

THE UNIVERSITY OF HULL

**What has sustained you during your career? Exploring the perceptions
of a sample of Further Education lecturers at a college in England.**

**being a Thesis submitted for the Degree of Doctor of Philosophy
in the University of Hull**

by

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May 2020

ACKNOWLEDGEMENTS

I am grateful to my Supervisors, Mr Nigel Wright and Professor Michael Bottery for the advice, support and encouragement they have given to me throughout my PhD study.

I am indebted to all the participants for their contribution and kindly giving up their time to be interviewed.

I wish to thank the Human Resources Manager at City College for his support in arranging rooms at City College to enable me to interview participants and responding to my requests for specific sources of information relating to City College.

Thanks also to Clare McKinlay (University of Hull) and my family and friends for their encouragement and support.

ABSTRACT

The purpose of this study was to capture the perceptions of twenty lecturers based at one further education college in England in relation to factors that sustained them in their teaching career. Relatively unstructured and semi-structured Interviews were employed in the collection of data.

The study examined the concept of sustainability and its relationship to career theory and the impact of the meso and macro context on the career sustainability of lecturers. The empirical research revealed that the main factors that sustained participants in their career navigation were the opportunities to draw upon and enhance their career capital and working in a further education college context. Participants were also sustained in their career by teaching a diverse range of students; relationships; role responsibilities and engaging in learning and curriculum development. Participants strived for a life work balance and their internal values guided and sustained them in their career. The involvement of participants in the College's review of its values and in planning and target setting contributed to their career sustainability.

Participants raised issues in relation to opportunities for occupational progression and performance management which pointed to a negative impact on their well-being

Recommendations and implications for practice included further opportunities for lecturers to undertake work shadowing/placements; curriculum development and a deeper discussion about their career plans.

The study makes a contribution to the research literature because it addresses the important and growing issue in the literature of taking account of context and revealed that the perceptions of participants were far less negative than much of the F.E. literature. The study also highlights the mediating influence of City College (at the meso level) to macro influences and how macro influences and the actions of City College, have been perceived and mediated by the research participants (at the micro level).

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CHAPTER ONE THE RESEARCH STUDY

This chapter will cover the following aspects:

- i. The purpose of the study and its contribution to the research literature;
- ii. A brief backdrop to the positionality of the researcher;
- iii. The title of the thesis and the major research question (MRQ) and research subsidiary questions (RSQs);
- iv. Linking the MRQ and RSQs with the chapters of the thesis.

SECTION 1.1 THE PURPOSE OF THE STUDY AND ITS CONTRIBUTION TO THE LITERATURE

The purpose of this study stems from the specific interest of the researcher particularly in relation to career theory and practice, and the potential impact of performance management approaches on the careers of FE lecturers and what had sustained them in their career. The background research and conceptual framework initially centred on career theories and related empirical research and then personal and career sustainability.

The researcher was particularly interested in capturing the perceptions of a sample of FE lecturers based at one FE College in England (known in this study as City College), on what had sustained them in their career by employing qualitative research techniques in the form of narrative approaches which included life story interviews. The employment of life stories and interviews reflects a constructivist/interpretivist epistemology and paradigm, as it involves research into the perceptions of lived experiences, and gives the research participants an opportunity to narrate their experiences and generate their own understanding and meaning. The researcher also felt that potential participants would find the research study interesting, and that their participation in the proposed interviews would provide them with the opportunity to reflect upon and discuss their careers, along with the cathartic elements often associated with this qualitative method.

The researcher believes that this study will make a valuable contribution to the research literature because addresses the important and growing issue in the

research literature of taking account of context (De Vos et al 2018; Briscoe and Hall 2006), particularly in light of the rather negative literature about the FE context, which stems largely from government legislation in the 1990s. The study also highlights the responses and mediating influence of City College (at the meso level) to macro influences (e.g. government legislation, funding, inspection and curriculum change), pre and post its incorporation, and how macro influences and the actions of City College, have been perceived and mediated by the research participants (at the micro level)..

SECTION 1.2 A BACKDROP TO THE POSITIONALITY OF THE RESEARCHER

This section provides a backdrop to my positionality as the researcher, although a full discussion about this will be provided in the research methodology chapter.

As the researcher I am aware that my own experiences (including my previous employment at City College), could generate assumptions and bias that might influence my understanding and the meaning that I attach to a range of factors impacting upon the careers of FE lecturers. Since positionality is associated with life experiences I will provide a few examples to illustrate how my experiences at City College have provided me with different insights and perspectives and developed my own understanding of the College, and some of the key influences that have impacted upon it. In line with the research study (and questions posed to participants), I will also highlight aspects associated with my own career navigation and key factors that sustained me during my time at City College and comment on my status as a researcher.

