural, the cognitive, and the relational, impact on the processes of combination and exchange by affecting the conditions that apply to, the creation of new intellectual capital or, learning are explored in this study.

Coleman (1990) held that, like other forms of capital, social capital is productive but it can be depleted if it is not renewed. Healy (2001) also argued that we need to protect the 'social ozone,' of social capital, and devise strategies for its maintenance and renewal. In addition, Putnam held that the more people work together in community the more social capital is produced and the less people work together the more community stocks of social capital will deplete, (Cooper et al, 1999).

Social capital relates to the resources which arise from engagement in a durable network, or networks, that are characterised by reciprocity, for example membership of a professional management association. They are inextricably linked to economic relations as they facilitate participation in activities which have positive economic outcomes, such as in professional management education. There is a clear link between social and economic capital,

> 'any use of the term social capital…is an implicit acceptance of the stance of mainstream economics in which capital is, first and foremost, a set of asocial endowments possessed by individuals rather than, for example, an exploitative relation between classes and the broader social relations that sustain them,' (Fine, 2001, p.38).

The possession of social capital does not necessarily run alongside that of economic capital, but it is a means by which particular networks hold onto power and advantage. This is especially important in the current economic climate where people may find themselves in competition for their jobs. In educational terms, social capital may refer to significant people in an individual's life who are in a position to enable material, and, or, symbolic access to new areas of expertise, resources and support, including educational opportunities. These significant people, such as mentors and line managers, are explored in this study. It can be argued, with some success, that the relationship between social capital and learning is two way. High educational attainment is likely to lead to high levels of social capital, high levels of social capital are likely to facilitate high educational attainment. Here the role of the family, mentors and other influential figures have a role to play, these are investigated in this study.

Intergovernmental agencies, such as the World Bank and the European Union, despite their diversity, perceive that there is a link between human and social capital as it is central to the pursuit of a socially sustainable strategy for internal competitiveness and development in a globalised economy. The World Bank and the OECD have also considered the definition of social capital. The World Bank suggests that social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. In their view social capital is not just the sum of the institutions which underpin a society, it is the glue that holds them together. At a societal, or national, level social capital refers to the institutions, relationships, and norms that shape the quality and quantity of a society's social interactions. The OECD defined social capital as 'networks together with shared norms, values and understandings that facilitate co-operation within or among groups,' (Cote and Healy, 2001, p.41). It is difficult to evaluate whether the current adverse economic climate reinforces or undermines social capital.

People build networks, both formal and informal, to provide a platform from which they reach out to others and increase their interaction. By bringing people together, in these formal and informal networks, social capital builds the confidence of individuals and leads to increased awareness, knowledge and trust. It enables people to build communities, for example those centred on learning. Individuals can use their social capital to gain access to skills and knowledge in a variety of ways. They can employ their connections in a very straightforward way to find out how to do new things such as mastering a work process, meet regulatory requirements, or tap into a new market. At the most general level, the strength of social bonds may shape general attitudes towards innovation and change, as well as determine the capacity of particular groups to survive external shocks or adapt to sudden changes in the external environment, such as the current economic situation. Social capital is not deliberately deployed to gain advantage, as economic capital might be, but it is gained by, and is a by product of, participation in activities which are focused on the family and on social network, (Coleman, 2003). In contrast, Grenier and Wright (2003) took the view that growing inequality in society is of central importance when considering social capital as rising inequality is likely to result

in declining levels of trust. 'Social class and workforce protections may actually be critical to effective strategies to support the development of social capital,' (Grenier and Wright, 2003, p.24).

The most common distinction, when discussing social capital, is between bridging, bonding and linking. Putnam (2000) differentiated between bridging and bonding by suggesting that 'bonding social capital constitutes a kind of sociological super glue, whereas bridging social capital provides a sociological WD 40,' (Putnam, 2000, p.19). Bonding, exclusive, social capital refers to relations amongst relatively homogenous groups such as family members and close friends and is similar to the notion of strong ties. Examples of bonding social capital are alumni associations of students and local branches of the Chartered Management Institute. Bridging, inclusive, social capital refers to relations with distant friends, associates, colleagues and cohorts of professional management education students. These ties tend to be weaker and more diverse but are more important in career progression. Linking social capital refers to relations between individuals and groups in different social strata in a hierarchy where power, social status and wealth are accessed by different groups, (Cote and Healy, 2001, p.42). Changes in the character and nature of work mean that the workplace may account for a greater fraction of social interaction then it did historically. The modern workplace 'encourages regular collaborative contacts among peers (provide) ideal conditions…for social capital creation,' (Putnam, 2000, p.86-7). People can form rewarding friendships at work, feel a sense of community and experience mutual help and reciprocity in the job, (Putnam, 2000, p.87). Economic research has been used to assert that 'social ties can influence who gets a job, a bonus, a promotion and other employment benefits,' (Putnam, 2000, p.317). Those who are well connected are more likely to be 'housed, healthy, hired and happy,' (Woolcock, 2001, p.12). This is of particular importance in the prevailing adverse economic circumstances.

If individuals lack social capital their economic prospects are seriously reduced even if they possess human capital by way of talent and training, (Putnam, 2000, p.289).

Research correlates high social capital, in the form of social trust and associational networks, with a multiplicity of desirable policy outcomes. These quantifiable effects include lower crime rates, (Halpern, 1999, Putnam, 2000), better health (Wilkinson, 1996), improved longevity, (Putnam, 2000), better educational achievement (Coleman, 1988), greater levels of income equality (Wilkinson, 1996, Kawachi et al., 1997), improved child welfare and lower rates of child abuse (Cote and Healy, 2001), less corrupt and more effective government (Putnam, 1995).

Social capital is a contested concept, Woolcock (1998) suggested that the concept of social capital 'risks trying to explain too much with too little [and] is being adopted indiscriminately, adapted uncritically, and applied imprecisely,' (Lynch et al., 2000, p.404). It was defined, by Bourdieu (1983, p.249), as 'the aggregate of the actual or potential resources which are linked to possession of a durable network of more or less institutionalised relationships of mutual acquaintance and recognition.' He took the view that all forms of capital are unequally distributed across a population; people with higher levels of social capital are likely therefore to have high levels of other forms of capital. Whilst Coleman (1988, p.98) held that social capital is not a single entity but rather 'a variety of different entities, with two elements in common: they all consist of some aspect of social structures, and they facilitate certain actions of actors, whether persons or corporate actors, within the structure.'

2.2.1 Social capital and lifelong learning

This study focuses on learning, by adults who have completed their full time education, it therefore embraces the concept of lifelong learning. Learning is essentially a social activity and it requires individuals to engage in multiple social groupings. These include their tutors, each other, their mentors, employers and families. Conceptually, the relationship between social capital and lifelong learning is potentially quite complex. In general the literature on education and social capital suggests that strong networks and

educational achievement are mutually reinforcing, (Field et al., 2000). While it is possible that the relationship between social capital and lifelong learning is mutually beneficial, it is equally conceivable that the relationship could be negative, for example, a family history of non-participation in education, or which is apathetic towards learning. The concept of social capital views a whole range of social connections and networks as a resource, which help people to advance their interests by co-operating with others, for example, in professional management education classes.

There are a number of ways in which social capital can be linked to participation in learning, (Field, 2005). It may be seen as a network supplying resources which influence access to skills; it assists knowledge formation about learning opportunities. A network in itself is a learning resource which supplies either formal or informal information based on the nature of it. The kinds of social arrangements that best promote lifelong learning are those where 'social capital…treats learning not as a matter of individual acquisition of skills and knowledge, but as a function of identifiable social relationships,' (Field and Schuller, 1997, p.17). This also draws attention to the role of norms and values in the motivation to learn as well as in the acquisition of skills, and the deployment of new knowledge. At a community level, social capital has an impact on learning in the early years of life. Families who have close social bonds and parents who instil the value of reciprocity in their children are more likely to be successful in education and that this continues beyond compulsory education, (Putnam, 2000, p.305-6). The influence of parents on the learning of their adult children are explored in this study. Strong community bonds might reinforce norms of low achievement, for instance, an over reliance on informal mechanisms of information exchange may reduce the demand for more formal and systematic forms of training and education, (Field and Spence, 2000).

2.2.2 Mentoring and social capital

Mentoring was considered in the previous chapter which highlighted its importance in relation to both employment and academic achievement. It has relevance to both employees and employers, and is investigated in this study. It reflects a unique relationship between individuals and is a learning partnership with nearly all mentoring relationships involving the acquisition of knowledge, (Eby et al., 2007). Mentoring is an alliance of two people who create a space for dialogue which results in 'definition, action and learning for both,' (Rolfe-Flett, 2002, p.2), with the mentoring relationship being based 'upon encouragement, constructive comments, openness, mutual trust, respect and a willingness to share,' (Spencer, 1999, p.5). Mentoring can foster commitment between people in the workplace as colleagues and peers, or indeed as adult learners on professional management courses like those who were interviewed in this study.

Mentoring is used specifically, and separately, as a method of long term tailored development for the individual which also brings benefits to an organisation. Formal mentoring activities will therefore have both organisational and individual goals, (CIPD, 2008). Relationships are at the core of both mentoring and social capital. The concept of social capital has been used to refer to those resources that people derive from their relationships with others, their social networks of family, friends, acquaintances, and mentors, and the norms of reciprocity and trustworthiness that arise from them, (Putnam, 1993). Social capital is embedded in people's interactions with one another; and embodies trust, co-operation, reciprocity, mutual understandings and shared values, (Putnam, 1993, 2000, World Bank, 1998).

As was indicated in the previous chapter, (Kram, 1985) identified two functions which mentors fulfil, these are career and psychosocial. They are distinct but related career functions, and include aspects of mentoring which assist the mentee to progress their career such as coaching and sponsorship, for example, promoting participation in a

professional management course, or in continuing professional development. The mentoring relationship is reciprocal 'yet symmetrical,' (Eby et al., 2007, p.10), while the mentor may benefit from it, the aim is the growth and development of the mentee. In the workplace, mentoring is typically a one-to-one relationship between a more experienced and a less experienced employee, or peer. Psychosocial functions include aspects of the mentoring relationship which enhance the sense of competence and self image of the person being mentored and in this way promoting their social capital. The benefits to the mentees may include personal growth and self-development, support in developing and implementing targeted development activities and the enhanced likelihood of success, (Kram, 1985). Benefits to the mentors can include developing a close working relationship with the mentee, achievement of personal growth and professional development, the development of different perspectives on issues, enhanced communication and leadership skills. They may also experience deepened insights into workplace complexities and public recognition. It is a way for them to make a contribution and revitalise interest in their work. The benefits of mentoring for workplace organisations involve an investment of time and commitment, but the mentoring relationship can lead to the discovery of latent talent, improved employee commitment and enhanced motivation for managers. Additionally, it may lead to the retention of corporate knowledge, increased organisational capacity for professional development and enhance the organisation's culture and image. Whilst social capital may be nurtured through mentoring in relation to building adult learning communities both in the workplace and outside of it, by supporting and promoting access to information and resources relevant to an individual's goals and aspirations. This concept is considered in this study in the respondents' stories.

2.2.3 Social capital and communities of practice

There are social elements to learning itself with collective learning resulting in practices that reflect both the pursuit of joint learning and the attendant social relations. In their model of situated learning Lave and Wenger (1991) suggested that learning involved a

process of engagement in a 'community of practice,' or social learning system. They argued that these communities of practice are everywhere and that people are generally involved in a number of communities of practice, whether that is at work, at home, or in learning activities for example on professional management courses, as part of their social or cultural capital. They form part of their members' social capital, (Wenger, 1998, p.45). Communities of practice are in effect the process of social learning that occurs when people have a common interest in a problem, they collaborate to share ideas and to find solutions. These practices are the property of a community which is created over time by the sustained pursuit of a shared interest, in this study a community of practice is individuals studying for a professional management qualification. They are built either with a joint sense of purpose, where members need to understand and to share what their particular community is about and how they can contribute to their community, or in a relationship of mutuality, where communities are built and sustained through interaction between their members, (Wenger, 2002).

The members of a community of practice are involved in a set of relationships which develop over time around some particular area of knowledge which gives members a sense of joint enterprise and identity. It involves practising ways of doing and approaching things, such as those concepts which are taught on professional management courses that are shared to a significant extent among members. Learners who participate in part-time professional management courses invariably participate in communities of practitioners, the mastery of knowledge and skills requires them to move toward full participation in the socio-cultural practices of that community.

Communities of practice affect performance, and this is important for organisations because of their potential to overcome the inherent problems of a slow-moving, traditional hierarchy in rapidly changing economic circumstances. Additionally the community concept of learning is a means of developing and maintaining long-term organisational memory. These outcomes are an important supplement to the value that individual members of a community obtain in the form of enriched learning and a higher

motivation which they bring to what they learn. The relationship between social capital and human capital has especially attracted interest by researchers, such as the author, including Coleman (1988), Field (2003) who theorise learning as a social activity.

2.3 Human capital

Whilst social capital is generally considered an attribute of communities, human capital is considered to be an attribute of individuals and is comprised of a stock of skills, qualifications and knowledge. The term, human capital, was coined by Schutz (1961) to reflect the value of human capacities to an organisation, holding that human capital was like any other type of capital in that it could be invested in education, training and enhanced benefits that will lead to an improvement in the quality and level of production. It refers to growth, competitiveness and talent development and has an economic focus, is resource based and looks to the values added by individuals in organisations. As 'the most promising areas of wealth creation are no longer…natural resources…nor material production, but gray matter,' (Bindé, 2005, p.36). Human capital theory came to the fore in the last twenty to thirty years focusing on economic returns. For organisations, it is simply a return on their investment, for individuals it is career progression, or the ability to access material items. 'It is possible to invest in human capital, unlike physical labour knowledge is expandable,' (Pigou, 1928, p.29), and can be developed, moved and shared between employees and their employing organisations. Any expenditure in training or development should be viewed as an investment, not just an expense. 'Expenditures on education, training…produce human, not physical or financial, capital because you cannot separate a person from his or her knowledge, skills, health, or values the way it is possible to move financial and physical assets while the owner stays put,' (Becker, 1993, p.16). Becker took the view that 'education and training are the most important investments in human capital,' (Becker, 1993, p.17). Brown (2001) identified human capital as an individual investment strategy based on neoliberal and neoclassical theories of economy and relative income. Individual workers are reduced to a bundle of technical

skills, instead of being seen as human beings bound to social contexts through commitment, motivation, and the ability to learn how to learn.

The competitive environment which organisations have had to face in recent years has been characterised by high levels of change, such as those changes experienced by markets, products, technologies, competitors and even society. To survive in challenging economic circumstances, organisations have had to create competitive advantage through innovation and the development of new capacities in their workforce. In the current economic climate it is possible that human capital could aid the survival of an organisation in a way that physical capital cannot as the collective attitudes, skills and abilities of people contribute to organisational performance and productivity.

The concept of human capital is a recognition that people in organisations are an essential asset. They contribute to development and growth of the business in a similar way to physical assets such as machines and money, (Becker, 1976). Whilst Coleman (1988, p.100) defined human capital as 'the acquired knowledge, skills, and capabilities that enable persons to act in new ways.' Human capital, as a concept, recognises that not all labour is equal and that the quality of employees can be improved by investing in them. The education, experience and abilities of an employee have an economic value for employers and for the economy as a whole. There is an assumption that education raises earnings and profitability mainly by providing knowledge and skills, (Becker, 1993, p.19).

Human capital analysis starts from the assumption that individuals decide on their education, training, and other additions to knowledge and health by weighing the benefits and costs. Benefits include cultural and other non-monetary gains along with improvement in earnings and career development, 'while costs usually depend mainly on the foregone value of the time spent on these investments,' (Becker, 1992, p.43). The human capital approach considers how the productivity of people in market and non-

market situations is changed by investments in education, skills, and knowledge, (Becker, 1992, p.39). It is a measure of the economic value of an employee's skill set, this is important in an economic downturn where redundancies may become necessary to ensure the future existence of a corporate entity, or its sustained profitability.

2.4 Cultural capital

Cultural capital consists of forms of knowledge, skill, education or any advantage a person has which has given them a higher status in society, including high expectations from their family. Parents provide children with cultural capital, the attitudes and knowledge that make the educational system a comfortable familiar place for them where they can succeed easily. Thus some children have an advantage because they were born into families with greater ability, where there was a greater emphasis on childhood learning, (Becker, 1993, p.260).

Cultural capital provides an explanation for differential educational achievement in a way that combines a wide range of differing influences. In this respect, almost any cultural feature of a person's life can, under the right circumstances, be applied to an explanation of achievement, or underachievement. This, in some respects, is both a strength and a weakness of the theory. It is a strength in terms of the way the theory recognises that a multi-causal approach to understanding the complexity of achievement is required and a weakness in terms of the fact that it is frequently difficult to pin down the relative influence of particular cultural factors. This study will explore parental influence, and early childhood experiences, in relation to the experiences of adult learners.

Bourdieu's view of cultural capital is that it is based on a social class system of merit which he used to explain the unequal educational achievement of children from different social classes by relating academic success to their class backgrounds, (Bourdieu, 1986, p.243). In his view cultural capital is a source of domination in which intellectuals play a

key role as specialists of cultural production and creators of symbolic power. To possess cultural capital is to demonstrate competence in some socially valued area of practice. Not all classes start with the same kind, or level, of cultural capital; children who have been socialised into the dominant culture should have an advantage over children not socialised into this culture because schools, as institutions of government, attempt to reproduce a general set of dominant cultural values and ideas. In educational terms, the ability to speak the language of the educational system, teachers and so forth produces advantages. Thus, children who have been socialised into dominant cultural values appear to the teacher to be more gifted. In this sense the education system itself may appear to be neither neutral nor meritocratic. However, it is only meritocratic in relation to a pupil's ability to fit in with the dominant cultural values perpetuated through the school system. In this respect, Bourdieu argued that one of the major roles played by the school is social elimination, and this involves the need progressively to remove pupils from access to higher knowledge and social rewards.

Bourdieu took the view that the role of education is mainly one of social reproduction that serves the ideological purpose of enabling a dominant social class to reproduce its power, wealth and privilege legitimately. Bourdieu's concept of cultural capital is a social reproduction theory born out of Marx's (1867) idea of class struggle. Like Marx, Bourdieu, recognised a conflict between the elite, ruling class and a subordinate working class and demonstrated the gap between the two groups as being built by inequities in the possession of capital. However, Bourdieu defined capital in more than mere pecuniary terms, for him capital and power also lie in a group's, or individual's, ability to fit into society through shared knowledge, beliefs, values, and virtues. In his view, education is a source of more than academic credentials that can lead to economic gain; it also constructs the rules of society which favour the elite. Unlike Marx, Bourdieu viewed intellectuals not as a revolutionary force, but as a maintaining, even as a stabilising force within the society. In Marx's view the intellectual spreads his, or her, knowledge judiciously and by the rules established by society allowing the populace to compete for cultural capital. This competition, according to Bourdieu, inevitably reproduced the current social classes in subsequent generations as the children of the elite are best-

equipped to accrue the spoils of education. Where Marxism advocated revolution, Bourdieu recognised social reorganisation and equality as unfeasible.

In contrast Reay (2004), referring to her research with school age children, observed the significance of family life and background as a primary site of social reproduction. She argued that, in class terms, there is little evidence to suggest that different social classes view the importance of education differently. On the contrary she believed that educational success tends to be seen by all classes as one of the keys to social mobility and success. Reay used the concept of emotional labour to describe what she saw as the crucial role played by mothers in the educational life chances of their children. Middle class mothers, for example, have greater reserves of cultural capital than their working class peers to provide the support required by children throughout their school career. This emotional investment works on a number of levels, from being better equipped to provide their children with help with their school work, having more time to spend on their children's education, to having the status, and confidence, to confront teachers when they feel their children are not being pushed hard enough or taught well enough. Experiences of this nature are explored in the interviews which were conducted in this study.

In Bourdieu's vision of the social world all human activity occurs within socially constructed fields. Although each field may recognise the value of differing forms of capital and may contain differing institutional configurations, within each, particular powers are recognised and their accumulation sought. As individuals move across various socio cultural fields, their particular patterns and volumes of capital resources dictate the social position within each field to which they may lay claim. It follows, then, that the same forms and amounts of capital may result in differing social positioning in relation to differing fields.

Education can be regarded as a field since, despite the influence of government and funding agencies, it is still able to set some of its own rules which regulate behaviour. This is subject to external scrutiny and funding. The struggle for possession of capital in the field of education indicates the uneven distribution of available resources. The bodies which accredit professional management education, such as the CMI, set their own rules which regulate behaviour within it. In relation to learning Gottfried (1983) held that people who are encouraged to develop intrinsic motivation in their early years continue to be motivated in their subsequent education, this provides the basis for their achievement in later life which is of special importance in relation to professional management education. In fact the struggle for possession of capital in the field of education indicates the uneven distribution of available resources. Both the provision and funding of professional management education are considered in this study.

Bourdieu (1983) categorised cultural capital into three groups, embodied, objectified, and institutionalised, each of which serves as an instrument 'for the appropriation of symbolic wealth socially designated as worthy of being sought and possessed,' (Bourdieu, 1977, in Rudd, 2003, p 54). These are first the objectified form which is embodied and is connected to the educated character of individuals. The accumulation of cultural capital in its embodied form begins in early childhood, it requires pedagogical action, the investment of time by parents, other family members or hired professionals to sensitise the child to cultural distinctions. One example, which is relevant to this research study, is people's learning dispositions which were evidenced by way of participation in professional management education. Objectified cultural capital refers to capital that takes the form of transmissible, material objects, such as paintings, books, texts. In its material transmissibility this form of cultural capital closely approximates the portability of economic capital. The objectified form is manifested in items such as art, and institutionalised, for example in accredited professional management qualifications. Institutional cultural capital may be taken to refer to those academic qualifications, professional certificates or credentials which are granted to the individual by authorised social institutions, such as schools, universities and other agencies. The state, professional and corporate institutionalisation of cultural capital and the resulting creation

of shared recognition and value acts to quantify it. This allows direct comparison of credentials and the conversion of cultural capital to economic capital in a mutually understood manner, (Bourdieu, 1986). Credentials, degrees and diplomas, such as those investigated in this study, thus have a market value.

In societies with a system of formal education, such as the UK, cultural capital exists in an institutionalised form. These include educational qualifications, and the places of learning which an individual might attend, for example colleges of further education, or universities this is to say that when the institution certifies individuals' competencies and skills by issuing credentials, their embodied cultural capital takes on an objective value. Individuals with the same credentials have roughly the equivalent worth in the job market. Professional management educational qualifications can be seen to be a distinct form of cultural capital.

2.5 Economic capital

Both cultural and social capitals are fundamentally rooted in economic capital but they can never be reduced to a purely economic form. There is a clear link between social and economic capital in that 'any use of the term social capital…is an implicit acceptance of the stance of mainstream economics in which capital is, first and foremost, a set of asocial endowments possessed by individuals rather than, for example, an exploitative relation between classes and the broader social relations that sustain them,' (Fine, 2001, p.38). The role of economic capital and its articulation in respect of participation in professional management education are relevant to this study. Bourdieu (1997) took the view that all types of capital are be derived from economic capital through varying efforts of transformation, holding that 'ability or talent is itself the product of an investment of time and cultural capital; whilst, the scholastic yield from educational action depends on the cultural capital invested by the family,' (Bourdieu, 1997, p.48). This connection between economic and cultural capital will be explored, in this study, with both

employers and employees. Clearly, cultural capital within the family is linked to its economic capital. However, some groups of learners are more likely to feel comfortable in formal educational settings than others because of their social capital.

Economic capital is in people's bank accounts, or in other physical assets, whilst 'human capital is inside their heads, social capital inheres in the structure of their relationships,' (Portes, 1998, p.7). It consists not just of monetary income, but of accumulated wealth and ownership of productive assets, income and other financial resources and assets. It is the most liquid form of capital in that it may be more readily converted into other capitals, (Rudd, 2003), this is especially important in the current economic climate where individuals may find that their jobs are not secure. If knowledge can be conceived of as a commodity in this way 'it is only natural that attitudes towards learning reflect the way society thinks about material wealth,' (Sfard, 1998, p.8). Economic capital for an organisation may be increased profitability and for an individual increased career prospects or enhanced earning potential.

The potency of economic capital in the educational field is manifest in the capacity of some individuals to purchase different types of educational opportunities, for example private education, additional tuition and professional management courses, together with associated resources, such as books and computers. However, economic capital alone is not sufficient to buy status, or position, as it relies on the interaction with other forms of capital. One being social capital which, has already been discussed, exists as a set of lasting social relations, networks and contacts, here the emphasis is on the individual, and not necessarily on communal gain. Investment in social capital acts as a strategy, consciously or unconsciously, which serves as a mechanism to exchange for other capitals. Economic capital, in educational terms, may refer to significant people in an individual's life who are in a position to enable material, and, or, symbolic access to new areas of expertise, resources and support, including educational opportunities, for example employers or line managers.

Social capital relates to the resources which arise from engagement in a durable network, or networks, that are characterised by reciprocity, for example membership of a professional management association. These are inextricably linked to economic relations as they facilitate participation in activities which have positive economic outcomes, such as participation in professional management education. Bourdieu (1997) held that economic capital consists not just of monetary income, but of accumulated wealth and ownership of productive assets. Other forms of capital, social and cultural, which have already been considered in this chapter, in the form of social class and education, are convertible into economic capital. One example being tuition, where, in Bourdieu's view economic capital is traded for academic credentials, or cultural capital, which is then converted back into economic capital in the workplace by way of an improved job, or simply remaining in the workplace.

2.6 Concept of lifelong learning

One definition of lifelong learning is that it is

> 'the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes and to supply them with confidence, creativity and enjoyment in all roles, circumstances and environments,' (Longworth and Davies, 1996, p.21).

This has implications beyond the workplace and perceives lifelong learning happening throughout an individual's life, which mirrors Becker's ideas about human capital. There are numerous definitions of lifelong learning and each one is appropriate to its own environment, (Longworth and Davies, 1996, p.21). A less complex approach to the area was provided by Smith and Spurling (1999, p.43) who took a simple, but all encompassing, view of lifelong learning which they saw as people learning consistently through life. They held that the learning process may be intentional, in the simplest sense that a person is purposefully pursuing it by some recognised process, such as attending a

professional management course. It relates to learning throughout the lifespan, covering all life from the cradle to the grave, and it may start at any age. Boshier (1998, p.8) took a similar view when he held that the notion of lifelong learning has little theoretical value as it merely reflects people's lived experience, that is they learn and change throughout their lives. While the precise meaning of this concept remains somewhat elusive, it is invariably used in ways which highlight the significance of both formal and informal learning in adult life, and which promote a broad understanding of learning as a lifelong process.

The debate about lifelong learning is 'enriched and enlivened by contributions from employers, policy-makers, active politicians, academics from different disciplines and research studies,' (Raggart et al, 1996, p.1). In the area of government policy the concept of lifelong learning has won considerable prominence in recent years. It is effectively the core concept of the educational and training policies of the European Commission, as well as providing an underpinning to the work of the Organisation for Economic Co-operation and Development, which brings together the governments of countries from around the world to boost employment and raise living standards; it has also been widely embraced by many national governments, albeit with somewhat modest concrete results at present, (Field, 2000, p.3-9). Governments, in many countries, in the current economic climate are seeking to maintain their economic prosperity. First to make their political, and secondly their social arrangements more equitable, and thirdly to offer a greater range of avenues for self-improvement and personal development to all their citizens. 'In the interplay of all these three they believe that the welfare and felicity of all their individual and community constituencies may best be secured and extended,' (Chapman and Aspin, 1997, p.45). Internationally, lifelong learning is a powerful idea, and has been given currency by national and international perspectives, (Barlow, 2003, p.10). This study considers lifelong learning by investigating engagement by adults in professional management education, the concept of lifelong learning is an important factor in constructing this.

Historically in the UK, the Department for Education and Employment (DfEE) (1998) regarded lifelong learning as a shared goal which is related to the attitudes and behaviour of employers, individuals and organisations. The government has a part to play but governments alone cannot achieve the cultural changes involved in making a reality of lifetime learning, 'lifetime learning is not a Government programme, or the property of one institution,' (DfEE, 1996, p.4). This is problematic for policy makers as the key players in socially derived capital, employers, employees and the wider society are all outside of their direct control. This is further complicated by globalisation, as was indicated in the previous chapter. To quote Gordon Brown (2004), the British Chancellor of the Exchequer at the time, 'if we are to succeed in a world where off shoring can be an opportunity…our mission (is) to make the British people the best educated, most skilled, best trained in the world.' Here the driving force is globalisation, with markets and products becoming global rather than national.

Four value systems, in relation to lifelong learning were identified by (Longworth and Davies, 1996). These are first, organisational learning as an investment in survival, where the agenda is economic, or human, capital, creating and sustaining learning in order that people are empowered. The second value system identified by Longworth and Davies (1996) was national, learning as a national investment; this is economic, or human, capital. This was considered in the previous paragraph, at a national level the Leitch Review of Skills in the UK (2006, p.1) held that 'economically viable skills' is our mantra…we must begin a new journey to embed a culture of learning. Employer and individual awareness must increase,' which reinforces the point that government policy in relation to learning is predominately focused on economic outcomes. Here the agenda is centred on creating national programmes which enable and stimulate lifelong learning. It mirrors Drucker's (1969) concept of the knowledge economy, where knowledge is used to produce economic benefits, to develop economic capital. The predominant discourse here being that of government think tanks, and ultimately the national economy. Payne (2008, p.1) has criticised this approach and has suggested that in England 'policy makers are focused narrowly on boosting skills supply and matching overseas level of qualifications' rather than ensuring that they are used effectively in the workplace.

Longworth and Davies (1996) third value system was societal, with learning as an investment in wisdom and social harmony. This reflects the concept of social capital. The agenda here focuses on creating and sustaining learning societies both in communities and globally. Boshier (1998, p.12) put forward a similar view in discussing the learning society holding that it stemmed from a discourse of social democracy which gives people the opportunity to understand their roles as citizens, arguably to develop their social and cultural capital. The concept of the learning society is considered in more depth later in this chapter.

Longworth and Davies (1996) final categorisation is the individual, with learning as a personal investment in the future, creating personal growth and developing potential. This again is arguably economic or social capital. Learning may be viewed as the centrepiece of an active and socially engaged lifestyle, (Boshier, 1998). 'Learning means a change, but a change of relatively permanent kind,' (Hicks, 2002, p.350) it implies a different internal state, which results in new behaviours or actions or new understanding and knowledge. Lifelong learning is the development of human potential, it stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes, (Longworth and Davies, 1996, p.22). Additionally, it has the potential to supply them with confidence, creativity and enjoyment in all roles, circumstances and environments which they encounter during their working lives; it will increase their cultural capital.

The concept of lifelong learning is a contested one, as Knapper and Cropley (1985, p.15) suggested, it is problematic because the term is not used in the same way by different writers. It has social, political, personal and educational meanings, reflecting Bourdieu's concept of capital. It also reflects Putnam's view of social capital and Becker's concept of human capital. Lifelong learning 'can support almost any focus on learning and can therefore be invoked by anyone wishing to position a learning initiative within their organisation,' (Barlow, 2003, p.10). This view was evident in the European Union Report on Quality Indicators on Lifelong Learning (2002) which viewed lifelong learning as all

learning activity taken throughout life with the aim of improving knowledge, skills, and competencies within a person, and enhancing their cultural, economic and social capital.

2.7 Learning and knowledge

Lifelong learning is inextricably linked with the concepts of both learning and knowledge. The Chartered Institute of Personnel Development (CIPD) defined learning as 'a self-directed, work-based process leading to increased adaptive capacity,' (Sloman, 2005). Learning is undertaken voluntarily and can be regarded as the acquisition of knowledge and capabilities in addition to those which are already known. Leavitt and March (1988) understood learning as a process of adapting to the environment which an organisation is dealing with. By using knowledge, organisations are able to turn their past experiences into routine ways of working; here learning is played out as adaptation to environmental changes, such as new technologies, and it has an economic role.

Argyris and Schon (1978) identified two types of learning, single and double loop learning. Single loop learning involves the optimisation of skills, the refining of abilities and acquiring the knowledge necessary to achieve the resolution of a problem which needs a solution. Whilst double loop learning involves changing the frame of reference which normally guides behaviour in an organisation. It is not the acquisition of knowledge to complete a task; rather it requires the task to be rethought. It challenges accepted assumptions and beliefs and allow reflection to take place on single loop learning process to facilitate an understanding of when fundamental change is required. This is an approach to learning which the CMI embrace through their professional management courses.

Hager (2004) took the view that the learning of different learners is identical, or at least replicable. Whilst Sfard (1998, p.5) argued that learning has two basic metaphors, learning as acquisition and as participation. The acquisition metaphor subordinates the

process of learning to its products, something which is acquired, that is knowledge, skills, attitudes, values, understanding and so forth. In contrast, the metaphor of participation in learning views learning as either a product or as a process. The products of learning, academic qualifications or skills, are stable over time and are capable of being included in the academic curricula, (Hager, 2004, p.25). Once acquired knowledge, like any other commodity may be applied, or transferred to a different context, and shared with others, it becomes part of the social capital of the group to which the learner belongs, (Sfard, 1998, p.5). Participation in learning itself is a process, the learner belongs to more than one community of practice by acquiring the right characteristics, products of learning. This image of learning is not one where there is a permanence of knowledge rather it is one of constant doing, or acquiring. The acquisition of knowledge has a clear end point that of participation, it is taking part and being part. Whilst participation has a social element it implies belonging and communicating and thus embraces the concepts of both social and cultural capital. These concepts are explored in this study.

In the contemporary society, knowledge is available to everyone in various forms, (Usher and Edwards, 2007). Knowledge is delivered by television and the internet, it is not just available in text books and academic journals. Contemporary society 'provides a conceptual and practical space for understanding and engaging with a fuller range of adult-learning practices without the privileging of certain predefined goals and purposes or the positioning of certain bodies of knowledge as intrinsically worthwhile,' (Edwards and Usher, 2001, p.275). As a result schools and universities now need to make 'the optimal contribution…to the best performativity of the social system,' (Lyotard, 1984, p.48). This involves the creation of skills among learners that are indispensable to the social system which, for societies like that of the UK, is a system of increasing diversity and of players in the marketplace of global capitalism. Consequently education is now about supplying 'the system with players capable of acceptably filling their roles at the pragmatic posts required by its institutions,' (Lyotard, 1984, p.48).

Knowledge forms part of the stock of ideas, meanings, understandings and explanations of how phenomena actually work, are structured, or designed. How they relate to other phenomena through facts, information and skills which have been acquired through education, learning or experience. Knowledge management is the process of managing knowledge to meet existing, and future, needs. Through teaching, such as on professional management courses, and research, universities seek to educate managers in order to provide them with knowledge as to how current issues might be resolved.

2.8 Learning by employees

Lifelong learning is an inevitable corollary of life, learning involves employees acquiring the skills, which will enable him, or her, to compete more effectively in the global economy, (Boshier, 1998). For those involved in this study these were management skills. Employee learning, which may be regarded as the lifelong learning of individuals that takes place in, or is initiated by, organisations, has, as has previously been indicated, a number of aspects as, not all of these relate explicitly to paid employment.

Rogers (1996, p.11) divided adult learning into three categories, which reflect a variety of views, including for example those of the government and employers, in addition to those of the learner themselves. First, their occupation requires employees to pursue learning; factors which are relevant here are changes in the nature of jobs, work and potential of being, or remaining, employed. The Commission on Social Justice (1991, p.185) suggested that 'the mass-production economy did not need a well educated mass of workers,' however, the 'new high performance organisations with flatter hierarchies and team working depend upon a high level of skill and creativity throughout their workforce.' There are echoes here of the economic, and human, capital, of employers and trade unions. Secondly, throughout their life people take on new roles in society, their social capital, and these are redefined during their lives and require new learning for example in relation to coping with adult life, becoming a parent and so forth. Finally, as

adults grow older their interests and attitudes change, this is the discourse of the learner and of cultural capital.

In 2007 the CMI, Wilton and Woodman (2007), undertook an online survey of their members, 'The Value of Management Qualifications' which identified three perceived benefits, of having any management qualification, from the perspective of the individual managers who responded. These were portability, the ability to take a qualification with them when they left, having a new a management qualification would improve their chances of obtaining employment and finally that it provides evidence of an individual's ability. Clearly these benefits are important to individuals in the current economic climate. Many managers, who responded to that survey, valued the learning and skills development offered by qualifications, with 84% of the respondents indicating that taking a management qualification had increased their self-awareness. (A total of 2,229 responses were received from the 20,000 Chartered Management Institute members invited to participate, giving a response rate of 11 %.) These responses must be viewed in the light of the fact that the manager respondents were likely to have greater knowledge of management qualifications than average members of the population. Traditionally learning was focused on people in their early lives, now emphasis is being placed on continuing education, with few areas of employment being immune from the requirements of continuing professional development, (Morgan-Klein and Osborne, 2007, p.85).

A number of dimensions to adult learning were identified by (Field, 1994, p.140). One of these was that people have become more affluent, they have greater economic capital and, as a result, they have access to greater choices in terms of goods and services, including educational opportunities, and by engaging in them their cultural capital is increased. This is, in economic terms, the demand side of education and of economic capital. Turning to the supply side of education he held that 'the idea of the citizen as a consumer stands at the heart' of educational and training initiatives, (Field, 1994, p.137). It forms part of an individual's cultural capital. He regarded educational opportunities as

consumer goods in themselves. They are optional services, which can be purchased as the result of consumer choice.

His final view of education was that it may be understood as part of a consumer culture, putting forward the idea that education might be regarded in the same light as personal pensions and private health services, (Field, 1994, p.140). One example which supports this view is the growth of provision of learning opportunities, which includes access to qualifications, together with consumer insistence not merely on the quality of academic delivery, within educational settings, but also to other areas such as the availability of refreshments which mirrors what people experience in their working lives, their economic and social capital. It is clear therefore that adult learning 'involves complicated patterns of motivation, understanding, meaning, emotions, and that it is something entirely different from the incorporation and application of information functions that a computer…is capable of,' (Illeris, 2004, p.435).

2.9 The learning organisation and the learning society

The concept of the learning organisation has relevance in this study as the learning organisation has been defined as a place 'where people continually expand their capacity to create the results they truly desire, where new and expansive patterns of thinking are nurtured, where collective aspiration is set free, and where people are continually learning how to learn together,' (Senge, 1990, p.1). It is a design for modern living based on the growing integration of information and communication and fears of globalisation, (Nijhof, 2005, p.409). In Coffield's view a learning society worthy of the title should deliver social cohesion, social justice and economic prosperity to all its citizens rather than wealth to a minority, (Coffield, 1996, p, 9). Whilst Nijhof took the view that stimulating employability is totally at variance with a serious concept of a learning society as, although employment is based on competition, it is not based in social cohesion, (Nijhof, 2005, p.408).

A learning organisation provides an environment where individuals learn to learn and possess the capabilities that enable them to perform effectively; it continuously changes itself and facilitates the learning of all of its members, (Pedler et al., 1988). An organisation which has these characteristics may see the value of obtaining Investors in People accreditation in acknowledgement of its efforts to nurture learning. This will be explored in this study. A learning organisation has three component parts which mirror the concepts embraced by Investors in People, (Kreitner et al., 1999). First, new ideas are a prerequisite for learning, learning organisations actively try to infuse their employees with new ideas and information. To achieve this, they constantly scan the external environment, hiring new talent and expertise when they are needed. They also devote significant resources to training and developing existing staff. Secondly, new knowledge must be transferred throughout the organisation, (Garvin at al., 2008). Learning organisations therefore strive to reduce structural, process and interpersonal barriers to the sharing of information, ideas and knowledge among their members. Finally, their behaviour must change as a result of new knowledge.

Learning organisations are results orientated and they must foster an environment in which employees are encouraged to use new behaviours and operational processes to achieve the corporate goals, of the organisation, (Coetzer, 2006). However, the flexible organisations, which have emerged due to changes in the economy, in Edwards' (1997) view might not necessarily be learning organisations rather they may simply be responding to external circumstances, which is of relevance in the current adverse economic climate. It may be argued that many of the values espoused relating to the learning organisation have limited resonance with line managers who are faced with the pressure of reducing costs and increasing profitability, (Keep, 2000). Other theorists, and writers, take the view that the learning organisation has a social purpose, they take the view that education, and that lifelong learning, can have an emancipatory effect on participants, (Crowther, 2004).

Clearly a learning organisation cannot exist without individual learners it must depend on the skills and commitment of the individuals within it to their own learning, such as those who took part in this study. Employees' attitudes and approaches to learning are explored in this study. In a learning organisation, flexibility is required from structures, managers, and employers. So learning is not necessarily a voluntary activity as employees may feel, or in fact be, forced to participate in learning in order to remain in employment. The involvement of employees is crucial, whether as volunteers or compulsory participants, (Mumford, 1994). Individual learning does not guarantee organisational learning, but, without the former, the latter cannot occur, 'organisations learn only through individuals, who learn,' (Senge, 1990, p.139). Arguably the only source of competitive advantage of any business is its ability to learn and to react more quickly than its competitors, (Halawi et al., 2005). In the contemporary business world the principal competitive advantage is knowledge, this is especially true in Western Europe where labour costs are high, (Awazu, 2004). An organisation which constantly renews itself, and its people, through learning may be able to stay ahead of its competitors and be more likely to survive in the current economic climate. Hence a learning organisation has the espoused aim of being one in which everyone learns continually, (Rowley, 2000). Obviously, this is dependent upon employees being prepared to learn, and being responsive to learning, both on a formal and an informal basis. This study considers the engagement of employees in formal learning.

In Senge's (1990) view, the learning organisation is made up of five disciplines, personal mastery, mental models, shared vision, team learning and systems thinking. Personal mastery relates to developing one's own proficiency and may aid an individual to clarify and deepen their own personal vision. In this way an individual may come to grips with their own intrinsic desires, or motivations. Mental models may 'empower people by educating them about the way cognitive processes shape what they see and define their relationship with other people and the world,' in Flood's view (2002, p.67). Shared vision relates to the shared operating values, common sense of purpose and it may serve to generate a common sense of purpose on which people can focus their energy in a meaningful way, as shared social capital. The aim of team learning is to align people's

thoughts and energies in order that this 'may empower people by aligning their thoughts and energies,' (Flood, 2002, p.67).

2.10 Influences on the decision to engage in learning

'The paradigm of lifetime employment is being largely replaced by a paradigm of lifetime employability,' (Carbery and Garavan, 2005, p.493). There has been a delayering of management structures, together with a move to flexible working patterns and in UK organisations the end of jobs for life. 'Downsizing has become one of the inevitable outcomes of living in a global economy, where organisations are required to make continual adjustments in (both) strategies…and the cost of labour in order to remain competitive,' (Carbery and Garavan, 2005, p.489). Vollman and Brazas (1993) suggested that downsizing has been used cynically by organisations as a euphemism for mass sackings and redundancy and many 'organisational change programmes have relied heavily on redundancy even though they have been articulated as downsizing,' (Worrall et al., 1999, p.460).

Projections of work and employment in the twenty-first century have indicated that the bulk of increased employment opportunities would be in 'knowledge work,' (Garrick and Clegg, 2000, p.279). There is now a career resilient workforce where employees are not only dedicated to the idea of continuous learning, who also stand ready to reinvent themselves to keep pace with change; who take responsibility for their own career development; and who are committed to the company's success, (Waterman et al., 1994). Support for employee learning by employers is considered in this study. In this new world of work employees have to take responsibility for their own learning and be dedicated to continuous learning. At the same time their employers should facilitate learning opportunities for them to enable this to take place. The returns which employers will anticipate are better productivity and some degree of commitment from their employees to the organisation.

Employees in the twenty-first century have to be prepared to move, change and develop as employment opportunities change. Indeed 'the days of lifelong career in one organisation are gone. People will have to change companies, even professions,' (Kilcourse, 1995 p.35). As Worrall et al (1999, p. 464) suggested employees are 'relocating their loyalty (away from organisations and to themselves) and that they are now more inclined to build portfolios of portable skills and marketable experience than company specific skills.' Employers now give individuals in their organisations the opportunity to develop greatly enhanced 'employability in exchange for better productivity and some degree of commitment to company purpose and community for as long as the employee works there,' (Waterman et al., 1994, p.208). The Leitch Review of Skills in the UK (2006, p.56) put forward the view that for individuals skills provide portability in the labour market, allowing them to demonstrate the skills they have acquired. These skills must be used for their benefits to be realised, (Leitch Review of Skills in the UK, 2006, p.22). For employers, they provide valuable signals when recruiting new workers and also motivate employees to complete their training. In the UK qualifications now form a major part of employer recruitment strategies, especially screening candidates prior to short listing or interview. As a result, both employees and employers attach value to qualifications, such as those which are considered in this study, seeing them as cultural and human capital.