My roles and responsibilities as a senior lecturer and manager at City College (for twenty eight years), brought me into contact with lecturers/managers working across the College and other external stakeholders, and this provided me with multiple experiences and perspectives. Over this time period I witnessed the College's evolution and some of the key influences that impacted upon the College (and these aspects have also been examined, using available data and literature in this research study). These influences included, for example, College incorporation, the remit of different funding and inspection bodies and a series of curriculum changes. These influences and other factors also led to redundancies, re-organisation and

changes to the contractual terms and conditions and work load of FE lecturers at City College.

At City College following incorporation there was more emphasis on performance measures that included the recruitment, retention and achievement of students. I was also cognisant of what appeared to be the continuation and intensity of these performance driven approaches (including changes in the management style of a few senior managers) and the impact this had on occasions, on the well-being of myself and other colleagues. Equally, I recognised that City College (like other FE colleges), had little choice but to operate within the funding and inspection parameters that emanated from central government (over the years), if it was to remain viable and to be considered efficient and effective by key stakeholders.

My own career navigation also manifested itself in terms of progression/promotion at City College that included curriculum and pastoral management roles (with a cross-college element). I developed my management skills and adopted a largely supportive and participative management style. Although I had applied and was offered positions at other FE colleges I was rather risk averse. Moreover, the main reasons for my inertia and what sustained me, revolved around my desire to stay at City College because of the relationships I had forged with staff and students; the support and respect afforded to me from colleagues; the success I had achieved in terms of occupational career progression coupled with an increase in salary; job satisfaction; personal development and job crafting opportunities and the attractiveness of the geographical location and factors associated with life style.

Being an insider-outsider researcher

There are problems associated with the proposition that a researcher is an insider or an outsider researcher. In relation to this empirical study my own view is that I have occupied both the insider and outsider researcher positions in the research process, although how I viewed my positionality may have been different from the views of the participants.. As Dwyer and Buckle's 2009:60:61 have suggested:

 Holding membership of a group does not denote complete sameness within that group. Likewise not being a member of the group does not denote complete difference. It seems paradoxical then, that we would endorse binary alternatives that unduly narrow the range of understanding and experience...

The dilemma associated with being classified as an outsider researcher or inside researcher will be explored fully in the research methodology chapter.

SECTION 1.3 THE TITLE OF THE THESIS AND THE MAJOR RESEARCH QUESTION AND RESEARCH SUBSIDIARY QUESTIONS

The title of the thesis:

What has sustained you during your career? Exploring the perceptions of a sample of Further Education lecturers at a college in England.

The major research question (MRQ):

What are the perceptions of a sample of Further Education lecturers about factors that have sustained them during their career at a college of Further Education in England?

The research subsidiary questions (RSQs):

RSQ 1 How does the concept of sustainability apply to the MRQ?

RSQ 2 What is the macro context for F.E. lecturers?

RSQ 3 What is the meso context for FE lecturers?

RSQ 4 What is the best way of undertaking the empirical research?

RSQ 5 What does the empirical data in this study reveal about factors that sustained participants in their career at City College?

SECTION 1.4 LINKING THE MRQ AND THE RSQs WITH THE CHAPTERS OF THE THESIS

The thesis will include nine chapters which addresses and will include reference to the MRQ and RSQs as follows:

Chapter 1 Introduction

This chapter will include the rationale and purpose of the study and the major research question and research subsidiary questions

Chapter 2 The concept of sustainability

This chapter will address RSQ 1: how does the concept of sustainability apply to the MRQ?

The chapter will present a backdrop to the concept of sustainability and its usage in economic, social and environmental domains. The chapter will also examine the notion of human and social capital and the relationship between personal and career sustainability and motivation, person-organisation fit and well-being. The relationship between career sustainability and traditional and contemporary career theory and values and career decision-making will also be examined.

Chapter 3 The FE macro context

This chapter will address RSQ 2: what is the macro context for F.E. lecturers?

The chapter will examine the FE macro context and will cover the following aspects:

- i. A backdrop to the origins and purpose of FE colleges and the role of local education authorities;
- ii. The impact of curriculum change, the incorporation of FE colleges and funding and inspection, on the career sustainability and well-being of FE lecturers;
- iii. Changes to lecturers' contracts of employment and the notion of a flexible workforce;
- iv. Organisational culture, values and management approaches in FE and the impact on the career sustainability and well-being of lecturers.

Chapter 4 The meso context for FE lecturers

This chapter will address RSQ 3: what is the meso context for FE lecturers?

The chapter will examine the FE context at the meso level. This will include a historical and contemporary backdrop to City College and the impact of the macro context; organisational and curriculum changes and performance management on the career sustainability and well-being of lecturers.

Chapter 5 Methodology

This chapter will address RSQ 4: what is the best way of undertaking the empirical research? The chapter will cover the following aspects:

- i. Philosophical and theoretical perspectives including the interpretive/research paradigm;
- ii. Biographical narrative inquiry;
- iii. Narrative inquiry data collection methods and the factors that were taken into consideration in the employment of interviews during the data collection process;
- iv. Trustworthiness, authenticity, warrantability and specificity of findings;
- v. Ethical considerations;
- vi. The positionality of the researcher in relation to the research process;
- vii. Recruitment of participants, access arrangements and sampling methods and how the interviews were conducted;
- viii. An evaluation of the pilot study;
- ix. The use of a thematic approach in analysing the data;
- x. Key limitations of the research methodology

Chapter 6 Presentation and analysis of the data

This chapter will address RSQ 5: What does the empirical data in this study reveal about factors that sustained participants in their career at City College?

The chapter will employ the framework analysis method (FAM) and a thematic approach to present and analyse the empirical data that represents the perceptions of the research participants.

Chapter 7 Discussion of the empirical data

This chapter will provide a discussion relating to the empirical data and will relate practice to theory by linking the empirical data to relevant and specific aspects of the literature previously cited, including the concept of personal sustainability and its relationship to career theory, and the macro FE context and micro context at City College.

A holistic approach that incorporates the main themes relating to sustaining and navigating a career and performance management will be adopted in the discussion, and the main factors that sustained participants in navigating their career will be evaluated.

Chapter 8 Conclusions

This chapter will provide overall conclusions and will include reference to the following aspects:

- i. The purpose of the study;
- ii. The major research question and research subsidiary questions;
- iii. Summative responses to the research subsidiary questions and the major research question.

Chapter 9

Contribution of the thesis to the research literature; research limitations; key recommendations; suggestions for future research and the researcher's reflective account.

CHAPTER TWO THE CONCEPT OF SUSTAINABILITY

INTRODUCTION

This chapter will address RSQ 1: How does the concept of sustainability apply to the major research question? In order to do this the chapter will:

- i. Examine the concept of sustainability, which will involve referring to its usage in environmental, economic and social contexts;
- ii. Examine the concept of sustainability in relation to the notion of social and human capital;
- iii. Examine the relationship between motivation, person-organisation-fit well-being and personal and career sustainability;
- iv. Examine the relationship between career sustainability and traditional and contemporary career theory, values and career decision-making;
- v Provide an overall summary of the chapter.

SECTION 2.1 ENVIRONMENTAL, ECONOMIC AND SOCIAL SUSTAINABILITY

This section will examine environmental, economic and social sustainability and their inter-relationship. It will also be argued that the concept of sustainability should be framed around the notion of social and human capital dimensions

Environmental, Economic and Social Sustainability

Literature on the subject of sustainability highlights environmental, economic and social domains and their potential inter-relationships. Dillard *et al.* (2009:2) suggested that sustainability comprises 'three overlapping, mutually dependent goals: (i) to live in a way that is environmentally sustainable or viable over the long term; (b) to live in a way that is economically sustainable, maintaining living standards over the long-term and (c) to live in a way that is socially sustainable now and in the future.' However, the concept of sustainability is complex, nebulous, subjective and flawed (Beckerman 1994; Wals and Jickling 2002), and the emphasis attached to sustainability including environmental, economic and social issues is often shaped by contextual factors and competing, converging or collaborative

interests (Larsen 2009:48), and the aims, values, choices, aspirations and priorities of respective stakeholders (such as nations, organisations or individuals).

In relation to issues surrounding peoples subjective values and competing interests Brooks (1992:35), argued that the concept of sustainability should be ‘...formulated in a relatively value-neutral way, susceptible to specific measurements, whether physical, social or economic...since sustainability is about the future and we cannot foresee the values of our descendants.’ Beckerman (1994), also posited that sustainability as a concept, is largely reduced to a welfare based concept (on the lines of maximising welfare, subject to the constraint that this is also sustainable), including maintaining the level of human well-being so that it might improve, and the economic principle of making the optimal use of resources. On the other hand Bebbington and Dillard (2009:161), suggest that ‘sustainable development is a deceptively straight forward concept’ that requires ‘economic development activities to take place within the constraints of eco-systems and resources’.

In the ensuing debate about sustainability, concern at a global, national and local level has been expressed about the use of existing and potential resources (whether these are physical, financial or human). The World Commission on Environment and Development (WCED) (1987:43) (Brundtland Report), highlighted the need to balance economic, social and environmental interests and suggested that sustainable development was about ‘development that meets the needs of the present without compromising the ability of future generations to meet their own needs’. The WCED (1987:43), definition of sustainability suggested that the present consumption of resources should include strategies to conserve and renew some of these resources to meet future needs. However, Brooks (1992:56), has painted a more optimistic picture surrounding sustainability and the over-use of limited resources, and contends that the wise use of knowledge and ‘new human capabilities, both individual and collective opens up new options for the future making economic and social welfare growth compatible with sustainability, within wide limits of parameters’.