2.11 General influences on employers in relation to education and organisational development

There are cultural, social and economic factors, in addition to human capital, at play both in education and organisational development. The competitive climate of the twenty-first century dictates that organisations take a more proactive posture regarding management education so that they can survive, (Longenecker and Ariss, 2002, p.650). There is a need for 'a more highly trained and educated workforce to meet the requirements of the economy in the competitive, globalised and highly technological market of the twenty-first century,' (Morgan-Klein and Osborne, 2007, p.84). Organisations need, increasingly,

to have employees who have high levels of education so that they can operate new technology, understand the contribution of their role to the company and take decisions, which are appropriate to their skills, (Barrow and Loughlin, 1993). They need employees who have the ability to learn new skills and adapt to changing circumstances, by taking responsibility for their own learning, keeping their skills up to date and learning new processes.

Staff development and education ought to be derived from the organisational and human resources' strategy, (Browell, 2000, p.58). Clearly, this has an impact on how an organisation is managed, as Grugulis (1998, p.383) suggested, managers not only 'have a significant impact on corporate performance through their own work, but they also influence the level of training available to others, since it is often managers who arrange training for their subordinates.' It 'is difficult to separate how learning occurs without taking some account of the relationship between employer and manager and the general climate of the organisation,' (Hicks, 2002, p.355). All managers, and human resource managers in particular, need to understand 'how an individual learns and develops if they are to achieve the goals and objectives of the organisation,' (Maund, 2001, p.519). Managers may play a similar role 'to teachers in learning organisations' by motivating staff at lower levels to learn by using coaching together with 'motivational assessment tools,' (Smith and Spurling, 2001, p.91). This view was supported by Longworth and Davies (1996, p.22) who expanded on it holding that 'lifelong learning is the development of human potential through a continuously supportive process which stimulates and empowers individuals to acquire all the knowledge, values, skills and understanding they will require throughout their lifetimes.' In this way, their confidence should be boosted, their creativity and enjoyment should be increased, in all of the roles circumstances and environments, which they may encounter. Both employers and employees will be interviewed in this study to explore these issues.

The Leitch Review of Skills in the UK (2006, p.8) argued that 'productivity is increasingly driven by skills.' Higher levels of skills drive innovation, facilitate

investment and improve leadership and management. 'Most companies...despite the merits of the variety of outcomes of investing in the learning of their employees look to the 'bottom line,' Morgan-Klein and Osborne (2007, p.89), to their economic capital. The 'most important single determinant of the amount invested in human capital may well be its profitability or rate of return,' (Becker, 1993, p.59) 'Skill developments must therefore provide real returns for individuals, employers and society and wherever possible, skills should be portable to deliver mobility in the labour market for individuals and employers, (The Leitch Review of Skills in the UK, 2006, p.3). By May 2009 a major study by UK Commission for Employment and Skills to improve skills reported that the UK will fail to meet the Leitch Review's target to train at least 90% of the workforce to Level 2 by 2020, (Personnel Today, 7/5/2009).

'Workplace–determined education is (a)...grey area which may or may not feel voluntary,' (Sargant, 1996, p.197). This leads to the question of whether learning is something individuals are personally motivated to do or is it something which is externally imposed on them, possibly by employers, or by family pressures, their economic or social capital, (Carbery and Garavan, 2005, p.492). Employers need to have employees with relevant skills and knowledge, and families need an income. The question arises, if the individual does not engage with learning opportunities, will their job, and income, will their economic capital, be put at risk? 'There is often an implicit managerial expectation that their staff will avail themselves… (of learning opportunities)…to develop themselves, if they do not they may have to accept responsibility for their own professional demise,' (Garrick and Clegg, 2000, p.28). Based on their study of existing literature Carbery and Garavan (2005) suggested that voluntary participation in training by those perceived to need it least may be viewed negatively by their colleagues. The explanation for this, perhaps, being that engagement in training is regarded as a reward, paid time away from the workplace, by their peers. Indeed employees who were mandated to attend were more highly motivated then those who volunteered. Their motivation potentially stems from the perceived rewards which may be a possible outcome for engaging in course, or some other learning opportunity, for example promotion, this will be investigated further in this study.

2.12 General motivations of employees to engage in learning

Although this study is embedded in a multi-capital approach, it is essential that it considers motivation in relation to learning, but not the major academic theories of motivation. The importance of employees' motivation and desire to learn has long been recognised in the context of human resource development, (Lin and Chang, 2005, p.331). It is self evident that having employees who are competent and knowledgeable is of benefit to the organisation, and to the individual. The one thing which employees have in common is that 'whatever their level or background…their prime motivation in studying is very probably economic,' (Ottewill and Macfarlane, 2001, p.16). Their reasons for studying are linked to their economic capital, either to improve their career advancement or their performance in their current role and thereby improve their earning potential. The motivation to learn now stems from a need on the part of employees to update their skills driven by unemployment, threat of redundancy or restructuring, their economic capital, (Boshier, 1998, p.12). Reilly et al. (1993) suggested that where redundancies occur employees are more loyal to their personal development than they are to their employers. These areas are investigated in the study.

Motivation was defined by Ryan and Deci (2000, p.69) as being concerned with all aspects of activation and intention, as a result of its consequences it is of interest to both managers and teachers. Individuals can be motivated to act by a variety of factors, both negative and positive. They may, for example, undertake an activity because they value it or because there is strong external cohersion, they may have a commitment to a certain action or undertake it because they are being observed, alternatively they may be bribed. Maund (2001) carried out research, by means of in depth interviews, with employees and employers and her findings suggest that employees have a number of motivations for learning, these include intrinsic and external pressure, the quality of provision available to them and personality factors. Training is a needs driven process that is typically directed to the learner by an organisation, which could be identified as an extrinsic need. The needs for training are usually driven by an organisation and not by the learner. The

organisation has identified a situation where the learner is required to attain new skills or behaviours supporting skills. In this study the reasons for engagement in professional management education are examined with both employers and employees.

Bandura (1977, p.108) considered the impact of extrinsic rewards on intrinsic motivation, discussing the 'performance of activities for no apparent external reward.' He took the view that 'intrinsic motivation is a highly appealing but elusive construct,' as he held that most human behaviour is as a result of anticipated, rather than immediate, consequences. He identified the difficulty of building and testing theories of motivation as motivation is inferred from the behaviour it is held to have caused. Human behaviour is affected by many different factors not all of which are linked to external rewards. Any reduction in performance is usually equated to a drop in intrinsic motivation, which may be reinforced by the removal of rewards or incentives. One example of this might be a sales manager who has domestic problems, of which his line manager is unaware, and as a result he is unable to meet his targets, and, consequently, his bonus payments are withheld. Intrinsic motivation is the 'inherent tendency to seek out novelty and challenges, to extend and exercise one's capacities, to explore, and to learn,' (Ryan and Deci, 2000, p.70).

In their theory of orgasmic intrinsic motivation Deci and Ryan (1985) held that human beings prefer to act in a competent way to reach their goals and to fulfil their needs. First an individual knows that certain behaviours result in successful outcomes and second they feel able to execute these behaviours. The internal drive to be competent is developed as the person explores their environment, continues to learn and to adapt. Ryan and Deci (2000, p.68) self-determination theory is an approach to motivation which highlights the importance of individual's 'evolved inner resources for personality development and behavioural self regulation.' External pressure from others, who desire the individual to learn, will include the intrinsic desire to learn the norms of fellow workers and the culture of the organisation. Specific drives include the desire to keep abreast of expertise in their specific area through continuous professional development, which can be defined as the ongoing self development of an individual towards

recognition in a particular profession or vocation, their economic capital. Personality factors which centre on the individual's attitude and disposition to acquire new skills and competencies, to improve their knowledge and skills, their cultural capital.

The concept of self-efficacy is important in relation to motivation, particularly the motivation to learn. One of the key thinkers in this area was Bandura (1977, 1986) who highlighted self-efficacy, which is the belief that a particular action is possible and that the individual can accomplish it, and self-regulation, the establishment of goals, the development of a plan to attain those goals, the commitment to implement that plan, the actual implementation of the plan, and subsequent actions of reflection and modification or redirection. Learning occurs because individuals observe the behaviour of others and model themselves on them, (Bandura, 1977, 1986). Here an individual may model themselves on a manager they admire and in this way learn how to adapt their own reactions in the workplace. This is a concept which is explored in this study. Bandura took the view that people are able to develop their own goals, formulate plans to achieve them and have the commitment to implement the plans. Subsequently they will reflect on the process and modify, or amend, it in relation to future goals and plans. Ryan and Deci (2000, p.71) held that extrinsic motivation refers to the 'performance of an activity in order to attain some separable outcome.' They took the view that individuals have three basic psychological needs which need to be satisfied; these are competence, autonomy and relatedness. In the context of this study competence refers to the satisfaction which people experience from learning, (Deci and Ryan, 2000, p.252). Relatedness is the tendency to cohere to one's own group, to have a sense of belongingness and to act in accordance with the group norms. Autonomy is reflected in the experience of integrity, volition and vitality which accompanies self-regulated action. However, these three needs, competence, autonomy and relatedness, are not the only determinants of human behaviour which can be constrained, or subverted by other factors, such as rewards, punishments, and the rituals of specific cultures, (Deci and Ryan, 2000, p.255).

Motivation is a complex phenomenon, 'it is far more complicated than just consideration of factors such as material reward and status,' (Goff et al., 2001, p.66). Maund (1999, p.87) defined motivation as 'the process by which an individual wants and chooses to engage in certain specified behaviours…' Research suggests that people respond to stimuli in the external environment up to a point and then their responses decrease, for instance financial rewards will not motivate senior managers in the same way that they would motivate more junior staff, (Green et al., 2000). The levels of motivation which people demonstrate reflects their 'social and economic experience in general, and their family experiences in particular,' their social and economic capital, Smith and Spurling (2001, p.1). Their motivation to engage in learning is impacted by their self-efficacy as to whether they can make judgements concerning their ability to successfully learn knowledge and skills, (Konidari and Abernot, 2006, p.53). If an employee regards a learning intervention as being important and if he, or she, believes that a 'training programme is beneficial and important, then learner motivation will increase,' (Carbery and Garavan 2005, p.492).

There has been a move, since the 1990's, for employees to gain external accreditation of their skills, particularly management ones such as those in this study. 'Updating business knowledge and perfecting managerial skills is a continuing need,' (de Ozone and Carmona, 2007, p.22). The motivations for undertaking professional management programmes are not always directly economic. Although, the importance of potentially increased earnings cannot be completely discounted, achievement can enhance self esteem for the individual, and for the organisation lead to higher morale and improved customer service. It may be that the provision of learning opportunities is cheaper than providing pay rises. Professional management education arguably provides more efficient managers which leads to greater efficiency in the organisations which employ them.

Carbery and Garavan (2005, p.492) held that the 'perceived importance of a learning intervention is likely to influence learners' motivation…if learners believe the training programme is beneficial and important (to them), then learner, motivation will increase.'

The barriers to learning can be segmented into two broad areas 'intrinsic,' attributed to the individual's perception, motivation and emotions, and 'extrinsic,' resulting from the organisation or wider societal factors, (McCracken, 2005, p.559). This theory is based on the belief by an individual that they are able to take a particular course of action and actually accomplish it, for instance, studying for a professional management qualifications.

Engagement in learning is most often determined by individuals rather than employers and is often aimed at job change rather their current work, (Sargeant and Matheson, 1996, p.197). Here the performance, learning, is rewarded by promotion, or an external post at a more senior level. Promotion will involve new duties and tasks which require higher levels of skills and those who are 'learning-orientated should perceive promotion as an opportunity for growth and development and an incentive to take on challenges and learn more,' (Lin and Chang, 2004, p.334). If an individual performs at a certain level, perhaps achieving some form of certification, and did not obtain the hoped for reward they will become demotivated. Expectancy is 'the perceived probability of performing sufficiently well to achieve the outcome and thus the reward,' (Maund, 2001, p.450). Thus the individual may have expectation that his/her actions will be successful and lead to rewards that meet his/her needs. In terms of this research a student might expect to successfully undertake a CMI course and be rewarded by their organisation for doing so, despite the overall performance and profitability of the firm. Their reward may take the form of continued employment, a pay rise or greater career options.

2.13 Summary

This chapter has provided a conceptual framework for the study, and for the theoretical views which were relevant to it. It has ensured that the study is informed by what has been, and is being, written and published in relation to it. Social capital together with its relationship to lifelong learning, mentoring and communities of practice has been

considered as have human capital, cultural capital and economic capital. Additionally, the concept of lifelong learning, learning and knowledge, learning by employees and the learning organisation and the learning society were addressed. Individuals may be influenced to engage in learning by its potential economic outcomes and by the cultural influences on them but their social capital is of prime importance as learning is essentially a socially constructed activity. Finally the general motivations of both employers and employees in relation to learning were discussed.

The following table, 2.1 illustrates the relationship between the conceptual framework, and both the research aim and questions. The next chapter considers various methodological approaches and stances, together with the research methods which were used in this study and the methodological stance adopted within it.

Table 2.1 Summary of chapter 2 - the relationship between the conceptual framework, the research aim and questions

Research aim	Research questions	Conceptual framework	
To investigate the relevance of social and, cultural factors for employees who engage in professional management education. (page 28)			
	Are adult learners influenced to engage in professional management education courses	Concept of lifelong learning (pages 51-55)	Barlow(2003) Boshier (1998) Brown (2004) Chapman and Aspin (1997) DfEE (1996,1998) Drucker(1969) European Union Report on Quality Indicators on Lifelong Learning (2002) Field (2000) Hicks (2002) Knapper and Cropley (1985) Leitch Review of Skills in the UK (2006) Longworth and Davies (1996) Payne (2008) Raggart et al, (1996) Smith and Spurling (1999)
		Learning and knowledge (pages 55-57)	Argyris and Schon (1978) Edwards and Usher (2001) Hager (2004) Leavitt and March (1988)

			Lyotard (1984) Sfard (1998) Sloman (2005). Usher and Edwards (2007)
		Learning by employees (pages 57- 59)	Boshier (1998) Commission on Social Justice (1991) Field,(1994) Illeris (2004 Morgan-Klein and Osborne (2007 Rogers (1996) Senge(1990) Wilton and Woodman (2007)
		The learning organisation and the learning society (pages 59-62)	Awazu (2004) Coetzer (2006) Coffield,(1996) Crowther (2004) Edwards(1997) Flood (2002) Garvin at al., (2008) Keep (2000) Kreitner et al., (1999) Mumford (1994) Nijhof(2005) Pedler et al., (1988) Rowley (2000) Senge (1990)
	a) by their social networks? or	Social capital (pagess 32-38)	Baron et al, (2000) Baum (2000) Becker(2000) Bourdieu (1983) Coleman (1988, 1990, 2003) Cooper et al, (1999) Cote and Healy (2001) Davies (2001) Fine(2001) Granovetter (1992) Grenier and Wright (2003) Halpern (1999) Healy (2001)

			Kawachi et al., (1997) Lynch et al.,(2000) Nahapiet and Ghoshal (1998) Putnam (1995 and 2000) Schuller et al.,(2000) Wilkinson (1996) Woolcock (1988, 2001)
		Social capital and lifelong learning (pages 38-39)	Field (2005) Field and Schuller (1997) Field and Spence (2000) Field et al., (2000) Putnam (2000)
		Mentoring and social capital (pages 39-41)	CIPD (2008) Eby et al., (2007) Rolfe-Flett, (2002) Kram (1985) Putnam,(1993, 2000,) Spencer (1999) World Bank, (1998)
		Social capital and communities of practice (pages 41-43)	Coleman (1988), Field (2003) Lave and Wenger (1991) Wenger(1998,2002)
	b) by their cultural capital? (Page 28).	Cultural capital (pages 45-49)	Becker (1993) Bourdieu (1977, 1983,1986) Gottfried (1983) Marx (1867) Reay (2004) Rudd (2003)
To investigate how economic and human capital influence employees to engage in professional	Are adult learners decisions to engage in learning influenced by		

management education courses. (page 28)	their desire		
	to acquire economic capital	Economic capital (pages 49-51)	Bourdieu (1997) Fine(2001) Portes (1998) Sfard (1998)
		Influences on the decision to engage in learning (pages 62- 63)	Carbery and Garavan (2005) Garrick and Clegg (2000) Kilcourse (1995) Leitch Review of Skills in the UK (2006) Vollman and Brazas (1993) Waterman et al., (1994). Worrall et al., (1999)
		General motivations of employees to engage in learning (pages 66-70)	Bandura (1977, 1986) Boshier (1998) Carbery and Garavan (2005) de Ozone and Carmona (2007) Deci and Ryan (1985) Goff et al., (2001) Green et al., (2000) Konidari and Abernot (2006) Lin and Chang,(2005) McCracken, (2005) Maund (2001) Ottewill and Macfarlane (2001) Reilly et al. (1993) Ryan and Deci (2000) Sargeant and Matheson (1996)
	and, or, to increase their human capital? (page 28)	Human capital (pages 43-45)	Becker (1976,1992,1993) Bindé (2005) Brown (2001) Coleman (1988) Pigou, (1928) Schutz (1961)

		General influences on employers in relation to education and organisational development (pages 63-66)	Barrow and Loughlin (1993) Becker (1993) Browell (2000) Carbery and Garavan (2005) Garrick and Clegg (2000) Grugulis (1998) Hicks(2002) Longenecker and Ariss (2002) Longworth and Davies (1996) Maund (2001) Morgan-Klein and Osborne (2007) Personnel Today(2009) Sargant (1996) Smith and Spurling (2001)

Chapter 3 Methodology and Methods

'it is a strength…of education that it can draw on methods and concepts of other disciplines and that it can adapt, as appropriate, their perspectives, paradigms and theories,' (Mortimer, 1991, p. 210).

3.1 Introduction

The previous chapter provided a conceptual framework for the study, by considering the theoretical views which were relevant to it. This one considers various methodological approaches, together with the research methods which were used in this study and the methodological stance adopted within it. In this chapter the third person is used, when issues which are being considered are impersonal, however, in places which involve the author's personal view and experience the first person is used.

As a research study cannot be undertaken without a philosophical, or theoretical, framework from which specific methodological decisions are made, (DePoy and Gitlin, 1998, p.17 and Partington, 2003, p.140), this chapter will discuss the methodological approach which was adopted in it. Easterby-Smith et al (2008, p.56) suggested that there are three reasons why it is important for a researcher to have an understanding of theoretical issues. First, it can clarify the research design, the methods by which data is gathered and analysed, the types of evidence, how it is gathered and interpreted. Secondly, knowledge of theory can assist the researcher to recognise which designs will, and will not, work. Thirdly, it can help the researcher to use methods which are relevant, although perhaps outside their area of experience, and indeed outside their own discipline. The research design and the methodological philosophy adopted in this study will now be explored.

3.2 Methods employed in this study

This study was phenomenological, it sought to 'understand the reasons for (the) attitudes and opinions' of the respondents to professional management education, (Saunders et al., 2003, p.250). It was conducted by the use of two methods, quantitative by the use of questionnaires and qualitative by the use of interviews, both of which were used to investigate the research questions. The use of two methods sequentially was intended to produce more complete knowledge, to inform theory and practice, than would have been produced by the use of a single method. The use of both qualitative and quantitative data in a study is fairly common, as they may elucidate complementary aspects of the same phenomenon and provide a richness of detail and expand the breadth of the study. By using two methods in this way it was possible to explore similar, and potentially the competing, capitals, which influence employees to engage in professional management education.

The use of two research methods in this way draws on the strengths and minimise the weaknesses of both in a single research study, (Johnson and Onwuegbuzie, 2004, p.15). Both quantitative and qualitative research methods 'have strengths and weaknesses, they have value in investigating the depth and breadth of research topics that inform us about human experience,' (DePoy and Gitlin, 1998, p.31). There are a number of purposes for mixed-method evaluation design, which might enhance the evaluation of research data, (Green et al., 1989). These include testing the consistency of findings obtained through different instruments. Different research methods can be used in a complementary way to clarify and illustrate the results from one method with the use of another method. As a single method can never adequately shed light on a phenomenon, the use of multiple methods can help facilitate deeper understanding.

Two methods were used in this study, initially quantitative methods were used, questionnaires, to discover areas which, it was deduced, merited more in-depth and

complex exploration. These areas were then investigated further by means of qualitative methods, semi structured interviews, to generate the stories of the interviewees. The combination of quantitative questionnaires and qualitative stories may be regarded as an 'explanatory' research design, because the interviews, and stories, were a means to follow up and refine the quantitative findings, (Briggs and Coleman, 2007, p.29).

The data from the questionnaires was collated, analysed and coded in order to develop areas of difference, and commonality, between employers and employees. The results from the questionnaires helped to shape the questions used in the subsequent interviews. Another reason for the use of two methods was complementarity, (Lincoln and Guba, 1985), in that the results from one method could be clarified, and illustrated, with the use of another method. Denzin (1978) and Patton (1999) discussed a triangulation of methods which allows the consistency of findings to be checked out by using different methods. This aided the development of the results allowing those from the questionnaires to shape the subsequent research process, the interviews. Further data were gathered during interviews on the lived experiences of employers and employees relating to their capital. The in-depth phenomenological interviews, with both employers and employees, provided insights into those factors, from their childhood into adulthood, which influenced them to participate in professional management education. They enabled the participants 'to provide a fuller, more detailed description of an experience as it is lived,' (Thompson et al., 1989, p, 138). The quantitative data was illuminated by the stories which were shared by the respondents during their interviews and which were then mediated to construct their stories. It resulted in a conceptualisation that captured the multifaceted complexity of responses in relation to economic, cultural, social capitals together with human capital, lifelong learning and professional management education. The purpose of this phenomenological approach was to gather deep information and perceptions through interviews, and discussions, with the research participants and to represent it from their perspectives. The intention was to study the experience of professional management education from the perspective of the individual respondents, whilst 'bracketing' taken-for-granted assumptions about these.

3.2.1 Stories

It is important not to confuse method with methodology; the methodology in this study was nested in my epistemological framework and my ontological view of reality, (Briggs and Coleman, 2007, p. 31). Phenomenologists take the epistemological stand that the relationship between the knower and the known are inseparable. Phenomenological methods, such as those used in this study, are particularly effective at bringing to the fore the experiences and perceptions of individuals from their own perspectives, and therefore at challenging structural or normative assumptions. The researcher's epistemology is literally their theory of knowledge which serves to decide how the social phenomena will be studied, (Holloway, 1997, Mason, 1996 and Creswell, 1994). My epistemological position, regarding this study, can be formulated in the following way knowledge is contained within the perspectives of people who are involved in professional management education, either as an employer or as an employee participant; and because of this I engaged with the participants in collecting data. During the interviews I attempted to come as close as I could to understanding the lived experience of the respondents. I tried to describe 'what people experience and how it is that they experience what they experience,' (Paton, 1990, p.71). This continued during the analysis of the interviews and in the stories which were mediated from them.

During the semi structured interviews the personal stories of the respondents, their own experiences of home, family, education and employment were explored. This story method of interviewing of itself is a phenomenological approach to research, (van Manen, 2002), as it focuses on the understandings and significance that people give to their life experiences. A major underlying assumption of this mode of interviewing is that each individual has their own unique story to tell and an understanding of that experience. In order to access their experience, I had to find ways that allowed the individual participant to share his, or her, life experiences in as full and open a way as possible to facilitate them sharing their own unique experience. Imposing my theoretical, or conceptual, frameworks on the individual during an interview would have hindered

this process, (Rosenthal, 1993). During the interviews I wanted 'the interviewees to explain, or build on, their responses,' (Saunders et al., 2003, p.250). However, it must be acknowledged that I had devised a conceptual framework to inform this study, which was detailed in the previous chapter, and had to exercise care to avoid this influencing my approach to the interviews. Indeed during the construction of the research framework I made every effort to ignore this conceptual framework and to ensure that I did not take these preconceptions into the interviews with me.

This method of interviewing and analysis was utilised as I believe that the meaning that people give to their life experiences could be elicited through their stories which would uncover personal, social, cultural and other meanings through systematic interpretation of these. It enabled me to come to an understanding of the lived experiences of the respondents and to begin to construct their stories. Each person's story is unique, it is embedded in their own particular cultural, social and economic contexts. By studying, and analysing, these stories it was possible not only to gain understandings of the individual's experiences but also to gain insights into the particular social structures and dynamics and cultural values, mores, and norms in their lives, (Rosenthal, 1993, 1998).

As 'all research is to an extent, autobiographical', (West, 1996, p.17) it is useful at this point to consider the autobiography, and positionality of the researcher. I was employed for twenty years as a manager in the financial services industry. In addition to my other duties I had responsibility for the training and development of the staff who reported to me. This included carrying out appraisals which involved identifying any training gaps, or developmental needs. I also undertook some training myself for example for induction of new staff and basic principles of banking. I am an Associate of the Chartered Institute of Bankers and a Member of the Institute of Credit Management. As my career progressed, I identified a developmental need for myself, I did not have a professional management qualification. So I decided to study for an MBA at my own expense and in my own time. There was a recession at that time and there was no training budget available to pay for this. The economic situation was similar to those which the UK is

currently experiencing. During the course of my studies I came to the conclusion that I would like to develop my training activities into more mainstream teaching and subsequently enrolled on a Certificate in Education course at a local college, I did not have to pay fees for this as there was government funding for it.

On completion of my MBA I successfully applied for a role as an associate lecturer with the Open University, to teach on their Certificate in Management course. I also enrolled on, and completed, a Masters in Education degree with them, I was able to do this as the Open University did not, at that time, charge fees to their employees who studied their degree programmes. For a further five years, or so, I worked for the bank full time and on a part time basis for the Open University. Over time it became apparent that I was enjoying my teaching role more and more and my 'day' job less and less so I made the decision to move into teaching on a full time basis. I applied for, and was appointed to, the position as a senior lecturer at the university where I now work. I teach on a variety of business and management courses and manage professional management programmes, similar to those which I delivered for the Open University. Students on these programmes are usually employed in full time managerial roles and often study in the evening and at weekends, in the same way as I did. I can therefore empathise with, and share many of, their life experiences. My relationship with the respondents will be considered later in the next section and in 3.4.3 Conduct of the research interviews.

3.2.2 Ethical issues in this thesis

All research has ethical perspectives, ethics refers to questions of 'values, of beliefs, judgements and personal view points' of the researcher, (Hitchcock and Hughes, 1995, p.444). The rights, safety and well-being of participants were of primary concern in this study, it was essential that all the potential sources of tension were identified in order to maintain the dignity of the participants. I had an acknowledged responsibility for ensuring that, as far as possible, that the physical, social and psychological well-being of

their research participants was not detrimentally affected by the research. Ethical practice was therefore adopted which related to the socio-cultural context of the research…rational, reasoning approach to consideration of individual's rights,' (Simons, 2005, p.58).

Ethical concerns permeated every aspect of this research study which was based on the freely given informed consent of the respondents. All of the respondents gave their informed consent and took part on a voluntary basis, (Holloway, 1997, and Kvale, 1996). Although the respondents to the questionnaire were asked to provide details of their organisations, they were guaranteed anonymity. In order to preserve this anonymity the names of the organisations were not be included in the findings. This anonymisation was a procedure to offer them 'protection of privacy and confidentiality,' (Simons, 2005, p.57).

Research relationships, in this study, were characterised by openness, mutual respect and trust. The power imbalance between researcher and researched was considered and great care taken to ensure that the latter are not pressurised into participation. It was essential that the respondents shared their own stories so the use of interviews were considered to be an appropriate way to obtain information and to advance it to its ultimate goal, which was an exploration of professional management and lifelong learning. This resulted in a composite picture, and not a single viewpoint.

Before the interviews I took responsibility for explaining as fully as was reasonable and appropriate, in terms which were meaningful to the participants, the aims and nature of the research, why it was being undertaken, and the likely duration. The research participants were made fully aware of their right to refuse participation, of their right to withdraw from the study at any time. Every practicable measure to ensure the confidentiality and anonymity of research participants; care was taken not to give unrealistic assurances, or guarantees, of confidentiality. An informal informed consent

agreement was used in order to gain the informed consent from participants, (Bailey, 1996, p.11). I explained clearly how the research participants would be afforded anonymity and confidentiality. This included advising them that they were participating in research, the purpose of the research, without stating in explicit detail the central focus of the research, the procedures of the research together with the voluntary nature of their participation. They were also advised of the possible consequences of the research and how the results would be disseminated. The procedures used to protect confidentiality were also outlined to the respondents, (Arksey and Knight, 1999 and Kvale, 1996). As Saunders et al. (2003) held 'privacy may be seen as the cornerstone of the ethical issues that confront those who undertake research,' (Saunders et al., 2003, p.131). All participants were made fully aware that, even if they agreed to participate in the research, they had the option of rejecting the use of an audio recorder as data-gathering device. The interviewees gave their permission in the full knowledge of the broad purpose of the research and the potential outcome of their taking part, (Simons, 2005, p.56). They were guaranteed anonymity, which allowed people not only to share confidences but it guaranteed that the identity of all those who provided me with data would protected, except from me. Where possible, threats to the confidentiality and anonymity of research data were anticipated by me and the identities and research records of participants were kept secure. Every effort was made to ensure that no harm, emotional or psychological, came to the respondents, for example they were not pressured to answer any of the questions which I put to them. In this way I observed the extent of the consent which was given by the respondents. The anonymity and privacy of research participants was respected and personal information relating to participants were kept confidential and secure. All the respondents were sent their own interview transcripts in order for them to have the opportunity to alter and comment on them. They only had access to their own transcripts, which further assisted in the confidentiality of the study and in addressing the problem of construct validity. Thus this study observed Lincoln and Guba's (1985) evaluative criteria of confirmability as the findings of the study were shaped by the respondents and not my bias, or interest.

3.2.3 Phenomenology

Phenomenology studies the structures of conscious experience, as experienced from the first person point of view, along with relevant conditions of that experience. It is therefore the study of structures of experience, or consciousness. Phenomenology is a theoretical point of view that advocates the study of direct experience, taken at face value, and one which sees behaviour as determined by 'the phenomena of experience rather than by external objective, and physically described, reality,' (Cohen and Manion, 1996, p.29). It attempts to capture people's experiences through descriptive analysis, its aim is to bring out the 'essences' of experiences or appearances, that is the phenomena, to describe the underlying reasons, (Pivcevic, 1970). As has already been indicated it is the study of phenomena, the appearances of things, or things as they appear in the experience of individuals, or the ways in which individual's experience certain things. Thus it explores the meanings which things have in the experience of individuals. In this philosophical stance the world is viewed as being socially constructed and subjective, (Easterby-Smith et al., 1995), the social world is sustained by social structure and it is based on the premise that the world is constructed, that humans are creative agents who build a social world which is experienced with, and through, others. The central structure of an experience is its intentionality, the way it is directed through its content or meaning toward a certain object in the world. Phenomenologists assume that there is no absolute truth; there are many possible interpretations of the same data, all of which are meaningful. They hold that there are multiple realities, not a single one that is capable of being measured in an objective, value free way which is essentially the positivist position, (Lincoln and Guba, 1985). As Moran (2000, p.15) held

> 'the whole point of phenomenology is that we cannot split off the subjective domain from the domain of the natural world as scientific naturalism has done. Subjectivity must be understood as inextricably involved in the process of constituting objectivity.'

Reality is therefore, determined by people rather than by objective, and external, factors.

This study was conducted using a phenomenological perspective, it studied the real life experiences of the respondents from their own perspectives and emphasised the unique experiences of research participants, (Zinker, 1978). A phenomenological perspective was identified as being appropriate for this study as phenomenologists take the view that the researcher cannot be detached from his, or her, own presuppositions and that the researcher should not deny this, (Hammersley, 2000). My role in this study was to explore how the life experiences of individuals are translated into capital. This holistic perspective, and appreciation, of experiences as lived by individuals made this research approach appropriate for the study of the real life experience of employees and their employers. It allowed me to explore the lived experience of the research participants. As constructions are not separate from those who make them, they 'are not part of some 'objective' world that exists apart from their constructors,' (Guba and Lincoln, 1989, p.143). In this way, ideas are developed through induction from the data using multiple methods, to analyse the same samples in depth and over time.

A phenomenological study is concerned with the lived experiences of the people who are involved in the issue that is being researched. During the interviews I aimed to describe, as accurately as possible, the phenomena; professional management education, lifelong learning and the capitals of the respondents. The respondents were encouraged to reflect on their lived experiences, which were explored by way of their stories. These personal experiences gave the research phenomena immediacy and made this methodological approach appropriate for the study of capitals. It is primarily because phenomenology is anchored in the complex realities of ordinary lived experience, described in everyday language, that it is an ideal method for this study. In our lived experience insights are gleaned from a variety of sources, from conversations with others, and so on, (van Manen, 1996).

Phenomenologists are sceptical that bias can be totally eliminated from an enquiry as knowledge is socially constructed. I could not therefore maintain independence; however, I attempted to remain sensitive to the unfolding data, without overlaying my own

personal perceptions over what was being revealed. In this study I made every effort to suspend all of my prior, cultural and everyday assumptions and judgments, (Moran, 2000). I did this by holding an initial, and a follow up, interview with each respondent; this supported the credibility of the findings (Lincoln and Guba, 1985, pp. 313-316). The interviews took place in a neutral environment. During the interviews I used open ended questioning and I made supportive comments during the interviews. I also shared something of myself and of my own story, as I wanted to get them to share their stories with me in as full a way as was possible. In this way I attempted to place myself 'in the sphere of "absolute clear beginnings," in which one can perceive the things themselves as they are in themselves and independently of any prejudice,' (Kocklemans, 1994, p.14).

I did not seek to gather facts and measure how certain patterns occur, but to appreciate the different constructions and meanings that people place on their experience of professional management education, (Easterby Smith et al., 2006, p.59). Narrative analysis was used which focused on the stories people told and it drew attention to how the story functioned, why they were being told in that way, and at that particular moment. Generalisations were problematic as the research findings were not time and context free but data and meanings were generated through interpretation of the data, which will be considered in the following chapters.

3.2.4 Ontology

Ontology is concerned with philosophical assumptions about the nature of reality. It is 'a network of claims, derived from the natural sciences about, what exists coupled with an attempt to establish what types of entity are most basic,' (Smith, 2003, p.156). Phenomenology studies the nature of consciousness, which is a central issue in ontology. My research focus was on life experience 'as described from a first person point of view,' where I might discover emerging patterns, I attempted to give a 'thematic description of experiences to each other and to the overall context of the life-world,' (Thompson et al

1989, p. 137). In this study I sought to gain an 'ontological view of things,' by seeing them as they really are, (Eisner, 1992 p.50). This involved me consciously attempting to put aside my prior view, and to constantly question my own biases, of the area which was being investigated during the data gathering and analysis. As Sokolowski (2000, p. 48) suggested, I attempted to move into a phenomenological attitude and became 'something like a detached observer,' a spectator or onlooker. I contemplated my involvement in the areas being investigated. In this way, theory was generated from the findings, which were yielded by the questionnaires, that were completed, and interviews which were undertaken. It reflected Bhaskar's (1975) 'critical realist' ontology as it speculated about possible forces, both internal and external, which impact on the capitals of both employers and employees. The stories which the respondents shared are dependable, and confirmable, as they shared their own experiences.

3.3.1 Questionnaire design

The questionnaires, which were referred to earlier, were designed to produce data which was both credible and valid. They allowed me to make efforts to collect data which was reliable in a consistent way, (Saunders et al., 2003, p.291). Each question was designed to be clear as there was no interviewer to explain ambiguities, or to check understandings. In this way the questionnaire aimed to be 'especially clear in its wording,' (Nisbet and Entwistle, 1974, p.44). They commenced with simple biographical information including details of the respondent's job role and their employing organisation. Questions were arranged in a logical order to make it easy for the respondents to complete them, and for me to locate the response category that corresponded to each respondent's response. They were also used to obtain ideas, opinions, and issues for the interviews. For example the opinions of the interviewees were sought as to the efficacy of their organisation's training policies, their future career and educational intentions, or aspirations. A variety of question types were used including open questions to elicit factual information. Closed questions were used which required respondents to indicate appropriate categories, as this allowed them to answer fairly quickly, but specifically. Category questions were used and

these were 'designed so that each respondent's answer can only fit into one category,' (Saunders et al., 2003, p.294). Investigative questions were incorporated within the category questions the answers to which were needed to address the research questions in relation to respondents' behaviours, opinions and attitudes. These included the attitudes of both employers and employees to their organisation's approach to staff development and training, an exploration of the respondents' attitudes to the value of CMI courses to their organisation and their views of continuing professional development. There were also areas where the respondents were able to insert their own comments in response to questions. Copies of the questionnaires are available in Appendix 1 and 2.

A Likert scale was used for the closed questions, rather than any other scale, such as the Guttman one, as there were 'fewer statistical assumptions' about the potential outcomes, (Nisbet and Entwistle, 1974, p.128). Its reliability 'tends to be good...because of the greater range of answer permitted to respondents,' (Saunders et al., 2001, p.200). This scale was used for a set of attitude statements and the research subjects were asked to express agreement, or disagreement, on a five-point scale and each degree of agreement was given a numerical value from one to five. Thus a total numerical value could be calculated from those responses which required a numeric response.

3.3.2 Piloting of questionnaires

To ensure clarity, the questionnaires were piloted amongst colleagues, in the University's Business School and the committee of the local Chartered Management Institute branch. The guidelines suggested by Bell (1999, p.128) were followed. Colleagues from the Business School included the Learning and Teaching Fellow, who had previously worked for a major insurance company, teachers of human resources management, one of whom was also working as a career's adviser and one who had worked as a human resource professional, within the last two years, in the Information Technology industry. From the CMI they included branch officials, together with five student members who had studied

at other colleges, or universities, in the area. All of these people had current, practical and academic knowledge of the workplace and they had similar perceptions to those of both employer and employee respondents of working and studying on a part time basis for professional management qualifications.

Each participant was asked to indicate how long it had taken them to complete the questionnaire, whether, or not, the instructions were clear. In relation to the questions they were asked if any of the questions were unclear or ambiguous, and if so which and why? Did they think that the proposed categories were appropriate? Did they object to answering any of the questions? In their opinion had any major topic been omitted? What was their view of the layout of the questionnaire was it clear, attractive? Did they have any other comments which they wished to make? As all of the people, from both the Business School and the local CMI branch, were positive in their response, the questionnaires were not amended before they were used in this study.

3.4 Data collection

3.4.1 Sampling

In this study the research samples were selected as they represented the characteristics of the population which were being investigated, that is people who had studied professional management courses. I sought to investigate individuals, who would provide the greatest insight into the research questions and I decided therefore not to include people who had not taken professional management courses in my interview samples. Consequently the research outcomes only reflect the views of individuals who had engaged in these courses.

In any research study the sample size is clearly important especially in qualitative investigation, as there are no clear rules to be followed. Indeed sample sizes in qualitative

research cannot be calculated in any scientific manner. Boyd (2001) for example regarded two to 10 respondents as being sufficient to reach saturation in qualitative data collection, whilst Creswell (1998, pp. 65 and 113) recommended long interviews with up to 10 people 'for a phenomenological study.' Patton (1990) held that credibility depends less on sample size than on the richness of the information gathered and on the analytical abilities of the researcher. The size of the samples in this study was ultimately a matter of judgement on my part, I evaluated the quality of the information which was collected against the use to which it would be put, the research methods used and the area which I was researching. It was essential that there was an adequate sample, which was neither too small nor too large, (Sandelowski, 1995, p.179). If the sample had been too small it would have been impossible to achieve data saturation, (Leech, 2005), and to make any meaningful claims in relation to new knowledge arising from it.

It was essential that the interviewee samples were large enough to uncover the capitals of both the employees and employers. The research population, for these instruments, consisted of all employees, 81 people, who had successfully completed professional management courses at the university during one academic year, 50 individuals completed a questionnaire, and 15 were interviewed. Their employers, who numbered 24, were also surveyed using questionnaires, six of them were also interviewed. In this study a sample size of six employers, one of was a local representative of the awarding body, and 15 employees were selected. These sample sizes are outlined in the following tables Table 3.1 Overview of employee sample and Table 3. 2 Overview of employer sample

Total population	81
Number who completed questionnaire	50
Number who were interviewed	15

Age profile of employees who were interviewed

Age	Numbers	Gender
20s	9	4 males 5 females
30s	3	3 females
40s	3	3 males
Total	15	7 males 8 females

Table 3.1 Overview of employee sample

Total population	24
Number who completed questionnaire	24
Number who were interviewed	6

Age profile of employers who were interviewed

Age	Numbers	Gender
20s	1	1 female
30s	1	1 female
40s	2	2 males
50s	2	2 female
Total	6	2 males 4 females

Table 3.2 Overview of the employer interview sample

These sample sizes, and profiles, were deemed to be sufficient to allow the aims of the study to be achieved; as such samples would facilitate answers to the research questions and permit a deep case orientated analysis. An understanding of the stories of the participants was sought by detailed rich case studies, rather than in the term of numbers. As the CMI have indicative criteria for the prior learning and management experience of employees studying their qualifications, which higher education institutions utilise, they were representative of the wider population of those engaged on the programmes, and by inference of their employers. These groups were a 'census' as they were representative of the entire cohort of employees and their employers. Everyone in the sample 'had experiences relating to the phenomenon to be researched,' (Kruger, 1988 p. 150). By conducting an initial individual open-ended interview of at least an hour in duration, with follow up interview of a similar duration, I was able to extract common terminology and categories that characterised the interviewees' stories and which allowed patterns and themes to emerge. This promised a rich understanding of the capitals of both employers and employees in the domain of professional management education.

Data-collection interviews continued until a topic was exhausted, or saturated, that is when interviewees introduced no new perspectives on the topic, that internal saturation had been reached. When I felt that the stories had been told to the satisfaction of the participants and that nothing new was being, or was expected to be, shared by the respondents, that theory saturation was achieved, (Strauss and Corbin, 1998 p.158). This produced an understanding of the phenomena which I was researching and I was 'able to collect a rich and detailed set of data', (Saunders et al., 2003, p.250).

3.4.2 Administration of the questionnaires

The employer questionnaires were self administered by a mixture of online, email, and postal delivery to order to increase the response rate. All of the employer questionnaires were sent out by post, accompanied by a stamped addressed envelope. Postal

questionnaires had the advantage of greater anonymity for the respondent, which was guaranteed to the respondents on the form. A recording system was used to monitor the return of the questionnaires in order to ensure a maximum response.

The employee questionnaires were handed out for completion at the end of a teaching session, after the students had completed their programme of study. By which time they had completed their professional management education courses and had all of their assignments marked. It was thought that they would therefore be less likely to seek to please me as I was managing their professional management courses, the intention being to reduce possible bias. The respondents were encouraged to fill in their questionnaires in privacy and they were not pressured to complete them. This gave a higher response rate, it was also possible to influence the amount of time taken for completion of the questionnaire. It was considered that a certain amount of haste would be a positive advantage as the research aimed to elicit real life experiences rather than a more considered set of responses which the employees might have thought were required by me. I was on hand solely to clarify any problems with instructions or with the meaning of particular items on the questionnaire. No one asked for clarification, which indicated that the piloting stage had been successful.

3.4.3 Conduct of the research interviews

The issues of confidentiality and privacy in relation to the interviews have already been considered under 3.2.2 Ethical issues in this thesis. Semi structured in-depth phenomenological interviews were conducted with questions which were 'directed to the participant's experiences, feelings, beliefs and convictions about their life experiences, education, family, home and work,' (Welman and Kruger, 1999, p.196).

The aim of the interviews was to obtain a first person description of the participants' experiences of professional management education, and to probe their experiences with

the conversation being directed as far as possible by them. The interview, unlike other research techniques, requires interpersonal skills of a high order including putting the respondent at ease, asking questions in an interesting manner, noting down the responses without upsetting the conversational flow and giving support without introducing bias. My role as interviewer was to set them at ease and to provide them with the opportunity to share their experiences in detail. During the course of the interviews I used every day language rather than theoretical terms, (Patton, 1990) and I aimed to be open to, and to see, the world from the perspective of the respondents, and to free myself from my own perceptions and interpretations. Questions were directed to the participant's experiences of home, family, work and education to open up the conversation.