Nevertheless, it is the issues and consequences attached to the use of limited resources; wealth creation; degree of economic growth; competition and the efficiency agendas of organisations that continue to capture attention in the debate

about sustainability. From an economic perspective the production of goods and services in a country such as the UK can be measured by calculating the Gross Domestic Product (GDP) from one year to another, signalling the rate of economic growth and wealth creation. However, potential negative side effects of GDP include the 'regrettables' (Seligman 2011:222), such as environmental pollution culminating in the need for health care and a consequent drain on a country's health resource budget. Seligman (2011:28), therefore suggested that wealth creation should be about engendering 'flourishing in peoples' lives and on the planet'. Seligman (2011:222-223), also draws attention to the divergence between GDP and well-being, including signs of ill-being in the form of increased rates of anxiety, declining levels of trust in people and government and decreasing rates of social connectedness. Seligman (2011:223) also suggested that 'GDP is blind when it comes to whether it is human suffering or human thriving that increase the volume of goods and services'. It is human thriving, that is also associated with human sustainability (Spreitzer *et al.* 2012).

However, it could be argued that in a global and inter-dependent world, economic prosperity and organisational survival in the domestic and global market, means that organisations need to operate efficiently to have a competitive edge. This could embrace organisations working in a range of industry sectors including colleges in the English further education sector, that (since their incorporation in 1993), largely operate in a competitive environment (Hannagan *et al.* 2007; Mather *et al.* 2009:140:142). In the provision of educational services in the UK, Bottery (2014), for example, suggested that the desire for growth and consumption as well as monitoring and control tactics, translate into making increasing demands on people (the human resource), as managers strive to make efficiency gains, work within budget constraints and remain competitive. In FE post incorporation, Mather *et al.* (2009:152), also noted the 'alienation mistrust, stress and job insecurity amongst staff' as a result of the modernisation agenda, funding regimes and performance management approaches.

The 'private advantage' motives of growth, profit, efficiency and self-interest agendas also contrast with motives and values associated with the 'public good' such as compassion, nurturing, care and trust Bottery (2014:86). In FE colleges post 1993, Hannagan *et al.* (2007:492), found that 'the emphasis in values had

changed from those associated with a learning service to the achievement of targets and competition' and according to Howard (2009) a performance management approach.

Brunsson (2015), has also argued that managers use the interests, prosperity and well-being of organisations as their primary duty and priority when making decisions linked to efficiency and effectiveness to provide for organisational sustainability, with other concerns making way to accommodate this obligation. Interestingly, Brunsson (2015:8) contended that the meaning of effectiveness is dependent upon 'an individual's judgement and perspective and individuals may also use the effectiveness of organisations as an argument for making controversial decisions'.

Furthermore Brunsson (2015:16), argued the 'organisational perspective is to blame for many environmental and social problems related to globalisation'. She makes an interesting comment on the economic growth to globalisation and sustainability, suggesting that 'the economic aspects of globalisation should be seen as a result of humans acting on behalf of the organisation', as managers are expected to focus on the interests of the organisation and consequently 'environmental issues or questions of poverty or equality become a secondary concern'. Magis and Shinn (2009:16:18), refer to criticisms of economic growth models and related measures in this field, pointing out that 'growth is not synonymous with development' or 'the myth that equates growth with human progress'.

Dillard *et al.* (2009:2), suggested that 'environmental and economic sustainability have eclipsed efforts to understand the social aspects of sustainability', despite peoples' attempts to integrate social concerns into their work and a useful approach to understanding social sustainability is provided by Magis and Shinn (2009:31), who suggested that social sustainability embraces 'human well-being, equity, democratic government and democratic civil society'. Magis and Shinn (2009:31), also posited that 'social well-being perceives economic development as a means to making improvements in human well-being', whereas economists 'perceive economic development as the end' and 'prosperity as society's ultimate goal'.

Magis and Shinn (2009:16) contended that social sustainability is informed and shaped by research on social well-being and includes human centred development and community well-being. Magis and Shinn (2009:20:21:38), posited that human

well-being includes things like the protection of basic needs; 'the continuous development of human potential through expansion of choices in all facets of life'; freedom that embraces social and economic opportunities; security, education, health; empowerment, equity; democratic government and democratic civil society. Moreover, Magis and Shinn (2009:22), refer to sustainability that gives 'precedence to maintenance of worthwhile life opportunities and elimination of human deprivation'. These 'worthwhile life opportunities' also tie in with personal sustainability and individual career related opportunities.

In relation to social sustainability organisations face an array of social impacts from their interactions with stakeholders, such as employees, suppliers, consumers and communities (Bebbington and Dillard 2009:58), and organisations are adopting a corporate social responsibility (CSR), approach to sustainability to reflect the interests of these stakeholders. Economic (profitability); legal (compliance with employment legislation); ethical (behaviour/integrity) and philanthropic (contributing resources to the community), are examples of the pyramid of components that reflect corporate social responsibilities. However, in business it is contended that the economic component is the primary responsibility underpinning the other responsibilities and that tensions relating to the concerns of different stakeholders might arise (Carroll 1991).

Drewell (2006:11), contended that 'CSR presently has the status of a side show' and advocates a value based management philosophy designed to maximise value for all stakeholders simultaneously, based on the premise that business is not about trade offs (such as profit versus the environment or suppliers versus customers). Furthermore, Dillard and Layzell (2009:194), contended that organisations and their management are 'granted fiduciary responsibility' and ethical responsibility 'over society's economic resources'. Dillard and Layzell (2009: 194), suggested that organizational outcomes and management accountability should be evaluated in terms of criteria that 'reflects the norms and values of the society not those of powerful special interests'.

Interestingly, and pertinent to the focus of this research, it has been suggested by Larsen (2009:76), that the continuing debate about economic and environmental sustainability detracts from a 'deeper proposition that sustainability and sustainable

development is first about people, how they make choices and the consequences' and 'tracking people their motivations and consequences of their actions in the quest for sustainability'. Bebbington and Dillard (2009:158), also tend to echo the latter and point to the relative concentration on environmental sustainability issues rather than (or at the expense of), social sustainability issues that embrace aspects such as social cohesion and flourishing communities.

In summary the inter-relationships and tensions between economic, environmental and social domains have been highlighted and it has been suggested that the degree of emphasis given to economic, environmental and social domains is influenced by contextual factors and the interests of different parties. It was also suggested that the debate about environmental and economic sustainability has dominated the agenda and sidelined an equally important debate about social sustainability, that includes individual well-being and the development of human potential and worthwhile life opportunities.

SECTION 2.2 HUMAN AND SOCIAL CAPITAL

The previous section provided a backdrop to the concept and the inter-relationship between environmental, economic and social sustainability. This section will provide a deeper insight into the concept of human and social sustainability and the notion of human and social capital.

Spreitzer *et al.* (2012), suggested that human sustainability is associated with thriving instincts (at work and other situations), and the human capacity to grow, learn and develop, together with vitality and passion that produces an energy force. Conversely, a lack of vitality might be linked to a loss of excitement, work overload or underload, depletion, stress, burnout and limited opportunities in the workplace.

O'Boyle (2011:85), posited that 'social and human capital are alike, reside in human beings and can be learned, altered and self-directed , but cannot be owned by anyone.' O'Boyle (2011:86), also suggested that human capital is waiting to be actualized, enhanced, destroyed or exchanged', although the extent of utilisation is dependent upon the skills of managers to convert potentiality into actuality. However, the latter appears to be contrary to the notions of individual self-determination (Ryan

and Deci 2000) and agency, including the boundaryless approach to individual careers (DeFillipi and Arthur 1994), that will be examined later in this chapter.

The term human capital has also been associated with an organisation's assets that includes peoples' knowledge, skills and capacity to develop and innovate, as well as social capital that embraces relationships, networks, norms and trust (Baron and Armstrong 2009; Semenza 2009). From a resource based perspective organisations strive for long-term competitive advantage by building superior core competencies and the ability to learn faster and apply learning more effectively than rivals (Porter 1980; Prahalad and Hamel 1990). Furthermore Iles (1997:350), suggested that the organisation itself may be viewed '...as a bundle of career related resources and capabilities'.

Individuals also have capital advantage with productive possibilities, that according to (Rousseau 1996), may be appraised in the labour market for their uniqueness and differentiation. Making the optimum use of human capacity and innate resources, spanning physical, mental and emotional dimensions, including the stock of knowledge, skills, experiences, competencies and energies that individuals might possess, is also associated with career sustainability (Berkowitz 1996; Mirvis and Hall 1996 and Iles 1997). Valcour (2015:22), has also defined a sustainable career as 'one that endures over time and that is characterized by development, conservation and renewal of the working individual's career related resources, including human and social capital ...as well as personal characteristics such as proactivity and resilience that aid in career management.'

Stakeholders, such as organisations and individuals have a life cycle and other commonalities include their respective resource base (assets, skills, capacities, capabilities); growth, opportunities and potential (economic, financial, personal) and overall well-being (that embraces meaning, relationship building and motivation), and Iles (1997), suggested that the development of all employees in the organisation is essential to secure more sustainable economic development over the long-term, rather than short-term solutions aimed at exploiting resources.

Furthermore, Valcour (2015), contended that there is a synergistic and mutually advantageous relationship between an organisation and its employees and that a sustainable career is characterized by four primary attributes that jointly serve the

concerns of the employer and employee (in contrast to individuals acting as free agents in navigating their career), and addressed contemporary career related challenges, such as competitive pressures. According to Valcour (2015:22-24), these primary attributes include: '(i) alignment of work with an individual's strengths, interests and values', which boosts individual motivation and suggests that people who enjoy their work and derive meaning from it will be more engaged, satisfied and perform better. (ii) opportunities are provided for the employees 'ongoing learning and renewal' that helps to build the employees skills, competencies and 'marketability in internal and external labour markets' and contributes to the capacity of the organisation's competencies (iii) security through the employees ability to adapt to changing circumstance and (iv) matching work to the employees life career, which points to recognition and a 'satisfactory integration of work and non-work commitments' (work-life balance) and in turn promotes employee commitment and retention.

Turning now to further discussion surrounding social sustainability and social capital, Semenza (2009:264:265), painted a picture of social sustainability as a 'cultural value' associated with 'social interactions' (not isolation) and through social networks (Berkowitz 1998), and collaboration. Social sustainability is also associated with the notion that social capital is a resource for action and about the relations between actors (people and organisations), posited by Coleman (1988).