Each interview started out with the interviewee being given an overview of its potential use. As has already been outlined the informed consent of all of the subjects was obtained, and the overall research goals were made clear to them. The participant was assured that their comments and views would remain confidential, between them and me. These research interviews focused on the personal perceptions, and reflections, of the participants who were encouraged to describe their lived experience in the way which seemed best to them. As the study was based in phenomenological methodology the intention was to understand the phenomena in the interviewees' own terms, 'to provide a description of human experience as it is experienced by the person,' him or herself, (Bentz and Shapiro, 1998, p. 96). It was essential that the stories of the individual interviewees were allowed to emerge, (Cameron, Schaffer, and Hyeoun, 2001). Indeed the respondents provided accounts which were effectively stories, (Saunders et al., 2003, p. 401).

There was a risk that the employee respondents, or students, might be wary of prejudicing the lecturer's opinion of them. It was of paramount importance that I established rapport with respondents and 'attempted to see the world from their point of view,' (Wengraf, 2001 p. 78). In doing so I began to address potential issues of power, knowledge, and domination. I made efforts to establish a rapport with, and to ensure that, the respondents

felt valued, that I was listening to them, that their opinions were important to me and that their identities would not be revealed. This included giving each of the respondents an informal briefing as to the purpose of the research and undertaking two interviews them. As phenomenology, as a methodology, respects and values the experiences of the participants, and their own interpretations of those experiences it was essential that I was not 'seen as more powerful or knowledgeable,' (Thompson et al., 1989, p.138) as each respondents was clearly an expert on his or her own experiences, and I was not.

Power structures were evident in the exchanges which took part between the interviewer and the interviewee, I behaved in a way that empathised with the language and manners of the interviewee. I did not impose my views or opinions on, or depersonalise, the respondents. There was a need to ensure that there was a common use of language, or understanding, to ensure that the interviewer and the interviewee understood the language each other were using. As the interview is a communication event with norms of propriety and where the constructions of the two parties may be different. It is reciprocal as both researcher and research subject are engaged in the dialogue. Both non-verbal and verbal communication were regarded as being important and every effort was made to maintain effective communication throughout the process to minimise any potential conflict of interest between the interviewer and interviewee. Opportunity was given for the participants to develop their own narrative, as the interviews were reciprocal with research subject and I engaged in the dialogue, the subject predominantly talking and me listening.

'The interviewer is either limited or helped by their sex, appearance, apparent age, accent, social and racial background,' (Oppenheim, 2001, p.63). Social position and relative positions of those involved in the interview process were also evident. I adopted a dress code which was appropriate to the physical location, for example, a business suit was deemed to be appropriate dress for a business office. Whilst more casual clothing was used for less formal locations, such as the offices of a pharmaceutical company which was located on an industrial unit. In this way, I considered the cultural context of

the interviewees together with their past history which it was deemed might impact positively, or negatively, on the interview process and the experience of being interviewed.

Bias is an inevitable part of any study of human beings. As Eaton (1995) suggested that many researchers focus on the practical issues of research and in doing so they often forget that 'assumptions have been made and values smuggled into decisions without the decision maker being aware of the process,' Eaton (1995, p.1). I attempted to deal with this by putting it completely in the situation, by attempting to become aware of my preconceptions and biases by suspending, or bracketing, them so that I was as open as possible to what the interviewees wanted to share with me. I also shared something of my own story and made efforts to reduce potential bias by the use of consistent lines of questioning. These were designed to provide representative lines of common agreement, and opposing views, as to the role, nature and importance of employee learning, and motivation, in relation to professional management education and thereby conveying the richness of the views of all participants. There was no intention that the questions would be followed rigorously, instead the intention was to provide a basic structure to the interviews to allow the interviewees to discuss matters which were of concern to them and to share their own opinions and views. In this way themes were drawn out and this ensured that more meaningful data was obtained. The duration of interviews and the number of questions varied from one participant to the other.

During the interviews I made every effort to be open to the stories of the interviewees and what they wanted to share with me. I adopted 'a phenomenological approach... (I was) concerned to understand the meanings that the respondents ascribed' to issues which related to their experiences of professional management education, (Saunders et al., 2003, p. 250). I attempted to bracket myself consciously, by being aware of, and suspending, my preconceptions, biases, my conceptual framework and everyday understandings in order to understand, in terms of the perspectives of the participants their life experiences in relation to home, family, education and work, (Crabtree and Miller, 1992, p.24). I

continually examined, and re-examined, my biases and preconceptions. As has already been indicated I attempted to suspend my 'natural attitude,' to move to a 'philosophical attitude,' as Husserl (1962) suggested and attempted to become an observer, (Sokolowski, 2000, p.48). I focused on encouraging the respondents to describe their lived experiences through neutral engagement, by sharing some of my life experiences with them and I made every effort not to comment on anything which they shared with me. In this way I attempted to become an insider, (Mouton and Marais, 1990, p. 70). This mirrors Miller and Crabtree's (1992, p. 24) view that the researcher must bracket their own preconceptions and enter into the individual's life experience and 'use the self as an experiencing interpreter.' I was no longer simply an observer as I contemplated what it was like to be a participant, Sokolowski (2000, p.48). In this way data were obtained about how the participants 'think and feel in the most direct ways,' (Bentz and Shapiro, 1998, p. 96).

All of the interviews were recorded, with the consent of the respondent. This facilitated the transcription of each interview for later close inspection, and analysis, and allowed the generation of theory from the comments and opinions of the interviewees, and not from the interviewer's own memory and interpretations. As the 'basic datum of phenomenology is the conscious human being,' or the lived experiences of the participants in the research, (Bentz and Shapiro, 1998, p. 98), it was important that I made every effort to prevent the data from being prematurely categorised or being influenced by my own bias about engagement in professional management education and lifelong learning. By writing field notes during the research process I ensured that I clarified each interview setting, (Caelli, 2001). This addressed the risk that I might have become absorbed in the data-collection process and have failed to reflect on what was happening. Four types of field notes were used in this study. These were observational notes, which highlighted anything of significance which happened during the interview, theoretical notes, or reflections on the experience of the interviews, methodological notes, which were critiques on the research process, and analytical memos, which were progress review summaries. As field notes involve interpretation, they were, properly speaking, 'part of the analysis rather than the data collection,' (Morgan, 1997, p. 57-58).

3.5 Data analysis

3.5.1 Quantitative data analysis

In this study, in common with all robust research, the quantitative research phase focused on facts and suspended my own judgements, (Howe and Eisenhart, 1990, p.7). The data yielded by the questionnaires was analysed by use of the statistical software package SPSS©. This data was coded on the basis of themes, and values, with relationships being sought from the coding which were relevant to the research questions. When a core category was identified, coding of any data which did not relate to it ceased. Data was then coded for another core category, other connected categories, and the properties of both. The purpose of coding was to focus on the meaningful characteristics of the data, the end result being to link data with topics.

This output from the questionnaires was used to devise questions for use in the qualitative phase of the study to provide baseline data. I aimed to maintain objectivity in analysing the questionnaires by using a statistical software tool and in doing so avoided personal preferences. Every effort was made to ensure that the output from the questionnaires was objective, with the unstructured data gathered in the free response sections of the questionnaires being presented as they originally appeared.

3.5.2 Qualitative data analysis

The analysis of the interview data started directly after the end of the first interview, with the transcription of the tape which was used with the consent of the respondent. I listened repeatedly to the audio recording of each interview to become familiar with the words of the interviewee in order to develop a holistic sense of each interview, I bracketed my

beliefs and opinions during the transcription of the interviews, in order that I could explore the described life experiences which were shared by the participants. In this way I tried to open myself to the phenomena by setting aside any preconceptions or biases which I had. In listening to the individual tapes I focused on the central, and recurring, themes which represented the essential qualities, or meanings, of that person's experience. My aim was to understand the subjective nature of the lived experiences of the respondents from their own perspective, I attempted to see things from their point of view, (Bogdan and Taylor, 1975). As has already been indicated each respondent received a copy of the transcript of their interview to validate that it reflected their own perspectives. These transcripts were then both interpreted and mediated by me, and were then used to construct the stories which are presented in the following chapter.

Onwuegbuzie and Teddlie (2003) conceptualised that researchers go through a number of stages when analysing quantitative and qualitative data within a framework where two methods are employed. These include data display which in this study involved describing the qualitative data by way of stories and lists and the quantitative data in tables. The quantitative data was correlated with qualitative data. This was followed by data comparison which involved comparing data from the qualitative and quantitative data sources. Data integration was the final stage, where both quantitative and qualitative data are integrated into two separate sets, that is qualitative and quantitative, of coherent wholes.

Analysis has dangerous connotations for phenomenological research as the term usually means a 'breaking into parts' and could therefore means a loss of the whole phenomenon, whereas 'explicitation' implies an 'investigation of the constituents of a phenomenon while keeping the context of the whole,' (Hycner, 1999, p.161). The explicitation process was followed in this study, in relation to the stories which are presented in the following chapter, which was phenomenological reduction and bracketing. Phenomenological reduction 'to pure subjectivity,' (Lauer, 1958, p. 50), is a deliberate and purposeful consideration by the researcher of the phenomenon in its own right with its own meaning.

This process required me to suspend my preconceptions, or views, and to pay no regard to its 'position…either for or against,' (Lauer, 1958, p. 49). In this way I attempted to suspend my own presuppositions, meanings and interpretations or theoretical concepts, which were not allowed to enter the unique world of the participants and to explore their stories and biographies, (Creswell, 1998, pp. 54 and 113, and Moustakas, 1994, p. 90). In this way 'some of the data were produced in the form of narrative account', or stories which are presented in the following chapter, (Saunders et al., 2003, p. 402). I attempted throughout the process to hear the respondents' reality and to focus on the central, or recurring, themes which represented the essential qualities, or meanings of their experience.

Employee and employer human, economic and social capital dispositions to learning, together with their cultural capital were extracted or 'isolated,' (Creswell, 1998; Holloway, 1997 and Hycner, 1999). The list of units of relevant meaning extracted from each interview was carefully scrutinised and the clearly redundant issues were eliminated from the stories which are detailed in Chapter 4, (Moustakas, 1994). In order to do this I considered the literal content, the number of times a significant issue or area was mentioned and also how it was stated by the use of non-verbal communication. I immersed myself in the data and statements which were relevant to the study and from which the themes emerged.

During the analysis of the interview data a variety of themes emerged, which were derived from the data and addressed the research questions, which were being tested in the investigation. In this research as there were a number of participants the strength of inference which could be made increased once factors started to recur with more than one participant. Content analysis was used to analyse the data which was produced from the interviews to uncover the layers of meaning from them. Units of meaning were then clustered to form themes by grouping units of meaning together and I identified units of significance. Rigorous examination of the list of units of meaning then allowed me to elicit the essence of meaning of units within a holistic context. In this step the

phenomenological researcher engaged in something which cannot be precisely delineated, because I was 'involved in that ineffable thing known as creative insight' into the life experiences of the respondents, (Colaizzi, 1978). Both Holloway (1997) and Hycner (1999) emphasised the importance of me going back to the recorded interview and forth to the list of non-redundant units of meaning to derive clusters of appropriate meaning. There was overlap in the clusters, which was to be expected, considering the nature of human phenomena. By interrogating the meaning of the various clusters, central themes were determined, 'which expresses the essence of these clusters' (Hycner, 1999, p. 153). Care was taken not to cluster common themes if significant differences existed. Lincoln and Guba (1985) identified a quality of data which they identified as confirmability which in their view is synonymous with objectivity. They held that evidence for this quality may be established if there is a smooth logical progression, as evidenced in this dissertation which flows from its aims through data analysis to the results and finally the conclusion.

3.6 Summary

This chapter has addressed the methodological approach and stance which were used in this study. This has been achieved by presenting a critique of phenomenological methodology and its philosophical stance. The research methods, and instruments, which were designed for, and used in this study, have been discussed. Other issues methodological issues in relation to this study were also considered these included ontology, validity and data analysis. The data gathered in this study will be considered in the following chapter.

Chapter 4 Research data

'Educational research is concerned not only with the activities of teachers and students in…universities but all life-long learning from cradle to grave,' Smooch (2005, p.7)

4.1 Introduction

The previous chapter considered the research methods and instruments used in this study. This chapter will present the results which were obtained from, both the employer and employee questionnaires that were completed, and the interviews which were undertaken with both groups. It will also begin to identify the issues which emerged from these findings

The full results in relation to the questionnaires are available in the following appendices:

Appendix 3. Results of Employer Questionnaires

Appendix 4. Results of Employee Questionnaires

4.2 Samples and sampling

The research aimed to understand the complexities of employee learning, within the context of professional management education, through a multi-capital approach. It aimed to explore whether learning is learning a socially influenced activity, which is influenced by both social and cultural capital or is it purely economic, grounded in their economic capital. The sampling strategies which were employed were discussed in the previous chapter.

Since the Second World War, as has been discussed in the first two chapters of this study, there has been a decline within the manufacturing base of the UK. This was reflected by the fact that only six respondents who were interviewed were involved in manufacturing. Four of the respondents worked in the pharmaceutical industry, one in the food industry and one in light engineering. Life sciences, including pharmaceuticals, employ a significant number of people in the area on which this research focuses. As the local Economic report (2007, p.76) stated that the area 'possesses a significant cluster of life sciences research and clinical activity...established and developing businesses.' The majority of these organisations are subsidiaries of organisations which have their parent company in the USA. They are regulated by both US and UK authorities and are international entities, reflecting the globalisation of industry. 18 questionnaires were completed by employees from these organisations, and three by employers. One employer, R, and three employees, A, B, and C from this sector were interviewed in the course of the research.

The total population of employers was 24 who had employees who had taken part in professional management courses together with a local CMI branch official, V, all of whom completed the employer questionnaire. In the terms of this study an employer is someone who employs, or has hired the services of, other people. The local branch official had experience of working for an enterprise agency, as a tutor counsellor to small businesses and, more recently, in her own consultancy business where she works with a variety of organisations, which includes providing, or making, recommendations for management education provision for their employees. She therefore brought a unique perspective to the study as she has in depth knowledge of both the CMI provision and of the needs of employers, not only those she worked with but also those who were members of the local branch of the CMI. In addition V was involved in the local branch of Women in Management and therefore had special knowledge of female managers, and entrepreneurs, in the local area. Six employers were interviewed; this was 20% of the sample. These respondents were from a variety of academic and employment backgrounds, and potentially had different capitals.

The following table provides the reader with a breakdown of the sectors which the employers who responded to the questionnaire were drawn from. It also indicates the size of the organisations were they were drawn from.

	Frequency	Percentage	Cumulative Percentage			Frequency	Percentage	Cumulative Percentage
Self employed	2	8.4	8.4		0-10	2	8.3	8.3
NHS Trust	3	12.6	21.0		10-50	3	12.5	20.8
Other	3	12.6	33.6		50-100	2	8.3	29.2
Charity	3	12.6	46.2		100-500	9	37.5	66.7
Chemical industry	3	12.6	58.8		500+	8	33.3	100.0
Training	1	4.2	63.0		**Total**	**24**	**100.0**	
Housing	1	4.2	67.2					
University	5	21.0	88.2					
Rescue Services	1	4.2	92.4					
Bank	1	4.2	96.6					
CMI local branch official	1	4.2	100.0					
Total	**24**	**100.0**						

Table 4.1 Organisational sectors and size of organisation, of employer respondents to questionnaires.

The organisations included in the study were drawn from a variety of sectors, ranging from small enterprises to large public sector organisations. In the main, they were drawn from small and medium sized enterprises which are representative of employment in the local area. The majority, 17, of the respondents to the employer questionnaire worked in organisations with more than one hundred staff, whilst 37 of the employee respondents worked in organisations of this size. This is representative of the UK workforce as, at the beginning of 2005, small and medium sized enterprises accounted for more than half of the employment, 58%, in the UK, DTI (2006). Indeed in the area, in the years 2000-2006, small enterprises increased by 103.5% and in 2006 they made up 11.2% of all local businesses. 'Levels of social enterprise are slightly higher for (the area) compared with

the North West and the UK,' the local Economic Report (2007). The report also highlighted that 'female entrepreneurship is slightly (but not statistically) higher than the UK average of 3.6% at 3.9%,' the local Economic Report (2007, p.61). Employers T, U and V were all female, each one of them was a female entrepreneur and had set up a small business, where they worked together with a small number of associates, or partners.

The sample, across employees and employers, broadly reflected the ethnic mix of the local population. The area had, in 2005, lower levels of ethnicity than the UK in general, based on the mid year projections of the Office of National Statistics. People from mixed ethnic groups made up 0.5% of the population, whereas for the UK as a whole they made up 0.7%. Two respondents were from mixed ethnic backgrounds: employee G, who is female and was born in Iran, she has an Iranian father and a British mother, and employer U who was also female and has a Chinese mother and English father. People from an Indian background made up 0.3% of the population in the area, 2.2% for the UK as a whole. Employee B came from this group, she is first generation British, her family having originated from the Indian subcontinent. Other ethnic groups make up 1.5% of the population, P, who is male, is representative of this group. He is an immigrant from the USA, following his marriage to a British woman.

The total population of employees was 81, of whom 50 completed the employee questionnaire; this gave a response rate of 62.5%. 23 respondents to the employee questionnaires were from manufacturing industry, of these 21 were involved in the chemical or pharmaceutical production. The reason for this was that a number of programmes were delivered, by the university, at the premises of a training organisation, which is located on an industrial estate largely dominated by pharmaceutical companies. There were also a significant number or respondents, 11, from housing associations, or registered social landlords as one programme was commissioned by, and delivered for, a registered social landlord. This mixture of respondents reflects the growth in service sector industries which were discussed in chapters one and two. However, the twenty-

first century world of work is one where employment is increasingly moving from industrial manufacturing to knowledge based services, such as training, insurance and banking, all of which were represented in the sample. 15 employees were interviewed; seven males and eight females whose ages ranged from twenty-one to late forties. This was a sample of 18.5%, of all the employees who had taken professional management courses, it was also representative of the gender and ages groups of the people who had attended the courses.

The following table provides the reader with a breakdown of the sectors which the employees who responded to the questionnaire were drawn from. It also indicates the size of the organisations were they were drawn from. They included public and private sector, and in the main were from small and medium sized enterprises.

	Frequency	Percentage	Cumulative Percentage			Frequency	Percentage	Cumulative Percentage
Housing Association	10	20.00	20.00		0-10	3	6.0	6.1
Manufacturing	2	4.00	24.00		10-50	4	8.0	14.3
Banking	1	2.00	26.00		50-100	5	10.0	24.5
NHS Trust	3	6.00	32.00		100-500	22	44.0	69.4
Other/not given	6	12.00	44.00		500+	15	30.0	100.0
Charity	2	4.00	48.00		Total	49	98.0	
University	2	4.00	52.00		Blank	1	2.0	
Chemical industry	18	36.00	88.00		**Total**	**50**	**100.0**	
Local authority	2	4.00	92.00					
Rescue Services	1	2.00	94.00					
Insurance	1	2.00	96.00					
On line development	1	2.00	98.00					
Solicitor	1	2.00	100.00					
Total	**50**	**100.00**						

Table 4.2 Organisational sectors, and size of organisation, of employee respondents to questionnaires

The following table provides the reader with an overview of the individuals who were interviewed their gender, age and educational background together with details of the industry in which they worked. Specific details of the organisations which employ them together with their job roles are included. To assist the reader any relationship between individual respondents is also indicated.

Employee Interview sample						
Industry /Number of employees	Gender	Identifier	Age	Job Role	Connection to employee sample	Graduate
Pharmaceuticals- two organisations Fourteen 100-200	Two women One man	A B C	30 24 Mid 20s	Accounts Supervisor Sales Manager Technical Support and Sales Graduate trainee/ Project Manager	R-manager	No Yes Yes
Housing Association/ Registered Social Landlord two organisations 239 120	One man Two women	D E F	Late 40s Mid to late 20s (both)	Property Services Manager Team Leaders	S-Human Resources Director T-former training manager	No Yes No
Charitable Organisation- two On secondment 200 plus 120 support staff	One woman One male	G H	Late 20s 48	Drugs worker Supporting adults with learning difficulties/mental health problems		Yes No
Primary Care Trust (mental health)	One woman	J	Early 30s	Commissioning Manager		No
Newspaper wholesaler 300	One woman	K	Early 30s	Assistant manager, Internal Audit		Yes
Warden Scheme	One woman	L	21	Assistant Supervisor		No

Industry	Gender	Identifier	Age	Job Role	Connection to employee sample	Educational background
Industry- two organisations 100 to 150 105	Two men	M N	40s Early 20s	Process Manager-Peanut Processing plant Team Leader-Engineering Plant		No No
Customer Services-two organisations Team of ten to 12 Leisure centre Ten to 50	Two men	P Q	Middle 20s Middle to late 20s	Senior Customer Services Manager – banking Sports Development Manager- Leisure Centre	W- Sports Centre Manager	No Yes

Employer sample

Industry	Gender	Identifier	Age	Job Role	Connection to employee sample	Educational background
Pharmaceuticals	Male	R	40s	Manager UK branch of a US based pharmaceutical company, wholly owned subsidiary of a Japanese company	Accounts Supervisor-A Sales Manager Technical Support and Sales-B	Graduate
Housing Association/ Registered Social Landlord	Female Female	S T	50s 30s	Human Resources Director Formerly Training Manager	Property Services Manager- D	Professionally qualified Professionally qualified
Youth organisation- focusing on personal development	Female	U	Late 20s	Joint owner	N/A	Graduate
Consultancy Firm	Female	V	50s	Owner manager Chartered Management Institute Local Branch Official	N/A	MBA
Customer Services	Male	W	40s	Sports Centre Manager	Sports Development Manager- Leisure Centre-Q	MBA

4.3 Overview of the employees and employers who were interviewed

4.3 Response to questionnaires

4.3.1 Preferred qualifications

There was no consensus either amongst employers, or employees, as to what qualifications were sought by their organisations. The employers identified a range of qualifications which their organisations preferred staff to hold, many of these were job related such as relevant degrees or diplomas. Five, of the 50, employees identified that none were required. 16 of the 50 employees, 32%, stated that they were either not sure or that no specific qualification was required. When the employers were asked to indicate which CMI, or other qualification their organisation encouraged staff to work towards nine, 38%, replied none in particular, and three, 13% identified CMI qualifications.

4.3.2 Employees' personal motivations for taking the professional management course

36 employee respondents, 72% rated the fact that the course was paid for by their employer as important. Recommendations from other students were not felt to be significant with 18, or 36%, stating that it was not useful and 15, or 30% viewing it as a neutral factor. Career progression was rated as important or very important by 45, or 90%, of the employee respondents, a clear indication of how cultural capital can be converted into economic capital. 90% had taken the course because they thought that it would help them to progress their career. 48, 96%, had hoped to develop their management skills.

The fact that it was part of a career development plan was rated as useful or very useful by 17 employee respondents, 34%. Whilst 15 or 30 % did not think that it was useful. Improved employment prospects were rated useful or very useful by thirty nine, or 78%.

Learning with people from similar backgrounds, or who had similar jobs, was cited as important by 17, 34%, employee respondents. This reflects both their attitudes to learning and to their economic circumstances.

Developing management skills was rated useful by 48, or 96%, indicating that they aspired to management roles. 27, 54%, indicated that they intended to continue their management studies. The professional management course was viewed as an access route to a Masters programme was rated as important by 18, or 36%. It is interesting that these respondents did not view a professional management courses as an end in itself, they appear to have their sights fixed on more advanced qualifications. All of the employees agreed that a recognised management qualification was a tool in improving their employment prospects.

4.3 3 Organisational approaches to staff development and training

The existence, and quality, of an organisation's training policy was considered in the questionnaire. In the questionnaire 17, 71%, of employers, indicated that their organisation had a formal training policy, 16 of them, 67%, rated it as good. Whilst four, 16% rated it as unsatisfactory, with the rest rated it as satisfactory.

Similarly 28, 56%, of employees stated that their organisation had a formal training policy. 25 employees, 50%, rated their organisation's approach to training as good, 24% rated it as unsatisfactory, whilst 12% thought that it was satisfactory. These ratings are surprising in view of the emphasis which the UK government has placed on developing the skills of the current workforce.

4.3.4 Continuing professional development

The employers were asked to indicate what they thought their employee's priorities might be when they were deciding which continuing professional development courses or programmes to take. Payment of fees by the employer was rated as important, by 11, 46%. The fact that the course was appropriate to their job was indicated as being very important by 15 employers, 63%.

In response to a similar question 37, or 74%, of the employees thought that developing managerial skills was important. 38, or 76%, took a similar view in relation to improving their employment prospects. 43, or 86%, felt that the fact that the course would help them to progress their career was important, or very important. 34, or 68%, of the employees indicated that payment of fees by their employer was important. It is interesting that both groups rated economic factors, payment of fees and career progression, as being important.

4.3.5 Skills

The employees, who were surveyed, regarded a number of skills to be important in their organisations. These included verbal communication which was regarded in this way by 44, 88%, and written communication which was rated in this way by 39, 78%. Problem solving was also considered to be important 12, 24%, independence by 30, 60%, and managing others by 33, 66%.

Employers took a similar view of the skills which they required their employees to demonstrate. Verbal communication was considered to be important by 19, 79%, with 20, 83% thought that attendance on a professional management education (CMI) course had helped their staff to develop in this area. Written communication was regarded as

significant by 18, 75%, the same number thought that attendance on a CMI course had assisted their staff to develop this skill. Problem solving was regarded as important by 17, 71%, and 15, 63%, thought that attendance on a CMI course had aided their staff to develop these skills. Team working was rated as important by 22, 92%, with the same number believing that the CMI course had helped their staff to develop this skill. Self management was rated similarly by 18 75% with the same number taking the view that staff had been assisted to develop the skill on a CMI course. Independence was rated as important by 15, 63%, the same number took the view that the course had helped staff to develop this skill. Management of others was regarded as important by 16, 66%, while 18, 75 %, thought that attendance on a professional managements education course had aided staff to develop this ability. Flexibility was valued by 21, 88%; managing change by 22, 92%; whilst the same number thought that attendance on a course had helped develop both abilities in their staff.

It is noteworthy that the employees took a similar view of the types of skills which are needed in the contemporary workplace. Significantly the employers had identified that these skills had been enhanced by attendance on a professional management education course.

4.3.6 Change

The employers were asked to indicate what they thought their employees' priorities might be when they were considering their next career move. Employees were also asked to consider what their colleagues' priorities might be in the same circumstances. 42, 84%, of the employees thought that the type of job on offer would be important, opportunities for varied experience were similarly rated by 40, 80%. 17, 71% of employers thought that the type of job on offer would be important as would opportunities for varied experience were rated in the same way by 19, 79%. Career progression was highly rated by 47, 84%, of the employees and by 21, 87.5% of employers. Being based in the north west of

England was also important for thirty four, 68%, employees and by 12, 50%, of the employers. Management opportunities were rated as important by 36, 76% of employees. Training opportunities were important to 30, 60%, employees and 13, 52 %, of employers. 38, 76%, employees rated the starting salary as being significant and 17, 67%, of employers. 25, 50%, of employee respondents rated the health of the economy in their field of work, or sector, as being important. This was also thought to be important by 12, 50%, of the employers. It is interesting that a range of factors were identified, these included in addition to economic factors, the location and the actual nature of the job which was on offer.

4.4 Interviews

This section provides the reader with detail from the interviews which comprise the stories of 15 employers and six employees, which were mediated by the researcher. These illuminate many of the dominant issues which impact on lifelong learning in twenty-first century.

Employee A

A is 30 years of age and manages the Accounts Department of UK branch of a US based pharmaceutical firm, which is a wholly owned subsidiary of a Japanese company. Three people report to her, there are 14 staff at the site where A has worked there for eight years. Her colleague B and her employer R were also interviewed as part of this study.

A shared details of her previous job which had involved similar work

> 'I worked for...music shop in town…it's similar I was basically just a clerk at xxx whereas now I've come here I have people working for me...same accounts job though.'

Not only had she advanced her career by moving to work at the pharmaceutical company she had also studied for both an accountancy and a professional management qualification. This is a common feature of contemporary working life where individuals move jobs and take additional qualifications in order to advance in their chosen field of work. A had taken one qualification which had been paid for by her employers and had started a more advanced course which she was paying for herself and was not being given any time off work, by way of study leave. In common with many employees A accepted that this qualification was not directly connected to her job, and was not aggrieved that there was no assistance from her employers, as she viewed it as potentially allowing her to progress her career.

She spoke of how she had

'…done an AAT, accountancy qualification. They sent me on day release from here. I've passed that now and I'm doing a CIMA…It's more self-development, I would like ultimately to move into management.'

However, her experience of school had been neither happy nor successful, as she shared

'I left school with three GCSEs. I didn't do very well at school, I wasn't a school person. I didn't enjoy school really; I didn't go to a very good school either. I actually stayed on in the Sixth Form to do my resits and got worse results…'

She did take a balanced viewed in that whilst she spoke about the school being 'rough' and of how the teachers did not encourage her, she accepted that she had some responsibility for her poor results

'I just got in with the wrong crowd…it was a rough school…I'm quite bitter about my school days really…I had like one good teacher and she left...it's my fault as well…they just let me get away with doing nothing…I got away with doing nothing…I can't just blame school; it was my fault as well '

A also discussed how

> 'When I was at school I was clever, I just was capable, when I was in the third year...I wanted to go to university...I took difficult options then because they (the school) told me dad that I was clever enough to do chemistry, economics...I wanted to do childcare and easy things rather than do hard (subjects)…'

She had wanted to study what she regarded as easy subjects such as childcare but she shared how her father had

> '…pushed me into doing more academic subjects…French, Sciences, Economics which were hard…'

This parental intervention is not unusual as parents often want their offspring to be better equipped for a more highly paid career than they have had; as they attach economic capital to educational qualifications. Despite her father's involvement in her GCSEs, which she had not wanted to study and had failed, A viewed him very positively and spoke of how

> '…he believes in me, he knows I can do it, he's proud of me and my qualifications…'

Interestingly, as an adult A has chosen to study accountancy which requires a reasonable level of mathematical ability and cannot be regarded as an easy option.

A's previous manager at the pharmaceutical company had left school with no qualifications and had persuaded her to go back into education to do the AAT. This man had shared capital with her, as her father had attempted to do. A shared

> 'X who used to work here, he was my manager at the time and he'd done a similar thing, left school with no qualifications and his employers sent him to college. So he said he'd like to do the same thing for me so pushed me into it...'

A's use of the word 'push' to describe her engagement in learning is an interesting one, it appears to suggest that her participation was not entirely self directed and needed external encouragement. It is not unusual that line managers will inspire their staff to engage in learning opportunities to acquire qualifications and of securing capital, she spoke of how she had

> '…enjoyed it (the accounting course)…I just wanted to do it, to better myself…I seized the opportunity, which I was given and that a lot of people do not get those opportunities...'

A had also studied for a professional management qualification which had taken place during the working day. She had taken the course because

> 'I was put in charge of two members of staff...'

It had also been financed by her organisation. In the contemporary world of work professional management qualifications are valued as they are viewed as an indication of the holder's ability to both manage staff and to undertake their other duties.

A took the view that as the firm she worked for

> '…got bigger... training has become less good…I haven't really got the time to study...'

She needed to work overtime now and talked of how she wanted to spend more time with her husband, it seemed that her social and economic capital were in competition.

She rated training at the firm

> 'more highly in the past than now, because of the pressure of work. It is still good...'

As the organisation has grown the plant has changed in many ways and this appeared to have been unsettling for staff who had been there for some time, for example the firm now had an induction programme which had not been necessary when it was smaller.

A shared

> 'We have an induction programme now but we never used to, that's just this year…because we've grown so fast so quickly…'

She could not see herself leaving in the foreseeable, despite the changes which she spoke of how she would not leave the firm

> '…until got my qualifications, my CIMA…'

Employee B

B is 24 and she is the Sales Manager for the UK branch of a US based pharmaceutical company, which is a wholly owned subsidiary of a Japanese company. Fourteen people are employed at the site. Her colleague A and her employer R were interviewed as part of this study. She is a graduate chemist and has worked for the firm for five years since her time at university, when B was on a sandwich placement with them, despite the fact that her return journey to work is more than 65 miles. In the final year of her degree she was theoretically a full time student but she was in fact also working there as a laboratory technician.

She shared

> 'It was good to have a job and to study at the same time. I was disappointed that I failed to get a first by 1%...'

Graduate employment has become problematic in recent years as government initiatives in relation to widening participation have significantly increased the number of graduates

available to enter the workforce. Contemporaneously there has not been a significant increase in the number of graduate jobs.

B is first generation British, her family originated from the Indian subcontinent. She lives with her parents but works away from home with her job for part of the week. It is a common feature of current working life that people are required to work away from home, and to commute fairly long distances. This may impact on their view of the cohesion of their identity in relation to their personal and professional lives.

Her experience of education had been positive she spoke of how

> 'I always tried my best at school…'

Her mother and father had both supported B both in her studies and in her career, she shared how they had encouraged her

> '…to take advantage of opportunities which were not open to them…not that they've pushed me but they've made me aware that I've got those opportunities and I should take them so I have...I don't know whether it is my mum or dad's influence…'

This must also be viewed in the light of her mother's family history. B's grandfather died and her mother had to leave school to go to work in order to help to support her siblings. She shared how her

> 'My mum left school when she was 16 and had to go to work because her father died and she's got a lot of brothers and sisters. She did well, she got CSEs they were in those days, but she never had the opportunity to go to college…'

It was not unusual 20, or 30, years ago for individuals to be forced into work in similar circumstances. Once these people have children they are likely to want them to take advantage of all of the educational opportunities which they did not enjoy.

B spoke of being self motivated and of how she has always set herself targets to ensure that she achieves her goals, she discussed how

> 'I've always set myself targets I've always tried…you don't always get there when I started off I wanted to do pharmacy but I didn't quite get the grades I needed at A Level but I went on to do chemistry now it comes out that it was the best thing I did you know..'

Almost by chance, rather than by planning, she had got a degree which she thought gave her more job, and career, options than pharmacy, her chosen career, would have done.

B spoke of how she was

> 'Career minded and hard working; if progression routes are not available I will move on I might go into teaching. My degree gives me a variety of job, and career options.'

Her line manager was very supportive of B sharing capital with her by encouraging her to accept promotion and to take advantage of educational opportunities. He also has a Chemistry degree.

It was clear that B was ambitious, she spoke of how

> '…even in my studying I just can't sit there you know I'll work my way up and if I can get higher and higher and higher I will you know.'

She had taken a professional management education qualification when she was a Laboratory manager, she shared

> 'I had no managerial background and needed to manage staff …'

In the twenty-first century world of work professional management qualifications are valued as they are viewed as an indication of the holder's ability to manage both staff and

their other duties. Despite the fact that her job role had changed since she attended the course she spoke of she found that she was able to use ideas from the course.

'…for example marketing, how a business grows…'

The plant, where she worked, had changed in recent months it had expanded and new staff had been hired. There was no formal training system but the firm would fund relevant training, providing the employee could make a business case for it. It is common that any training, or education, which is sponsored by an organisation, will have to have a direct business benefit. B discussed how

'There is a lot of training on the job. There are training courses for customers which new staff attend, plus learning on the job.'

Much of the training was put in place to ensure that the firm complied with the requirements of the US Food and Drug Authority (FDA). Globalised industries, and international organisations, are increasingly being regulated across national boundaries in this way.

Employee C

C is in his middle 20s, has a degree; and works as a graduate trainee in a multinational chemical organisation. This traineeship is a three year programme where the graduate undertakes six month placements in different business areas which are followed by a debrief.

His parents were keen for C to get a degree and motivated him to take full advantage of his educational opportunities, in this way they shared their capital with him. C shared

'From like a school education point of view my parents were very motivational.

They wanted me to do very well, my dad in particular was quite a natural academic and deeper thinker, very technical and he never had the chance to go to university. So he was always very keen for both me and me brother to go to higher education...they were very encouraging and supportive both in terms of directly supporting studies and in terms of the fact that they were very proud of us, of what we achieved.'

This extended to moving home to ensure that their sons could attend the best state schools, thus assisting them to secure capital, as C spoke of how

'They went to a great deal of effort to get us into good schools and we moved areas half way through my education to get into the right schools.'

C had a positive experience at school because of his teachers

'Once we were in the right schools we had some very, very good teachers the biology and chemistry teachers in particular. Yeah they were very supportive and they had teaching styles, which obviously I could get on with.'

It is interesting that he reflects on teaching styles in this way and on his ability to appreciate them.

He went on to take a degree in biotechnology but had not actually used much of the content of his degree in his job at the pharmaceutical organisation. He shared

'I'm degree qualified in biotechnology, that's basically the core science behind vaccines manufacturing. Although I've done relatively little science on the site. The aspects of my degree that I use most are probably the ability to handle data, which I still do a lot of and knowing how to track down information and then I've used the actual biological science part of my degree in looking at environmental monitoring reports from time to time. Whilst I've been in manufacturing…I've used my degree very little.'

A feature of contemporary work is that whilst having a degree might assist an individual

to obtain employment their employer may be seeking someone with the intellectual ability to gain a degree, rather than someone who has acquired specific knowledge which they value.

C had increased his qualifications, and knowledge, by studying for a Certificate in Management which he thought made him more marketable. It has become increasingly important for those in, or aspiring to be achieve, managerial roles to have professional management qualifications. He had chosen to study the professional management course because of its availability; it was delivered near the pharmaceutical plant and on half days, during the week. He spoke of how

> 'It's good to go away and to do training, like the Management Certificate, because it gives you like a bit of underpinning knowledge and certainly the first time I worked with a team and had to ask people in my team to change their way of working. It was useful to have a little bit of knowledge about team dynamics and to understand why people may resist change or why people may think that it's not their job or whatever. So going away on a course can help you to understand your job…'

Individuals like C may take opportunities to study where there is little financial or time cost to them, this is an interesting way of securing capital and will be explored further in the next chapter. The workplace of the twenty-first century is often characterised by change, and, as C discussed, some of the issues he had covered on the course had been of practical use to him in the workplace such as team dynamics and resistance to change. C discussed how he had

> '…obviously got stuff to do with the projects I'm working on now, and then there are opportunities for me, I know that. I'm also aware with the skills I've got and the training courses I've been on, such as the Management Certificate I'm relatively marketable.'

The notion of being marketable raises issues about people's perceptions of their potential

and of the opportunities which are available to them especially as both education and experience, their cultural and social capital, are valued.

C intended to stay at the pharmaceutical organisation for the immediate future as he was aware that his experience outside of the organisation was quite narrow. He had been at the organisation for two and half years, much of that time had been spent working on, and implementing, a software project which has just been completed. He shared

> 'I've got some concerns that, although I know a little bit about a lot of things I'm still lacking a bit of depth of experience to market myself as effectively outside…than inside the company...within the next two or three years I would be looking to move somewhere else.'

At the plant, where C was employed, there were 300 to 400 staff with cyclical increases in summer, or early autumn, of 100 to 200 temporary staff to increase their capacity in order to produce influenza vaccines. They tended to get the same temporary staff back year after year which he thought was an indication of the quality of life in the organisation.

C spoke of the number of people at the plant

> 'The major product we make is seasonal…the annual 'flu epidemic. So we have more people on for the 'flu season. And yeah we tend to get the same temps back year on year on year...I guess that's quite a good indicator of the quality of life within the organisation...'

There are two interesting concepts here which are much in evidence in the twenty-first century, one is the idea that an organisation has a cultural ethos which impacts on its employees and the other is the idea of people working in flexible employment patterns. Some organisations wish to be perceived as being good employers. At the same time employment has become more flexible to meet the demands of clients, or customers.

C discussed the graduate programme which had been very effective for him. There had been three people in his intake of graduate staff and the organisation had a training and development plan for them. C took the view that

> '…the graduate programme has been effective for me. When we first started we got sent away on all these courses but the main training hasn't been as good as I would have liked. At the end of every six months placement we were supposed to go and do a presentation to the executive and get questioned on it...We've only had one of those; we had the first one...but just the exposure to that environment and the fact that we are being given the opportunity to get involved in projects...Just the opportunity alone...we more learn from that than any specific training which has been organised for us.'

This is a common feature of graduate employment where new staff are inducted into the organisation and allowed to gain experience of working in different areas of it. C and his graduate colleagues were each allocated a mentor in the senior management team, many organisations do this to offer an advocate to their graduate staff who can guide and help to progress the career of his, or her, mentee. Unfortunately the training had not worked out quite as well as C had hoped, his original mentor left the organisation and he rarely sees the new one who replaced him. It is a feature of many training and development plans devised by organisations that they do meet the expectations of their staff. He spoke of how

> 'The graduate programme has mentoring in it. Each of the graduate trainees has...the three in our intake and there's been three since…each has a mentor in the executive, who is basically head of a business area. It started off working particularly well, I lost my initial mentor, he left the company, and the mentor I have now I don't see much of. My direct line manager has a lot of experience...so I tend to see him more as a mentor really than anybody else.'

C identified two roles which his mentor might fulfil for him one being to give advice on critical elements of his job and the other to assist with his career progression. He said

> 'It is very useful both in terms of when you're giving a status update with whatever project you're working on and on showing what directions to go in or to remind you not to overlook something. But also from the point of view of progressing your career and whether to go for an internal job vacancy, or how to approach somebody about something…That's very helpful as well...to get things done at xxx you need to have good interpersonal skills...it's good to have somebody there who can help.'

C discussed the kind of training that was available at the plant which was required by the Medicines' Control Agency or the Food and Drug Administration which audit the plant. Globalised industries, and international organisations, are in the twenty-first century, increasingly being regulated across national boundaries in this way, C shared

> '…clearly health and safety were an issue where drugs are being manufactured, various government agencies have introduced health and safety, and other types of, legislation which impact on the workplace on a daily basis.'

He thought that there was a dichotomy in the approach to training provided by his employers in the provision for graduates and for those without degrees, C talked of how

> 'There's a bit of a gap...the shop floor people they obviously get their basic training and on the job training. Until fairly recently there's been a gap I think…'

For the shop floor staff there was basic training on hygiene and on how to perform their jobs but that there had been no ongoing development until recently when the organisation introduced NVQs. C described this in the following way

> 'There's been no on going continuing professional development. Now (the organisation) have recently implemented an NVQ programme. So they can go

away, like we have, and get some underpinning knowledge to help them explain and understand why they do things that they do every day... I think there's still a bit of a gap in terms of if you're not on the shop floor, a member of the union, or you're not management then I think there is a lack of reward and development for those people.'

It is a feature of many organisations that they will influence their employees, at lower levels of the hierarchy usually, to study for work based and job related qualifications. In common with other highly specialised industries the pharmaceutical company did not offer much in the way of career progression for less technically qualified staff, C viewed this as being unfair to those staff

'…so, what I would call the non-executive professional, so the well qualified professional people who work in QA or in the labs, or the people who work in technical development. There's nowhere for them to go really unless they go to management and end up not doing the job that they came to do in the first place. So there is a bit of a gap there and there's a lack of development and reward for them in the organisation…'

Employee D

D is in his late 40s, he is a Property Services Manager with a registered social landlord, he has been a manager there since 1996, and manages a team of 32, eight of whom are at a managerial level. Employer S worked at the same organisation and T had previously been employed there, they were both interviewed as part of this study. He has had a varied career but intends to stay with his current organisation, although he did speak of reaching a 'glass ceiling.' The notion of a glass ceiling is an interesting one as it raises issues about people's perceptions of their potential and of the opportunities which are available to them especially in a society which, despite legislation against age discrimination, it links employability with youth.

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D has had a variety of jobs including collecting deck chairs and working in industry, which did not provide him with a conventionally progressive curriculum vitae. For much of his early marriage he had worked away from his wife and family and this impacted on the way in which he viewed the cohesion of his identity in relation to his personal and professional lives. Where families are seeking to manage two careers, one partner working away from home is an increasing common feature of contemporary lifestyles. He shared

> 'A quick potted history I suppose I bummed around the country in my youth just sort of went off and did my own thing…and then came back to xxxxx got married quite early then I worked on the building for many years um you know the usual thing happened out of town working in London got married, a couple of kids, it seemed a little pointless you know not seeing anyone at all so I threw me trade in and there were jobs going on the buses which meant regular pay, a big pay drop you know, but regular pay home of a night, sleeping in me own bed and I did that for ten years.'

At the age of 36, D determined that he was at a critical time, personally, and professionally, and so he set himself a two year target to change direction. He started to study for an Ordinary National Diploma during the working day whilst working at night, as a bus driver, which although demanding in terms of time and commitment, did at least mean that he was at home with his wife and family. Inevitably the support of his wife was critical at this time and therefore when, during that period, he saw an advertisement for a job which seemed appealing, but as it would have again involved him working away from home he did not apply. He did ring the person identified as a contact in order to seek further information about the type of person the company were seeking. Employees like D recognise the need to be proactive, not just in their pursuit of positions but also, in the way in which they groom themselves into being the 'right person for the job.' The person D spoke to, by taking the time to explain to him what qualifications and skills he would need for a similar job role, unwittingly became a critical inspiration in D's subsequent career development. Whilst there are many opportunities for people to

enhance their skills and plan their career but development but chance and initiative still seem to play their part. D spoke of how

'…I was 36 at the time and I thought if I don't do something now and I just gave myself a two year target…I seen a job in the paper…it was actually for a job in Portsmouth and it was the way the job was described and stuff it fitted a lot of what I think of the things…I like in life some of the strengths the people skills and problem solving I've always found those things good and I do get into them and I thought yes so I rang up the person look I'm not applying for the job but what do I need to the lady I spoke to ran through it told me what to do told me what courses…so I carried on bus driving and college in the day ended up having one day off a week at College…'

Armed with this information D continued to study and decided to volunteer to work for his current employers. In the last 20 years employment opportunities have increasingly been accompanied by tightly specified job descriptions and person specifications. This is in part a reaction to equal opportunities legalisation and also a response to requirements for greater transparency in decision making processes. As a result, job details will often contain a wide range of essential and desirable qualifications and experience. Young people, and individuals like D, who seek to enhance their profiles for a specific employment opportunity can, therefore, see a way not so much of performing a public service but rather a means to an end and a way, of securing capital. By volunteering D demonstrated his potential and became increasingly valuable to the organisation until he was able to secure a full time post. He spoke of how

'…if I remember rightly it was when the day release was…on that day again stroke of luck (his current employers) put a job in the paper…but what I (in his application letter) said was I'm doing the course I don't know the job but would you take me on one day a week let me come and work for you for nothing and…it went on from there so you know they were good so I finished off the basic stuff…'

He also talked about people, in the organisations where he had worked, who had been powerful influences on him developing his approach to work and his management style. The notion of learning and managing by imitation and by doing is a powerful one, as he shared

> 'Oh yeah some of the things doing the deck chair business, painting right the way through to you know working in factories and transport you know yeah I've done quite a few things and to be honest I've enjoyed them all I've never been afraid of changing and getting stuck into different jobs…one of the first guys I met was a Canadian and he's always stuck in my mind, a guy called xxx. I worked in a cardboard box factory...when I was a butcher and this guy he was like no one I'd ever worked for and he was a breath of fresh air very much you know I was only 19, I think something like that at that the time and he gives you your head and says this is what I need to be done and off you go…The transport manager he was another guy and he'd come in off the wagons…And their whole approach to working was great I loved it. Really was a total quality management approach that this guy had...he'd got me in the office at first and told me…you've got something about you you've got a spark I'll give you a chance to get out there on the floor and see what you can get organised for me and see what you can do and if you can do that we'll see where you are. So I went out and reorganised the floor in the factory and the next thing was three months later I was made a charge hand and this was all this guy….He said now you've done it so next I want you to reorganise the bonus system. People work too many hours, I don't want them worse off but I want them out of here earlier, and it was great at the age of 18 or 19…I've always valued that and I've pinched a bit and sort of developed myself and I've always had time for people those things and if I've learnt a lesson you know I've never sought to try to stand on people's shoulders. I remember where I've come from and I think that's quite good because I'm not pretentious at all I still live in same area I was born in and I still live in a similar type house.'

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These employers and managers had had an influential influence on D's attitude towards his staff in his later career, when he became a manager and promoted learning by his staff. Despite all of his experiences D still valued his cultural capital.

The organisation, for which he now worked, had provided opportunities for D to take professional management qualifications. He shared how

> 'they funded me through other courses as I went on…I've worked with the company in health and safety not in an official capacity but through committees you know looking after offices and stuff for about seven years and…the NEBS course tried to develop the management side slowly that way…so when this came up (the CMI course which he had just completed) it was a gift.'

However he thought it would not support him to take an MBA. This is a feature of employee development where the aspirations of employees and organisational budgets, and staff development plans, do not seem to match, even where the organisation is an Investor in People. Individuals, like D, may need to take a proactive approach to their personal development, including funding learning opportunities and capital for, themselves.

D spoke about his organisation's perceived view of him

> 'their view is now, I would think is, that having reached this point unless I achieved a senior management position they would not take me on any training unless I went off to a whole different role back to housing and then they'd probably say look we'll fund you for housing studies now and we'll let you do a Diploma funded in housing or something in that way I think they'd probably do that but where I am currently they'd look at it really that there's a glass ceiling and you're pretty much at it and for that job. Anything else beyond that is personal development. But it's no hardship I mean they provide interest free loans you know and things like that…'

Employee E

E is in her late 20s and works as a team leader in a housing association and managed a team of 10 to 12 people. Although she is in a long term relationship she still lives at home. This is a feature of contemporary life that increasingly people live with their families long after they would have moved away in the last century. She had been the first person in her family to go to university. Following government initiatives to widen participation there are increased opportunities for individuals to study for undergraduate degrees.

She shared

> 'I'm a local girl from xxx, I'm the first person in my family to go on to further education. I think me mum was quite proud of me but although she was quite proud of me she didn't actually want me to make that step of in terms of moving out and moving away. She wanted me to stay close to home. I think to be honest if I didn't have a friend who was doing the same thing at the same time I don't think I would of done it. I think it was just the two of us had long term ambitions…and we both did it together.'

It is interesting that her conversation reflects a confusion regarding education, she uses further, rather than higher, education to speak of her time at university. E had opted out of school at 16 but had been bribed by her mother to return to study at a local sixth form college. E's mother assisted her to secure capital by promising that she could stay out late with her friends who had left school. There are clear tensions between the lives lived by those who choose not to continue to study after 16 and those who do not, as E shared

> 'Me mum made a bit of a deal with me and said if you go back to sixth form then I'll agree not to stop you going out. And at the time when you're sixteen you know when your parents want you in at nine, ten o'clock and all your friends are

going out Friday night. So it was a really good incentive so I went back to school and that was how I ended up I went back to sixth form…'

Together with her best friend she had opted out of 'A' Levels and took what may be regarded by some teachers as a less academic route.

'We said this is stupid we opted out of the 'A' levels; we'd both been doing 'A' levels the year before. We opted out of them and did a BTEC in Business and Finance.'

The notion of educational opportunities and the value placed on them are interesting ones, especially when there are increasing numbers of university places available, and at the same time, many young people opting out of education at 16. Both E and her friend completed their course successfully and applied to the same university, where they both read Management Science. Their social capital appears to have been important in their decision to go on to higher education, E shared how she had managed this

'…at the end of that we both applied to the same university. And all our teachers were saying you'll never get into the same university and we did.'

Both E and her friend appear to have wanted to continue to have fun during the first two years of their degree at the expense of their studies. She described their first two years at university

'We spent our first year basically just, I'd say first, second and part of our third year we just drank our way though university. I think I was very lucky I didn't get thrown out in the first year; I think I scraped by with just a 1% margin.'

This experience had a salutary impact on her and she spoke of how she

'…panicked a bit in my third year I thought ooh you know I've failed one of me options.…I thought I'm wasting, I'm getting meself into all kinds into all kinds of debt, I'm just wasting me time if I'm not going to do it.'

Panic is an interesting word as it implies a feeling of terror which is not reflected in the rest of E's account of her education or life. It did lead her to 'knuckle down,' again a choice of words which is different from the rest of her account as it implies a conscientious application to her studies.

She continued to share how she

> '…really knuckled down in the last, I think it was like me last few months, really knuckled down spent loads of time, spent like a whole month over the Easter period revising. I came out of it with a 2:1.'

When she graduated E had no real career plan, she applied for a number of jobs but was largely unsuccessful. There is an expectation by employers that academic qualifications need to be supported by relevant work experience; consequently new graduates may find it difficult to obtain work. She had wanted a trainee management role in the financial services industry but had only been offered a role as a trainee manager in the retail industry, which was based in London and there were no relocation expenses. She spoke of how

> 'I never actually got the job that I went after the only job that I did get offered was a trainee manager's position which was in London. It was in a retail industry which I didn't really fancy, it wasn't really very good pay and there wasn't really relocation expenses. So I opted, against it.'

So she decided to join the Civil Service, this job was not a traditional graduate level post, she worked as a receptionist at the Job Centre and had taken part time jobs to supplement her earnings. Eventually E became tired with the job and had an argument with one of the managers as a result of which she left the Civil Service, she shared

> 'So I joined the Civil Service instead. I worked in the Job Centre for a couple of years, part time bar jobs and then one day I thought I've had enough and thought I'm wasting my life as a receptionist at the Job Centre…I had a bit of a tiff with

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one of the managers and thought I'm just wasting my time being here and so I just left and joined a temping agency and like touch wood…agencies they've been quite good.'

Her use of language is interesting. She spoke of having a tiff in a situation which may have actually been a disciplinary situation. In order to find work quickly and possibly to diffuse the situation, E went to an agency which supplied clerical workers, on a temporary basis, to a variety of firms and had been successful in that

'…I left my job around about the May…but in the whole twelve months I think there were only two days when I didn't have work in the whole twelve month period…'

It was as a result of a temporary assignment with the housing association, where she now worked, that she had obtained her current post and she had been there for two years. In the twenty-first century world of work there are a variety of job roles which are peripheral, these peripheral workers have less job security and they can be used, or discarded, more easily than core workers, as required by demands of the organisation. The housing association were now seeking to reduce their workforce through voluntary redundancy, this was an economic necessity as the housing stock which they managed was reducing as a result of government legislation that allowed tenants to purchase their property. E saw this as an opportunity the housing associations were

'…offering quite a good redundancy deal, I've only been here a few years but it still works out quite well for me. I think I end up with like a third of what the people are getting who have been here like 26, 27, years. So it's quite a good deal I think, I was hoping that they'll accept…'(I am)…'still a baby. I've no commitments, no family commitments or anything. So I just think while I'm this young I might as well go ahead and do it, you don't know what's round the corner.'

This is a feature of contemporary employment where jobs can disappear as a result of changing economic circumstances. This is not always viewed negatively by all

employees, in fact E saw it as a positive opportunity and, having applied for voluntary redundancy, she was already applying for other jobs. Employees like E need to be proactive in managing their careers, which may take the form of portfolio careers where individuals work for a variety of employers, or become self employed, over their working lives.

Although E's friend had only got a third class degree she had taken a job with in a small accountancy firm and was now a qualified accountant earning a higher salary than E. She spoke of how her friend's career experience had been more successful than her's had been.

> 'Me friend did the same and now we didn't come out with of it with the jobs we wanted. I think she got a third class degree. She didn't do the revision that I did at the end but she just put herself, she just started off with a job in a small accountancy partners. She's now working for xxx Life and she's just finished her finals and got herself a £10,000 pay rise for finishing all her exams. So she's doing really well as well…'

The approach by the two friends to their education and careers would appear to diverge after graduation and their ways of securing capitals were quite different, but their friendship remains. E did not appear to resent her friend's success.

Employee F

F is in her late 20s and is an acting team leader in a housing association, where E also worked. She shared how she had

> '…been here about 10 months, or 11 months now just progressing; I'm doing acting Team Leader at the moment because one of the Team Leaders left to have a baby. So I'm just covering maternity so where that'll lead off I don't know but at the moment I'm enjoying it…the company are quite a fair company so I would imagine if the lady who I'm covering comes back...another job it probably would

be open to everyone to go for it but obviously I've gained some experience from being in the role.'

It is interesting that F sees her employers as being fair, and that she believes that they treat their staff equitably.

F divided her life between her family and her boyfriend

'I live with me parents, single not married but I have a boyfriend of ten years. He's one of our tenants if you like and he's got his own flat in xxx so I stay there as well. So I'm like 50/50 at the moment…'

It is common for young people to live in detached relationships in this way, in which they play different roles, as a child and as a partner in an adult relationship.

At school F had taken both academic and skills based qualifications, she did not see herself as being academic. She spoke about her qualifications

'…GCSEs in school and a Pitman's like typing, that was just below GCSE I think…I did hairdressing believe it or not for two years I got an NVQ 2 in that…basically that's probably it I'm not really a very academic person really I haven't really got strings of (qualifications).'

It is common for girls who are not seen as being academic to be encouraged to go into potentially low paid occupations, like apprentice hairdressing.

After leaving school F

'did hairdressing for two years when I left school…after the two years I did like a third year improver; it's called, when you work in a salon and you get your experience and the shop shut down.'

This led her to review her life, decided that she wanted to increase her earnings and she moved into an office job. F shared how

'So I thought it was a career change because at the time it wasn't a very high paid job, like £70 per week full time, nine to five. And I was on my third year and I just thought I'd be better off in an office and get a little bit more money so I did and I made the transition into Customer Service which was with xxx…That's how I first got into that and from there it just progressed into like admin. jobs, secretary jobs and a lot of customer services.'

It is interesting that she regarded customer services as a single career option when clearly, from her own descriptions, it involves different types of work. She had now worked in customer service roles for seven, or eight, years and shared

'…I've got about seven years now, customer service, eight years customer service. Done a team leader at xxx for four years repairs chasing, rent arrears, making arrangements with the customers and things like that. From there I came into the housing.'

F had chosen to take a professional management course as part of the company's appraisal, and staff development, process which included the identification of training needs. It is common for organisations to combine staff appraisal and staff development in this way. She seemed to have understood that she was going on a short training course, rather than one which ran over several weeks. She discussed how

'At first when I was asked if I wanted to go on courses, or if I had any training needs, I got the impression that it would be a couple of days I didn't realise that there would be all those modules, that it was going to cover everything. So when we got there we were a bit like ooooh what is this course we're getting on, how long is it going to be? We didn't realise that it would be quite so in depth…'

She was able to complete the course successfully and felt that she had been able to take what she had learnt back into the workplace. She spoke of

'Things about making sure that they set clear targets, SMART targets...making sure that they are specific, measured, timed, that type of thing. Work reviews

making sure that they are a two-way process…So I've found it quite useful there's probably like loads of other stuff that I do anyway and I can relate it back but when you try and think. Quite a full course, it was good.'

Despite having had a negative experience of school and having few qualifications F was very enthusiastic about training at the housing association which enjoyed

'a good training budget…so the managers will try and identify any courses or training needs and then we can put a valid case…like I say we do have a training budget, we have like a central training budget that covers like health and safety, fire marshals and things that the company needs…that's like human resources if you like...'

Whilst line managers can help to identify suitable learning opportunities and the housing association would fund relevant training, the employee would have to make a business case for it. It is common that any training, or education, which is sponsored by an organisation, would have to have a direct business benefit. It may be that, despite her poor experience of school and few academic qualifications, F perceived value in work related qualifications as they would allow her to increase her capital.

Due to the work patterns, at the organisation, it was sometimes difficult for staff to take day release so the association were keen to support staff who were prepared to study in their own time. Although F had been given day release she talked of

'The only thing is with...customer service because we are so front, you know front counter dealing with people all the time. We find it quite hard to actually get away to do it. So the more training we can do in our own time the greater support we'll get really.'

F was clearly happy working at the organisation and spoke of how she had been on two courses already, effective report writing, and Tenancy Management neither of which were accredited by an external body. She shared how

'… I can see meself being hopefully like here for the next five years at…I like it. The team who I work with is a really good team, the training is good…'

This ambition could be adversely impacted by the level of housing stock which the association were managing. They had taken over a number of houses from the council in 1999 and due to government legislation the tenants had the right to buy these properties and were doing so as they were being refurbished. F shared how

'A lot of people are buying their own homes…after they've been in there two years they can actually qualify…to buy their house and because that's doubled in the last two years from what we expected a lot of our stock is now getting owner occupied with them buying them. So it's a good thing for the tenants, it's a good thing for us because we are like regenerating the area, they're trying to get more wealth into the area and if people do own their own homes it can you know bring more jobs and things like that…'

Despite the fact that they may be contributing to the local economic capital organisations facing these sorts of challenges will have to address their future profitability. F did not mention the redundancy programme, which her colleague E had outlined, instead, in relation to staff numbers; she spoke of how she thought that

'…it's about one hundred and twenty but it is rising all the time…at the moment they're doing a revamp with the budgets and they've got to look at the staffing…We've all got meetings this week you know trying to find out what's going on but for now as I say it's just a matter of trying to keep your hand on the budgets…so there's little cut backs here there and everywhere just trying to make sure that we keeping all our money in the right directions.'

F discussed the skills which her organisation wanted its team leaders, like herself, to have.

'You're there to try and deal with it from the company's point of view and not to like to confront the customer if you like if they're coming in not threatening

danger or a fight. You're there just to look at it and look at a sensible option and defuse the situation really and try and get good customer service. If you do say you're going to try and phone someone back then you make sure you take ownership of that and that you do phone them back not…So always try to be sticking to your appointments really and what you set out to do.'

Her choice of language is interesting, it suggests that she regards her role as being potentially adversarial and views herself as a gatekeeper between the organisation and its clients.

When F was asked what would motivate her to leave the organisation she shared

'We've got like a good well being programme as well where you get massages once every month...because they think if they give people massages or have like a well being programme it will reduce sickness and therefore reduces people being off ill...and they actually pay someone to come in and it works out that once every four weeks, maybe every five weeks. You do get like half an hour allocated to yourself. That's for everyone in for the whole company. They do, they do look, after their staff and as I say with it being local and most customer service jobs are shifts which I do appreciate you've got to do that but because I've found one that's customer service and it is practically 7:45 am until 3:45 pm or 10:00 am to 6:00 pm…so I really like the hours, I like the training, I like the well being woman, I live in xxx so it's really local. I like the variety of the job because you're not just sticking on the counter or you're not just stuck on the 'phone. Because I'm acting team leader obviously I've got to think if I do go back then it's not a mundane job…'

Increasingly people speak of work life balance and employers look to reduce staff turnover by introducing initiatives such as those which F discussed. Clearly her working conditions, and the location, were as important to F as the contents of her job. F thought that she would stay in the housing association in the short term, she said

'I mean for a while I can see meself being hopefully like here for the next five years at least, I could see meself staying here cause I like it.'

Employee G

G is in her late 20s and works for a local drugs council which is a charity. She is seconded to a job working with GPs prescribing methadone and

'things like that'

G still lives at home, she has an Iranian father and an English mother; her family came to live in the UK when she was nine years old and was unable to speak English. She did not feel that her teachers been supportive, in G's opinion this was because of her poor command in English. In a multicultural society it is surprising that her English language problems do not appear to have been addressed at an earlier stage of her education.

G shared something of her experience of school

'They told (her teachers) me that I would never achieve anything academically, not even 'A' Levels.'

Unfortunately, it does not seem to be unusual for individuals to have negative experiences of this kind which may paradoxically motivate them to continue to study.

G spoke of going on with her studies to disprove the teacher's negative opinion of her

'I went on with my studies to prove that they were wrong about me… '

She got six grade C GCSEs and had gone into the Sixth Form college, but she had

'Found 'A' levels boring and went to college to do a Business GNVQ.'

There is a trend for students to want to study subjects, and take qualifications, which they both find enjoyable and that they may feel have relevance to real life.

Despite being relatively young, G has made three career changes, which reflects the experience of many people in the workforce. She did not see these changes as representing a risk to her economic capital, probably as she was still living at home. After college she had joined the British Army and was invalided out as she broke both her feet. This was a chapter of her life which G did not want to discuss, although she was very open about her other experiences.

After she left the Army G decided that she wanted to become a bank manager. She then went to work for a building society. It was an unusual choice to work for a building society, particularly one which has not demutualised, when she wanted to become a bank manager. She was unhappy at the building society, as she shared

> 'I worked in a big team at xxx, there was a lot of rivalry, Not a lot of encouragement…Now I work in a small team, it is much better.'

It is a common feature of contemporary customer service organisations that their staff work in teams, which are expected to be supportive.

G had come to the conclusion that her career at the building society was not

> 'Going anywhere'

So she had decided that she wanted to be a paramedic and took a degree in Health and Community Studies and then went

> 'into the drug field..'

as she had found this more appealing than being a paramedic.

G had taken two professional management education courses as part of her self-development; she spoke of how she would like ultimately to move into management. She saw her studies

> 'As a step towards a more advanced qualification, Masters degree, together with the possibility to progress my career…'

Despite the fact that she is effectively a professional working in the National Health Service G sees the need to have a Masters degree, specifically an MBA, to facilitate her further career development. As her employers did not regard these courses as being job related she had to study in her own time and at her own expense. She spoke of how

> 'I will do more courses but won't be funded…'

She did not feel that this was unreasonable, especially as the courses were not related to her job which was not at a managerial level. It is common that any training, or education, which is sponsored by an organisation, will have to have a direct business benefit. However, the courses were run in Saturdays and were heavily subsidised. G was of the opinion that her management studies had exposed her to new ideas and concepts which she could apply to her organisation.

G felt that her organisation's approach to staff development was fairly piecemeal. She spoke of there being

> 'no overall training plan at the moment but this is changing…They are trying to sort it out now…a Quality Manager has been appointed and trainers are being brought in to deliver courses.'

This involved a significant cost for the organisation.

G talked of how she had followed in her mother's footsteps. She was

'A strong role model...'

Her mother had been influential in G's studies, encouraging her to continue to study and to increase her capital. G spoke of how

'She has gone back into education herself after the family grew up, she is now an Assistant Manager in a hostel.'

Her father was not opposed either G or her mother's studies.

She shared that if she were to move jobs G would be influenced in that decision by

'the job content, the people I would be working with and the availability of job related training.'

For G both the job itself and the working conditions are both important.

Employee H

H is in his middle 40s he is an operations manager at a charity which supports adults, in their own homes, who have learning difficulties and, or, mental health problems. In response to a variety of issues, such as the government initiative 'Care in the Community,' which moved people from large residential institutions into more labour intensive and smaller properties in the last century, work patterns in the sector, have changed. Employment opportunities have become more flexible to meet the demands of their clients. At the charity there are 200 staff, who work a variety of hours and shift patterns, the organisation supports 520 people and has an annual turnover of around £3 million turnover.

H was previously a driving instructor and had found the job increasingly stressful especially as the volume of traffic increased, so he was at a critical point in his life and was considering a career change. H shared how he

'…was a driving instructor...for nine years...just got fed up with it basically. Riding round and round the same roads realising that the world's getting no quieter, in fact it was getting busier and busier. It just gets harder and harder to be out there sitting in the car for that amount of time. It was fairly stressful…I mean an 'L' plate on a car and it's a red rag to a bull to some people...try to drive you off the road, you know what I mean ?'

While his clients were taking their driving tests he used to go into the Job Centre, which was next to the Driving Test Centre, and look at the jobs which were advertised. One day he saw one advertising a support worker job in a carers' agency, he applied for that job and was successful. However, it was only a part time post and so he continued to work as a driving instructor until a full time post became available, this gave him financial security and allowed him to secure economic capital, but this was difficult in the interim period, as H shared

'…I took the two jobs doing them until a full time post came up. So I was like in the learning disabilities field and I seen a Development Manager for a carers' agency...and I applied. So now I am the Operations Manager.'

Eventually he applied for, and obtained a post, as an Operations Manager in the care sector and had worked there for eight years. The twenty-first century provides opportunities for people to change jobs and to have serial careers in this way.

This career change was not the only change in H's life. He had also divorced and missed his three daughters. His capital changed in ways that he did not anticipate, he was lonely and needed something to occupy his time so he decided to take a variety of professional management education courses. It is a common feature of contemporary life styles where families break up and a parent, often the father, loses daily contact with their children. They have to manage their cultural capital as single people who have limited access to their children. H shared

'I enjoy having something to do as well, I don't like sitting at home watching telly. I divorced three years ago; I have three daughters so quite a lot of my time was taken up with family life and things like that. When I got divorced I suddenly had all this huge amount time on me hands, after work and stuff...'

H used learning to fill a gap in his life which had resulted from his divorce. He initially studied for a Certificate in Management, which the organisation had paid for and then he took an NVQ at a higher level, which was also funded by the organisation. H described his experience

'So that's why I started...more time to study. I started off about four years ago with a Certificate in Management then after that I done an NVQ level 4. It's filled a gap that I had, the learning process has filled that really. I've enjoyed it, it's been frustrating at times and at times I've thought why am I doing this...It's so enjoyable after you've completed something.'

Out of a group of 14 staff H was the only one to complete the course, H thought that this course was designed for people in industry rather than in the care sector and it had been difficult for the employees to relate to it, he shared how

'...the organisation made the NEBS compulsory, when I done the NVQ level 4 there was fourteen of us started and there was only me that completed...The NVQs, the ones we were doing, seemed to be designed originally for like industry. So putting that into human services was difficult.'

There is a wide provision of management courses some of which are generic and relate to all sectors of employment and others which are designed to be relevant to specific employment sectors, such as care. The organisation does not seem to have chosen one which was appropriate to its staff.

As H successfully completed the NVQ his manager gave the opportunity to take a Diploma in Management which was funded by his employers. He shared how

'…I was the only one who asked around to understand it...because of that the manager then said you can do your Diploma or another step up. We'll pay for…'

H was obviously looking to increase his capital by studying.

Despite all of the learning opportunities which the organisation had given to him, H thought that it did not have any overall training strategy and that attendance on a residential course was viewed by employees as a reward rather than a learning opportunity which could be shared with colleagues. He discussed how

'The organisation hasn't got a training strategy at all really. It's very hit or miss. The problem would be that the training was seen as given out as 'goodies,' like you know the people who were in favour with someone. You'd suddenly end up on a training course in Manchester in a hotel overnight, often three people would go have a drink the night before and do the course next day. Never any feedback …they didn't share the knowledge they'd gained to the company. There was a lot of that…'

It is a feature of professional management courses which are commissioned by managers that the value and relevance of them to both employees and to the organisation do not always appear to be fully appreciated. At the organisation where H works, training courses appear to be viewed as a reward rather than as learning opportunities. H had devised a plan for his professional development which included an MBA. There are many opportunities for individuals to enhance their knowledge and to plan their career development but initiative and drive seem to play a part, as does their capital.

Unfortunately for H his line manager had also taken the Diploma in Management but had not completed it, so she would not support his application for financial support to take an MBA. It seems that some managers equate levels of professional management qualifications with hierarchical levels within the organisation and will not support their employees to take courses which fall outside these perceived boundaries. H was asked to

make a presentation to the Board of directors in order to obtain finance which was not forthcoming because his manager's refusal to support him. H shared

> 'I done the diploma and then was all set for the organisation to pay for the MBA...me manager said then I'm not sure that you need that, I don't know if it would be beneficial for the organisation…I said that was me plan all along. You know I had to put it to the Board of Directors, explained about how much knowledge I'd gained on the Diploma, how much it help me...there's not many people around with an MBA…I know that my manager more or less told the Board that she didn't think it would be beneficial to the organisation.'

His learning orientation was influenced by his social capital. His economic capital also came into play as after he had completed the Diploma in Management as his manager had refused to support his application for funding for an MBA so he had decided to fund it himself. Individuals like H seek to enhance their learning as a means progressing of their career, as will be explored in the next chapter, and of securing capital. He spoke of how

> '..they would have had to go against her decision. She started the diploma two years ago and I know that she didn't even complete the first module. They paid for that as well. End of a long story the organisation are not paying a penny, I'm paying for this meself.'

H discussed the legal requirements for training of staff in the care sector. There is a government white paper which requires that 50% of the workforce are qualified up to the level of an NVQ two. It is increasingly commonplace for government legislation to influence the training and education of individuals. H felt that people with learning difficulties should be valued and allowed to make their own choices. They should also enjoy protection in relation to their basic health and safety needs. There is a national discourse of equality which, in H's view, is seen in this white paper which places a clear emphasis on valuing people who have learning disabilities. The government have

introduced health and safety, and other types of, legislation which impact on the workplace on a daily basis. H discussed how

> 'The white paper out in 2000...50% of the workforce need to be NVQ level 2 ...There's a funny kind of training with learning disabilities, there's two approaches to it because there's also value based training ...That type of training is about how you value someone with disabilities and how you would enable them to have the power…So it's that type of training about seeing that people can have the power over their own lives; control their own support, what hours they require. Then there's the other element that you need your basic food and hygiene. If you're going to support someone in a house the staff should have hygiene training...'

As a manager, who has enjoyed learning opportunities, H has become an advocate for other people's learning.

Employee J

J is employed as a Commissioning Manager in a Primary Care Trust, her area of responsibility is mental health. She is in her early 30s and is married, but does not have children. After school she went into nursing but had to give up because she injured her back. She shared how

> 'for the last ten years, I have worked in learning disability and mental health care.'

For the last for six months she has been covering her old role in mental health plus the commissioning role and now has to apply for their own job. It is a common practice for organisations to restructure and to require their employees to apply for what they regard as their own job. J spoke of how she feels exploited; she thought that the Trust had saved £10,000 during the six months, when she covered the two jobs. Whilst she likes working at higher level she has

'…no confidence that support will be in place, but I am ambitious and deep down I enjoy all the challenges…'

As a result J spoke about sometimes being

'So weary of mental health…I am quite disenchanted with it all now.'

but she thinks that her current

'role is sexy, always wanted to do it but never really understood what it involves, was asked to do it for six months…'

Whilst J identified tensions in her job she enjoyed the kudos which she felt her current job gave her.

A colleague, who was the previous incumbent in the job role, was a role model for her. There was has no training available for her current job and she does not feel that systems have been in place to support her. J thought that her employers only offered limited support, and that she was in a job for which she had not received any specific training. She shared that she feels exposed when she is not studying. J feels that she has limited support from her employers, and is in a job for which she has not received any specific training.

She spoke of how she found herself

'…making huge decisions about people and money, budgets, legal issues for which I am not is not prepared…it's frightening place to be at the moment'

It would appear that J feels stressed by her work situation.

J recognised the need to continue to study, to keep up to date and the limitations of placed upon her by her current workload and the demands place upon her by her current role. She shared that she needed to

'Apply what I've learned…I need to keep studying…'

She talked of how she would feel exposed if she was not studying

'If you do not use it you lose it.'

The skills which J felt that the organisation wanted from her were in her view

'Communication, versatility and adaptability to the real life demands of my role.'

J also felt that she needed both legal and accountancy skills to fulfil the demands of her current role. It is interesting that she identified such a wide variety of skills and knowledge. She thought that the professional management course she had taken had being important in helping her to cope with her new job role, for example it had assisted her in identifying the most appropriate method of communication with her staff.

She had obtained funding for the Diploma in Management, which she had just completed because the 'Old Director,' who was a woman and had been keen to educate women and helping them to progress their careers. This woman was

'…very encouraging…'

J was negative about the training which was available in her organisation. However, they were in financial difficulties and they had started the financial year with a £11 million deficit. She spoke of how

'Money is a scarce resource and training is not a priority. There is probably a budget for training but probably have to put in a very good case to get a bit of that budget out of it.'

J, like H, thought that, in relation to any education or training a member of staff would have to make a good case for any funding. This a view, which is common amongst

managers that any training, or education, which was sponsored by the company, would have to have a direct business benefit. She shared how

'…some training may be going on but I know nothing about it.'

Indeed she felt that here was

'No proactive encouragement' (for staff to study)

J discussed how government change initiatives had impacted in the health sector and how as a result the new organisational structure was, in her opinion,

'shambolic'

As a result of the financial deficit when people left they were not replaced.

She described how

'Those who are left have the responsibility of leavers divvied about between them …and it's a case of Christ I've never done this before in my life.'

J was clearly disturbed by the demands that her new job places on her.

Whilst she had no long-term goal J felt that she would like to an effective manager within mental health. J said that she had

'…not stopped to think (about her future career, she would)….like to be a great manager within mental health, you need to be dedicated, communicate well, be versatility, and flexibility…'

Her economic capital also impacted on J's learning orientation and on her career choices. It was clear that her earnings were important to her and that her career choices were linked to both her salary and lifestyle. She shared

'(you) can get stuck at certain salary. I…don't want to work for much less...it... does govern what you're looking at….I really admire people who take a ten grand drop' (in salary).

It is fairly common for employees' future career choices to be linked to pay as they have financial commitments which need to be met, for example home mortgages.

J was looking at other posts but there were tensions with her husband who also works in mental health, but in the private sector where he is both better paid and enjoys better benefits. In the future she thought that she might look to do something totally different but it would have to health related. It is common for couples to both have careers in this way which are important to them but potentially place pressures on their relationship. In fact J and her husband have now separated.

Employee K

K is in her middle 30s and works for a newspaper wholesaler as an Assistant Manager, she is hoping to be made full manager, and works in internal audit. There are 300 employees at the organisation which works every day except Christmas, because of newspaper production.

She is a graduate, and had previously worked as a Credit Control Supervisor in Financial Services working in London and had transferred internally to work in Manchester for domestic reasons. Together with a former partner she had bought a property in north Wales, but they had subsequently separated. To add to her problems at that time K was made redundant. Her life experiences of separation and redundancy are shared by many others. There is sense of impermanence in contemporary life for many people.

K applied for a graduate post with her current employers. She shared how she

> 'was attracted by the fact that it was an old family firm and well established. The job was portrayed as being progressive, that it had opportunities to progress…'

K found that the job was quite different in reality and as a result she thought that

> 'On balance probably I will not stay at the company, but I did see it in the long term when applied for the job…'

It is not unusual for individuals to become disillusioned in this way. This can impact on both the job holder and the organisation, reducing profitability and leading to staff turnover.

She spoke of how her decision to move jobs would be influenced by

> 'The type of job on offer…availability of management courses…job content, availability of job related training.'

It is interesting that her immediate thought is not salary; instead she focuses on the job content and on the opportunity for self development. She had studied for a professional management course in her own time and at her own expense. However, the courses were run on Saturdays and were heavily subsidised. K spoke of how she

> '…wanted exposure to new ideas and concepts, which I could apply in my job…'

As she was working in Internal Audit she thought that she would next study for a qualification in this area. She shared

> 'I take a practical/pragmatic approach to my learning so an Internal Audit qualification is my probable next development opportunity.'

From K's use of words it would appear that her choice of study would be job related rather than for personal reasons. Many people perceive a need to obtain job related qualifications in this way to both inform their work and to progress their career.

It appears that K and her employers have different views of the value of professional management education in the workplace. She took the view that the organisation saw training as being both expensive and unnecessary. Her employers did not have a training policy; in fact K described their approach to training and staff development as being

'…very ad hoc...there is no real strategy, it is very patchy…it is very poor…'

Looking back over her life K had had positive experiences of both her education and of her previous job. She identified three people who had influenced her in different ways she shared something about each of these people

> 'I had an 'A' Level teacher who was inspirational, she showed how academic ideas could be very practical and encouraged us students to think and to challenge their ideas.'

> 'My second boss, previous job in Financial Services., was very motivational, I learnt a lot from him…'

> 'My current boss is very supportive; he acts as a mentor to me.'

A number of people look to find a more senior colleague to both support and mentor them in this way.

Employee L

L is 21 and she works as an Assistant Supervisor, in a Warden Scheme. The scheme is new; it has only been running for nine months and is based in a local school. Its key aims are to reduce the crime, the fear of crime, and to improve environmental issues. In contemporary society the issue of personal safety is an important and warden schemes have come into being to ensure, and to reassure people about their personal safety. L described the scheme in the following way

> 'Our key aims are to reduce the crime, and fear of crime, improve environmental issues...local agencies. We're based in schools, but the wardens, and the assistant supervisors, go out and patrol within the community, it's a new scheme, it's been up and running now for nine months.'

L spoke of how she had been a conscientious student at school and how her mother had shared her cultural capital with her. L spoke of how

> '…throughout me life me mum's always pushed me forward, made me look at the most positive things. I've got a sister she went to university she read psychology and physiotherapy as well but when I left school I wanted to earn money to be honest with you…'

As she was a conscientious student her teachers had also encouraged her to do well in her studies, they too had shared their cultural capital with her, as she discussed

> 'At school I was very involved with drama and I really studied…so my teachers really pushed me forward…I was very good actually, I did enjoy it but it was hard and you get what you work hard for.'

The use of the word 'hard' is an interesting one, it would appear that in L's view working hard implies success which has been earned.

When she finished her 'A' levels L did not follow in her sister's footsteps and go to university instead she went to work as a data analyst, she spoke of

> '...I was a data analyst…there for about two years. I left for more career prospects…'

It is not unusual for young people to elect to go into a job when they complete their education at 18 rather than opting to go to university and potentially run up substantial debts. She demonstrated an altruistic attitude, speaking of how she

> '…wanted to aim for helping the community and working without the community...'

L was disillusioned with both her previous and her current jobs and had recently applied to join the police, she shared that

> 'In the future I want to join the police, I think it's a very good job and there's a lot of opportunity for me…'

It can be common for individuals to change job roles on a fairly frequent basis as they realise that the job they are doing does not match up with their initial expectations. In this way they develop a portfolio career.

Her father was opposed to this because he feared for her personal safety. This kind of fear by parents in relation to females is still common, despite the volume of equal opportunities legislation which is in place in the UK to support individuals in the workplace. L shared how

> 'In the future I would like to join the police force; helping people…I've put an application in an application to join the police force. Me dad doesn't really like the idea that I want to join the police force. He doesn't want me out on the street, I might get hurt, things like that but it's something I want to do'.

Speaking of her current organisation L felt that her line managers lack commitment as
> 'they come in and they get their money and then they go home.'

She thought that the managers did not value their employees. This is a disturbing feature of organisational life where the motivation of managers is not clear to their staff, as she discussed

> 'In the job at the moment it is getting lower and I understand that it is a new scheme but things could be different which I don't think they're too bothered in the job...At the end of the day I don't think that they care about the employees.'

The organisation was still very new and the training policy was not properly in place yet. L had done a presentation for her professional management course on 'Motivation in the Workplace' and on performance appraisals. There were procedures which are not followed and L had used concepts from the course to see how she could implement that

when she went back to work. She had studied for a Certificate in Management which had exposed her to new ideas and concept which she felt she could apply in her organisation. She spoke of how

> 'There is a training policy, that's what I've done my presentation on motivation in the workplace and performance appraisals as well. It's not implemented at all. When we get appraisals, things like that none of the procedures are followed which, from this course what I've worked on I can implement that when I go back. It would work a lot better training, further employment, and things like that. It would work with the right appraisal system.'

It is interesting feature of the workplace that employees have an appreciation of the way in which they are both managed and motivated and are prepared to challenge the organisational discourse by trying to address issues in this way.

The council had provided a thorough induction to the scheme which L had found useful. The induction, and training, which L had been given as part of the warden scheme was in her view very thorough, she described it in the following way

> 'At the start of the scheme…we had a full week induction training, which was very helpful. Domestic violence, victim support, most of the presentations we had was what we'll deal with out in the community. The council got different agencies in our training programme. It was a very good training programme that we had. We had the police come in there was some training about aggressive behaviour, things like that…'

The skills which L thought that individuals in her job role needed were related to communication, she shared

'In my job you need to be a very good listener, you get residents complaining all the time, and swearing at you on the 'phone. You have to stay calm, but I think there's a lack of communication within management skills.'

The warden scheme liaised with other agencies and she had been able to access the professional management education course which she attended in the following way

'The management course came to me from xxx, that's another local agency that we work with…and they said that there was a course going…'

For L the course had had practical application in her job, she spoke of how

'It has been very useful, especially in the workplace. Identifying issues, appraisals, motivating staff and performance of the employees. With us being a new scheme there isn't normally anything in place at the moment but we're getting on this course it's been very helpful…'

L shared how her learning went beyond any taught session which she attended

'At the end of the lesson I'll go away and say for instance if this one term like John Adair, or Belbin, or someone like that I want to know who that was, the team role and...and when I go away I'll get a book from the library and read up about them…and go on the internet and find out when they were born, what kind of things they did.'

Employee M

M is aged 42 he is a Process Manager for a food manufacturer which employs around 100 employees. Historically the organisation has had problems with staff turnover, their product is seasonal and they need to recruit temporary staff to meet the demand for it. In

the contemporary workplace employment opportunities have become more flexible to meet the demands of clients, or customers.

He shared something of his career

'I've been in my present job for 14 years; I've had a variety of jobs including being a postman and just ended up at xxx.'

M left school with a couple of 'O' levels and had increased his self esteem by taking management courses. He had taken three professional management courses at different levels with CMI and NEBS. M had been funded by his organisation to take these courses; and thought that the course would aid both his career progression and his self-development. He had been able to put concepts from the course into practice. He shared that his partner had recently given birth to a baby girl so

'I got a lot of the studying out of the way before the baby. I'm thinking of going on for Masters.'

There were clear tensions between his economic and social capital as M would have to fund a Masters degree himself but funds are tight with the new baby.

M believed that all of the courses which he had studied and completed

'…were relevant to my job, I have been able to put concepts and ideas from them into practice. Got lots of new knowledge…I like to apply it. No matter what the subject, it changes a person, gives them more confidence. You feel better about yourself.'

It is interesting that M takes a personal view of learning, seeing it as having an impact on individuals by increasing their confidence.

M clearly enjoys learning and had recently taken a GCSE in French for pleasure; his 'dream job' would be to make guitars in France. He was not studying at the moment and he shared how he was

> '…feeling lost because I haven't got a course…You feel better about yourself doing something like this…it's a relief when you're finished!.'

It would appear that M values learning as it increase his cultural capital, and his self esteem.

He spoke of how a former line manager had had a powerful influence on his decision to continue to learn,

> '…former Operations Manager was an initial influence he thought I was capable of doing something, kicked me off on a NEBS course...'

It is not unusual that line managers will inspire their staff to engage in learning opportunities to acquire qualifications and to securing capital.

The attitude of his organisation towards training had changed recently. His organisation had a developed a training plan, together with a skills' matrix and budgets relating to staff training. M thought that these might reduce staff turnover. The organisation was looking to develop training plans and skills matrices and budgets related to staffing. He spoke of how

> 'We've now got a training plan…skills' matrix...new training guy in, he can see benefits in retaining staff. Communication has improved; formerly top down it's now changed….'

M thought that the organisation had previously

> '…developed managers and trained shop floor staff.'

He shared how in the past each senior manager had imposed change on the organisation but as part of the process of improving staff development and training the organisation had sought, and obtained Investors in People status which he thought

> '…has impacted on the organisation as they were now looking to reduce staff turnover…'

External recognition of an organisation's staff training and development is valued as it is seen to indicate that the organisation has a robust system of people management.

M believes that

> '…training motivates staff…Much of work is very routine…factory processes…'

He takes the view that training is important to an organisation as it motivates staff, perhaps by making them feel valued.

Employee N

N is 26 and he works as a team leader for a manufacturing and engineering company which his father owns, the organisation works shift patterns and employs over 100 people. Whilst employment opportunities in other industries have become more flexible to meet the demands of clients, or customers, engineering plants have traditionally worked shift patterns to ensure that maximum production is achieved from their expensive machinery. He has worked for the company for seven years. Although his original idea had been to work somewhere else for about 10 years and then come into the company which he would eventually both take over it and expand. After his 'A' levels N had worked for another organisation as a trainee software programmer, he had enjoyed the day release element of his work but not the job itself, where he felt that he was treated as a

> '…a general dog's body.'

This idea of being 'dog's body' is an interesting one as once students have completed their 'A' levels they may believe that they have greater competence than their employers credit them with having. This can lead to tensions between the employee and employer and may even result in the employee's resignation. After six months N became very disillusioned and went to work for his father's firm. He feels that for the first two years after school people should be continuously learning. This is an idea which appears to have informed his approach to staff training and development.

At the engineering firm there is a training programme for school leavers which focuses on how to the operate machines which they use. The staff take an NVQ Level 2 in Engineering, which the organisation finances by way of EU funding. Small organisations are increasingly looking to external sources to assist them to pay for their staff training in this way. N undertakes some of the on the job training himself and spoke of how he takes

> '…some of the kids under my wing and look for people with aptitude, 'most brains,' with a view to promoting them. If they don't rise to the challenge, or they won't do the dirty jobs, I will put them back in the line.'

These staff would be expected to study in their own time. N shared

> 'We take them with GCSEs and put them through, and fund, day release at (a local college). Eventually I expect them to go to night school.'

He had secured capital through his role in the organisation and through his involvement in staff training.

He took a positive role in staff training, and spoke of how

> 'I'm willing to do stuff that no one else does. I'm prepared to do that, teaching them and learning myself on different sections. The job is quite technical I take on those with most brains, they've got to learn a lot, need to be clever and willing.'

The idea of 'dirty jobs' and of 'having the most brains' are interesting ones in a contemporary society which is dominated by employment legislation in relation to discrimination, and health and safely. Indeed the terminology N uses is mostly absent from the contemporary workplace where equality of opportunity is highly valued.

N displayed an autocratic approach to his staff which may be as a result of his own life experience or a result of working in an engineering plant which relies on fast and accurate working to function properly.