Coleman (1988:100), stated that 'just as physical capital and human capital facilitate productive activity, social capital do so as well' (e.g. a group with extensive trustworthiness is able to accomplish more than a comparable group without trustworthiness). Coleman (1988), contended that social capital depends on trustworthiness, obligations and shared norms and values amongst members of a group to facilitate and constrain actions and information maintained for a purpose and as a basis for actions. Coleman's proposition pointed to relationships between actors and actions, that are facilitated through networks (e.g. family networks or professional networks), and information channels.

According to Wilson (2012: 7), social capital in the form of 'networks enables people to build communities and to commit themselves to roles within the network and cultivate a sense of belonging and building relationships of trust'. In a study about a

university-school based partnership (Wilson 2012), suggested that social capital was located at the micro level through the specific norms and values of the respective institutions; at a meso level through interactions between the institutions and the novices, and at the macro level through hierarchical relationships beyond the institutions (e.g. institutions of the state).

Wilson (2012), suggested that staff at the respective institutions worked collaboratively; trust and respect was cemented through face to face meetings, online contact and constant shared reflection and re-evaluation of roles within the partnership, and that the maintenance expense associated with social capital was time. Mentors involved in the partnership were classroom teachers trained by the university and provided support for the novices during their teaching practice and used this experience to further their careers. In terms of social relations the active support available from peers, school-based teachers and lecturers also helped to increase the novices' self-efficacy and reinforced individual worth and promoted support through being a member of a social group sharing similar interests and resources.

Seibert *et als.* (2001:232), empirical research also highlighted the importance of social capital in the form of networking benefits to an individual's career success. Their research found that social resources were positively related to the participants' 'current salary, number of promotions over the career, and career satisfaction through the positive relationships with three measures of network benefits – access to information, access to resources and career sponsorship.' Seibert *et als.* study (2001:233), investigated networks of mentorship and found that 'individuals with multiple mentors reap greater benefits than those having only one mentor' and that the 'more contacts people establish at higher organizational levels the more they gain from sponsorship'.

Moreover, Sullivan and Mainiero's (2007), research suggested that people do not make career decisions without considering the effects that career decision could make on other people and relationships with others. Sullivan and Mainiero (2007: 10), research suggested that the 'concept of "career" cannot be summarily divorced from a larger understanding of "context" ' and that "family" and "context" were 'more broadly defined as the set of connections representing individuals who are

considered as important' by the career decision-makers (in this particular research, by women). De Hauw and Greenhaus (2015:229), also made reference to 'work-home balance' as a driver of career decisions and motivator of career transitions and in building a sustainable career.

Semenza (2009:264:265), contrasted social sustainability with 'cognitive social capital that includes norms, values and attitudes and beliefs' and people's perceptions of interpersonal trust, sharing and reciprocity. Aspects relating to cognitive social capital are also highlighted by Larsen (2009:48), who cites the inter-relationship between people and their environment and suggests that the 'quest for sustainability may be a cognitive structure or heuristic that people can use to explore, learn about change and adapt to their environment'.

Both Semenza's (2009:264:265) and Larsen's (2009:48), view on sustainability and cognitive social capital and heuristics, relates to, and strikes a chord with, the quest of individuals who search for meaning in their lives and career and what it is that sustains them and protean career characteristics that embrace internal values that guide people; self-awareness; adaptability and willingness to learn (Mirvis and Hall 1996; Hall 2004).

Larsen (2009:48), pointed to the human and material dimensions associated with sustainability, motive power and agency and different world views of sustainability 'each with its own unique set of precepts, values and assumptions'. This is picked up by Magis and Shinn (2009:24), who suggested that human development freedoms provide for personal agency and the availability of opportunities for people to make decisions (which could include employment and career opportunities) as opposed to situations that might inhibit or restrict such freedoms.

It would appear that there is a correlation between Larsen's (2009:48), view that sustainability should be framed in terms of the inter-relationship between people and their environment and particularly as a 'cognitive structure or heuristic that people can use to explore, learn about change and adapt to their environment', together with those factors associated with motive power and agency. Further support on this front comes from Mirvis and Hall (1996), who suggested that people need to find out what is personally meaningful to them in their lives and career and Nicholson and

West (1989), contended that the way people make sense of their career is a subjective interpretation, that includes perceptions, feelings and changing identities.

In summary this section has provided a deeper insight into the concept of human and social sustainability and its association with human capital and social capital. The meaning and significance of the term human capital has been outlined and it has been contended that there is a mutually advantageous relationship between an organisation and its employees that could contribute towards building and maintaining a sustainable career. Illustrative examples of social capital in the form of relationships and networking have been outlined, as well as aspects relating to cognitive social capital and heuristics that include the quest of individuals who search for meaning in their lives and their career, and what it is that sustains them.

SECTION 2.3 THE RELATIONSHIP BETWEEN MOTIVATION, PERSON-ORGANISATION- FIT, WELL-BEING AND PERSONAL AND CAREER SUSTAINABILITY

What comes into play in the examination of personal and career sustainability are motivational elements, which could take the form of extrinsic factors, (eg an individual's salary) and intrinsic factors (e.g. sense of achievement; self-esteem) (Maslow 1943; Alderfer 1972), although Herzberg (1959), classifies an extrinsic factor such as an individual's salary as a satisfier (or hygiene factor) rather than something that motivates people such as meaningful work. Interestingly, Mirvis and Hall (1996:252) have suggested that self-actualization as the 'pinnacle of human motivation' could be set aside to make room for 'family, feeling and community membership and spirituality, as transcendent aims of human development'.

Self-determination (Ryan and Deci 2000)), is an approach to human motivation that embraces three psychological needs: autonomy, competence and social relatedness, which Guay *et al* (2003:165), states 'must be satisfied to experience a sense of well-being' (see also Seligman (2011)). Self-determination is associated with individual autonomy, choice and the degree of control exercised by people, for example in their job roles at work, which could also enhance personal and career sustainability, because it gives people a greater sense of what to do at work and how to do it (Wrzesniewski and Dutton 2001). Conversely controlling techniques, such as

performance management approaches, that feature in FE colleges (Howard 2009), might stifle individual freedom and creativity.

The notion of individual autonomy, is also associated with the 'boundaryless career' (DeFillipi and Arthur 1994:308-309), whereby individuals are considered to be free agents, unfettered by organisational ties and boundaries, and direct and navigate their own career pathway. Brunsson (2015), touched upon an individual's autonomy and argued that individuals must 'discover who they are' to realise their potential and that the 'quest for self-realisation and self-expression is not based on experience derived from relations with others and group discussions, but comes from a sense of autonomy'. Furthermore Brunsson (2015), commented that individual sustainability is associated with self management and maximising personal gains which helps to promote economic growth, and that self-interest has become a more acceptable social norm. However, Brunsson (2015), adds a caveat and goes on to suggest that individuals who adopt a self-interest ethic, ignore the situation of others and revert to short-term capitalism to enjoy the present.

On the theme of individual self-discovery and autonomy, Baker and Aldrich (1996:142;143), have contended that the development of 'identity-enhancing career is facilitated' when people 'work toward challenging but attainable goals, that fit in with a sense of who they are', resulting in personally meaningful goals. They suggested that the degree of autonomy and self-efficacy afforded by the nature of the job tasks with a single employer could be self-reinforcing and self-perpetuating, whereas people who attempt to build an identity through a series of employers (such as the boundaryless careerist (DeFillipi and Arthur 1994), face challenges associated with achieving 'self-efficacy through the structuring and evolution of a path from one employer to another over time'.

Motivation and the nature, scope and variety associated with job roles and other possible opportunities in the work place, also reflect Herzberg's (1959), view about offering something meaningful for people to do at work, that will also enable them to use their human capacity and potential to learn, develop and grow. Wrzesniewski and Dutton (2001:187), have suggested that employees could make use of limited job resources and gain autonomy and control over their work to create more positive and meaningful experiences, in an era when the nature of work and organisational

structures are changing. FE colleges (post 1993), for example, witnessed movement from hierarchical to flatter organisational structures leading to some restriction in career progression opportunities for lecturers (Mather *et al.* 2009).

Wrzesniewski and Dutton (2001:180-181), contended that job crafters are employees 'who shape mold and redefine their jobs' and adapt their job to 'create and sustain a viable definition of the work they do and who they are at work'.

Wrzesniewski and Dutton (2001:181-182), suggested that job crafting is about employees having some personal control over their jobs; creating a positive self image, and building relationships which helps them reframe the meaning of work and their identities (examples include employees who alter relational boundaries of their work to include further interaction with other people). Some people, perhaps those with a 'calling' (Sheperd (1984), such as FE lecturers may craft their jobs because of a 'higher investment in the work itself' (Wrzesniewski and Dutton 2001:196).

Slemp *et als.* (2015:2), research revealed a 'synergistic relationship between job crafting and autonomy support in organisations...' Slemp *et al* (2015:3), suggested that a social-context factor that promotes positive individual well-being is the autonomy supportive leadership style of managers, which refers to managers who 'welcome employee self-initiation and take steps to nurture the employee's inner motivational resources'. This is in contrast to managers who exhibit leadership styles that 'pressure employees to feel, think or behave in particular ways'.

Management approaches designed to promote the motivation of employees and their personal sustainability could include aspects such as team building, coaching, monitoring, and empowering people (Iles 1997). The latter is reinforced by McGregor's (1987), management approach (theory Y), which promoted employee self direction, self control and the capacity to learn and solve problems according to the individual and the situation, as opposed to a management approach (theory X) based upon direction and control. Ouchi (1981) has also drawn attention to management styles that emphasises trust, work involvement, participation and concern for the welfare of employees.