The actual words he used were

'If you're paying for it you expect some willingness.'

It appears that N has an instrumental view of staff development and training.

N was not treated in any special way at his father's organisation and started to work on the manufacturing machines and then moved onto managing teams, like other new employees would. He believes that this has earned him the respect of his fellow workers as he has done the same jobs and worked the same hours as them. He spoke of how it was

'Strange but over time I have earned respect by working the long hours…I'm willing to do stuff that no one else does.'

There were clear contrasts between how N feels that he was treated in the software company and his attitude to subordinate staff at the engineering firm. The notion of respect and working alongside other staff in this way indicates an aspiration of shared capital. However, the discourse throughout N's interview in many ways mirrors Deal and Kennedy's (1982) 'tough-guy macho culture.' This organisational culture is evidenced by rapid feedback and reward, such as putting those employees who do not rise to the challenges which N places on them back into the line. For the employees, in Deal and Kennedy's (1982), view this has a high risk which leads to stress. This stress coming from both high risk and the potential loss and, or, gain of reward. The

individual's focus is on the present rather than the longer-term future and it therefore encourages individualism rather than team working.

N wanted to move to managing the whole factory and a short course professional management course fitted well into his schedule. Learning in this way is increasingly common as it meets the needs of individuals need to equip themselves for future job roles whilst they continue to work. There was external funding for the course and his attendance was a joint decision with his father, who is also his employer. He viewed this course as playing a role in his own management education, as he shared

> 'Yeah, I need another course. Management is about analysing what you do, processes and stuff.'

N felt that his studies had given him a new way of thinking; it gave him 'another perspective' other than that of his father. He felt that he wanted to prove that he was more capable than his father, he shared

> 'Yeah, yeah, I am trying to kick him (his father) out. He's 51 and not ready to go; it will be five or six years before I can take over. I want to take the company to another stage, up again to another level.'

N did not feel that he needed anyone to motivate him to perform, in fact he seemed to be in competition with his father's achievements, he spoke of how

> 'No one out there who inspires, it's my own and I want to take it past where my dad's got it to. I just want to beat my dad. Do better than him. Dad started it in 1982 and I could see it growing.'

Employee P

P is in his middle twenties his job role is that of Senior Customer Services Officer in a call centre of a bank and he manages a team of eleven, to twelve, staff reporting to him.

He discussed how

> 'The job requires me to track performance against objectives, individual and centre, basically my role is target driven.'

It is interesting that P does not see his role as managing the team as individuals rather he views his job as ensuring that targets are achieved. Call centres tend to focus on the duration and volumes of calls handled, rather than their quality.

He has had a variety of jobs in the USA and in South America before he married and came to the UK. These included working in a dairy plant, the hotel and catering industry. Since he came to the UK he has worked for a large bank where, as he shared,

> 'I move teams every quarter…I want to have a management role.'

He spoke about his current rating at work and thought that he was capable of achieving more. P thought that his job had a

> '…lot of scope. I see myself here for the next couple of years.'

His management education studies were, in P's view, a step towards more advanced qualifications, a Masters degree, together with the possibility to progress his career.

P spoke of how

> 'Certification will prove my ability…because of what I'm involved in, moving to a different team every other quarter at present to be able to go in and track and improve things…I felt because of circumstances I couldn't quit work and go into full time study so I had to find something I could do step by step. Exactly what I

needed…great benefit doing it while I was still working. It really encouraged me…'

The key factor in deciding to enrol on the course was that he thought that it would give him more career opportunities, he shared how

'I wanted to prove to myself that I could do it, because of circumstances I couldn't give up work so CMI Certificate and into the Masters was perfect, exactly what I needed. I wanted to further myself, I wanted more career opportunities. I felt that that was proof really and also personal to get qualifications.'

Many people see the need to obtain job related qualifications in this way to both inform their work and to progress their career. There were clear tensions between his economic and social capital as P would have to finance a Masters degree himself but funds are tight as he is newly married.

P spoke of how as a result of his studies he now had more confidence; he felt that he was more assertive at work and how he now had

'…more understanding of some management terms, for example strategy. Personally, it has given me a lot more skills, more confidence in meetings, lot more understanding…feel able to contribute a lot more…'

He thought that he had raised his profile in his organisation by gaining

'…knowledge which helped me in work. It has been empowering…enhanced my reputation…people are impressed.'

It is interesting that P took the view that his managers, and colleagues, were impressed by him obtaining a professional management qualification.

P viewed training at the bank very positively; he spoke of how there is a training department, and an in house training team which covers

> 'PC skills-Word, spreadsheet and Powerpoint leadership skills, HR things are done using external trainers for the whole group. Some are residential…'

It appeared that his organisation was seeking to develop staff and that this was linked to their career, all employees at the bank were given a plan of their potential future progression and placements into other areas are used to see if staff were suitable, and would want, to work there. He discussed how all staff at the bank are given a

> 'progression plan and are able to acquire transferable qualifications. This is based on your experience…Loads of opportunity to develop and everything, which is learnt, can be used in the job role.'

The bank has is an Educational Scholarship fund, and will pay for education or training for a member of staff

> 'If they believe that it is in line with member of staff's current progression.'

It was also possible to arrange

> 'attachments which put you into different a role to see if you like it without commitment, for example one, you might shadow a business manager for a week'

Clearly that any training, or professional management course, sponsored by the bank, would have to have a direct business benefit. Additionally part of the training strategy is focused on succession planning. He spoke of how

> 'It is designed to allow staff to be trained on other areas in the bank e.g. mortgages, lending, and financial advisor. You don't just work in a call centre, you work for xx Bank...'

Interestingly all of the qualifications which are available to staff are transferable outside of the organisation.

The bank, which employed P, was involved in an ongoing merger and it was his view that it was concerned with its public image and was actively trying to promote commitment from its staff to support this.

Employee Q

Q is in his late 20s, he is a Sports Development Manager, and works at a Sport Centre where there are between 10 and 50 employees. His line manager W was also interviewed as part of this study. He is in a stable relationship and lives with his girlfriend.

He spoke of his early experience of school which had been neither happy nor successful; this is a common discourse of some of the younger respondents. He shared how

'At school I was labelled as thick, but in fact I was mildly dyslexic.'

In the light of contemporary understanding of learning difficulties it is surprising that Q uses the word 'thick' to describe himself. Fortunately Q's parents had been very supportive. They found tutors to work with him and had encouraged him and he had decided to on with his studies to

'disprove my teachers' negative opinions of me.'

It is not unusual for parents to support their children in this way to equip them to engage in learning opportunities to acquire qualifications and to secure capital.

As a result Q left school

…'with good 'O' levels'

He went on to take 'A' Levels and then an undergraduate degree in Sport and Health and later a Masters degree in Sport and Health. During that time he coped with his disability, as he shared

> 'I found coping strategies for my dyslexia and did not even declare it when I did my degree, no one knew...'

However, Q spoke of how he

> 'felt like I was on an educational treadmill, I felt that I had to keep progressing.'

In contemporary society the analogy of a treadmill in relation to learning is not surprising as young people are assessed at a variety of points throughout their education. The educational system requires them to be constantly assessed and to progress from one qualification to another.

Q went on to apply for, and be accepted on to a PhD but did not take up the place

> '…due to some political problems…'

He did not want to discuss these problems but he shared that he chose instead to work full time in the leisure centre where he had worked on a part time basis throughout his degree studies. Graduate employment has become problematic in recent years as government initiatives in relation to widening participation have significantly increased the number of graduates available to enter the workforce. Contemporaneously there has not been a significant increase in the number of graduate jobs.

Q's father had a powerful influence over him. He had worked in financial services and ran a local boy's club in his spare time. He spoke of how

> '..My dad's been my role model…worked hard at his career and in the local community. Now he's retired, he retired early, he's taken a load of boys walking in Morocco, he's always doing something…'

His employer had sent him, and a colleague, to study for a professional management course, a Diploma in Management. Q shared that

> 'A gap had been identified by organisation in that two managers did not have any management qualification…'

So they took the course because it was available on Saturdays and it was subsidised. It is common that any training, or education, which is sponsored by an organisation, will have to have a perceived business benefit.

He shared how he saw a personal benefit from attending the course

> 'The training has been relevant to my job, I've been able to use ideas from the course at the centre...'

Q took the view that there was no real training plan at the Sports Centre; he spoke of how it was

> 'Really quite ad hoc but staff do work closely together and most are graduates, there's a strong emphasis on having relevant sports training certification and qualifications.'

It is interesting that he saw the fact that most of the staff were graduates and that they worked together in a sector which has not traditionally recruited graduates.

Employer R

R is in his early 40s and manages the UK branch of a US based pharmaceutical company, which is a wholly owned subsidiary of a Japanese company. It is increasingly common for organisations to be located in one part of the world whilst the head office is in another, often on a different continent. This is an inevitable result of globalisation. Two of his employees were interviewed as part of this study.

R took a degree in chemistry but after he had graduated struggled to find a job which was related to his degree. So he had taken a post as a laboratory technician in a school. This occurred in the 1990s when there was a minor recession and budgets relating to scientific research were being cut both by the UK government and by pharmaceutical organisations. R shared how

> 'Basically when I finished my degree, it was at xxx Polytechnic, I left as a Lab. Technician. At the time I was the most highly qualified Lab. Technician in xx and I ended up getting stuck there. I thought I'd only be there a couple of months and ended up being there for eight.'

R reluctantly took the decision to retrain as a social worker as he did not believe that there were any science based jobs available to him. Organisations need to react to the political and economic circumstances which are outside their direct control and their employees have to make decisions about their future employability in the light of prevailing external circumstances; this may also involve deciding to retrain as R did.

He spoke of how

> '…I thought okay there're no jobs in science so what else do I do and somebody suggested that I looked at social work education...So I thought I'll take a CSWQ…'

R had a friend who knew of a job which might appeal to him in laboratory management. This person played a significant part in R's future career development by assisting him to move back into his chosen area of employment. R discussed how he

> '…was there about three months when friend of mine gives me a call and says there's a job in a laboratory, management would I be interested? So I went and had an interview, to be honest I'd already made the decision that I was going to move out of science. You know when you can start…it was one of those things. So I ended up working in this lab…'

Happily for him R obtained the post and started to work with his friend managing the laboratory. After a year, or so, they both started to become disillusioned about the way the organisation treated them, due to the local economic climate they were able to apply for, and obtain, a grant from the European Union to set up their own business doing the same sort of thing that they been doing previously. In the twenty-first century the idea of self employment has become a feature of working lives. However, self employment may place burdens on family relationships in a way which being in full time employment perhaps does not. R and his friend found that they were working seven days a week only doing a limited number of scientific tests. He talked of how

'We weren't going anywhere as a business, I was working seven days a week…'

By chance R had run out of some material which he needed for a test and was unable to locate it in the UK so he rang the suppliers in the USA in order to obtain it. The telephone conversation was literally life changing for R, as he shared

'I was actually doing some of the tests that we did on a limited basis and one day I couldn't get the material. So I rang the US and said can you help with the material. They said they were looking for a distributor in the UK…'

They asked him if he was interested in doing this for them, he was offered the job with working hours and a salary which were more suitable to his family life. So R found at a crucial stage of his life in a job which he had wanted when he had first graduated but had obtained by an improbable series of events rather than by planning.

He spoke of how he did not

'know if I'd class that as luck it's just how you are at the time and things...and if I'd never have made that 'phone call. Then you know…if I'd looked around and found someone who could provide the stuff from somewhere else I'd never have got the job it's just the way it turned out…The company still exists my partner is still doing the same job…whether you class that as luck or genuine judgment…it's just a question of when you get to a crossroads you have to make a decision, which way

you go. Not even a crossroad a side road turns up, do you turn off or do you carry on? In my experience I got to a crossroads in my life and just decided will I lose out…which was probably the main thing in the terms of financially I wasn't going to lose out.'

R's economic capital was secured, with increased pay and improved working conditions. These had to be traded off against a level of independence which he had previously enjoyed. He spoke of

'What I have done is I've lost some of my independence I had…The decision was an easy decision to make...'

Although R had been a partner in a business his previous experience of managing staff only extended to having a secretary. R shared that

'This is the first lot I have actually had to manage. We have internal training in terms of if somebody can't understand a particular aspect of their job, which we can train them on it. For example cleaning the…in the laboratory we train them to do the tests…'

Training at the organisation had to comply with the requirements of the US Food and Drug Authority (FDA). Globalised industries, and international organisations, are increasingly in the twenty-first century being regulated across national boundaries in this way. In R's view this meant that

'As far as the FDA is concerned, as far as our quality systems concerned anyone who goes on a course will have to fill in their training records to show that they have attended and have passed, or what courses that they have done. Internally here we chart training on safety, those sorts of things, but there's statutory training requirements…'

Whilst the organisation was profitable R said that a business case would have to be made for any training, especially courses which were expensive. He took a view, which is common for managers that any training, or education, which was sponsored by the company, would have to have a direct business benefit. R discussed how

> 'We're small but we're actually pretty cash rich in terms...It's a pretty well recognised thing that people need to go on training courses; that are expensive and if it's something, which would benefit the business...'

His view is similar to that of other employers who believe that any learning opportunity provided to an employee should have a business benefit.

R tended to recruit graduates and he wanted employees to have the European Computer Driving Licence, although that might not necessarily be of use to them within their job. Two of his staff, A and B, had studied a CMI professional management course as this was relevant to their job role in the organisation and was of benefit to the organisation. This course was subsidised by the European Union funding. It is a feature of staff development that external funding is used to finance learning opportunities, and to benefit both employees and their employers. R spoke of his approach to staff recruitment and development and how he would be prepared to employ people who did not completely match a job profile or job specification. He was more interested in their motivation than their qualifications; this is in contrast with many employers who would not wish to risk potential legal action by potential employees who are not employed but do appear to be better qualified for the job than the other applicants. This raises issues of transparency in the recruitment and selection process at the organisation, as he shared

> 'Getting new people into the business it just depends where they slot in. We've got a fairly high educational background in here. There are only 14 of us…If someone comes in depending on what position they come in at depends on what sort of level and additional training they need and that side of things.
>
> If we want to employ a lab technician then we may well get a trained lab technician, someone who can perform from day one. On interview we may well

come across someone who has no laboratory qualifications but is interested and wants to get ahead. I would be more inclined to employ that person. It might mean that when they come in they'll be less productive to us.'

R shared how some people had influenced, or mentored, him

'I mean there are certain people within my life I suppose who I can look back on and think yeah I really looked up to and thought…'

He mentioned a lecturer from his university whom he meets up with for a curry on an occasional basis.

Employer S

S is in her late fifties, she is in charge of Human Resources at a registered social landlord where there are 230 employees. Employee D and employer T who were interviewed as part of this study also worked at the same organisation. She has worked there for ten years, S shared her employment background

'I was five years in local government, prior to that I was a personnel manager and prior to that I did personnel line management for a number of organisations. My background is more or less human resources; I had a five year stint away in line management.'

Contemporary employment provides opportunities for people to change jobs and to have serial careers in this way.

She spoke of the organisation's approach to human resource issues

'We're fairly centralised here actually because we're a fairly small organisation, luckily we don't have a lot of issues….I don't think that they're (line managers) too confident about handling situations themselves because they're not dealing

with it day to day. And the investment I guess is to get those people trained up to that level and to keep their skills honed…'

It is noteworthy that she uses the word investment in relation to staff training which implies a long term view, rather than speaking of it as a cost which requires a more immediate outcome.

S is responsible for training at the organisation which had Investors in People award and spoke of how this had shaped her organisation's approach to staff training and development.

> 'We're an Investor in People so there's a variety of training initiatives on the go really. Right from induction training through to supporting people following professional qualifications, on the job learning and what I call 'corporative imperative training.' The stuff that any employee needs to knows coming into the organisation such as health and safety, equal opportunities, personal safety, customer service, those kinds of things. They're part of an ongoing programme that we provide.'

External recognition of an organisation's staff training and development in this way is valued as it is seen to indicate that the organisation has a robust system of people management. It is interesting that S uses the phrase 'corporate imperative training' and the areas which she mentions are largely related to compliance with current legislation, such as health and safety.

S discussed how

> 'We've got a system of annual appraisal and more regular one to ones with staff and managers meet their staff and through that they get training needs analysis. So every member of staff should have training needs analysis, which hopefully is a live document, not something that's just necessarily pulled out…'

This approach to staff training is generally acknowledged as being good practice as it both involves the staff in identifying any training needs they may have and it is ongoing.

She talked of the provision of training at her organisation

> 'We've got a training suite here and we will either bring in our own Training Development Manager, they'll provide some training, and we will bring in people…for instance cultural diversity.'

Recently there had been a training initiative, driven by S, to improve the skills of the staff, she shared that

> 'We did a big exercise on bringing IT skills up to speed, again another personal development really for people and we needed it too, it was business driven. That's when we put all staff through the European Computer Driving Licence and we gave them all the modules…they could opt for all modules they didn't necessarily need to be using those modules at work. We put people through the whole, I guess it was sort of another add on people's own learning.'

It is perhaps noteworthy that whilst this exercise was business driven, individual employee's development needs were also considered. It is not unusual that organisations will provide learning opportunities in this way to their staff, which allow them to acquire qualifications and to secure capital.

She spoke of her view of the benefits of training staff

> 'I think it's about leadership, motivation and being an effective organisation at the end of the day. If you've got people who are constantly looking for better ways to continuously improve, think about customer service, manage the staff effectively, motivate, lead them then that's got to help to build up a more effective organisation at the end of the day.'

Her view was that training is directly linked to the performance of the association. S indicated that her organsaition would not support, or finance learning by their staff which was not job related,

'…it would be business need. There might be certain circumstances where something like that may be appropriate. There might be a personal benefit and a business benefit, I'm thinking of something at the minute like BSL, British Sign Language…it's business driven really and the other one is that we produce a lot of our leaflets in six other main languages and we have a number of staff for instance who have can speak Arabic and so forth…'

As has been previously indicated, it is common that any training, or education, which is sponsored by an organisation, will have to have a perceived benefit to the business.

A number of S's staff, including D who was interviewed in this study, were sponsored by the organisation to take professional qualifications. She discussed how the housing association would

'…support that in a number of ways. Being a housing organisation it's generally professional housing qualifications through the Chartered Institute of Housing. But for instance I have a member of staff in my team who's doing the Chartered Institute of Personnel Development qualification on day release. We'll support day release and also we have a number of staff who have just graduated with a Management Diploma, that's Chartered Institute of Management.'

For the administrative staff there was an NVQ provision, S spoke of how

'There are various staff in the organisation doing NVQs so they're doing work-based learning, producing portfolios and so forth on Customer services. That tended to be more of a kind of lower level customer service, business administration. But we're actually in the throes of, very early, exploring the possibility of working with other associations…and looking to see if we can work with either colleges or with others to run an accredited course. It could be sort of an NVQ at a higher level on regeneration.'

It is not unusual for some organisations to encourage their staff to engage in learning opportunities to acquire qualifications and to secure capital.

S shared of how the organisation would fund learning opportunities for their staff, however,

> '…you must appreciate that resources are limited but we have been able to access some grants and I think that the group of women who did the management course twelve months ago got some funding. So obviously we'll make use of funding where available, anything that will stretch the training budget.'

Organisations, like the registered social landlord, are increasingly looking to external sources to assist them finance their staff training.

She was of the view that

> ' there's quite a hunger for training in the organisation, you know you have a kind of lasting memory of when you first came, that's one of mine that people are really up for it here. They are keen to receive training and to move on.'

Although, S thought that as an organisation they were good at ensuring that their staff transferred what they had learnt on external course into their job roles, she shared

> 'I don't know if you know much about the 'IiP' title. I think that evaluation and bringing it back to the workplace is something that a lot of organisations are not terribly good at and I think that we are the same. We are weak in that area I think that they identify the training needs, we'll get it going but the evaluation and the follow on I don't think we are terribly good at; we need to be stronger on that. And certainly we've had a staff survey recently that highlighted that as well.'

It is common for organisations like this to fund learning opportunities for their staff and yet not ensure that their learning is put to practical use in their jobs.

S spoke of the mentoring programmes and policies which the organisation had put into place

'We have a mentoring policy but it's kind of fallen by the wayside, I think I wrote it actually and probably about four or five years ago, and that was really around equal opportunities generally geared at women and BME (black and minority ethnic) staff. But there wasn't much take up in any sort of formal sense. It's something certainly that we are think about brushing off and seeing and reminding people that it's there really. For black staff there is a northwest organisation within housing called 'Career Opportunities for Minorities' which is a housing sector sponsored forum for black staff. Senior staff in housing in the northwest act as mentor for people either within or outside their organisation within the sector...'

The groups of employees S identified reflect many of those covered by equal opportunities legislation in the UK.

She talked about her own experience of being mentored

'I go back to the early seventies really a woman I worked for, when I was in local government the first time round actually, and I think she sort of had a part in a way. She had an influence on my life, I never went to university and this woman from the seventies just gave the opportunities and gave me a bit of confidence and faith in myself I think…and helped that way really. But no I, probably after that only people I worked for who I had respect for really. But yes I suppose so in an informal sense, but never anything in a formal sense.'

Whilst there are many opportunities for people to enhance their skills and plan their career the support of a line manager in this way can be important.

S shared her view of management courses and the benefit to the organisation

'I think it's sort of a toolbox really around and you know people, resources, and decisions, problem solving. Those sort of soft skills really and obviously people know their own craft and area, the technical side. But to my mind successful

managers are the ones who have got that emotional intelligence I suppose who are able to motivate, lead and know when to step in, when to step out.'

It is interesting that she identified emotional intelligence as being important as it is generally regarded as being the innate, rather than a learnt, ability to understand and explain other's emotions and thereby manage more effectively.

She took a realistic view of individuals' career aspirations and spoke of why staff would leave the organisation

'Well I would hope it would be for bigger and better things. I think it's right that there's turnover. People will move on for career opportunities and also we aren't arrogant enough to believe that we're the right organisation for everybody.'

Employer T

T is in her late 30s and runs her own training consultancy working with a variety of clients. She previously worked as a training manager for the registered social landlord, which employed both D and S who were interviewed as part of this study, and had chosen to accept voluntary redundancy; she shared her reaction to this

'…when the redundancy came about I took that opportunity to go…redundancy generally is seen as a negative thing but for some people it was a positive thing, like me'.

In a challenging economic climate individuals have to be prepared to move from paid employment with an organisation into, apparently less secure, self employed roles. The new way of working on a self employed basis suited her domestic situation as she wanted

'..to spend more time at home. I've got personal reasons for that me husband's medically retired and I've got a six-year-old daughter. I wanted to sort of see her grow up a bit more, to spend time with her.'

This was the second time that T had accepted voluntary redundancy from her previous employers. In some circumstances redundancy can be viewed as a positive option by individuals like T. She spoke of how her

> '…background is in the private sector, working for a large financial organisation, and I was basically a manager for fifteen years out of the twenty years I worked for them. I took the redundancy, took the money and ran. I thought I quite liked training and I think I was getting good at it. So I started looking round for those types of jobs and I applied for a job as training manager at xxx and was successful in getting that.'

It is a feature of employment that jobs can disappear as a result of changing organisational circumstances. This is not always viewed negatively by employees, in fact T saw it as a positive opportunity and was able to change careers.

T talked of how, as a training manager, she had done

> '…all the full training cycle from analysis, design, delivery and evaluation…' delivering…the soft skills, and management supervisor courses that sort of thing. The more, that I would call 'techy' stuff, which was like 'housey' stuff wasn't my bag at all.'

She discussed how the organisation looked to provide a range of qualifications and learning opportunities to its staff such as

> '…HNDs or HNCs in housing, construction and that type of thing. We'd programme everything together; we had a budget…we had a training liaison group representatives of every team at management level which would make decisions how that funding was used.…We did some management training for a group of managers and we basically said to them you will do a Diploma in Management...they were volunteers to do it but we never gave them a choice about how they did it. So it was a question of you will go here, Tuesday afternoon and evening and it is a Diploma in Management.'

Some organisations may influence their employees, at all levels of the hierarchy both to study and to obtain qualifications.

She spoke of how these learning opportunities were funded.

> 'We were basically a not for profit organisation so our training budget, like every training budget is the first to get cut. So we used to look for funding, matched funding wherever possible. The Learning Skills Council, all that sort of thing, to see if there were any other grants we could access.'

This is a feature of contemporary staff training and development that external funding is used to finance learning opportunities, and to benefit both the employer and their employees.

During her time at the association T introduced a mentoring scheme, she shared how she quite liked

> '…the concept of mentoring schemes within organisations…I'm all for that…we tried to introduce it at and to a certain extent we did. In that the first group of management who went through the Diploma when we had the next group of managers doing a management qualification we tried to buddy them up.'

It appeared that this mentoring scheme was intended to reassure the managers that they could cope with the demands of a professional management course.

T shared her personal experience of being mentored.

> 'I'm very self-motivated anyway I think. If I want to do something as long as I've got me plan of action then I can go and do…My mentor was when I was toying with the idea of the future and planning…she was very, very supportive …She never said to me yeah go and do it or no don't the decision was always mine.. I do still see her in a mentor mentee capacity now…'

It is increasingly common for individuals to seek out people to act in a mentoring role, often these people are outside their employment roles and are impartial in their views, and are a way of securing capital.

T thought that the registered social landlord did not have any programme in place to meet the demands of the professionally qualified staff who need to provide evidence of their continuing professional development, as she shared

> 'We didn't have a structure, have you done this and have you done that...They always had to keep up to date with current legislation, with any changes in government…changes in legislation…and stuff…The only CPD that we had proper structured was for the surveyors, part of their RICS, and the Clerk of Works in terms of building regulations and that sort of thing.'

It is increasingly commonplace for professional bodies to influence the training and education of individuals in this way.

T had her own views on staff development and education. She thought that

> 'Organisations don't look at it on a holistic vision sometimes. They look at this department, that department so they're going around reinventing wheels all the time. Instead of having it all brought together to one central place maybe…'

She also took the view that it is not always appropriate to ask members of staff to study for formal qualifications, spoke of how

> 'It's a real demotivator to me to have somebody who has been doing a job perfectly well and beyond expectations for fifteen years to then say right now you got to go and get a qualification. What do they do with that experience?'

Increasingly people are being required to acquire qualifications to allow them to work in various sectors of the economy.

Employer U

U is in her late twenties and is from a mixed ethnic background, her mother is Chinese and her father is English. She left school with no qualifications and felt that in some senses in her school experience had failed her, U shared how

> '…school didn't work for me. I kind of left school with nothing, no qualifications or anything.'

There is a growing discourse in the twenty-first century of concern in relation of young people who are neither engaged in full time education nor in employment.

She had a close relationship with her family but they had had no expectations that she would be successful at school or that she would have a career, she talked of how

> 'Me family, God love them, we're really close but I think there was never any expectations that I would pass a GCSE, or have a career. I think the expectation…was just to enjoy life if you're signing on that's great and if you're going to college that's great…'

There were clear tensions here as living on social security benefit and going on to further, or higher, education appear to have been equally valued by U's family but not by her.

She shared her reactions to this

> '…and in some ways that was good there was no pressure and in another way I think it would have been nice to have some pressure on, some kind of expectation. So in that way I don't think I was encouraged but at the end of the day I found me own way of living, I've made me decisions. They might have come later on in life but they did come…'

It would appear that although U spoke of how it was 'good that there was no pressure' on her to succeed at school, that she was dissatisfied by this and would have like to have felt that her family were concerned about both her engagement in education and her future career prospects as she also spoke of how 'it would have been nice to have some pressure on.' In referring to these issues U used the words 'expectations' and 'expectation' which appears to suggest that she wanted her family to feel that she had got ability and potential. Eventually U marked out a route for herself into adulthood and career development, and in this way finding her own way of living.

Although U did get a job she realised that her career progression would be severely limited if she did not obtain some formal qualifications. So in her twenties she decided to start to study to increase her employment prospects and to obtain knowledge which she believed was valued in the workplace, as she volunteered

> 'So it wasn't until I was twenty-one or two that I went back to education.'

This included her completing a degree in English whilst she continued to work. It is a common feature of adult lives, and will be explored in more depth in the next chapter, where children do not share the aspirations of their family and elect to return to study, to enhance their career prospects, after they have would usually have expected to complete their education.

Two years ago, together with two colleagues, U had set up a youth charity, this is a small organisation which focuses on the personal development of teenagers and young people. They had left their previous jobs where they were all employed as youth workers. For U and her colleagues their work was more important to them than their earnings, and ultimately their pensions, as she shared

> 'Forget about length of service and wages…it was about being happy about what we were doing and feeling that we were contributing positively to young people and not a system of bureaucracy…'

Their motivation in forming this new organisation was that although they enjoyed their work and were committed to working with young people they felt increasingly dissatisfied with the level of bureaucracy so they left and formed a new charity. For many people working in charities their motivation to perform well comes from interaction with their clients. She spoke of

> 'The reason we went for it we all used to work for quite a large charity and we just felt that it was getting more and more bureaucratic. Youth work was becoming about ticking boxes…there's almost a paper trail following youth work and although I know that there's a place for that, it is important but it was starting to get in the way of being face to face with the youth. So we left and set up, this is charity…'

Their decision proved to be successful and, as U shared, they were able to interact with young people on an almost daily basis. In fact over the two years they had grown the business to the extent where they had gained a good reputation for their courses and had worked with several thousand young people. Each year U spoke of their success

> 'Day to day we're out delivering courses for young people, usually themes of anger management, decision making, dealing with stress, confidence and self esteem. We deliver courses at schools, colleges, young offending teams, young offenders' units, basically anywhere where young people are and people are generally. It's us working with the youth…We've been going two years so it's working for us. I think in the first year we worked with over 2,000 young people and we are just coming to the end of our second year…2,500 young people. So every day we're having some interaction with young people.

This growth in work has led to them having to face many of the issues which they had influenced them to leave their full time employed job roles, U discussed how

> 'The organisation started flying and none of us had any formal management experience or training. So all of a sudden I'm managing an organisation, its health

and safety, its policies, its income, staff with no, I'd never had any experience or training in that..'

However, none of them had either any formal management experience, or professional management educational qualification, so U and a colleague had decided to study for a Diploma in Management, as it was heavily subsidised and delivered on Saturdays. The perceived need to have professional management qualifications in the twenty-first century has become increasingly important for those in management roles. U shared

'So we felt that was really important that at least two of us got on a course and coincidentally we saw the advert for the Diploma in Management, and about the funding for it.'

Their engagement on the course was more than merely obtaining a paper qualification; U felt that they acquired knowledge which was of practical use in the charity,

'It was brilliant to be able to go…there were things you could really relate to work you come back motivated, thinking you need to draw up an action plan.'

U spoke of how she and her colleagues approached their own training, each of them was about to start Masters degrees by way of distance learning.

'We're going to start our degrees through a distance learning route. So from September we're all going to be doing distance-learning courses as well as working.'

Engagement in learning in this way is increasingly common as it meets the needs of individuals who wish to equip themselves for future job responsibilities whilst they continue to work.

U and her colleagues have recently introduced a policy whereby each worker is allocated between five and ten study days a year. They had just employed a new youth worker and

after a year they pay would pay his fees for relevant courses. However, they did not have the resources to finance any other training but they hoped that they would be able to do so in the future. Organisations have to balance the developmental needs of their staff and their ability to fund relevant training and courses. The young man whom they employed did not have any existing qualifications in youth work, U talked of how

> '…we're going to give him two to four days study leave a month. In addition to that if other opportunities come up we go for them…'

A variety of avenues to provide training, and education, at minimum cost were explored by U and her colleagues as she discussed

> 'Also being in a building like this there's always training around child protection, health and safety (their offices were located in a building where a number of other community focused charitable organisations were also located)…So formally we get two weeks a year…After a year we'll pay his fees but the rest of us as yet we haven't got that resources at the minute but hopefully in the future we might have.'

U discussed the charity's approach to staff recruitment and development and how they were prepared to employ someone who did not completely match the job profile, or job specification. They were more interested in his motivation than his qualifications; this is in contrast with many employers who would not wish to risk legal action by potential employees who are not employed but do appear to be better qualified for the job than the other applicants. This raises issues of transparency in the recruitment and selection process at the organisation.

The youth charity had a basic induction to the organisation, its policies and procedures which they had devised to ensure that they were compliant with current legislation in relation to health and safety and to working with young people. The induction would be planned over three months during which the new employee would observe and work

with, the management team as they delivered training courses. It is commonplace for organisations to have these kinds of policies and induction programmes, which employees are required to follow, in order to protect them against potential legal action. The induction process involves the new member of staff observing the existing staff delivering training courses for around a month. U shared how the organisation had

> 'a three-month plan where they'll be coming out maybe daily maybe three times a week to observing our courses we run. Then maybe a month in taking some of that responsibility and then, hopefully, after three months starting to deliver courses as the main worker.'

The new members of staff would then start to take more responsibility for running their own courses until they were confident to deliver a training course on their own, this may be after three months. U spoke of negotiation in relation to this transition into full time work in the charity which suggests a democratic approach to management but as she also spoke about having someone panicking about their role and that this would damage the charity's reputation and might have an adverse impact on the young people with whom they worked.

To ease the transition into work new staff are allocated people to work with as mentors whom they would observe facilitating courses, as U shared

> '…they are normally allocated a couple of mentors. Just so they're seeing different delivery styles as well. We all run the same courses obviously we all have the same aims but we deliver things in different ways…'

U discussed how two people acted as mentors to her; these were two women had been people whom she had selected because of their greater maturity and professional experience. She did not use these relationships to progress her career but to explore issues which were of concern to her. U still meets one of them for lunch once a month and expresses her appreciation that the mentor gives up her time in this way, she shared

'I have had two, two mentors, one was a formal mentor as in we had a good relationship she was older and kind of more experienced in the world of business and working with people…It was nice to have that I could go and say I'm scared, I don't know what to do…and just having someone with that experience. I met her though work…she's had a long career in delivering courses and working with people and I met her just through professional links…'

It is increasingly common for individuals to seek out people to act in a mentoring role to them especially where the individual is seeking to manage in challenging conditions. In U's opinion a mentoring relationship that should not been seen in an instrumental way, that it was more than a method of obtaining capital, as she said

'People have said to me in the past get mentors that can offer you something business wise but to me that's not what a mentor's about.'

Employer V

V is in her late fifties and has a sick husband; which may influence the way she views employment as she has to manage her caring responsibilities around the demands of her workload. She runs her own consultancy which provides business services, mainly to small businesses. She is also an official of the local CMI branch and of the local Women into Management branch. She had worked for an enterprise agency, as a tutor counsellor to small businesses, for two years there and had decided to set up her own consultancy. V shared

'Originally I was with xxx, the enterprise agency, as a tutor counsellor to small businesses. I spent two years with them then I had a little gem of an idea I wonder if I could start my own business?'

She described her decision in an unusual way

'It was a classic example of do as I say, not do as I do.'

It would seem that in some sense she saw this move as a fulfilment of her career aspirations.

It is a common feature of contemporary work that people are prepared to move from paid employment with an organisation into, apparently less secure, self employed roles. V managed some of the risk of her change in job roles by having an overall plan and some understanding of her potential costs and income, V described how she

> '…took fortnight's holiday as unpaid leave wrote the most rapid business plan and cash flow and thought that might work. At that I handed in my notice.'

Running her own business allowed V to manage her husband's hospital visits and care whilst continuing to work. Initially she concentrated on the small business sector where she helped other people to set up their own businesses and to implement training. V spoke of how the consultancy

> 'Just started off mainly in the small business sector helping people to set up their own businesses and concentrated on that and training linked into that, marketing, time management, selling techniques, that type of thing.'

Over time she began to work with the middle management of large organisations and moved into other areas of management such as marketing, time management and selling techniques. The core business was still small business and start ups. It is a feature of employment in the UK that the majority of the workforce is employed in small and medium sized organisations. She talked of how

> 'Over the years it's developed much more into the middle management the larger companies. There is still a hard core of the small businesses and the start up businesses. So it can be almost anything within employment and management.'

The kind of work which the agency undertakes is diverse, ranging for example from working on an individual basis with people who were trying to develop their careers to consulting on a change initiative, where a consultant would be brought in because they were not involved in the day today politics of the organisation. In V's opinion change is evident in many organisations as they seek to pursue different strategies.

V was unable to cope with the demands of her clients alone and so had eight people who wanted to continue working beyond retirement. The twenty-first century provides many people with the possibility of working beyond retirement and to have portfolio careers, V spoke of how

> 'I have eight associates who work with me on a very regular basis; they're all subcontracted to me. So eight are on fairly regular work and I have three in specialist disciplines who are basically retired but want to keep their hand in their specialist areas such as the chemical industry. It only crops up now and again but I've got a brilliant associate who can talk chemicals.'

V is also involved in the Women in Management for the region which was set up two years ago, she shared how the group

> '…are coming to the end of the second year, we only formed it two years ago here in xxx and I set it up with a fairly dedicated team to start with and that's drifted on not too badly…

This is a specialist group of the CMI, and is one of many groups which were set up, at the end of the last century or at the beginning of the current one, to promote the interests of women who are, or aspire to be, in management positions. Many of these enjoy external government, or EU, funding, as V shared

> '…because of a certain amount of objective one funding that's been made available for this type of group. Women in Management, through CMI, is a specialist interest group of CMI and is directly linked to them…'

There are number of these groups in the local area which all linked with each other, she discussed these

> 'There are currently twenty-seven women type organisations here…we all network with each other none of us have the time to attend every meeting.'

V had continued to study as an adult and had obtained an MBA. In addition to her other responsibilities she also delivers some CMI courses herself as well as advising organisations on their training needs. She took the view that group learning was important, it is a feature of organisational life that many people work in groups or teams. In her opinion group learning is as important as formal teaching which takes place as the employees chat and share good practice among themselves. It is a common feature of professional management courses that much of the learning is based on group activities. Indeed she thought that

> 'The CMI have got the route right now that the two are very much the two halves of the same coin. And I think that the managers put a lot more back into CMI because of that balance. The suggestion is that somebody may be chatting about what they do in work or it could be the opposite where you're taking a module and somebody says but we don't do that and they'll talk it through…I went back to my line manager and said why don't we do it this way? All sorts of very, very good practice have been introduced into companies and organisations that have just drifted for years without structure…'

V saw this as the managers contributing to each other's learning in this way and to their organisations. She viewed this as a positive attribute of, and contribution to, the CMI professional management courses. She shared that in her view

> 'The extra training, the course is an added benefit to the work and their work experience is an added benefit to the courses. And I think that the managers put a lot more back into CMI because of that balance.'

V thought that the quality of training in organisations with which she worked was varied

but she did feel that there was an appreciation of the benefits of training and the importance of education to companies had improved over about the last eight or ten years. It was a feature of the twentieth century that training budgets tended to be cut when an organisation was facing difficulties, but in V's view it appears that there is now an appreciation that education can make a positive contribution to an organisation's performance. She thought that

> 'In the past training was always the first budget to be dropped but now there's much more of a realisation that hang on this is counterproductive, to pay out on training you get it back we get it back two, three plus times in the well trained, motivated employees.'

During her career V had developed a number of relationships with people whom she regarded as mentors. In the main these were people who she had met during her working life, whose views she valued and who were prepared to help her to work through any problems. She also used a friend in this way. In the twenty-first century it is increasingly common for individuals to seek out people to act in a mentoring role to them, often these are outside their employment roles and are impartial in their view, and are a way of securing capital V had mentors who were not people who could progress her career or provide her with business leads. She shared that they were

> 'Mainly people I've come across and I've thought they'd make brilliant mentors and of course I've got into the vicious circle of how am I ever going to get out of this one? Yes I've got people I can call and say look can I talk this through; can we meet for a coffee? I'm going round in silly circles here; I don't know what direction to take…'

Her chosen mentors include

> 'ex-clients; others have been in education such as here, others are just friends. They don't have to have the mentor title, I've got a very, very good friend in Shropshire a head teacher and she's a very good mentor. She can get to the heart

of the problem; I can get to the heart of other people's problems but not my own …so in many ways xxx is the one I would call my personal mentor.'

Employer W

W is in his early 40s, he manages a sports centre which is located on a university campus. He had previously worked for the local authority and had, ten years ago, been more competitive working in that sector. He shared how he

'…had no intentions to leave...it was just that I was getting fed up of doing, well I did procurement...and it was becoming less and less enjoyable and I just decided to go and do something completely different. I had a love for sport so I therefore I went and did a Sports degree and I...at xxx and thankfully there was opportunity for me, that I could see, it was still getting built. And I identified this as my next job even before this place was built...'

It is not unusual for people to change jobs and to have serial careers in this way, it is interesting that W saw a future career in an area which was of personal interest to him and that he was motivated to change careers because his job was becoming less enjoyable. This appears to reflect the experience of many people would not necessarily regard work as being enjoyable, rather they might regards it as a means of financing their lifestyle.

After school W had continued to study, he discussed his qualifications. Some of these were related to his job role in local government, as he shared.

'…I initially had management qualifications, HNC, HND, Institute of Public Administration. I also had IPS Diploma, Institute of Purchasing in supplies as part of my old work and employment.'

Many managers see a need to obtain management qualifications in the way W did.

In order to change jobs he had taken further qualifications, he spoke of how he

'…then did a BSc in Physical Recreation, Management in Exercise Science Masters…I also had some coaching qualifications and the like, sort of add ones…'

Inevitably the support of his wife was critical at this time as he left a well paid job to become a full time student. Indeed, as he spoke of the influence and support of his family, W shared

'So I think mainly the family, nobody else, nobody else supported me…'

He discussed how at the sports facility there are two different areas, the fitness suite where the qualifications which an individual would need would be different from those of a normal sports coach. W spoke of how

'…basically there's two different aspects of this facility here. There's the fitness suite and the qualifications which an individual would need there would be different from those of a normal sports coach. They tend to be coach specific, whereas in a gym it is fitness instruction, purely fitness instruction. And they must have obtained Level 1, 2 or indeed level 3 as part of their education and attainment within the fitness industry. They insist upon that and those who come in at level 1 must ensure that they go up to at least level 2 as a minimum and that's what we've done.'

Clearly health and safety are an issue where people are exercising, various government agencies have introduced health and safety, and other types of, legislation which impact on the workplace on a daily basis.

W shared how the sports centre predominantly drew their workforce from students with some being kept on after they graduated as full time staff

'We basically employ students…and there are one or two students who have now graduated and we employ them on a more or less full time basis. Predominantly

our workforce is part time students. It fits in to their own timetable and also fits into our working brief…'

It is very common for students to work whilst they study and to become temporary employees in this way.

He felt that during their time at the facility the students were assisted to build their CVs, so that at the end of their degree they leave not only with the degree but also a range of coaching qualifications. W spoke of how

'…we actually invest in them as well…I put students on a range of coaching qualifications. So not only are they leaving the workplace after three years with a degree they're also leaving the workplace having done three years' work experience in different levels...they've also got sports related qualifications. And we invest in them; we invest in them while they're here.'

He viewed the arrangement as being of benefit both to the staff and to the sports centre, he thought that

'…there's two ways of looking at it. From a student's point of view doing a degree course their aim is to fulfil the brief, the classification. Obviously they also need to earn some money to support a certain social life style and so in that respect it's a stepping-stone for them to get used to the workforce, get them used to working in the industry. Once they've finished their degree if they happen to live outside the local area or wherever they'll graduate then they'll go home and then we'll just take a new crop of students.'

It is interesting that in contemporary society students expect to have an active social life and to begin to secure permanent roles after graduation by working on a part time basis and by acquiring work related qualifications.

This leads to a fairly regular turnover of staff, as W shared

'More often than not the turnover of staff maybe every two to three years depending…Obviously some will be terminated, not as individuals but their contracts and more often than not we keep all the good staff, providing they're good and they want to stay two years. They graduate and move on. There has been the odd occasion when somebody has graduated…and moves on to bigger and better things here, notably me.'

The use of termination to describe the treatment of staff who do not perform well is an indication of the attitude of many employers to part time and temporary staff. It suggests that people are viewed only in the light of their contribution to the workplace.

He spoke of the use of core and peripheral staff in the following way

'…full time staff, the management team. They tend to be non-students and the support staff are all in the main part time students. And that basically makes up the workforce…'

'It works well, I think we're no different in terms of the industry, the leisure industry; a lot of jobs are part time. There also in the recreational industry there tends to be turnover of staff, the pay is probably seen as not being that fantastic. That's probably a fair criticism as well, so people do move on...And so they should. I understand that.'

Two members of the management team had been sent on professional management courses, one of whom, Q, was interviewed as part of this study. W discussed how he had

'…had two members of the full time staff who I would class as our middle management and one or two instances came about which I didn't think was dealt with correctly by a single individual. So we...highlighted that problem and highlight that individual I thought it was more appropriate to basically put everybody on it and therefore that person would not feel as if they were being scapegoated in any shape or form…Also there was a tendency to assume that as they had had a sport specific background they were able to manage at a senior

level and I don't think that is the case and that particular instance proved it. So I wanted a course that was specific to the problem that was identified and also then specific to their own personal development, essentially middle management and how they go about their role and understanding the needs of the staff they're responsible for. I think that up to that point it was an assumption and that particular instance made me realise that there was a bit of a void.'

Many employers are recognising the need for their staff to acquire management qualifications in addition to their professional, and other academic, ones.

For W, unlike other employers, the timing of the course, at the weekend, was a problem which was

'…that it was on a Saturday, which meant giving up their days when you work from Monday to Friday, with Saturday and Sunday off, and then come in on Saturday as well for the course...going to come out with a qualification and the fact that it was paid for obviously soften the blow.'

The course had been heavily subsidised.

W thought that the two members of staff had benefited from their attendance on the course and had used ideas from it in their jobs. He shared

'I think in all honesty, I would like to think that they got something out of it because more than once they referred back to issues that had been covered on the course.'

In the sports centre the cost of professional management courses was an issue, as he discussed

'One they are expensive and two we don't have a budget for courses of that magnitude in terms of the cost. Well, yeah provided there is the necessary funding I think everybody deserves opportunity to develop themselves personally. Some

of these courses are for people who have aspirations of senior management I think that they are a necessity. '

It is notable that whilst W acknowledged the need for people who aspired to achieve senior management to have professional management qualifications he had no budget to provide this developmental opportunity to his staff.

He went on to speak of the importance of paper qualifications

'..they never ever give you the practical knowledge of the day to day running of a business…and that's what a qualification is. And there'll be certain aspects of the qualification, which you will use, in a practical sense but equally there'll be a lot that you won't.'

W's mixed views of professional management are typical of those of many managers who feel that there are areas in any qualification which may not be of immediate relevance in the workplace.

There was an in house training programme at the centre, W described this

'They all undertake an induction before they start, a core induction and a job specific induction and there would be a period of training, on the job training, where they would be shadowed by an individual who's been here and has longer experience and that could last anything between one week and maybe four weeks. At that point we would expect that individual to be able to do the job they get paid to do.'

A mentoring system which was in place whereby staff, as W discussed

'will gain that necessary experience during a period of time and when somebody leaves they effectively become a mentor whereby they'll be teaching a new member of staff how the job works and so it goes on. And so it goes on it works well for us.'

He spoke his of personal motivation for studying

'Well I used to work for the local authority many years ago…ago local authorities were pushing their staff on day release and it was all paid for...I think it was

always something I had in my own mindset to get the qualifications, to be better. Nobody told me that it was something I knew I had to do. In all honesty I think for me personally it has worked. '

Whilst there are many opportunities for people to enhance their skills and plan their career but development, chance and initiative still seem to play their part.

W felt that he had made the right decision in moving careers and did not see himself 'moving on.' He spoke of how the centre is

'…doing more and more non sport business and I would imagine that'll be obviously probably somewhere we'll get ourselves...I don't even bother to picking up any articles or to look. I live local…xxx's been good to me. And you know I'm sure they don't think that I owe them anything but there is a sense of loyalty.

W thought that his staff would look at a variety of issues if they were thinking of changing jobs. He shared

'… I would say financial and opportunity in terms of responsibility…and title, location, in terms of where they live. I think everybody will have a personal reason for it. If it was me they would be the kind of things I would be considering.'

It is noteworthy that his criteria were not entirely financial as they included the job itself and its location.

Summary

This chapter has presented the results which were obtained from both the employer and employee questionnaires that were completed, and the interviews which were undertaken with both groups. It has also begun to identify the issues which emerged from these findings. The next chapter will consider the themes which emerged from the research findings. It will also help to explain what was learnt about the social, economic, human and cultural capital of employers and employees involved in professional management

education.

Chapter 5 Discussion of Findings

'Findings should be considered in light of significant current research literature, limitations of the study; and finally your questions, aims, objectives and theory,' (O'Leary, 2005, p.270).

5.1 Introduction

The previous chapter presented the results which were obtained from the questionnaires and the stories of the respondents, which were constructed from the interviews which were undertaken. These were people reflecting on their life experiences, both inside and outside the workplace. It also began to identify the issues which emerged from these findings. This chapter will consider the themes which emerged and will explore what has been learnt about the social, economic, human and cultural capital of employees who were participating in professional management education.

5.2 Themes, and sub themes from the questionnaire and interview data

Six themes were identified

1. The changing nature of work
2. Continuing professional development and engagement in lifelong learning
3. Economic and human capital
4. Organisational approaches to learning
5. Social and cultural capital
6. Human capital

These will now be considered.

5.2.1 Theme 1: changing nature of work

The first theme centred on the changing nature of work, as was indicated in chapter two, work and employment have changed in response to economic demands. Many organisations have moved to flatter management structures, which may have been achieved by staff redundancies. These organisations require their employees to become more flexible and to acquire new skills to cope with their responsibilities. For example the organisation for which C worked recruited temporary staff, of between 100 and 200, each year to manufacture influenza vaccines. In a similar way the food processing organisation which employed M recruited temporary staff to cope with peak demands, for snack foods. At the registered social landlord organisations for which D, E, F and S worked there were staff who were required to work shift patterns. At the sports centre W employed some staff during their studies, after graduation most of them moved from the area.

All of the respondents were in managerial posts, some were in manufacturing or engineering rather than white collar jobs. The majority of respondents were employed in service industries which reflected changes in the economy, nationally and globally. As has been discussed in the first, second and fourth chapters of this study, there has been move away from blue collar to white collar, managerial, work which requires employees to have higher level skills, including professional management ones. For employees in managerial posts their experience and education are both valued.

There were a number of knowledge workers among the respondents, as was indicated in the previous chapter. This supports Garrick and Clegg's (2000, p. 279) suggestion that in the twenty-first century employment would be increasingly in knowledge work. Knowledge is viewed as having economic value and knowledge workers are valued by their organisations for their expert knowledge, skills and capabilities. They are individuals who add to the competitive advantage of the organisation which employs

them, and they may have professional qualifications, including management ones. There has also been a significant increase in employment in service industries. These changes have generated a need for employees to acquire new skills and knowledge. Arguably the acquisition of knowledge increases an individual's cultural capital and their employer's human capital.

All of the employee respondents were experiencing portfolio careers, with the exception of two graduates, B and C, who were in the early stages of their careers, some of these were planned career moves and others were not. A had taken professional qualifications, in both accounting and management, and moved jobs to progress her career but had stayed in the same area of work, accounts. Her goal was to move into a management role. D had had a wide variety of jobs until settling down as a manager in housing; he thought that his career had reached a glass ceiling but he did not intend to change jobs. E had moved from hairdressing to office work and wanted to have a career in Customer services. F had read Management Science, but she had never devised a career plan for herself and had a series of non-graduate type jobs. G had had three career changes, from the British Army, to Financial Services and eventually into the health sector. She had taken a degree as mature student and had then gone into another field of work which was still broadly related. H had moved from being a driving instructor to an Operations Manager in the care sector. Both D and H had held down two jobs to enable them to change the direction of their careers. J had originally trained as a nurse but had to change jobs because she injured her back. K had obtained a graduate job in Financial Services but had subsequently been made redundant, her current job with a Newspaper Wholesaler had been advertised as a graduate post but she did not feel that it was. L had made a conscious decision not to go to university as she wanted to start to earn money. Although she was only 21, L was looking to change jobs for third time. M had moved from being a post man through a variety of jobs to become a Process Manager. N had worked briefly for an I.C.T. company before moving into the family business. P had had a variety of jobs in the USA before moving to the UK following his marriage. Q had worked in a sports centre when he was an undergraduate and had stayed there during, and after, his Masters degree, but he had moved into a management role.

Graduate employee, B thought that her degree gave her a variety of career options and C spoke of making himself marketable. This is an indication of how cultural capital can be converted into economic capital. During her degree B had had a placement with her current employer and stayed there during her final year, studying and working at the same time. C was in his first job, he was on a graduate trainee programme which included having a formal mentor and attendance on specific courses. Both B and C thought that by engaging in professional management education and acquiring further qualifications they would be able to progress their careers. This reflects the paradigm of lifetime employment being replaced by one of lifetime employability, (Carbery and Garavan, 2005, p. 493).

In general the employees were younger than the employers; they were seeking to remain in employment by taking relevant qualifications. Most of them were, or were looking to become, managers and had taken professional management courses. Some of them had experience of redundancy, and unemployment, but none of them had set up a business. The majority of respondents had changed jobs, and the others were aware that they might have to do this in the future, at their own or their employer's volition. The graduates who had only worked for one employer were aware that they were not guaranteed a job for life and they were looking to progress their careers by studying for professional management qualifications.

Turning to the employers, when R had graduated in the 1980s, he had struggled to find a graduate job and had worked as a laboratory technician. He contemplated retraining as a social worker, but had set up a business with a friend, before he eventually obtained his current job. S had worked in human resource management, or personnel, in a variety of organisations, both in the public and private sectors. T had worked in both Financial Services and for a registered social landlord before taking voluntary redundancy from both and was now running her own training consultancy. U had taken an English degree as a mature student and studied for a professional management qualification because she now had to manage staff, as she had set up a charity working with young people together

with two colleagues. V had had a variety of jobs before setting up a management consultancy. Both T and V had chosen to become self employed as they both had husbands who were ill. V had taken an MBA degree as a mature student and she worked with associates who remain in employment beyond the usual retirement age, and to continue their portfolio careers. W had worked in local government before taking a degree and moving to become the manager of a sports centre.

The employers were in general older than their employees and they had taken greater risks than them by moving jobs, or by setting up a business to increase their economic capital. Their cultural and social capital derived in the main from their families who had helped to facilitate their life changes. Like the employees they had sought to increase their cultural and human capital by studying for, and obtaining, qualifications which would help to facilitate their employability. It may well be that the employee respondents will have similar experiences later in their working lives to those experienced by the employers.

Thus there was clear evidence that all of the respondents were looking to have careers which were based on a series of jobs and that they were seeking to maintain their lifetime employability, as opposed to one job based on a progression in particular profession, or with one employer. Redundancy had impacted on a number of the participants; T for example had taken voluntary redundancy twice and had set up her own business. She had weighed the risk of losing a regular income which employment in an organisation would have guaranteed her, her economic capital, against the needs of her family, her cultural capital. By working in this way she was able to spend more time with her young daughter and her sick husband. K had also been made redundant, but had soon found other employment. The organisation for which F and G worked was undertaking a redundancy exercise. F indicated that she was intending to apply for redundancy as this would both provide her with a large sum of money and the opportunity to find alternative work. Those respondents who had experienced redundancy viewed it in a positive way as they had been able to obtain employment. For some of them it was the impetus to set up a new

business, which they had been contemplating for some time. In doing this they were attempting to ensure their lifetime employability. This finding is significant as other studies, such as Worrall et al. (1999), have indicated that redundancy is viewed negatively whereas these respondents saw it in a positive light. It must be acknowledged that these respondents had had the opportunity to reflect on their experiences, and to obtain further employment, so their feelings in relation to redundancy were less immediate. It could well be that if they were to lose their jobs in the current economic climate they would feel less positive.

The prevailing economic circumstances, the changing nature of work together with the emergence of portfolio careers and the possibility of redundancy, have led employees to take responsibility for their own learning and to be prepared to engage in learning. They need to have multiple skills to remain employed, they are concerned to extend, and develop, their skills and knowledge and to manage their own career development (Waterman et al., 1994) and to become lifelong learners. Once they have acquired, knowledge, like any other commodity it may be applied, or transferred to a different context, and shared with others, it also forms part of the social capital of any group, or organisation, to which the learner belongs, (Sfard, 1998, p.5). It also provides evidence of their human capital; this will be explored further under theme six.

The concepts of lifetime employability and portfolio careers were also demonstrated in the individual's priorities when they were considering their next job. For the majority of employees their priority was the type of job on offer. The specific job content and a job offering a wide range of experience were important. There was, for them, the possibility of increasing both their cultural and economic capital. Employees were looking for the opportunity to have, or to increase, their managerial responsibilities and to engage in work related training opportunities, here their cultural and human capital were evidenced. In this way they made a link between their learning and increased earnings, which evidenced their economic capital.

A number of graduate respondents were not using the subject base of their degrees, in full, in their current jobs. They were, however, using some of the knowledge and skills from their undergraduate studies. Employee C thought that he was only using elements of his degree; this was also the case with E and K. Both employers R and W spoke of how they tended to recruit graduates because of, their skills and knowledge and, the specialist nature of the work they would be required to undertake.

A significant number of respondents wanted to remain in the immediate geographical area, specifically the north west of England. They wished to remain in the same networks of family and friends, which provided evidence of their social capital.

Some of the respondents thought that by taking a professional management course they would be able to advance their career. Thus learning appeared to be linked in the minds of some respondents, and perhaps in reality, to their economic capital where continued employment may be uncertain. By engaging in management learning individuals hope to enhance their cultural and social capital, and inevitably their economic capital, and in this study self efficacy. This has benefits for employees in the current economic climate and reflects Deci and Ryan (1985) theory of orgasmic intrinsic motivation, as they are acting in a competent way to reach their goals and to fulfil their needs. These findings mirror those of a CMI survey (Wilton and Woodman, 2007) which identified the perceived benefits, of having any management qualification, from the perspective of the individual managers. These were portability, the ability to take a qualification with them when they left, having a new a management qualification would improve their chances of obtaining employment and finally that it provides evidence of an individual's ability. These concepts will be developed further under themes two and four.

5.2.2 Theme 2: Continuing professional development and engagement in lifelong learning:

Engagement in lifelong learning and continuing professional development formed the second theme. Arguably, lifelong learning can only occur when individuals see the value of engaging in lifelong education and become lifelong learners. Some respondents indicated that they chose to engage in professional management education in order to improve their skills, knowledge and competence during their working lives. A had studied for an AAT and a professional management qualification, she was now studying for a CIMA, degree level, qualification although she had left school with 3 GCSEs. D had taken an OND and various management qualifications and was now looking to study for an MBA. F had taken NVQs in hairdressing and had taken a professional management qualification to assist with her new career in Customer services. G had a degree, she had taken two CMI courses and was hoping to go on and study for an MBA. H had taken NEBS, NVQs and CMI qualifications and finally an MBA. J had originally qualified as a nurse and had taken a management qualification to help to support her in her new management role in the health service. K had a degree, she took a management qualification in her own time and was looking to take internal audit qualifications, as her job was in this area. M had taken three management qualifications at different levels; he had also taken a GCSE in Spanish for pleasure. P had taken a professional management education course and was looking to progress onto an MBA. Q had both a first and a Masters degree and had taken a management qualification. Turing to the employers R had considered retraining as a social worker although he is a Chemistry graduate. S was professionally qualified in human resource management. U took a degree as a mature student and was hoping to start a Masters. V took an MBA as a mature student and W had a variety of job related and academic qualifications.

Both employer and employee respondents had studied for, and acquired, a range of qualifications at various points in their lives. These were at various academic levels; with most being specifically job related, the intended outcome of these studies was that they

would assist the respondents to meet the demands of their managerial roles and responsibilities. The respondents were prepared to return to formal education if it was necessary, which reflects their self efficacy, (Bandura, 1977, 1986). Some been able to study in their own time and expense, one had studied purely for pleasure.

Employee respondents were looking to develop their careers by moving into management positions. As a result of changes in the economy and the workplace, such as those considered in this study, continued engagement in learning has become increasingly important for people in employment, or who are, or are hoping, to become employed in managerial roles. This is line with government policies which have promoted enhanced qualifications for existing employees. A number of respondents, both employees and employers, were found to be expressing their economic capital through engagement in lifelong learning to enhance their knowledge and to acquire qualifications and in this way to improve their employment prospects, either with their current, or a future, employer. They were making a connection between their cultural and economic capitals. The courses which the respondents had taken were considered in the previous paragraph.

Continuing professional development, which provides both cultural and human capital for both employees and their employers, was evidenced by those individuals who were members of professional bodies. These people were required to engage in various learning and updating activities as part of their ongoing professional accreditation, for example Clerks of Works at the registered social landlord. This clearly had an economic benefit for their employers in that they could continue to carry out their professional roles and in this way their accreditation provides them with human capital.

The employers identified a range of qualifications which their organisations preferred them to hold, many of these were directly related to their job such as professional degrees or diplomas, rather then professional management ones. This is surprising in view of the fact that the respondents were all selected on the basis of their involvement with CMI

programmes. The priority for a number of employers was to have employees who were able meet the industry, or other, standards for their field of work, rather than in the single area of management.

Paper qualifications have a market value and were valued by the respondents with the majority preferring to study for, or towards, an accredited qualification. Over half of employers believed that it was quite, or very, important that any training provided led to an accredited qualification. Clearly they were seeking a return on their investment in learning, their human capital was in evidence. A negative view of professional management education courses was given by employer T who thought that it was demotivating for people who have been performing well for some time in their job to be required to study for a formal qualification. She appeared to be confused about the nature of lifelong learning, which she had described implementing in the social landlord business when she had worked there, and the need for employees to acquire accredited qualifications to provide evidence of their capabilities. Employer W felt that formal qualifications did not supply learners with practical knowledge of the day to day running of a business. Both T and W had sent members of their staff on professional management education courses.

Some employees thought that by studying for a professional management qualification they would become more effective managers. In terms of this study a student might expect to successfully undertake a CMI course and be rewarded by their organisation for doing so, despite the overall performance and profitability of the firm. Their reward may take the form of continued employment, a pay rise or greater career options. This mirrors Maund's (2001) view of expectancy which is the perceived probability of performance being linked to a reward, (Maund, 2001, p.450). However, promotion would inevitably involve them having to undertake new duties which might require higher levels of skills, (Lin and Chang, 2004, p.334) and probably further engagement in learning, so they will became lifelong learners.

A number of graduates, B, C, E, K and Q, from a variety of disciplines were studying for professional management qualifications, which appeared to indicate that they were engaging in lifelong learning. Other respondents had taken several qualifications during their working lives, as has been demonstrated in relation to Theme 2. This seemed to support Becker's (1993) view, which was discussed in chapter two, that more able individuals receive more education and training than others. It highlighted the importance of obtaining an accredited professional management qualification both to help them to manage more effectively in the workplace and to progress their careers. Here their human capital was illustrated as they made a clear link between their learning and effectiveness in their organisational role.

A small majority of the respondents who had taken professional management courses indicated that they intended to continue their management studies. These were individuals who were choosing to engage in lifelong learning by the systematic maintenance and improvement of their skills and competence, and the enhancement of their knowledge, in order to expand their human and cultural capital. As has already been indicated in the previous chapter, some of the employee respondents who did not have a first degree saw a professional management course as a means of gaining admittance to a Masters degree, usually an MBA. Here their cultural capital was in evidence. Professional management education courses allow people who have low levels of prior educational attainment to progress to higher level qualifications. This was rated as important by slightly more than a third of the employees, and led to speculation that the MBA is now the qualification of choice for managers. Indeed the acquisition of Masters degrees was a recurring theme from respondents during their interviews. Learning allows people to build up their assets in the shape of both human and cultural capital as they may benefit from the return on their investment in social networks and enhanced family life, (Schuller et al., 2004, p.13). This suggests that a first degree, or a professional management qualification, is no longer sufficient evidence of an employee's capability to perform in a managerial role.

It appeared that for some respondents engagement in professional management education was not entirely motivated by economic factors. Employees L, M and P took the view that the completion of a professional management qualification would help to improve their self esteem, together with the esteem in which they were held within their employing organisation. Both D and H had devised career plans for themselves as mature adults. This provided evidence of the social capital of some employee respondents who indicated that they were engaging in learning as part of their own self development, or personal improvement, which reflects Bandura's (1977, 1986) concept of self efficacy.

5.2.3 Theme 3: Economic and human capital

The third theme focused on the funding of learning opportunities, on both economic and human capitals. Economic capital involves investment in assets which include learning by employers; it also involves individual employees investing in their own learning. Expenditures on both education and training are also investments in human capital, (Becker, 2002). Two employers, S and W, spoke of how they invested in their staff. Human capital leads organisations to look for a return on any investment they make in funding learning opportunities for their employees, as their performance can be improved by investing in them.

A number of respondents, both employers and employees, believed that the payment of fees, for both professional management courses and continuing professional development, by employers would be dependent on there being an organisational benefit. For example R spoke of his organisation being cash rich, as the products they produce are unique to them in the UK, but that any training which it funded would have to have a benefit for the organisation. It is perhaps unsurprising that employers were prepared to fund learning opportunities by employees provided that there was an identifiable benefit for the organisation, such as improved performance and thereby increased profitability. Here the human capital of the employers was in evidence. Employers facilitate learning

opportunities for employees to enable them to engage in lifelong learning and in this way to keep pace with changes in the micro and macro economy, such as were considered under theme one, (Waterman et al., 1994). In return for this employers would expect better productivity and some degree of commitment to the organisation from their employees. Professional management education arguably provides more efficient managers who contribute to greater efficiency in the organisations which employ them. Potentially these managers will motivate their colleagues, and subordinates, to engage in learning, as they seek to emulate their line manager, as some of the respondents' line managers had done for them notably, A, B, C, D, J, K and M. Motivation to engage in learning is also influenced by an individual's self-efficacy, as to whether he/she can make judgements about their ability to learn knowledge and to acquire skills, (Konidari and Abernot, 2006, p. 53). These concepts were also explored under theme two in relation to engagement in lifelong learning.

In general the employees did not feel that it was unreasonable that any requests they made to be allowed to attend training courses had to be justified in terms of a benefit to their employer. All of the employees agreed that having a recognised management qualification was a tool in improving their employment prospects, and their human capital. This reflects the UK government policy which seeks to upskill the workforce. However, funding of higher level qualifications was an issue for some of the respondents. Some employees were prepared to fund their own learning opportunities, this illustrates both their cultural capital, whilst others were reliant on their employers for funding. The levels of motivation which people demonstrate in relation to learning also reflect both their social and economic capital, (Smith and Spurling, 2001, p.1).

The timing of study and, or, the provision of study leave were important for both employers and employees. Being able to work and study at the same time was important for nearly half of the employees, as it was vital for them to be able to continue their paid employment while they studied for a professional management qualification. This mirrors Field's (2003, p.138) ideas regarding combining earning and learning. B had taken a

sandwich degree and had stayed at the organisation where she had had a placement whilst she completed the final year of her degree and had gone on to take a professional management qualification when she was in full time employment.

A was self funding her studies for a CIMA qualification. The organisation for which D worked had funded him to take a variety of qualifications but it would not fund an MBA for him, as any further development had to be in line with his hierarchical position. It would give him an interest free loan, G was not viewed as needing to participate in professional management education by her employers as she was a professional practitioner in health care, she took two courses at the weekend which were funded and was looking to progress on to an MBA. H spoke of how his line manager would not support his application for funding to take an MBA. The bank which P worked for had an Educational Scholarship which would fund work related learning, but he thought that he would have to finance his MBA studies himself. Q had taken professional management education courses because it was funded and held on Saturdays.

All of the employee respondents were studying on a part time basis; some took courses in the evening and on Saturdays, which allowed them to remain in employment during their studies. A number of employees felt it was helpful if their employer allowed them to study in work time, or provided them with study leave. Other employees were prepared to attend courses in their own time and to self fund learning opportunities. Here some employers felt that because of the exigencies of the workplace, such as flexible working, they would require their employees to study in their own time. Some did make time available for their employees to study, but they had to balance their work priorities against the need to develop their staff. Employer S supported day release for her staff, as did R. There would be a cost to the organisation if the employee studied during the organisation's working day, and it would want to see a return on its investment in its employees. Clearly for the employees there would be financial costs, if they funded their own learning, and they would also have to sacrifice time with their families and others,

and in this way make a trade off between their economic and social capitals, which illustrates Ryan and Deci (2000, p.68) self-determination theory.

A number of employees were seeking to progress onto Masters degrees, as has been identified under theme two. As has been indicated some of them chose to fund, or partly fund, management courses or Masters degree, especially MBAs. The potency of economic and human capital in relation to education, and cultural capital were all evident here. In addition to any financial cost incurred by engaging in learning an individual may sacrifice time with their family and friends in order to attend classes. However, in professional management learning people study and work in groups, they may need for example to prepare a joint report or presentation, and draw social capital from that. In the view of employer V, who was also an official of the local CMI branch, the group learning which took place on professional management education course was very important as the learners all contributed to each other's learning and shared good practice between organisatons.

For some there may be a limited cost, where their employers paid the fees and allowed them to study during the working day for example A, B, C, E and F had taken a professional management education course as it was delivered near where they worked, during their usual working week and there was no financial cost to them. They did have to complete the assignments in their own time. All of them would increase their self esteem and the esteem which they were held in by the current and employers, and by potential future employers.

The employee, or employer, makes their own learning decision and each one has their own reason for doing so. It is both their social and cultural capitals which, for many people, will stimulate their engagement in learning opportunities, and their human capital. However, as has been seen the ability to fund professional management courses was a potential obstacle to engagement in them for some respondents. (Field, 1994,

p.140) identified that people are more affluent than they were in the past, they have greater economic capital and, as a result, they have access to greater choices in terms of educational opportunities, and by engaging in them their cultural capital is increased. Educational opportunities are consumer goods in themselves, they are arguably optional services, which can be purchased as the result of consumer choice, (Field, 1994).

In the current economic climate all organisational budgets are limited and the demands of economic and human capital were found to be in competition. Some employers R, S and T and employee N discussed how their training budgets would not stretch beyond providing the staff with 'industry specific' qualifications so they would use any subsidies they were able to locate. These included both working with local colleges and obtaining EU funding.

As was indicated in relation to the previous theme, there was clear evidence of employees expressing both their economic capital and social capital through engagement in lifelong learning. Their motivation to study was influenced in part by the possibility of improved employment prospects, in both their existing and future jobs. A third of employees thought that attendance on, and achievement of, an accredited professional management course had potential financial benefits, such as increased earnings. Professional management education may be valued for its potential financial outcomes, or benefits, for the employee, and their employer, rather than just for its achievement. In this study the respondents' motivations for studying included for some increasing their self esteem, their cultural capital, which was possibly as important to them as their earnings, their economic capital. However, the value of a professional management qualification in attempting to secure continued employment cannot be discounted.

Other concepts which emerged, and were relevant to this theme, were the level of salary offered by a new job and the health of the economy. These provided evidence of economic capital which is important to both employers and employees in the current economic climate.

5.2.4 Theme 4: Organisational approaches to learning

The fourth theme focused on organisational approaches to training; both human and economic capitals were relevant here. As has been indicated under theme three, human capital is concerned with returns on investment in employee learning for both the individual and their employer, (Becker, 1992, p.39), as the skills and knowledge of employees have an economic value for their employers. Increasingly knowledge is being seen as having economic value rather than being appreciated for its own sake. However, transference of learning into the workplace was referred to by two employers, S did not think that her organisation was particularly good at doing this but W thought that his employees had taken their learning back to their jobs, which contrasts with his view of the contents of professional management courses, despite the fact that he was quite negative about the learning on them as he thought that they did not give practical knowledge of running a business. There is an apparent dichotomy here in that whilst organisations are prepared to finance expensive courses for their staff they do not always ensure that they get the benefit of the learning which has taken place is by facilitating its transfer into the workplace.

The majority of employees indicated that the organisation for which they worked had a training policy, while only one employer did so. Again whilst the majority of employees commented on the quality of this no employers did. Some organisations had systems of annual appraisal, and reviews, with staff to ensure that their training needs were met and, where necessary, funding for learning opportunities agreed. For the organisation this could lead to higher morale and improved customer service, for them provision of learning opportunities is cheaper than providing their employees with pay rises. U, an employer, spoke of a training policy which she and her fellow owners had introduced for their staff.

The employees who were interviewed had mixed views of the quality of their organisations' approaches to staff training and development. Both A and B thought that it had got worse at the pharmaceutical organisations as it had grown and more staff had been employed. F thought that there was wide provision at the housing association of learning opportunities where she worked. In contrast H thought that external courses, and in particular conference attendance, were used as rewards. He did not believe that his employers had a coherent approach to staff development. D felt that he was disadvantaged as his line manager has not been as successful as he was on the same courses. At the PCT, where J worked, there was a large financial deficit and she did not think that there was any training going on and that there was little encouragement to engage in learning. K thought that it was poor but improving. L spoke of how her employers did have a training policy but it was not implemented, the local authority did provide some training to the staff. M thought that it had improved since his employers had achieved Investors in People accreditation. P was very positive about the bank's approaches to staff development; as has been indicated there was an Educational Scholarship fund to finance staff learning, each member of staff was given a plan of their potential career progression.

The respondents gave mixed reviews of their employer's staff development methods. The majority were negative, but the respondents did demonstrate a balanced view as they were aware of financial difficulties, or other challenges, which their employing organisations faced. Several thought that their organisations had improved in this area and gave reasons for this, notably external regulation.

It appeared that there were differences in approaches to training for managerial and operational staff in some organisations in the study. In the pharmaceutical company which employed C people on shop floor did not have any real development, or career, opportunities, there was some NVQ provision but no career progression for non managerial staff. This reflects Payne's (2009) assertion that many organisations encourage low levels of skills in their staff. M thought that, at the food processing plant

where he worked, managers had previously been developed and shop floor staff had been trained. This organisation had Investors in People accreditation, as did the housing association where S worked, in personnel, here there was an in house training scheme, with a variety of learning provisions according to job roles, NVQs were made available to lower level, customer service, staff. At the sport centre, and in the care sector, staff were required to obtain NVQs. Some respondents had taken a mixture of academic qualifications and NVQs, these included employees D, F and H.

N also wanted his shop floor staff to gain NVQ qualifications. He had a unique role in this study in that, while strictly speaking he was an employee, his father owned the manufacturing and engineering business where he worked. He had managerial responsibilities, notably for staff training and development. N was the only respondent who had close involvement in blue collar, shop floor, work. Whilst white collar, clerical, work has changed dramatically blue collar, manufacturing jobs have changed less radically. When he was an employee in a software organsaition he felt that he was treated with little respect, yet in his new role his approach to training and development was instrumental. He was prepared to move staff to lower level jobs if they did not embrace new skills and training. This is in line with Deal and Kennedy's (1982) tough-guy macho culture. In contrast to a learning culture this culture is evidenced by rapid feedback and reward. Here the employee's focus is on the present rather than the longer-term future and it therefore encourages individualism rather than team working. Team working is a skill which is valued in many organisations, and presumably in engineering and manufacturing, as the findings of this study demonstrate. It is encouraged among students on professional management education, and other, courses. N is still young and his approach to his staff may reflect his own negative experiences of being employed, but he did see the value in obtaining a professional management qualification to progress his career, he was anxious to make an impression in the business and to take over from his father.

Some organisations provided courses and qualifications which were transferable to other organisations, for example the bank which employed P. Both employer R and S gave ECDL training to their staff including elements which were not strictly related to their job roles. S thought that staff would want to move onto other jobs both inside and outside the firm, she thought that this provided evidence of the organisation's approach to staff development.

A further idea which emerged was the external regulation of learning. Respondents from the pharmaceutical sector identified that their provision, and engagement, in training were regulated externally by the Food and Drug Administration in the USA. In the sports centre staff were required to acquire relevant qualifications to meet health and safety requirements and training in the care sector was regulated by the UK government. A minority of interviewees worked in organisations with Investors in People accreditation which they felt had had an impact on their organisation's approach to staff development, leading to it becoming more structured. There were requirements in both the sports centre and the care centre for staff to acquire work related NVQs for health and safety reasons.

5.2.5 Theme 5: Social capital and cultural capital: school, parents, mentors and family

Both social and cultural capitals were explored in the fifth theme. Cultural capital consists of forms of knowledge, education and skills (Bourdieu, 1983). High educational attainment is likely to lead to high levels of social capital, which in turn are likely to facilitate high educational attainment. This is of particular importance at this time as economic research has been used to demonstrate that social ties can ensure advantages for individuals in the workplace, (Putnam, 2000). In educational terms, social capital may refer to significant people in an individual's life who are in a position to facilitate access to new areas of expertise, resources and support, including educational opportunities. Social capital was clearly important to the respondents who identified multiple groups in

which they were involved. Social capital consists, in the context of this study, of individuals who can facilitate learning, (Coleman, 1988, p. 98). Relationships such as the family, mentors and other influential figures are important in motivating respondents to learn. These may include line managers, parents and teachers. Learning has been regarded as a social activity, (Lave and Wenger, 1991) and learning with people from similar backgrounds was viewed as being important by a third of employees in response to the questionnaires. Employees wished to study with others from the same industry, or sector, rather than with managers from a variety of backgrounds.

Two other areas which emerged had their root in the respondents' childhoods. These were their experiences of school and the influence of their parents. Their early experiences of learning in school, and the influence of their teachers, were of importance to a number of respondents; including B, C, K and L. The importance of this was outlined by Gottfried (1983) who held that people who are encouraged to develop intrinsic motivation in their early years continue to be motivated in their subsequent education and that this provides the basis for their achievement in later life. Some of these experiences which the respondents shared were negative and others positive.

Parents provide their children with cultural capital, that is the attitudes and knowledge, which helps facilitate their participation in education and educational achievement. Here their investment in cultural capital in shaping the early life experiences of the respondents was evident. Educational success tends to be seen as a key to social mobility and success (Reay, 2004). Social capital has an impact on learning in the early years of life, families who have close social bonds and parents who instil the value of reciprocity in their children are more likely to be successful in education and this continues beyond compulsory education, (Putnam, 2000, p.305-6) as has been indicated by this study. Their school experience and parental influence were more important for employees than employers. It maybe that as the employers tended to be older and more settled in their careers and families. However, the influence of his family was cited as being important by employer W.

Employee A felt that she had been coerced by her father, and the school, to take subjects which she did not feel were appropriate for her and she had failed them. She has continued to engage in learning as an adult. Another employee, G who was an immigrant, had had negative experiences of teachers; she thought that this was because of her poor command of English. In educational terms cultural capital is evidenced by the ability to speak the language of the educational system and the teacher produces Thus, children who have been socialised into dominant cultural values appear to the teacher to be more gifted. She now has a degree and has taken two professional management courses. Whilst, another employee had had negative experiences of school as he was mildly dyslexic, but undiagnosed. He now has a Masters degree. Those respondents who had had negative experiences of school education indicated that they had continued with their studies and had graduated, they said to disprove their teachers' perceived negative opinions of them.

A number of employee interviewees felt that a parent, or both of their parents, had been influential in their learning as adults. Some spoke of them as being 'motivational' and of how much they admired a parent. B was first generation British and she felt that both of her parents had encouraged her to take advantage of the opportunities which had not been available to them. The parents of employee C had moved home twice to ensure that their children were able to access the best schools in the area where they lived, to acquire cultural capital. E's mother had bribed her to go to Sixth Form and she had subsequently gone on to university. G's mother had been a strong role model for her; L's mother had pushed her to do well at school and in the workplace. Q was mildly dyslexic and his parents had found tutors to work with him so that he could cope more easily with his studies. He spoke of his father as being a role model for him. For these respondents their parents had been important in developing their self esteem, sharing cultural capital with them. These parents had wanted their children to acquire human and economic capital through engagement in learning,

For some respondents their family members had been crucial in helping them during times of crisis, or transition, and their ongoing careers. One employer, W, felt that his family had been the mainstay of his career, whilst another, U, felt that her parents had not taken sufficient interest in her progress at school. In general it appeared that parents had wanted their children to acquire more capital, both cultural and economic, than they had had. However, ability is usually a product of the investment of cultural capital by a family; it can be related either to achievement or to underachievement, (Bourdieu, 1997, p.48). Even where their parental experience had not been entirely positive this had not prevented employees from engaging in learning opportunities.

Organisational mentors were also found to be relevant. These relationships were more important to employees than to employers. Learning occurs because individuals observe the behaviour of others and model themselves on them, (Bandura, 1977, 1986). The majority of respondents had experience of being mentored, or mentoring. Four of the employers, S, T, U and V, who were all female, had mentoring relationships which they used to explore issues which were of concern to them, rather than to assist their career progression. C thought that a mentor could fulfil two roles, one was helping with day to day work responsibilities and the other related to career progression. This mirrors Kram's (1985) psychosocial functions of a mentoring where the mentee's sense of competence and self image are enhanced, and their social capital is promoted. Both U and W used mentors to scaffold new staff in their organisations into work.

Five of the employees identified a previous line manager as being important in their career, particularly in their decision to continue to engage in lifelong learning. A had left school with three GCSEs but was now studying for a CIMA, a degree level qualification, she spoke of how her previous manager had inspired her to learn. B cited her previous line manager as did K, D also cited a variety of employers and others who had been important in developing his management style. Whilst, J had found a role model in a colleague. This supports Kram's (1985) career function of mentors which include aspects of mentoring relationship which assist the mentee to progress their career such as

coaching and sponsorship, for example promoting participation in professional management course. Employees tended to have relationships which were in line with Kram (1985) career function of mentoring. Three employer respondents, S, T and W identified mentoring schemes in their organisations.

The contemporary workplace provides opportunities for collaborative contacts among peers and the creation of social capital, (Putnam, 2000, p.86-7). A and B worked together and studied together as did F and G. People can form rewarding friendships at work, where they feel a sense of community and experience mutual help from them, (Putnam, 2000, p.87). These networks have value as they can lead to increased productivity, they may also produce more capital as the more people work together in community the more social capital is produced, (Cooper et al, 1999).

Changes in the character and nature of work, which were explored in relation to theme one, mean that the workplace may account for a greater social interaction than it did historically. Some employees spent long hours in work or part of their working week away from their families. A now had to work overtime and would have preferred to spend more time with her husband. B spent part of the week working away from home as her job required this. D had worked away from home for much of his working life. F lived with her boyfriend part of the week and with her family for the rest of it. K suffered the collapse of a relationship and redundancy, she had also moved areas. H used learning to fill the gap in his life which was left after his divorce, leading for him has met a social, and possibly and economic, need.

5.2.6 Theme 6: Human capital

The final theme was human capital and the acquisition of skills, which are valued in the workplace. Human capital analysis starts from the assumption that individuals decide on their education, training, and other additions to knowledge and health by weighing the

benefits and costs. Some employers have responded to the challenges which they face by equipping their employees with the skills and knowledge to increase their organisation's competitive advantage.

As has been indicated in chapter one, there have been a number of reports, and so publications, calling for the upskilling of the UK workforce. Human capital, which has been considered already in this chapter, in relation to themes two, three, four and five, recognises that people are important assets to organisations; they contribute to their development and growth and to the wider economy, (Becker, 1976). Factors in the external economy, including globalisation and growing technological advances, which have already been identified in this chapter, have led to increased competition. Here human capital can help organisations to adapt and survive in the current economic climate, as it is possible to expand and develop it; it can be moved, and shared, between employees and their employing organisations. Effective managers can, perhaps, assist this process.

The central focus of organisations is profitability and, by implication, sustainable competitive advantage. Where an organisation's principal competitive advantage is knowledge a learning culture may deliver sustainable competitive advantage for it, (Awazu, 2004), for example the pharmaceutical industry which was represented in the respondents. In order to survive in the current economic climate organisations may need to change and to renew themselves, and their employees, through learning in order to stay ahead of their competitors. The concept of the learning organisation is also relevant here, as a learning organisation needs to encourage learning among its staff to improve performance; as it depends on the existing skills and commitment of its employees and their commitment to continue to engage in learning, both on a formal and an informal basis.

The employees thought that they would be able to improve their employment prospects, their cultural and human capital, both with their current, and future potential, employers by continuing to engage in learning, and updating their knowledge and skills. The acquisition of skills, development of knowledge, and educational achievement have economic value to both the employee and to their employers. It is noteworthy that the employees took a similar view, to that of their employers, of the types of skills which are needed in the contemporary workplace. The key skills which were cited included, both written and verbal communication, the ability to communicate effective in writing and verbally and the ability to manage both self and others. Problem solving and independence were also important. In this context knowledge and skills, including ability to solve problems and to think creatively together with the ability to innovate are relevant, all of which are taught on professional management education courses. While these skills may also be part of alternative courses, effective management may cascade skills of this nature through an organisation.

Team working is important in the contemporary workplace a number of employees worked in teams A, E, F, G and P as did lower level staff at the registered social landlord where D and S worked. Significantly employer W identified that his employees' skills had been enhanced by attendance on a professional management education course, he therefore had had a return on his investment. In contrast S thought that her organisation was not particularly good at ensuring that learning was transferred into the workplace. These ideas were considered in more depth, on page 222, in relation to Theme 4: Organisational approaches to learning.

The following Table 5.1 brings together the key themes data from both the questionnaires and the stories of the respondents which were constructed from the interviews.

Theme 1: Changing nature of work		
Sub theme	**Description**	**Responses**
a) Employment in knowledge based industries	Employment is increasingly moving from industrial manufacturing to knowledge based services	Majority of respondents to questionnaires and interviews were from service sector
b) Growth of service sector	Service industries dominate the UK economy	Discussed in Chapter 4, Section 4.1.
c) Globalisation of organisations and work, changing demands of work	New economic structure globally and domestically	Pharmaceuticals A,B,C and R
d) My career progression	Respondents thought that taking a professional management education course would advance their career	Questionnaire employees- useful or very useful 39 or 78% Questionnaire employees- part of career plan rates as very important 45, or 90% Interviews employees A, B, C and R
e) Moving from employment to self employment	Lifetime employability	Employers R, T, U and V
f) Sub theme change- priorities when considering next job	i) Type of job: Specific content of a new job	Questionnaires-employees highly rated 42, 84% Employers highly rated 19, 87.5%. Interviews employees A, B, C, F, H and K Employers T and W
	ii) Opportunity for varied experience: New job offering a range of experience	Questionnaires-employees highly rated 40, 80% Employers highly rated 19, 79%. Interviews employee K Employer W
	iii) Location: Importance of remaining in the immediate geographical area	Questionnaires-employees highly rated 34, 68%, Employers highly rated 12, 50% Interview employer W
	iv) Management opportunities: opportunity to have, or increase, managerial responsibilities	Questionnaires-employees rated important 36, 76%
	v) Training opportunities: opportunities to engage in work related learning opportunities	Questionnaires-employees highly rated 30, 60% Employers highly rated 13, 52 % Interviews-employees G and K
g) Portfolio careers	Careers based on a series of jobs, as opposed to one job based on a progression in particular profession	Interviews employees A, D, E, F,G, H, J, K, L, M, N and P (Employees graduates were in first job B, C and Q) Employers R, S, T, U, V and W

Theme 2: Continuing professional development and engagement in lifelong learning		
Sub theme	**Description**	**Responses**
a) Qualifications	No consensus regarding types of qualifications	Questionnaires employers 13% - 26 CMI qualifications 19 -38% none in particular R would employ people without relevant qualifications if they had interest in it e.g. lab technician
b) Number of graduates taking professional management education courses- interviewee sample	Individuals from a variety of disciplines taking professional management courses after they had completed a degree	Interviews employees B,C,E, G, K and Q
c) Continuing Management studies	Individuals choosing to engage in lifelong learning and the enhancing their knowledge	Questionnaire employees- 27, 54% intended to continue management studies Interviews employee G, H J, K and. M Employer V and W (personally)
d) Improve employment prospects	Updating business knowledge and managerial to ensure that respondents maintain and/ or increase their employment prospects outside their existing employment	Questionnaire employees 39, 78 % rated useful or very useful Interviews employee A and P Employers S (perception of employees)
e) The professional management course was viewed as an access route to a Masters programme	Employee respondents who did not have a first degree saw a professional management course as a way of gaining admittance to a Masters degree, usually an MBA	Questionnaires employees- rated important 18, 36%. Interviews employees –D, G and P
f) Help to progress career	Updating business knowledge and managerial to ensure that respondents maintain and/ or increase their employment prospects inside their existing employment	Questionnaire employees 43, 86%, rated highly employees Interviews Employees A,G, H, K, M and N Employers R, V and W U-personally
g) Self development/ proving myself	Self development/improvement, feeling better about myself	A, M and P

	Theme 3: Economic and human capital	
Sub theme	**Description**	**Responses**
a) Payment of course fees by employers	Professional management education courses funded by existing employer	Questionnaires employees 36, 72% rated as important.
		Interviews Employees A, D, M, N, and P
b) Payment of fees in relation to Continuing Professional Development	Courses which related to the CPD of respondents being funded by existing employer	Questionnaires –employees 34, 68%,-important.
		Employer important, by 11, 46%
c) Importance of starting salary when considering changing job	The motivation for undertaking professional management programmes are not directly economic, although the importance of potentially increased earnings cannot be completely discounted	Job 38, 76%,-employees 17, 67 % employers Employees F, J and L Employer S
d) Importance of the health of the economy in their field of work, or sector	Respondents rated the importance of economic factors which had an immediate impact on their job	Questionnaires- Employers 12, 50%, Employees 25, 50%, rated as being important
e) Payment of fees by organisation dependent on organisational benefit	Organisations would fund learning opportunities which were directly relevant to the organisation	Interviews Employees B, D, J and Q Employers R, S and W Interviews employee H- employer equated qualifications with hieratical position in organisation- X ref MBAs
f) Working and studying	The need to stay in work while studying	Interviews Employees A, B, C, F, D, K and Q Employer U and colleagues
g) Self funding own learning opportunities	Personal investment by employees in their own learning	Interviews Employees D, F, G, K, and M Employer U Not using degree in current job- B and C Employer R- pharmaceuticals Employee K newspaper wholesalers
h) Sub theme studying in work time/ provision of study leave	Learning financed by organisation	Employees A, C and D
j) Attending courses in own time	Personal investment by employees in their own learning	Employees G and K
k) External funding	Seeking additional funding outside the organisation to expand the training budget	Employers R, S, T, U and W

Theme 4 Organisational approaches to training		
Sub theme	Description	Responses
a) The existence, and an organisational training policy	For the organisation lead to higher morale and improved customer service. Provision of learning opportunities is clearly cheaper than providing pay rises	Questionnaires- existence of training Employers 17, 71% Employees 28, 56%, Interviews Employees no formal training policy -B, J and K L- not implemented Positive - F, N and P Employers positive S and T U recently introduced
b) Quality of an organisation's training policy	Respondents were asked to evaluate the quality of their employing organisation's approach to training, and staff development.	Questionnaires Employers Good -16, 67% Unsatisfactory- 4, 16% Satisfactory- 4 16% Employees Good-25, 50%, Satisfactory 12% Unsatisfactory -24% Interviews Employees A-more highly in the past Employees positive C, F and P M improving Employees negative G, H, J, K, L and Q
c) External regulation of training	Food and Drug Administration-USA Care sector government white paper Health and Safety - Investors in People	Interview employees B, C and M Employers R, S and T Employee H – are sector Employer W- leisure industry

Theme 5: Social capital and cultural capital		
Sub theme	**Description**	**Responses**
a) Experience of school	Early experiences of education	Interviews employees Negative - A Positive –graduates B, C and K plus L Negative G graduate Mixed A and Q graduate Employer-U graduate negative
b) Parental influence	Parents who have influenced interviewees in their decision to engage in educational opportunities	Interviews Employees Father A and F, Q graduate Both B and C – (graduates) Mother -E and G (graduates) L Employer Negative-U Positive W
c) Organisational mentors	People who have interpersonal relationships which have had an impact on their career outcomes have grown.	Interviews Employees A, B, C, D, J, K and M N acted as mentor to shop floor staff Employers with mentoring schemes R (informal)S (BME staff),T (students on professional management courses), U, and W Employers Personal S, T, U and V.
d) Family	Family members who have been crucial during times of crisis, or transition, and during ongoing careers	Employee H- divorced chose to study to occupy his time Employer W
e) Detached relationship	Living or working away from home(parents) for part of each week	Employees B and F

Theme 6: Human capital		
Sub theme	**Description**	**Responses**
a) Written and Verbal communication	Ability to communicate effective in writing and verbally	Questionnaires Employees rated important Verbal communication -44, 88% Written communication 39, 78% Questionnaires Employers verbal communication rated important 19, 79% 20, 83% thought that attendance on course had helped their staff to develop in this area Written communication regarded as significant 18, 75% 18, 75% thought that attendance on course had helped their staff to develop in this area Interviews employees J, L and P
b) Managing self and others	Ability to manage both self and others	Questionnaires Employers Management of others -important 16, 66%, 18, 75 % though that attendance on course had helped their staff to develop in this area Self management was rated important - 18 75%, 18, 75 % thought attendance on course had helped their staff to develop in this area Interviews Employees A and B, P Employer U- for herself and a colleague W for staff
c) Problem solving and independence	Knowledge, skills, including ability to solve problems and to think creatively. and the ability to innovate, which are taught on professional management education courses	Questionnaires - employers Problem solving important -17, 71% 15, 63% thought attendance on course had helped their staff to develop in this area Interviewees important F Team working was rated important -22, 92%, the same number felt that attendance on course had helped their staff to develop in this area Independence was rated important 15, 63% Same number attendance on course had helped their staff to develop in this area Flexibility rated important -21, 88%, Managing change rated important - 22, 92% of employers Same number attendance felt that on course had helped their staff to develop in this area Interviews employees F-problem solving J-communication, versatility and adaptability P- it has given me a lot more skills

Table 5.1 Key themes and sub themes from the interview and questionnaire data

5.5 Conclusions

The following diagram, Figure 5.1, illustrates the key themes which were uncovered in this study. It illustrates the complexity and interplay of the capitals of the respondents. At the core of the diagram (**Theme 1**) is an employee who is a lifelong learner. He, or she, is seeking to maintain their employability, and future career, to cope with changes in the economic environment. The employee may be looking to have a portfolio career, or may be experiencing one because of the changes in the economic climate. The lifelong learner is influence by their capitals, which were discussed as key themes one to six.
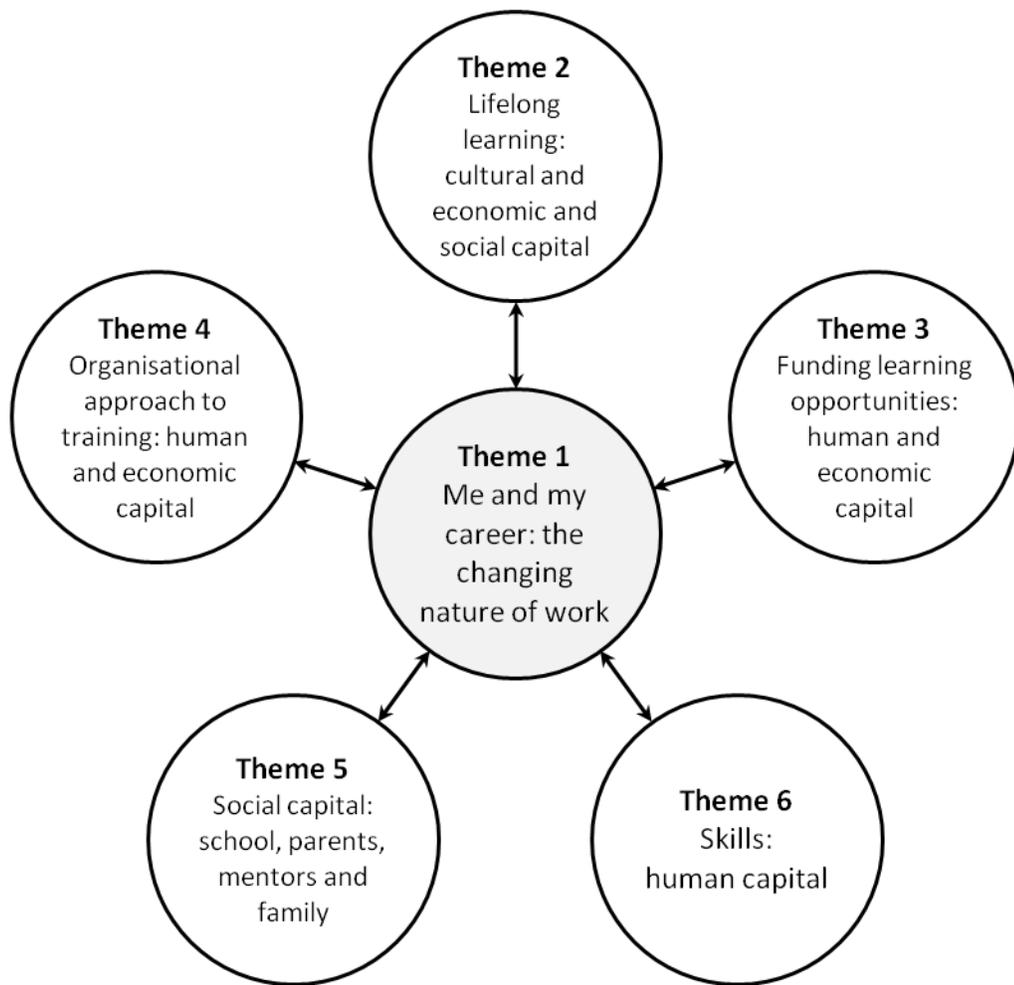
Figure 5 1 A representation of lifelong learning

Theme 2 Continuing professional development and engagement in lifelong learning

Some employees were seeking to maintain their professional accreditation in order to remain in their professional role, whilst others were looking to gain further qualifications. They expressed their economic capital through their engagement in lifelong learning as they sought to enhance their knowledge and skills to maintain their employability, or to improve their employment prospects and potentially gain promotion. Here their economic and cultural capitals were linked as the acquisition of skills and qualifications may potentially lead to promotion and to increased earnings. Social capital was relevant in the respondents' decisions to learn, as any learning should result in self development. This was important for a significant number of respondents

Theme 3 Economic and human capital

Both employers and employees evidenced their human capital through engagement in learning. The employers needed to be assured of a benefit from any learning opportunities which their organisation funds for their employees, to guarantee a return on their investment. Professional management education can lead to organisations having more skilled workers. Employees' human capital will be considered in relation to Theme 6. Some employees identified a need to acquire a professional management qualification to prove their effectiveness in the workplace and to progress their career and their self determination. An employee who chooses to fund their own learning is making an investment, in both their human and cultural capital, for which they would be ultimately seeking a return in the form of increased earnings. Economic capital was apparent in the desire of a number of employee respondents to increase their earnings and in their concern regarding economic factors which might have an immediate impact on their job.

Theme 4 Organisational approaches to learning

Some learning takes place in an organisational context, as organisations fund learning, it also occurs because individuals have a desire for personal development. Organisational approaches to learning, the motivation for promoting learning to employees are often complex and are influenced by both their economic and human capital. Human capital was also relevant as employee learning has an economic value both for them and for their employers. It appeared that some organisations were seeking to become learning organisations in order to survive in adverse economic conditions. There was evidence of organisations adopting different strategies towards their management and shop floor staff with managers receiving more development interventions and shop floor staff being trained to carry out their day to day duties. By adopting these different approaches the businesses were ensuring that they had staff who were able to both manage and to undertake the day to day operations of the business. Meeting the requirements of external bodies, such as government agencies, were also significant in the continued existence of some organisations in the types of qualifications they required their staff to hold in order to comply with external regulation.

Theme 5 Social and cultural capital

All of the respondents were involved in multiple social groups. A number of employees were influenced, or assisted by their line manager, or other mentor, together with their cultural capital which derived from their family and early experiences of education. Both social and cultural capitals were important influences on people's early life experiences and appear to inspire them to engage in learning as adults. There was an interplay, between family, school teachers, mentors and line managers. A number of respondents indicated that their parents had wanted them to have more cultural and economic capital than they had. Whilst, mentors, both formal and informal, provided social capital through

their relationship with the mentee, employee or employer, influenced their decisions to become lifelong learners.

Employees were making a calculated decision as to the value of acquiring new skills and knowledge in assisting their career progression. Although economic factors cannot be ignored, learning in the context of this study is not completely grounded in economic capital it is a culturally influenced and socially constructed. This is of particular importance as these respondents are in managerial roles and influence the learning of their staff.

Theme 6 Human capital

Both employees, and their employees, benefited from their engagement in lifelong learning, they derived human capital from the acquisition of work related, and other, skills. Employees wished to maintain their employability and organisations their profitability in a changing environment and in an uncertain economic climate. The acquisition of work related skills allow employees to perform more effectively, and potentially, to improve the performance to their employing organisation. By attending, and completing, a professional management education course they acquired a qualification which was valued in the contemporary workplace. They were building a portfolio of portable skills and marketable experiences, (Worrall et al. 1999, p.464), to help assure their future employment.

5. 6 Concluding comments to the chapter

These findings reflect the changing nature of the workplace, and the world of work in, and the economy of, the twenty-first century, which were discussed in chapters one and two. They illustrate how the global, and domestic, economy has impacted on UK

organisations, based in the north west of England, the workplace and ultimately the employees. There is now a perceived need for people to acquire accredited and higher level, qualifications, to develop knowledge and skills in order to increase their human capital. The employee becomes a lifelong learner seeking to manage their own career, and economic capital within the constraints, opportunities, and changes which have been discussed in this chapter. Cultural capital which was acquired from their parents and teachers in childhood was an important influence on the decision to engage in learning. There is a relationship between the economic capital of the employee who wants to remain employed, and potentially to progress their career, and that of their employer's human capital, as they wish to remain in business and maintain their profitability. The social capital of employers was found to be relevant in mentoring, and encouraging, employees to engage in lifelong learning. The final chapter will draw out the significance of these findings.

Chapter 6 Conclusions

6.1 Introduction

The first chapter of this study outlined its aims and objectives, chapter two provided a conceptual framework for it and the third chapter outlined the methodology, and methods, which were employed in it. Chapter four presented the results which were obtained. The previous chapter considered the key themes which emerged from the research findings; it also explored what has been learnt about the social, economic, human and cultural capital of employers and employees involved in professional management education. This chapter will draw out the significance of these findings.

6.2 Outcomes of the study

Daily life, work and society have all changed in a variety of ways over the last two, or three, decades which has led to individuals having different aspirations and new influences on them. Employees are now more time pressured than they were previously, as work has become increasingly flexible with long hours. It is likely that employees are required by their jobs to be mobile and to spend time away from home, to work overtime, or in shift patterns. In a relationship where both partners are working they are each likely to be seeking to progress their individual careers which puts pressures on their relationship, their cultural and social capital whilst they seeking to maintain, or increase, their human and economic capital.

In the workplace boundaries have become blurred as organisations have become less hierarchical. Boundaries between managers and the general workforce have become blurred and this has led to people engaging in professional management learning to assist them to cope with the demands which are placed on them. Some employees believe that

they cannot progress further in their career with their current employers, that they have reached a glass ceiling. Matters that used to be seen as being important in the workplace, and the relationships between staff at different levels, have changed as the economy has changed. This is due, in part, to changes in the structure of employment, the increase of the service sector and the emergence of knowledge workers, which have been considered in this study. Work has become more complex and employees need to know not only how to do their jobs and tasks, but also how to work effectively with others in teams. Many knowledge based tasks, in the contemporary workplace, require employees to have high levels of skills, and they are carried out with few organisational rules, in the past these would have been more formal in nature. These changes have led some employees, like the respondents in this study, to take professional management education courses to enable them to deal with these demands.

The workplace of the twenty-first century is characterised by change, management structures have become flatter and work has become more flexible. Organisations change, and reorganise, on a regular basis to maintain or gain competitive advantage, which may include making some employees redundant. Employees can no longer look to a job for life in one organisation, or sector, they have to be prepared to change companies, or even professions to change and develop, as employment opportunities change, in order to maintain their employability. Some employees view themselves in the same way as a product; they acquire professional management qualifications in order to make themselves more marketable, for others self employment may be a possibility. In this study two respondents had been prepared to volunteer to work for one organisation whilst working in another to secure their career progression, and economic capital. Employers may give their employees the opportunity to develop their employability, by funding learning opportunities for them, in exchange for better productivity and some degree of commitment to the company's purposes and profitability, while they are employed there.

These changes present new challenges and employees need to acquire new skills and knowledge to cope with them. They may also put pressure on their relationships.

Learning can lead to, or ensure, continued employment and facilitate changes in the patterns of employment which people now experience in the workplace. These include the possibility of redundancy, flexible working, portfolio careers and the emergence of knowledge workers.

The following diagram illustrates the findings of the study; it highlights the influence which an individual's capitals have on their learning.

Employee/ learner

The employee is located at the centre of the diagram, Figure 6.1 on page 248, in the context of this study he/she is a learner. Their role as a manager requires them to engage in learning to develop their skills and knowledge, which reflects their self efficacy, (Bandura, 1977, 1986). Thus they take accredited professional management education courses which, on completion, will provide evidence of their learning and ability. By becoming proficient managers in this way they are better able to cope with the challenges of the contemporary workplace. Their various capitals encourage them to engage in, and to continue to engage in, learning in order to keep pace with changes in the nature of work and to remain employed.

Mentors
Peers
Line managers

Employment-
current and future

Social
capital

Economic
capital

Employee/
learner

Cultural
capital

Human capital

Employers
Accreditation

Family, Parents,
Teachers

Lifelong
learning

Professional management
education and qualifications
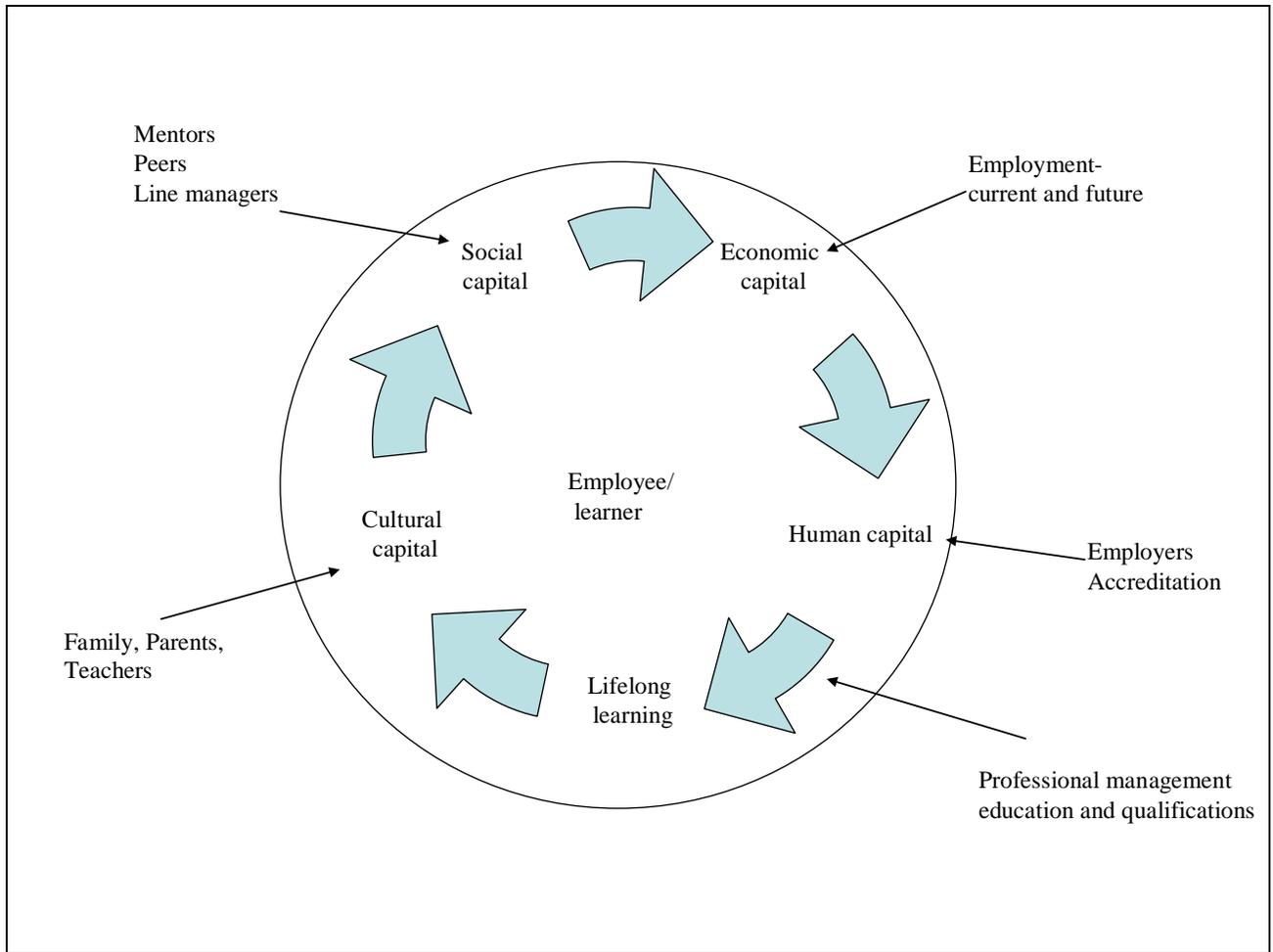
Figure 6.1 An image of lifelong learning

Cultural capital

In this study the majority of respondents had been encouraged to learn by their families. At the outset their cultural capital was of importance to the respondents, even those whose parents had not valued learning or who had had negative experiences in their early education. For those with less positive influences learning has become more important as they have matured and entered the workplace. Their cultural capital was derived from interplay of parental and family influence together with the influence of their teachers. In this way their early life experiences shaped their approach to learning as adults after they

have completed their compulsory education. As adults the respondents perceived the value of acquiring professional management qualifications, to assure their employability.

Social capital

Just as work, society and daily life have changed over the last two, or three decades, so have the boundaries, and margins, between family, home life and work. People now live in complex, and multiple, relationships and the boundaries between home and work have become more porous. As part of their job some employees spend significant periods of time working away from home, or simply work long hours. Adult learners have to balance the demands of their jobs and those of their family, and other commitments alongside attending professional management education courses and their fulltime employment. Their commitments will change over time, for example their marriage might split up; they may have a child or other domestic changes, which result in new responsibilities, or issues that they will need to cope with.

Social capital, their support network of friends, peers, line managers, mentors and other learners, was an important factor in influencing people to learn and in their continued engagement in learning on professional management education courses. They draw social capital from their relationships outside the workplace, from their family and friends, and inside it from their line managers and mentors. In the learning environment some of the respondents draw social capital from their peers, as they will be involved in group learning activities and assessments.

Economic capital

In the context of lifelong learning there were clear links between both cultural and social capitals and economic capital. In this study learning was found to be an economic activity

as it might lead to improved employment prospects for the respondents, especially as professional management qualifications provide evidence of their holder's abilities, thus increasing their cultural capital. Learning may be influenced and enhanced by the learner's social capital. Engagement in learning is important in a challenging economic climate where jobs may be at risk and redundancies may become necessary to ensure the future profitability, or existence, of an organisation and this way assure its human capital. Economic capital was important for the respondents who were seeking to improve their skills and knowledge in order to ensure their employability, and hopefully a job with more responsibility which would enhance their earnings. Some of the respondents chose to fund their learning on professional management education courses and to engage in these in their own time, these actions required them to sacrifice time spent on other activities and, or, delaying other purchases. Their intention being that the cultural capital, the academic qualifications they acquired, could be traded off for economic capital.

Human capital

The workplace of the twenty-first century requires higher level skills and greater knowledge than were needed in the past, which were identified earlier in this chapter. Employees engage in professional management learning to ensure that they are able to adapt to the demands of their jobs. In this study the respondents chose to study for professional management qualifications as they were valued by both employers and employees and there is a perceived need for employees to have paper qualifications to progress their careers, or to remain in employment. These are portable and provide evidence that the holder's knowledge and skills are up-to-date. This suggests that knowledge has an economic value as professional management qualifications form part of the holder's human capital, and their credibility as a manager.

As organisations have downsized the numbers of middle level managers have diminished. This has meant that there are fewer opportunities for promotion for first level managers,

but this also means that employees at all levels are likely to have more autonomy in their jobs. Manager's roles and responsibilities in the workplace require them to be flexible and to have excellent communication skills. Previously lower level managers implemented senior management's strategies now they are increasingly empowered to do this and are responsible for contributing to the organisation's competitiveness and their own development. In the past the senior managers ensured the organisation's competitiveness and the job security of their staff, now they support the development of their staff and attempt to ensure their employability. For managers they may offer professional management education qualifications and for staff at lower levels of the organisation they may offer NVQs which are relevant to their job roles.

By acquiring a professional management qualification the learner is increasing their human capital, here their skills and knowledge are important. These include both written and verbal communication, the ability to communicate effective in writing and verbally, managing self and others, the ability to manage both self and others. Problem solving, independence were also important, as were knowledge and skills, including the ability to solve problems, to think creatively and the ability to innovate.

Lifelong learning

Lifelong learning occurs in the model because the employee has become, or is becoming, a self directed learner who sees the value of engaging in professional management education. The lifelong learner acquires knowledge and skills throughout his/her life, in doing so he/she develops their potential in order to seek employment, or to compete for a new job and perhaps promotion. He/ she is seeking to learn and to earn, by working and studying at the same time. Not only do managers need to keep their skills up to date, they need to be continuous learners in professional management, they need time to write assignments and to attend classes which requires them to sacrifice time which would be spent on other activities.

The learning process in this model is intentional; the employees were purposefully pursuing professional management courses. They attached value to professional management qualifications as they are seen as both cultural and human capital. Engagement in lifelong learning, including acquiring professional management qualifications, can progress the employee's career or facilitate a change of career, as a result of their studies the learner will be a more effective manager. Engagement in learning can increase an individual's self esteem, some respondents thought that other people would view them in a more positive light if they gained a professional management qualification. This mirrors Longworth and Davies (1996) categorisation of learning as a personal investment in the future which assists the learner to create personal growth and to develop their potential. It also reflects Senge's (1990) concept of personal mastery which relates to developing one's own proficiency and may aid an individual to clarify and deepen their own personal vision. In this way an individual learner may come to grips with their own intrinsic desires, or motivations.

Although the diagram Figure 6.1 An image of lifelong learning, on page 248, may seem to indicate that lifelong learning is both linear and uni-directional this is not necessarily the experience of every individual. Each learner's experience is unique and he/she will go through a variety of learning experiences during their life course. Life events may cause them to engage in learning in way that does not follow the suggested sequence. This is especially important in relation to learners who have had limited encouragement to engage in learning during their formative, childhood and teenage years. As adults learning may acquire a priority for them which they had not previously experienced. Line managers, peers and mentors, who form their social capital, may influence also them to engage in learning to acquire both human and cultural capital. Thus their social capital may cause them to engage in lifelong learning to acquire cultural capital, formal qualifications, without an immediate economic motive.

Academic credentials, cultural capital, can be traded for improved employment opportunities, or economic capital. The experience of redundancy, where economic

capital comes to the fore, will usually motivate an individual to acquire new knowledge, skills and qualifications, cultural capital, to remain employable. Employers may influence their employees to acquire qualifications, human capital, in order to improve the profitability of the organsaition and their own employment prospects. Here the learner may acquire economic capital by increasing his/her cultural capital.

6.3 Potential areas for future research

Although this study has briefly considered the transference of learning on professional management education courses into the workplace it has not specifically considered the efficacy of learning activities in the workplace. This could be achieved by a follow up study of the respondents to establish if this has happened. The finding that redundancy was perceived in a positive light by respondents was significant and is worthy of further investigation. It would also be appropriate to carry out further research to explore the differences in approaches to training between managerial and operational staff in organisations.

6. 4 Conclusions

This study has considered how life experiences are converted into capital. The importance of the respondents in this study was that they were advocates for learning in the workplace, in their organisations, and may be gate keepers for their, or fellow, employees' engagement in learning. They make economic decisions relating to investments in human capital, and bring their life experiences to learning and in turn to their organisational roles, their social capital and human capital, in the form of professional management qualifications.

In the light of the current economic climate, and changes in the nature of employment, employees in management roles have to be prepared to engage in learning throughout their working lives. They need to acquire professional management, and other, qualifications, to increase their cultural and human capital, to allow them to cope with the demands of workplace and to remain in employment, and to increase their human capital. They may seek to ensure their lifetime employability, their economic capital, by engagement in learning and by increasing their skills. Engagement in learning opportunities leads them to become lifelong learners, which results from, and forms part of, their cultural capital. All forms of capital are important in understanding the position, and possibilities, of individuals who are, or who are contemplating, engaging in professional management education.

These findings have relevance first to the learners themselves as their life experiences have shaped their attitudes to study. They have value also to their employers. Secondly they are important to employers, and line managers, as they develop educational programmes for their staff; they make investments in human and economic capital, because their reasons for studying will not only relate to the workplace and career progression, their economic capital. Their life experience and relationships, cultural and social capital, both inside and outside the workplace, will also affect their intrinsic motivation to engage in educational opportunities. Finally practitioners in higher education, together with awarding bodies need to appreciate the relevance of their students' life experience in their motivation to return to study and their attitudes to learning, their cultural and social capital.

Professional management education is important as it equips managers to cope with the changing demands of the workplace. It helps to facilitate employers to move to management positions which need higher levels of skills and knowledge. Professional management education supports both employees and employers as they seek to cope with the changing nature of the workplace by providing suitably qualified managers who have the skills and knowledge to meet the changing demands on them. This assists

organisations to remain competitive as they have employees who are able to contribute to greater efficiency and profitability, and to manage, in the workplace during a period of economic uncertainty.

By acquiring a professional management qualification an employee demonstrates to an employer, current or future, their skills and knowledge, their potential capability in the workplace. This is of particular importance where organisations have downsized and have fewer levels of management, which may also lead to redundancy; the possibility of a lifetime career with one organisation is no longer credible.

Although the findings of this study cannot be generalised to other groups or contexts, it may be appropriate to undertake similar research with mature students who are engaged on professional management courses in other areas of the country to establish if the findings reflect characteristics which are unique to the north west of England. They may inform practice in relation to the timing of professional management courses which is important both to employers and to employees who want to be able remain in full time employment whilst embarking on a professional management course.

This study has contributed to understanding in the area of lifelong learning and education, to both the disciplines of education and management. This has been achieved by use of methodological tools to explore the constructs which are important for employees who engage in professional management learning by individuals in organisations. An understanding of the research methods appropriate to both of these fields has been demonstrated and a contribution has made to knowledge through analyses which have been employed in developing an understanding of lifelong learning in the arena of professional management education.

Appendix 1

Employer Questionnaire

Section A: Background Information

Jane Simmons, the CMI Award Director, at Liverpool Hope University is undertaking this research to find out more about the views of local organisations in relation to Management education as offered by the Chartered Institute of Management (formerly the Institute of Management). Please answer as many questions as you can. All information will be dealt with in the strictest confidence.

1. Your Name and Company

Name:
Company Name:
Company Address:
Telephone No / Fax:
Email:
Could I interview you?
Yes/No (please delete as appropriate)

2. Which of the following job titles describes your role most accurately? (Please tick the relevant category)

	(Please give exact title)
Managing Director	
Partner	
Departmental Manager	
Head of Human Resources	
Head of Recruitment	
Member of HR department	
Training Manager/Officer	
Other position / department (please specify)	

1	Section B: Your Organisation

3. Please answer the following questions about your organisation.

Name of Organisation	
Type of work carried out by your organisation (please specify as closely as possible)	
How many are people are employed by your organisation (please tick)	0 - 10 10 - 50

	50 – 100
	100 – 500
	500 +

4. Does your organisation have a formal training policy?

Yes / No / Don't know (**if 'yes' how does it operate in practice?**)

5. Are your employees allocated a set training allowance?

Yes / No / Don't know (**if 'yes' please specify**)

(If 'Yes', please estimate how much is per year, per person).

£ ………………

6. Are your employees allowed time off work to attend courses/ study?

Yes / No / Don't know (**if 'yes' please specify**)

7. How would you rate your organisation's approach to staff training and development?

(Please tick one of the following boxes)

1.	Excellent	
2.	Good	
3.	Satisfactory	
4.	Unsatisfactory	
5.	Poor	

Please elaborate on your answer

Has your opinion changed over the last few years?

If yes please give brief reason(s):

Section C: CMI Courses

8. What CMI (IM) other HE qualifications does your organisation prefer staff to possess?

Why?

9. Which CMI (IM) other HE qualifications does your organisation encourage existing staff to work towards?

Why?

10. Do employees in your organisation have to meet certain criteria before they are sponsored for CMI courses?

Yes / No **(if 'yes' what do they have to do?)**

11. Which of the following skills would you say were most in demand in your organisation?

(Please circle one number on the scale for each attribute)
5 = very much in demand; 4 = in demand; 3 = neither in demand or not in demand; 2 = not in demand; 1 = not at all in demand.

	1	2	3	4	5
Communication (verbal)	1	2	3	4	5
Communication (written)	1	2	3	4	5
Problem solving	1	2	3	4	5
Numeracy	1	2	3	4	5
Information technology	1	2	3	4	5
Teamwork	1	2	3	4	5
Self-management	1	2	3	4	5
Independence	1	2	3	4	5
Managing others	1	2	3	4	5
Flexibility	1	2	3	4	5
Ability to manage/cope with change	1	2	3	4	5
Specific vocational skills	1	2	3	4	5
Creativity	1	2	3	4	5
Study skills	1	2	3	4	5

12. How much flexibility do employees have when choosing employer-sponsored HE courses? (Is choice restricted to CMI programmes/Liverpool Hope?)

Yes / No **(if 'yes' please specify)**

13. To what extent would you say that CMI (IM) courses have enabled <u>existing</u> staff in your organisation to develop the following skills?

(Please tick one number on the scale for each attribute)

5 = helped considerably; 4 = helped to an extent; 3 = neither helped nor not helped; 2 = not helped much; 1 = not helped at all

	1	2	3	4	5
Communication (verbal)	1	2	3	4	5
Communication (written)	1	2	3	4	5
Problem solving	1	2	3	4	5
Numeracy	1	2	3	4	5
Information technology	1	2	3	4	5
Teamwork	1	2	3	4	5
Self-management	1	2	3	4	5
Ability to manage/cope with change	1	2	3	4	5
Independence	1	2	3	4	5
Managing others	1	2	3	4	5
Learning new material	1	2	3	4	5
Specific vocational skills	1	2	3	4	5
Creativity	1	2	3	4	5
Study skills	1	2	3	4	5

Section D: CMI and Continuing Professional Development

14. How do staff in your organisation find out about opportunities for continuing professional development (CPD) via CMI?

15. When employees are deciding which CPD
courses, or programmes, to take how important would you say were the following considerations?
(Please tick one number on the scale for each attribute)
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	1	2	3	4	5
The course content	1	2	3	4	5
The Awarding Body e.g. CMI/CIPD	1	2	3	4	5
The name/title of the course	1	2	3	4	5
The course was taught locally	1	2	3	4	5
Flexible nature, and convenient, of delivery	1	2	3	4	5
Convenience of times/days involved in the learning	1	2	3	4	5
Reputation of the institution with their peers	1	2	3	4	5
Convenience of course to home	1	2	3	4	5
Course was appropriate to job/ employer	1	2	3	4	5
Course was recommended by line manager/employer	1	2	3	4	5
Course fees were paid by their	1	2	3	4	5

employer				
They would be learning with people from similar backgrounds / jobs	1	2	3	4	5
Recommendations from other students	1	2	3	4	5
Course leaflets, literature, prospectus etc.	1	2	3	4	5
Other reason(s): please specify	1	2	3	4	5

16. How important do you think each of the following considerations are people in your organisation who may be thinking about their next career move?

(Please tick one number on the scale for each attribute)
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	1	**2**	**3**	**4**	**5**
The type of job on offer	1	2	3	4	5
Opportunities for varied experience / roles	1	2	3	4	5
Career progression	1	2	3	4	5
The type of training available	1	2	3	4	5
Starting salary	1	2	3	4	5
Management opportunities	1	2	3	4	5
A company with a strong brand image	1	2	3	4	5
Company size	1	2	3	4	5
Other perks offered (e.g. car, holidays)	1	2	3	4	5
Facilities, i.e. IT	1	2	3	4	5
Entry requirements set for the job	1	2	3	4	5
Being based in the North West	1	2	3	4	5
Being close to a university or college?	1	2	3	4	5
The health of the economy generally	1	2	3	4	5
The health of the economy in your field/sector	1	2	3	4	5

17. Any additional comments?

Thank you for taking the time to complete this form. Please return it to: Kim Adair, CMI Programme Administrator, IBITE School Office, Liverpool Hope University, Hope Park, Liverpool, L16, 9JD

Appendix 2

Employee Questionnaire

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Section A: Your and Your Studies

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Jane Simmons, the CMI Award Director, at Liverpool Hope University is undertaking this research to find out more about the attitudes of people in people in local organisations to Management courses. Please answer as many questions as you can. Your response will be treated in confidence and its contents will not be shared with your employer.

As a thank you for completing this questionnaire the university will give you a discount of £10 from the cost of your next CMI course taken with us.

1. Your Name and Company

Name:
Company Name:
Company Address:
Telephone No / Fax:
Email:
Could I interview you?
Yes/No (please delete as appropriate)

2. Which of the following job titles describes your role most accurately? (Please tick the relevant category)

	(Please give exact title)
Managing Director	
Partner	
Departmental Manager	
Line Manager	
Team Leader	
Team Member	
Floor Operative	
Other position / department (please specify)	

3. Which CMI course have you just completed? (Please tick the relevant category)

Foundation Certificate in Team Leadership	
Certificate in Management	
Diploma in Management	
Post Graduate Diploma in Management	
Post Graduate Diploma in Management	

4. Why did you choose to study this course? completed?
(Please tick the relevant categories)
5 = very useful; 4 = useful; 3 = neither useful or not useful; 2 = not useful; 1 = not at all useful

Course fees were paid by your employer	1	2	3	4	5
You thought that it would help you to progress your career	1	2	3	4	5
It was part of a Career Development Plan devised by your line manager	1	2	3	4	5
You would be learning with people from similar backgrounds / jobs	1	2	3	4	5
To develop your management skills	1	2	3	4	5
Recommendations from other students	1	2	3	4	5
Course leaflets, literature, prospectus etc.	1	2	3	4	5
You thought that it would improve your employment prospects	1	2	3	4	5
It gave you an access route to the Masters programme	1	2	3	4	5
Other reason(s): please specify	1	2	3	4	5

5. Do you intend to continue your Management Studies?

Yes / No / Don't know **(if 'yes' please specify which course (s)) e.g. Diploma in Management, MSc in Management)**

Why do you intend to continue your studies?

2	**Section B: Your Organisation**

6. Please answer the following questions about your organisation.

Name of Organisation	
Type of work carried out by your organisation (please specify as closely as possible)	

How many are people are employed by your organisation (please tick)	0 - 10 10 - 50 50 – 100 100 – 500 500 +

7. Does your organisation have a formal training policy?

Yes / No / Don't know **(if 'yes' how does it operate in practice?)**

8. Are your employees allocated a training allowance?

Yes / No / Don't know **(if 'yes' please specify)**

(If 'Yes', please estimate how much this equates to per annum, per person).

£ ………………

9. How would you rate your organisation's approach to staff training and development?

(Please tick one of the following boxes)

6. Excellent	
7. Good	
8. Satisfactory	
9. Unsatisfactory	
10. Poor	

Please elaborate on your answer

Has your opinion changed over the last few years?

If yes please give brief reason(s):

10. What management qualification does your organisation prefer staff to possess/ obtain?

Why?

11. Do employees in your organisation have to meet a certain criteria before they are sponsored for management courses?

Yes / No **(if 'yes' what do they have to do?)**

12. Which of the following skills would you say were most in demand in your organisation?

(Please circle one number on the scale for each attribute)
5 = very much in demand; 4 = in demand; 3 = neither in demand or not in demand; 2 = not in demand; 1 = not at all in demand.

	1	2	3	4	5
Communication (verbal)	1	2	3	4	5
Communication (written)	1	2	3	4	5
Problem solving	1	2	3	4	5
Numeracy	1	2	3	4	5
Information technology	1	2	3	4	5
Teamwork	1	2	3	4	5
Self-management	1	2	3	4	5
Ability to manage/ cope with change	1	2	3	4	5
Independence	1	2	3	4	5
Managing others	1	2	3	4	5
Learning new material	1	2	3	4	5
Specific vocational skills	1	2	3	4	5
Creativity	1	2	3	4	5
Study skills	1	2	3	4	5

13. How do staff in your organisation find out about opportunities for continuing professional development (CPD)?

14. When employees are deciding which CPD courses or programmes to take, how

important would you say were the following considerations?

(Please tick one number on the scale for each attribute)
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

Course fees were paid by your employer	1	2	3	4	5
It would help you to progress your career	1	2	3	4	5
It was part of a Career Development Plan devised by line management	1	2	3	4	5
Learning with people from similar backgrounds / jobs	1	2	3	4	5
To develop management skills	1	2	3	4	5
Recommendations from other students	1	2	3	4	5
Course leaflets, literature, prospectus etc.	1	2	3	4	5
Improved employment prospects	1	2	3	4	5
Other reason(s): please specify	1	2	3	4	5

15. How important do you think each of the following considerations are to people in your organisation who may be thinking about their next career move?

(Please tick one number on the scale for each attribute)
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	1	2	3	4	5
The type of job on offer	1	2	3	4	5
Opportunities for varied experience / roles	1	2	3	4	5
Career progression	1	2	3	4	5
Availability of Management courses					
The type of training available	1	2	3	4	5
Starting salary	1	2	3	4	5
Management opportunities	1	2	3	4	5
A company with a strong brand image	1	2	3	4	5
Company size	1	2	3	4	5
Other perks offered (e.g. car, holidays)	1	2	3	4	5

Facilities, e.g. IT	1	2	3	4	5
Entry requirements set for the job	1	2	3	4	5
Being based in the North West	1	2	3	4	5
Being close to a university or college?	1	2	3	4	5
The health of the economy generally	1	2	3	4	5
The health of the economy in your field/sector	1	2	3	4	5

16. If <u>you</u> were able to study any course – regardless of cost, entry requirements, time involved, location etc – what would it be?

17. Additional comments?

Thank you for taking the time to complete this form. Please return it to: Kim Adair, CMI Programme Administrator, IBITE School Office., Liverpool Hope University College, Hope Park, Liverpool, L16, 9JD

Appendix 3

Results of Employer Questionnaire

The following tables display the frequencies, percentages and cumulative frequencies for the responses for all the questions (see Appendices 1 and 2 for the questionnaires).

1.1.1. Your Name and Company
Organisational names are not included as all respondents were promised anonymity for themselves and their employers
Type of work carried out by your organisation

	Frequency	Percentage	Cumulative Percentage
Self employed	2	8.4	8.4
NHS Trust	3	12.6	21.0
Other	3	12.6	33.6
Charity	3	12.6	46.2
Chemical industry	3	12.6	58.8
Training	1	4.2	63.0
Housing	1	4.2	67.2
University	5	21.0	88.2
Rescue Services	1	4.2	92.4
Bank	1	4.2	96.6
CMI Branch Secretary	1	4.2	100.0
Total	**24**	**100.0**	

1.1.2. Which of the following job titles describes your role most accurately? (Please tick the relevant category)
Job title

	Frequency	Percentage	Cumulative Percentage
Blank	8	33.3	33.3
Adjudication Officer/Team manager	1	4.2	37.5
Business Manager	1	4.2	41.7
DBA Team Leader	1	4.2	45.8
Divisional Manager	1	4.2	50.0
Education Manager	1	4.2	54.2
General Manager	2	8.3	62.5
Home Manager	1	4.2	66.7
HR Director	1	4.2	70.8
Post production manager	1	4.2	75.0
Principal Fire Control Officer	1	4.2	79.2
Senior Admin Officer	1	4.2	83.3

	Frequency	Percentage	Cumulative Percentage
Social work drug worker	1	4.2	87.5
Training Manager	1	4.2	91.7
Transport Manager	1	4.2	95.8
Wardrobe supervisor	1	4.2	100.0
Total	**24**	**100.0**	

1.1.3. Please answer the following questions about your organisation.

Number of Employees

	Frequency	Percentage	Cumulative Percentage
0-10	2	8.3	8.3
10-50	3	12.5	20.8
50-100	2	8.3	29.2
100-500	9	37.5	66.7
500+	8	33.3	100.0
Total	**24**	**100.0**	

1.1.4. Does your organisation have a formal training policy?

Yes / No / Don't know **(if 'yes' how does it operate in practice?)** if 'yes' how does it operate in practice?)

	Frequency	Percentage	Cumulative Percentage
Yes	17	70.8	70.8
No	5	20.8	91.7
Don't know	2	8.3	100.0
Total	24	100.0	

	Frequency	Percentage	Cumulative Percentage
Blank	8	33.6	33.6
(1) Statutory training (2) Core training requirement	1	4.2	37.8
5 training courses all staff have to complete	1	4.2	42.0
All staff to be enabled to receive training relative to Company business and client needs	1	4.2	46.0
Badly!	1	4.2	50.4
Basic IR induction then mentored training	1	4.2	54.6
Training Needs Analysis/Appraisal	4	16.8	71.4
Includes general SOP training. Management training, Technical training plus a major NVQ program from operators @L2 to senior mgrs @L5	1	4.2	75.6

	Frequency	Percentage	Cumulative Percentage
Only just agreed by Board	1	4.2	79.8
Quite satisfactory	1	4.2	84.0
Quite well! needs updating at the moment	1	4.2	88.2
Staff request suitable training and a manager will decide if appropriate	2	8.4	96.6
There is much rhetoric to support training. In my department this is very much put into practice. I do not know if this is consistent through the organisation. Funding is often an issue.	1	4.2	100.8
Total	**24**	**100.0**	

1.1.5. Are your employees allocated a set training allowance?

Yes / No / Don't know (**if 'yes' please specify**)

	Frequency	Percentage	Cumulative Percentage
Yes	7	29.2	29.2
No	16	66.7	95.8
Don't know	1	4.2	100.0
Total	**24**	**100.0**	

(If 'Yes', please estimate how much is per year, per person).

	Frequency	Percentage	Cumulative Percentage
Blank	13	54.2	54.2
% of payroll allocated to training	1	4.2	58.3
?	1	4.2	62.5
£100	1	4.2	66.7
£300	1	4.2	70.8
£500	1	4.2	75.0
At least £150 + via individual learning account for non professional staff.	1	4.2	79.2
Budget is allocated per department. It is "topsliced' for large corporate events & then distributed on a per head basis £100-24 this year	1	4.2	83.3
Central training budget, unsure of total £	1	4.2	87.5
currently being considered	1	4.2	91.7
Not per employee but per SBU - don't know how much per year	1	4.2	95.8
Staff receive necessary training	1	4.2	100.0
Total	**24**	**100.0**	

1.1.6. Are your employees allowed time off work to attend courses/ study?

Yes / No / Don't know (**if 'yes' please specify**)

	Frequency	Percentage	Cumulative Percentage
Yes	21	87.5	87.5
No	3	12.5	100.0
Total	**24**	**100.0**	

1.1.7. How would you rate your organisation's approach to staff training and development?

(Please tick one of the following boxes)

	Frequency	Percentage	Cumulative Percentage
Excellent	3	12.5	12.5
Good	13	54.2	66.7
Satisfactory	4	16.7	83.3
Unsatisfactory	3	12.5	95.8
Poor	1	4.2	100.0
Total	**24**	**100.0**	

Please elaborate

	Frequency	Percentage	Cumulative Percentage
Blank	3	12.5	12.5
5 days study leave. MBA requires more	1	4.2	16.7
Appraisal identifies training needs or identified by the individual and supported if appropriate.	1	4.2	20.8
Company undergoing turnaround Management - new philosophy	1	4.2	25.0
Do what we say - not what I need	1	4.2	29.2
Essential training beneficial. Can approach others via appraisal.	1	4.2	33.3
Full time training manager. Investors in People. In house training facilities	1	4.2	37.5
I had to hound for it	1	4.2	41.7
In comparison to other organisations I feel Cuss's approach to T & D is far superior	1	4.2	45.8
Intention is there - not always the resources	1	4.2	50.0
Lack of training + development manager is evident. Slow to comply with government targets i.e. NVQ training for all care staff	1	4.2	54.2
Lacks quality due to operational constraints	1	4.2	58.3
Major program started last year but on some areas more focus would help	1	4.2	62.5
Needs to be more formal & structure with financial resources made available.	1	4.2	66.7
Not enough information is known on how to obtain access to a course	1	4.2	70.8
Not everyone takes advantage of the training available	1	4.2	75.0
PDRs identify needs, employees can identify own, all have equal chance (See	1	4.2	79.2

	Frequency	Percentage	Cumulative Percentage
form for expanded response on this)			
Provides not only statutory but availability to do other courses of benefit to organisation e.g. MBA funding 80%	1	4.2	83.3
Still too much based on 'on the job' training	1	4.2	87.5
Training + development being reviewed + vastly improved - will warrant an 'excellent'	1	4.2	91.7
We have improved systems, flexibility and approach to training needs over the years	1	4.2	95.8
We try to provide appropriate training to all staff	1	4.2	100.0
Total	**24**	**100.0**	

Opinion Changed

	Frequency	Percentage	Cumulative Percentage
Yes	8	33.3	42.1
No	10	41.7	94.7
N/A	1	4.2	100.0
Total	19	79.2	
Blank	5	20.8	
Total	**24**	**100.0**	

Reasons for your changed opinion

	Frequency	Percentage	Cumulative Percentage
Blank	15	62.5	62.5
Appointment of new training officer who has introduced new initiatives + new learning resource centre to be opened this year	1	4.2	66.7
Increased recognition of the co. to train its employees	1	4.2	70.8
It is moving toward formal training	1	4.2	75.0
More staff are now involved and are responsible for Continuing Professional Development	1	4.2	79.2
Only been here 2 and a half years but I think it has changed for the better since I arrived	1	4.2	83.3
Only been there 12 months.	2	8.4	91.7
Staffing needs, structures and requirements have altered	1	4.2	95.8
Yes as the training budget has decreased yet technology is still changing. Training is still required but you have to fight harder to justify the funding	1	4.2	100.0
Total	**24**	**100.0**	

1.1.8. What CMI (IM) other HE qualifications does your organisation prefer staff to possess?

	Frequency	Percentage	Cumulative Percentage
Blank	2	8.3	8.3
?	1	4.2	12.5
Appropriate professional qualifications	1	4.2	16.7
Degree	1	4.2	20.8
Dip HE - Y+C work	1	4.2	25.0
Dip on counselling	1	4.2	29.2
Don't know	4	16.8	46.0
Management Diploma	1	4.2	502
None	5	21.0	71.2
Not currently part of our staff development plan	1	4.2	75.4
Not insisted on - CMS/DMS would be an advantage but do insist on IBA m/ship and	1	4.2	79.6
Physics degrees. Management quals.	1	4.2	83.8
Prof. qualifications e.g. I.P.D. Mgmt. Diploma, NVQ.	1	4.2	88.0
Senior Managers will require. Not relevant @ present	1	4.2	92.2
We have no policy on it at present although I am developing a management training programme at the moment.	1	4.2	96.4
We look for graduates for most positions	1	4.2	100.0
Total	**24**	**100.0**	

Why Preference

	Frequency	Percentage	Cumulative Percentage
Blank	14	58.3	58.3
For current relevance and credibility	1	4.2	62.5
Happy to be diverse - suit learning styles staff	1	4.2	66.7
It is a profession based organisation	1	4.2	70.8
Physics based service & developing managers	1	4.2	75.0
Requirement for registered manager	1	4.2	79.2
Standard of learning + theory	1	4.2	83.3
The area I work in is a technical area and a degree in an IT discipline is highly thought of.	1	4.2	87.5
To deal professional with clients	2	8.4	95.8
We have agreed to go with CMI qualification rather than ILM or NEBS. Currently we have staff doing certificate & diploma levels	1	4.2	100
Total	**24**	**100.0**	

1..1. 9. Which CMI (IM) other HE qualifications does your organisation encourage existing staff to work towards?

	Frequency	Percentage	Cumulative Percentage
?	1	4.2	4.2
???(illegible) NVQs	1	4.2	8.3
Any reasonable qualification that will help them in their work	1	4.2	12.5
Any that contribute to employee development within their job role	1	4.2	16.7
CMI- Certificate or diploma/ other	3	12.6	33.4
Fitness Instructor courses./Degree qualification	1	4.2	37.6
ILM	1	4.2	41.8
Masters	1	4.2	46.0
None (in) particular	9	37.8	83.8
Not currently part of our staff development plan	1	4.2	88.00
Ongoing updating	1	4.2	92.2
Professional development appropriate to the individual	1	4.2	96.4
Reviewing our approach	1	4.2	100.0
Total	**24**	**100.0**	

Why Toward

	Frequency	Percentage	Cumulative Percentage
Blank	15	62.5	62.5
Changes in legislation	1	4.2	70.8
Depending on role	1	4.2	75.0
For Heads of Departments	1	4.2	79.2
Needs of the industry and profile relating quality of staff	1	4.2	83.3
Produce knowledgeable competent employees	1	4.2	87.5
Standard of learning + theory	1	4.2	91.7
To encourage staff to keep learning & stretching themselves	1	4.2	95.8
To increase professional and organisational skills	1	4.2	100.0
Total	**24**	**100.0**	

1.1.10. Do employees in your organisation have to meet certain criteria before they are sponsored for CMI courses?

	Frequency	Percentage	Cumulative Percentage
Yes	10	41.7	47.6
No	6	25.0	76.2
Don't know/Not sure/N/A	5	20.8	100.0
Total	21	87.5	
Blank	3	12.5	

	Frequency	Percentage	
Total	**24**	**100.0**	

What criteria

	Frequency	Percentage	Cumulative Percentage
Blank	10	41.7	41.7
?	1	4.2	45.8
Basic management experience which needs or would benefit by development or study	1	4.2	50.0
Be considered management potential or new & existing managers	1	4.2	54.2
Competence based	1	4.2	58.3
Completion of 6 month probation	1	4.2	62.5
Contract (learning) to remain in employment for period of time otherwise pay for course	1	4.2	66.7
course must be right for post - must be appropriate to post	1	4.2	70.8
Have highlighted previous educational attainment	1	4.2	75.0
Not currently part of our staff development plan	1	4.2	79.2
Operational Head of a Division	1	4.2	83.3
Reviewing our approach	1	4.2	87.5
They have to justify the course will give benefit to the organisation in some way.	1	4.2	91.7
They will do but not yet agreed	1	4.2	95.8
We have Higher Education decision pathway for degrees	1	4.2	100.0
Total	**24**	**100.0**	

1.1.11. Which of the following skills would you say were most in demand in your organisation?
(Please circle one number on the scale for each attribute)
5 = very much in demand; 4 = in demand; 3 = neither in demand or not in demand; 2 = not in demand; 1 = not at all in demand.

	Frequency	Percentage	Cumulative Percentage
Verbal communication			
2	2	8.3	8.3
3	2	8.3	16.7
4	6	25.0	41.7
5	14	58.3	100.0
Total	**24**	**100.0**	
Written communiction			
2	1	4.2	4.2
3	5	20.8	25.0
4	9	37.5	62.5
5	9	37.5	100.0
Total	**24**	**100.0**	
Problem solving			
2	3	12.5	12.5

3	6	25.0	37.5
4	6	25.0	62.5
5	9	37.5	100.0
Total	**24**	**100.0**	
Numeracy			
2	4	16.7	16.7
3	10	41.7	58.3
4	8	33.3	91.7
5	2	8.3	100.0
Total	**24**	**100.0**	
I.T.			
1	2	8.3	8.3
2	2	8.3	16.7
3	5	20.8	37.5
4	9	37.5	75.0
5	6	25.0	100.0
Total	**24**	**100.0**	
Teamwork			
1	1	4.2	4.2
3	1	4.2	8.3
4	7	29.2	37.5
5	15	62.5	100.0
Total	**24**	**100.0**	
Self Management			
3	6	25.0	25.0
4	9	37.5	62.5
5	9	37.5	100.0
Total	**24**	**100.0**	
Independence			
3	9	37.5	37.5
4	7	29.2	66.7
5	8	33.3	100.0
Total	**24**	**100.0**	
Management of Others			
3	6	25.0	25.0
4	14	58.3	83.3
5	4	16.7	100.0
Total	**24**	**100.0**	
Flexibility			
2	1	4.2	4.2
3	2	8.3	12.5
4	8	33.3	45.8
5	13	54.2	100.0
Total	**24**	**100.0**	
Managing change			
2	1	4.2	4.2
3	1	4.2	8.3
4	7	29.2	37.5
5	15	62.5	100.0
Total	**24**	**100.0**	
Specific Vocational Skills			
1	1	4.2	4.3
2	4	16.7	21.7

3	6	25.0	47.8
4	8	33.3	82.6
5	4	16.7	100.0
Total	23	95.8	
Missing	1	4.2	
Total	**24**	**100.0**	
Creativity			
2	3	12.5	12.5
3	7	29.2	41.7
4	9	37.5	79.2
5	5	20.8	100.0
Total	**24**	**100.0**	
Study Skills			
1	1	4.2	4.2
2	4	16.7	20.8
3	15	62.5	83.3
4	3	12.5	95.8
5	1	4.2	100.0
Total	**24**	**100.0**	

5.1.12. How much flexibility do employees have when choosing employer-sponsored HE courses? (Is choice restricted to CMI programmes/Liverpool Hope?)

Yes / No **(if 'yes' please specify)**

Choice of course

	Frequency	Percentage	Cumulative Percentage
Yes	4	16.7	21.1
No	14	58.3	94.7
Don't know	1	4.2	100.0
Total	19	79.2	
Blank	5	20.8	
Total	**24**	**100.0**	

Specify what

	Frequency	Percentage	Cumulative Percentage
Blank	14	58.3	58.3
Employee can identify suitable course run by any course provider	1	4.2	62.5
Employees have to choose relevant programmes to Company business & their roles before any thought of support	1	4.2	66.7
Flexible	1	4.2	70.8
Focused on NVQ programs	1	4.2	75.0
please see question 9	1	4.2	79.2
restricted only in the need to justify against organisational needs	1	4.2	83.3
Total flexibility of choice but always discussed and, if necessary, more appropriate, beneficial routes suggested	1	4.2	87.5

Very flexible	1	4.2	91.7
Very little flexibility	1	4.2	95.8
We are developing a range of qualifications & learning needs which will offer the opportunity to all whilst making the learning appropriate to their needs & learning styles	1	4.2	100.0
Total	**24**	**100.0**	

1.1.13. To what extent would you say that CMI (IM) courses have enabled <u>existing</u> staff in your organisation to develop the following skills?
Please tick one number on the scale for each attribute)

5 = helped considerably; 4 = helped to an extent; 3 = neither helped nor not helped; 2 = not helped much; 1 = not helped at all

Only half of the respondents answered this question. The highest scores for each category are therefore provided.

	Frequency	Percentage	Cumulative Percentage
Communication (verbal)			
4	7	29.2	91.7
Communication (written)			
4	6	25.0	100.0
Problem solving			
4	5	20.8	100.0
Numeracy			
2	4	16.7	50.0
3	4	16.7	83.3
I.T.			
3	6	25.0	83.3
Team work			
4	5	20.8	83.3
Self management			
4	8	33.3	90.9
Managing Change			
3	4	16.7	58.3
4	4	16.7	91.7
Independence			
4	6	25.0	90.9
Managing Others			
4	9	37.5	100.0
Learning			

4	6	25.0	66.7
5	4	16.7	100.0
Specific Vocational Skills			
3	5	20.8	58.3
4	4	16.7	91.7
Creativity			
3	5	20.8	58.3
4	3	12.5	83.3
5	2	8.3	100.0
Study Skills			
4	6	25.0	75.0

1.5.1.14. How do staff in your organisation find out about opportunities for continuing professional development (CPD) via CMI?

	Frequency	Percentage	Cumulative Percentage
???? (illegible) Line managers	1	4.2	4.2
Bank have recently started a 'Bank University', a virtual university that guides employees in choosing courses	1	4.2	8.3
CMI, IOD, IOP,IPEM,CIPD, + other smaller specific 5 day training courses	1	4.2	12.5
College network. Leaflets. Newspaper adverts. Circulars	1	4.2	16.7
Directly from HR	1	4.2	20.8
Find out themselves, then approach company	1	4.2	25.0
General mailing and local advertising	1	4.2	29.2
in-house or through external promotional material directly mailed	1	4.2	33.3
Internet	1	4.2	37.5
Leaflets, discussion, one to one suggested courses, own research or recommendations	1	4.2	41.7
n/a (via CMI). Others via our internal training portfolio	1	8.4	50.0
not sure	1	4.2	54.2
Professional Development Dept	1	4.2	58.3
Professionals are usually aware of professional development required to progress.	1	4.2	62.5
Self Higher Education. Org promote specific training	1	4.2	66.7
Speak to H.R	1	4.2	70.8
Through appraisals with managers or via HR	1	4.2	75.0
Trade journals. Suggestions from Mgr/Training Mgr. Internet. Intranet/internal email advertisements	1	4.2	79.2
Training & development is your own responsibility at IR but IR will fund if you present a convincing business case	1	4.2	83.3
Training Manager	1	4.2	87.5
Via meetings or newsletters	1	4.2	91.7
Via myself or training liaison group representative	1	4.2	95.8
Word of mouth	1	4.2	100.0
Total	**24**	**100.0**	

1.1.15. When employees are deciding which CPD courses, or programmes, to take how important would you say were the following considerations?
(Please tick one number on the scale for each attribute)

5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all

important

Due to the complexity of the question, and the fact that only nineteen respondents answered this section of the questionnaire, highest scores are presented.

	Frequency	Percentage	Cumulative Percentage
Content			
4	9	37.5	57.9
5	8	33.3	100.0
Awarding Body			
3	4	16.7	52.6
4	6	25.0	84.2
Name/title of course			
3	9	37.5	68.4
The course was taught locally			
3	7	29.2	45.0
4	7	29.2	80.0
Flexible nature, and convenient, of delivery			
4	9	37.5	68.4
5	6	25.0	100.0
Convenience of times/days involved in the learning			
4	8	33.3	55.0
5	9	37.5	100.0
Reputation of the institution with their peers			
3	5	20.8	36.8
4	9	37.5	84.2
Convenience of course to home			
3	5	20.8	40.0
4	9	37.5	85.0
Course was appropriate to job/ employer			
5	15	62.5	100.0
Course was recommended by line manager/employer			
3	8	33.3	50.0
4	8	33.3	90.0
Course fees were paid by their employer			
3	6	25.0	45.0
4	4	16.7	65.0
5	7	29.2	100.0
They would be learning with people from similar backgrounds / jobs			
3	11	45.8	68.4
4	6	25.0	100.0
Course leaflets, literature, prospectus etc.			
3	9	37.5	70.0
4	6	25.0	100.0
Recommendations from other students			

	Frequency	Percentage	Cumulative Percentage
3	7	29.2	60.0
4	6	25.0	90.0
Other reason(s): please specify			
1	1	4.2	25.0
2	2	8.3	75.0
3	1	4.2	100.0
Total	4	16.7	
Blank	20	83.3	

1.5.1.16. How important do you think each of the following considerations are people in your organisation who may be thinking about their next career move?
(Please tick one number on the scale for each attribute)
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	Frequency	Percentage	Cumulative Percentage
The type of job on offer			
3	4	16.7	19.0
4	9	37.5	61.9
5	8	33.3	100.0
Total	21	87.5	
Missing	3	12.5	
Total	**24**	**100.0**	
Opportunities for varied experience / roles			
2	1	4.2	4.5
3	2	8.3	13.6
4	15	62.5	81.8
5	4	16.7	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Career progression			
1	1	4.2	4.5
4	13	54.2	63.6
5	8	33.3	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
The type of training available			
3	9	37.5	40.9
4	8	33.3	77.3
5	5	20.8	100.0
Total	22	91.7	

Missing	2	8.3	
Total	**24**	**100.0**	
Starting salary			
2	1	4.2	4.5
3	4	16.7	22.7
4	9	37.5	63.6
5	8	33.3	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Management opportunities			
2	1	4.2	4.5
3	5	20.8	27.3
4	10	41.7	72.7
5	6	25.0	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
A company with a strong brand image			
1	1	4.2	4.5
2	2	8.3	13.6
3	9	37.5	54.5
4	8	33.3	90.9
5	2	8.3	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Company size			
1	1	4.2	4.5
2	2	8.3	13.6
3	13	54.2	72.7
4	4	16.7	90.9
5	2	8.3	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Other perks offered (e.g. car, holidays)			
1	1	4.2	4.5
2	2	8.3	13.6
3	13	54.2	72.7
4	3	12.5	86.4
5	3	12.5	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	

Facilities, i.e. IT			
2	2	8.3	9.1
3	9	37.5	50.0
4	9	37.5	90.9
5	2	8.3	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Entry requirements set for the job			
2	1	4.2	4.5
3	11	45.8	54.5
4	10	41.7	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Being based in the North West			
1	2	8.3	9.1
3	8	33.3	45.5
4	5	20.8	68.2
5	7	29.2	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
Being close to a university or college?			
1	2	8.3	9.1
2	3	12.5	22.7
3	14	58.3	86.4
4	2	8.3	95.5
5	1	4.2	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
The health of the economy generally			
1	1	4.2	4.5
2	5	20.8	27.3
3	11	45.8	77.3
4	2	8.3	86.4
5	3	12.5	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	
The health of the economy in your field/sector			
1	2	8.3	9.1
2	2	8.3	18.2
3	8	33.3	54.5

4	7	29.2	86.4
5	3	12.5	100.0
Total	22	91.7	
Missing	2	8.3	
Total	**24**	**100.0**	

Appendix 4

Results of Employee Questionnaire

2.2.1.2. Which of the following job titles describes your role most accurately? (Please tick the relevant category)

	Frequency	Percentage	Cumulative Percentage
Depart Manager	14	28.0	29.2
Line Manager	4	8.0	37.5
Team Leader	8	16.0	54.2
Team Member	11	22.0	77.1
Other	10	20.0	97.9
Line M/Team L/trainee	1	2.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	

2.2.1.3. Which CMI course have you just completed? (**Please tick the relevant category**)

	Frequency	Percentage	Cumulative Percentage
Foundation Certificate in Team Leadership	30	60.0	61.2
Certificate in Management	8	16.3	77.5
Diploma in Management	7	14.3	91.8
Post Graduate Diploma in Management	3	6.1	98.0
Executive Diploma in Strategic management	1	2.0	100.0
Total	49	98.0	
Missing	1	2.0	
Total	**50**	**100.0**	

2.2.1.4. Why did you choose to study this course? completed?
(Please tick the relevant categories)
5 = very useful; 4 = useful; 3 = neither useful or not useful; 2 = not useful; 1 = not at all useful

	Frequency	Percentage	Cumulative Percentage
Course fees were paid by your employer			
1	2	4.0	4.4
2	1	2.0	6.7
3	6	12.0	20.0
4	9	18.0	40.0
5	27	54.0	100.0
Total	45	90.0	
Missing	5	10.0	
Total	**50**	**100.0**	
You thought that it would help you to progress your career			
3	3	6.0	6.3
4	13	26.0	33.3
5	32	64.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
It was part of a Career Development Plan devised by your line manager			
1	15	30.0	35.7
2	1	2.0	38.1
3	9	18.0	59.5
4	7	14.0	76.2
5	10	20.0	100.0
Total	42	84.0	
Missing	8	16.0	
Total	**50**	**100.0**	
You would be learning with people from similar backgrounds / jobs			
1	3	6.0	6.7
2	4	8.0	15.6
3	14	28.0	46.7
4	18	36.0	86.7
5	6	12.0	100.0
Total	45	90.0	
Missing	5	10.0	
Total	**50**	**100.0**	
To develop your management skills			
4	14	28.0	29.2
5	34	68.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Recommendations from other students			
1	18	36.0	41.9

2	3	6.0	48.8
3	15	30.0	83.7
4	4	8.0	93.0
5	3	6.0	100.0
Total	43	86.0	
Missing	7	14.0	
Total	**50**	**100.0**	
Course leaflets, literature, prospectus etc.			
1	11	22.0	25.0
2	4	8.0	34.1
3	16	32.0	70.5
4	8	16.0	88.6
5	5	10.0	100.0
Total	44	88.0	
Missing	6	12.0	
Total	**50**	**100.0**	
You thought that it would improve your employment prospects			
1	2	4.0	4.3
3	5	10.0	15.2
4	20	40.0	58.7
5	19	38.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
It gave you an access route to the Masters programme			
1	6	12.0	14.6
2	3	6.0	22.0
3	14	28.0	56.1
4	10	20.0	80.5
5	8	16.0	100.0
Total	41	82.0	
Missing	9	18.0	
Total	**50**	**100.0**	
Other reason(s): please specify			
3	1	2.0	20.0
4	1	2.0	40.0
5	3	6.0	100.0
Total	5	10.0	
Missing	45	90.0	
Total	**50**	**100.0**	

2.2.1.5 Do you intend to continue your Management Studies?

Yes / No / Don't know **(if 'yes' please specify which course (s)) e.g. Diploma in Management, MSc in Management)**

	Frequency	Percentage	Cumulative Percentage

Continue Management Studies			
Yes	27	54.0	55.1
No	1	2.0	57.1
Don't know	21	42.0	100.0
Total	49	98.0	
Missing	1	2.0	
Total	**50**	**100.0**	

What Qualification			
Blank	26	52.0	52.0
Certificate in Management	2	4.0	56.0
Diploma in Management	9	18.00	74.0
Masters degree	9	18.00	92.00
I would like take further study in management	1	2.0	94..0
Not yet decided	3	6.00	100..0
Total	**50**	**100.0**	

Why Qualification			
Missing	26	52.0	52.0
Career purposes	13	26.0	78.0
Continuing Professional Development	2	4.00	82.0
Improved employment	5	10.00	92.0
Persona interest	4	8.00	100.00
Total	**50**	**100.0**	**100.00**

2.2.1.6 The type of work carried out by your organisation, the number of people employed by your organisation.

	Frequency	Percentage	Cumulative Percentage
Housing Association	10	**20.00**	**20.00**
Manufacturing	2	**4.00**	**24.00**
Bank	1	**2.00**	**26.00**
NHS Trust	3	**6.00**	**32.00**
Other/not given	6	**12.00**	**44.00**
Charity	2	**4.00**	**48.00**
University	2	**4.00**	**52.00**
Chemical industry	18	**36.00**	**88.00**
Local authority	2	**4.00**	**92.00**
Rescue Services	1	**2.00**	**94.00**
Insurance	1	**2.00**	**96.00**
On line development	1	**2.00**	**98.00**
Solicitor	1	**2.00**	**100.00**
Total	100	**100.00**	

	Frequency	Percentage	Cumulative Percentage
0-10	3	6.0	6.1
10-50	4	8.0	14.3
50-100	5	10.0	24.5
100-500	22	44.0	69.4
500+	15	30.0	100.0
Total	49	98.0	
Blank	1	2.0	
Total	**50**	**100.0**	

2.2.1.7 Does your organisation have a formal training policy?

(if 'yes' how does it operate in practice?)

	Frequency	Percentage	Cumulative Percentage
Yes	28	56.0	57.1
No	17	34.0	91.8
Don't know	4	8.0	100.0
Total	49	98.0	
Missing	1	2.0	
Total	**50**	**100.0**	

How does it operate in practice?

	Frequency	Percentage	Cumulative Percentage
'Introduction guide' Policy	1	2.0	2.0
Blank	25	50.0	52.0
Depends on level of employee	1	2.0	54.0
Formal application has to be made for approval, via line manager. Limited budget attached so opportunities are limited.	1	2.0	56.0
From my performance review no training has yet been arranged	1	2.0	58.0
I arrange sales training	1	2.0	60.0
Improving due to appointment of training officer.	1	2.0	62.0
Individuals choose training courses as part of their development	1	2.0	64.0
Investor in People and in house and external training	2	4.0	68.0
It's to do with our quality procedure.	1	2.0	70.0
Linked to business plan + corporate objectives	1	2.0	72.0
Looking into it	1	2.0	74.0
National care standard guidelines	1	2.0	76.0
Not very well!	1	2.0	78.0
Only recent - offering tailored DMS/MBA	1	2.0	80.0

	Frequency	Percentage	Cumulative Percentage
Training needs reviews and appraisals	4	4.0	88.0
Various in-house courses with recommended attendances for each job role	1	2.0	90.0
Very well. Organised courses linked to PDR/personal interest etc.	2	4.0	94.0
We have a training team that runs courses for our staff. NVQs are done at our workplace. Staff are sent on residential and further education courses.	1	2.0	96.0
Within Care Standards guidelines (NCSC)	1	2.0	98.0
Yes - individual assessment of needs	1	2.0	100.0
Total	**50**	**100.0**	

2.2.1.8 Are your employees allocated a training allowance?

(if 'yes' please specify)

(If 'Yes', please estimate how much this equates to per annum, per person).

£ ………………

	Frequency	Percentage	Cumulative Percentage
Yes	20	40.0	41.7
No	16	32.0	75.0
Don't know	11	22.0	97.9
Currently being looked at	1	2.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	

How much ?

	Frequency	Percentage	Cumulative Percentage
- Corporate spread	1	2.0	2.0
Missing	25	50.0	52.0
?	4	8.0	60.0
£100	2	4.0	64.0
£1000	2	4.0	68.0
£1000 dependent on requirements	1	2.0	70.0
£250	2	4.0	74.0
£50-100	1	2.0	76.0
£500	1	2.0	78.0
£500 I am not sure as the bank takes each further education request on an individual basis	1	2.0	80.0
2.25% of payroll. 0.5% corporate training events, 1.75% personal on staff development	1	2.0	82.0

	Frequency	Percentage	Cumulative Percentage
As required	1	2.0	84.0
Departmental allowance	2	4.0	88.0
Depends on individual training needs	2	4.0	92.0
Don't know how much per person	2	4.0	96.0
Employee will receive 'learning account' if agreed	1	2.0	96.0
Percentage paid variable, some courses not funded at all	1	2.0	100.0
Total	**50**	**100.0**	

2.2.1.9 How would you rate your organisation's approach to staff training and development?

	Frequency	Percentage	Cumulative Percentage
Excellent	8	16.0	16.3
Good	17	34.0	51.0
Satisfactory	12	24.0	75.5
Unsatisfactory	6	12.0	87.8
Poor	5	10.0	98.0
Unsatisfactory	1	2.0	100.0
Total	49	98.0	
Missing	1	2.0	
Total	**50**	**100.0**	

Elaborate

	Frequency	Percentage	Cumulative Percentage
Missing	25	50.0	50.0
5 years ago training was for the select few. Now all staff are trained for role.	1	2.0	52.0
A number of training courses have been available for myself	1	2.0	54.0
Ad hoc	1	2.0	56.0
Company will endeavour to provide correct/relevant training	1	2.0	58.0
Courses required for promotion but in relation to this, study leave to attend is inadequate	1	2.0	60.0
Employee appraisal and reward programme under development. Little currently implemented.	1	2.0	62.0
Follows trends rather than specific need	1	2.0	64.0
I am introducing it since taking the position	1	2.0	66.0
Introduction of new Ops Director together with Training officer has brought about formalised training and development plans	1	2.0	68.0
It depends how long you have been there	1	2.0	70.0
Most people are turned down on training opportunities they wish to take.	1	2.0	72.0
No formal structure	1	2.0	74.0

	Frequency	Percentage	Cumulative Percentage
Our group is actively encouraging staff to take training courses	1	2.0	76.0
See other form!	1	2.0	78.0
Serves a purpose (the company's needs)	1	2.0	80.0
Staff have to ask to enrol on an external training course	1	2.0	82.0
Still developing programmes. Open to new ideas/suggestions. Change training sessions after evaluation/feedback	1	2.0	84.0
The Company actively encourage development	1	2.0	86.0
There is support for training and development, however this could be streamlined and enhanced	1	2.0	88.0
They have financed and supported me in undertaking a BSc over 4 yrs on day release	1	2.0	90.0
Time is allocated for training. Training is encouraged by managers and HR	1	2.0	92.0
Training and development currently being reviewed which I believe will be excellent	1	2.0	94.0
Usually just get on with the job	1	2.0	96.0
Very limited opportunities or encouragement. Emphasis is on working!	1	2.0	98.0
Work made this course available and funded 100%	1	2.0	100.0
Total	**50**	**100.0**	

Has your Opinion changed over the last few years?

	Frequency	Percentage	Cumulative Percentage
Yes	6	12.0	40.0
No	9	18.0	100.0
Total	15	30.0	
Missing	35	70.0	
Total	**50**	**100.0**	

Has your opinion changed over the last few years?
If yes please give brief reason(s):

	Frequency	Percentage	Cumulative Percentage
Blank	44	88.0	88.0
Certain people get access to most training	1	2.0	90.0
It has got better as we are shutting down and getting made redundant	1	2.0	92.0
More and more emphasis due to ISO accreditation ISO 9002	1	2.0	94.0
More training becoming available	1	2.0	96.0
was excellent. Try to do a lot of in-house training now to keep costs low.	1	2.0	98.0
When I first worked for the company there was no structural training in place but now with care standards they are	1	2.0	100.0
Total	**50**	**100.0**	

2.2.1.10 What management qualification does your organisation prefer staff to possess/ obtain?

	Frequency	Percentage	Cumulative Percentage
Missing/ unclear	12	24.0	24.0
Any	1	2.0	26.0
Appropriate and relevant to their jobs	1	2.0	28.0
Chartered status with professional institution	1	2.0	30.0
Consider all.	1	2.0	32.0
Depends on discipline and type of departmental structure	1	2.0	34.0
Depends on job role. For my role - none.	1	2.0	36.0
Depends on position	1	2.0	38.0
DMS/MBA	1	2.0	40.0
Don't know	5	10.0	50.0
GCSE	1	2.0	52.0
Grade rather than qualification (Civil Service)	1	2.0	54.0
I don't know, however many of the senior managers were 'fast-tracked' through Uni on the 'whizz kid' health service management course	1	2.0	56.0
Institutes of Housing, RICS, Finance	1	2.0	58.0
None specific	14	28.0	86.0
Not sure	2	4.0	90.0
NVQ Level 4 direct care management	1	2.0	92.0
NVQ Level 4. Management course of some sort	1	2.0	94.0
Relevant to job	1	2.0	96.0
RGN. Teaching and Assessing	1	2.0	98.0
Senior level must have a degree or substantial financial/management experience	1	2.0	100.0
Total	**50**	**100.00**	

2.2.1.11 Do employees in your organisation have to meet a certain criteria before they are sponsored for management courses?

	Frequency	Percentage	Cumulative Percentage
Yes	18		36.7
No	28	56.0	93.9
Don't know/Not sure	3	6.0	100.0
Total	49	98.0	
Missing	1	2.0	
Total	**50**	**100.0**	

2.2.1.12 Which of the following skills would you say were most in demand in your organisation?
5 = very much in demand; 4 = in demand; 3 = neither in demand or not in demand; 2 = not in demand; 1 = not at all in demand.

	Frequency	Percentage	Cumulative Percentage
Communication verbal			
3	4	8.0	8.3
4	13	26.0	35.4
5	31	62.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Communication written			
2	3	6.0	6.3
3	6	12.0	18.8
4	15	30.0	50.0
5	24	48.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Problem solving			
3	1	2.0	12.5
4	3	6.0	50.0
5	4	8.0	100.0
Total	8	16.0	
Missing	42	84.0	
Total	**50**	**100.0**	
Numeracy			
1	2	4.0	4.2
2	4	8.0	12.5
3	13	26.0	39.6
4	20	40.0	81.3
5	9	18.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
IT			
3	1	2.0	12.5
4	3	6.0	50.0
5	4	8.0	100.0
Total	8	16.0	
Missing	42	84.0	
Total	**50**	**100.0**	
Teamwork			
3	1	2.0	12.5
4	3	6.0	50.0

5	4	8.0	100.0
Total	8	16.0	
Missing	42	84.0	
Total	**50**	**100.0**	
Self management			
3	15	30.0	31.9
4	15	30.0	63.8
5	17	34.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	
Ability to manage/ cope with change			
3	3	6.0	7.5
4	15	30.0	45.0
5	22	44.0	100.0
Total	40	80.0	
Missing	10	20.0	
Total	**50**	**100.0**	
Independence			
1	1	2.0	2.1
2	2	4.0	6.3
3	15	30.0	37.5
4	17	34.0	72.9
5	13	26.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Managing Others			
1	1	2.0	2.1
2	1	2.0	4.2
3	13	26.0	31.3
4	19	38.0	70.8
5	14	28.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Learning new material			
1	1	2.0	2.1
3	15	30.0	34.0
4	16	32.0	68.1
5	15	30.0	100.0
Total	47	94.0	
Missing	3	6.0	

Total	**50**	**100.0**	
Specific vocational skills			
1	2	4.0	4.2
2	2	4.0	8.3
3	21	42.0	52.1
4	13	26.0	79.2
5	10	20.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Creativity			
1	1	2.0	2.1
2	2	4.0	6.4
3	19	38.0	46.8
4	16	32.0	80.9
5	9	18.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	
Study skills			
1	7	14.0	14.9
2	4	8.0	23.4
3	18	36.0	61.7
4	15	30.0	93.6
5	3	6.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

2.2.1.13 How do staff in your organisation find out about opportunities for continuing professional development (CPD)?

	Frequency	Percentage	Cumulative Percentage
Blank/unclear	6	12.0	12.00
Advertised on Intranet. Posters. E-mails. Trade magazines, local colleges.	12	24.0	36.0
As part of annual appraisal, briefings /meeting	5	10.0	46..0
Companies send in course guides and outlines. Manager advertises.	1	2.0	48.0
Don't know. Passed down poss.	1	2.0	50.0
Generally, request or are automatically booked in for courses at Training company	1	2.0	52.0
Individual research	2	4.0	56.0
Internally within University	1	2.0	58.0
Learning and development dept/ Training Department /HR	7	14.0	72.0
Not sure	2	4.0	76.0
Personally, I was advised by line manager	2	4.0	78.0
Post	1	2.0	82.0
Reliant on managers feeding this info at meetings	1	2.0	84.0
RIBA	2	4.0	88.0
They don't	1	2.0	90.0
Through a circular for Government?????	1	2.0	92.0

	Frequency	Percentage	Cumulative Percentage
Usually it is from recommendations by others Training opportunities are posted in the staff room, memos are sent, and team leaders advise.	1	2.0	94.0
Via peers or one to ones mainly	1	2.0	96.0
Via Training Comapny	1	2.0	98.0
Word of mouth. Internal communications and posters	1	2.0	100.0
Total	**50**	**100.0**	

2.2.1.14. When employees are deciding which CPD courses or programmes to take, how important would you say were the following considerations?

5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	Frequency	Percentage	Cumulative Percentage
Course fees were paid by your employer			
1	1	2.0	2.2
2	2	4.0	6.5
3	9	18.0	26.1
4	14	28.0	56.5
5	20	40.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
It would help you to progress your career			
1	1	2.0	2.2
3	2	4.0	6.5
4	15	30.0	39.1
5	28	56.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
It was part of a Career Development Plan devised by line management			
1	3	6.0	6.5
2	7	14.0	21.7
3	17	34.0	58.7
4	7	14.0	73.9
5	12	24.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	

Learning with people from similar backgrounds / jobs			
1	3	6.0	6.5
2	8	16.0	23.9
3	18	36.0	63.0
4	14	28.0	93.5
5	3	6.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
Recommendations from other students			
1	2	4.0	4.3
2	9	18.0	23.9
3	22	44.0	71.7
4	11	22.0	95.7
5	2	4.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
To develop management skills			
2	1	2.0	2.2
3	8	16.0	19.6
4	20	40.0	63.0
5	17	34.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
Course leaflets, literature, prospectus etc.			
1	3	6.0	6.5
2	5	10.0	17.4
3	24	48.0	69.6
4	13	26.0	97.8
5	1	2.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
Improved employment prospects			
1	2	4.0	4.3
3	6	12.0	17.4
4	20	40.0	60.9
5	18	36.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	
Other reason (s): please specify			
Blank	44	88.0	88.0
1	1	2.0	90.0

	Frequency	Percentage	Cumulative Percentage
3	1	2.0	92.0
3 N/A	1	2.0	94.0
4	1	2.0	96.0
5 Professionalise the sector	1	2.0	98.0
Increase motivation and job satisfaction	1	2.0	100.0
Total	**50**	**100.0**	

2.2.1.15 How important do you think each of the following considerations are to people in your organisation who may be thinking about their next career move?
5 = very important; 4 = important; 3 = neither important or unimportant; 2 = unimportant; 1 = not at all important

	Frequency	Percentage	Cumulative Percentage
The type of job on offer			
3	5	10.0	10.6
4	19	38.0	51.1
5	23	46.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	
Opportunities for varied experience / roles			
3	6	12.0	12.5
4	29	58.0	72.9
5	13	26.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Career progression			
3	1	2.0	2.1
4	23	46.0	50.0
5	24	48.0	100.0
Total	48	96.0	
Missing	2	4.0	
Total	**50**	**100.0**	
Availability of Management courses			
1	1	2.0	4.2
2	2	4.0	12.5
3	12	24.0	62.5

4	7	14.0	91.7
5	2	4.0	100.0
Total	24	48.0	
Missing	26	52.0	
Total	**50**	**100.0**	

The type of training available

1	1	2.0	2.1
2	3	6.0	8.5
3	13	26.0	36.2
4	25	50.0	89.4
5	5	10.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

Starting salary

1	2	4.0	4.3
2	1	2.0	6.4
3	6	12.0	19.1
4	19	38.0	59.6
5	19	38.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

Management opportunities

2	2	4.0	4.3
3	9	18.0	23.4
4	26	52.0	78.7
5	10	20.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

A company with a strong brand image

1	3	6.0	6.4
2	4	8.0	14.9
3	19	38.0	55.3
4	13	26.0	83.0
5	8	16.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

Company size

1	3	6.0	6.5
2	5	10.0	17.4
3	21	42.0	63.0
4	12	24.0	89.1
5	5	10.0	100.0

Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	

Other perks offered (e.g. car, holidays)

1	5	10.0	10.6
2	3	6.0	17.0
3	12	24.0	42.6
4	18	36.0	80.9
5	9	18.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

Facilities, e.g. IT

1	1	2.0	2.2
2	3	6.0	8.7
3	21	42.0	54.3
4	18	36.0	93.5
5	3	6.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	

Entry requirements set for the job

1	1	2.0	2.2
2	3	6.0	8.7
3	18	36.0	47.8
4	17	34.0	84.8
5	7	14.0	100.0
Total	46	92.0	
Missing	4	8.0	
Total	**50**	**100.0**	

Being based in the North West

1	1	2.0	2.1
2	3	6.0	8.5
3	9	18.0	27.7
4	24	48.0	78.7
5	10	20.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

Being close to a university or college?

1	8	16.0	17.0
2	14	28.0	46.8
3	19	38.0	87.2
4	4	8.0	95.7
5	2	4.0	100.0
Total	47	94.0	

Missing	3	6.0	
Total	**50**	**100.0**	
The health of the economy generally			
1	5	10.0	10.6
2	9	18.0	29.8
3	16	32.0	63.8
4	14	28.0	93.6
5	3	6.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	
The health of the economy in your field/sector			
1	4	8.0	8.5
2	4	8.0	17.0
3	14	28.0	46.8
4	19	38.0	87.2
5	6	12.0	100.0
Total	47	94.0	
Missing	3	6.0	
Total	**50**	**100.0**	

2.2.1.16 If you were able to study any course – regardless of cost, entry requirements, time involved, location etc – what would it be

	Frequency	Percentage	Cumulative Percentage
Blank	12	24.0	24.0
Accountancy /CIMA	2	4.0	28.0
BSc in Building	1	2.0	30.0
BSc Mathematics	1	2.0	32.0
Computers. Power Point. Progress with management	1	2.0	34.0
Counselling, Business management, Diploma in Management	1	2.0	36.0
Degree in Management/Business Studies	3	6.0	42.0
Don't know!	2	4.0	46.0
Helicopter pilot	1	2.0	48.0
I would really love to be thoroughly trained in health service commissioning and understanding how the health service works	1	2.0	50.0
Logistics Degree	1	2.0	52.0
Management course	1	2.0	54.0
Management Diploma	2	4.0	58.0
Masters - other	4	8.0	66.0
Masters in management/MBA.	9	18.0	84.0
N/A	1	2.0	86.0
NEBOSH Certificate and Diploma	1	2.0	88.0
Next stage up in team leadership, management	1	2.0	90.0
Not sure	1	2.0	92.0
Palaeontology	1	2.0	94.0

	Frequency	Percentage	Cumulative Percentage
PhD in Chemistry	1	2.0	96.0
Ski instructor in the French Alps	1	2.0	98.0
Teaching Qualification/Social Worker. Additional Management training	1	2.0	100.0
Total	**50**	**100.0**	

Additional comments

	Frequency	Percentage	Cumulative Percentage
Blank	36	72.0	72.0
Because of the varied professions within the Trust, I have answered these questions from a nursing point of view.	1	2.0	74.0
Even though the Post Graduate Diploma course was intense, the majority of the tutors provided much needed support and guidance	1	2.0	76.0
I found the course very stimulating and interesting. Made me stop and think.	1	2.0	78.0
I found this questionnaire difficult to fill out. Not enough space for answers very condensed. Circle boxes used instead of tick boxes.	1	2.0	80.0
I have enjoyed the time I have spent at Hope. All staff lecturer and admin operate in a very professional manner	1	2.0	82.0
I have found further study challenging, difficult and extremely rewarding.	1	2.0	84.0
N/A	6	12.0	96.0
The time factor too short. A lot of commitment.	1	2.0	98.0
Very good course	1	2.0	100.0
Total	**50**	**100.0**	

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