Day and Gu's (2007), empirical research also underlined the importance of the support of head teachers and other colleagues as a mediating factor in sustaining

the commitment and effectiveness of teachers. Day and Gu (2007:440;441), suggested that 'the kinds of support and professional relationship which teachers experience, for them, as with their students, have important positive or significant negative effects upon their motivation, commitment and effectiveness trajectories in each phase of their professional live.'

Person-Organisation Fit

Building on the theme of social capital and the premise that relationships are important factors in terms of personal and career sustainability, it is worth underlining what Dawis and Lofquist (1984) had said about the notion of person-environment fit. They suggested that successful work relations are met as a result of adjustment between individual and environmental characteristics, creating a state of correspondence or fit, which includes job satisfaction. This correspondence includes the match between an individual's skills, knowledge, abilities, personality traits and job requirements, and expectations emanating from the organisation's culture and structure.

In relation to the notion of person-organisation fit, the identification of an employee's personal values (Baruch 2006; Cappellen and Janssens 2010), and their compatibility with organisation culture and values (Bretz and Judge. 1994) is relevant to individual career trajectories, motivational orientation, behaviour and personal sustainability (Chatman 1989; Schein 1990; Connor 2006; Larsson et al 2007; Hartnell 2011). Bretz and Judge (1994), empirical research adopted a person organisation fit approach to find out the match between individual values and the culture and values of the organisation, and found that extrinsic career success may be influenced by the degree to which a person fits into the organisation. Sullivan and Mainiero's (2007:12), research (discussed in more depth in section three), also found that 'some women have reported leaving organisations because of values mismatch' or experience of unethical behaviour.

Interestingly, Cappellen and Janssens (2010:1902), empirical research about the careers of global managers, found that the managers' preference for work environment triggered career moves (that included 'decisions to join, stay in, or leave an organisational context'). Cappellen and Janssens (2010:1902), categorised the managers 'preference for work environment' as a characteristic of internal values on

the grounds that it pointed to 'personal preferences related to the work context of organisational culture as well as a sector through which a person-environment fit is promoted'. Schulte *et al.* (2015: 34:35), had also contended that individual well-being is linked to person-environment fit models. They suggest 'that the quality of output directly reflects the degree to which individuals and the environment satisfy the other's needs' and 'give equal weight to satisfaction of the worker and the workplace'.

Personal and Career Sustainability: Well-Being

Positive psychology and well-being

Rimmer (2016:10), has defined well-being as 'a sustainable condition that allows individuals to thrive and develop' and associates this with peoples' positive emotions, such as happiness and their sense of purpose, positive relationships, developing their own potential and having some control over their lives. Rimmer's (2016) definition reflects elements associated with the measurement of subjective well-being, which embraces hedonic well-being and eudonomic well-being. Hedonic well-being embraces an individual's affective feelings (positive or negative such as enthusiasm or anxiety), which may be associated with job satisfaction (including satisfaction with: work tasks, pay, job security, training, skill development, relationships, job autonomy and initiative). Eudonomic well-being includes an individual's sense of: meaning/purpose, vitality and personal development that could be associated with their job (Bryson *et al.* 2014).

Studies surrounding individual and organisational well-being are linked to positive psychology which encompasses sustainable characteristics such as thriving, flourishing, happiness and resilience (Kun *et al.* 2017). Seligman (2011:24), outlined measurable elements and core features of well-being that include five elements 'positive emotion; engagement; relationships, meaning and achievement' (known as PERMA), and additional features such as 'self-esteem; self-determination; resilience, vitality; positive relationships and optimism'.

Kun *et al.* (2017) developed a well-being questionnaire and conducted a pilot study based on Seligman's (2011), multidimensional PERMA theoretical model to examine and promote understanding about an employee's work-related well-being. Kun *et al.*

(2017), suggest that the future employment of their multidimensional self-rating well-being questionnaire could help to provide a picture of individual job satisfaction and the promotion of individual performance; self-efficacy; commitment; motivational goal setting and as a tool in career planning in relation to personal needs and motivations.

Kun *et al.* (2017:60), suggested that the application of their work-related questionnaire would help to raise individual awareness of the positive factors (based on Seligman's 2011 PERMA model), that promote well-being at work and enable employees to (i) strengthen and better utilise their personal resources; (ii) be happier and take pride in seeing their own role in the organisation; (iii) work to the best of their abilities cooperating with colleagues and (iv) enhance positive experiences at work.

The psychological approach to promote personal sustainability and well-being (Seligman 2011), which includes an individual's awareness of their personal resources (Kun *et al.* 2017), is also taken on board by Dodge *et al.* (2012), in their research and definition/model of well-being. Dodge *et al.* (2012), looked at the relationship between an individual's stock of resources and the challenges they face. Their definition/model and related empirical research (Dodge 2016), is designed to help individuals identify the resources they need to develop and maintain stable well-being (Dodge *et al.* 2012), "act as decision-makers" and have "a sense of control over their well-being" (Dodge *et al.* 2016:274).

Dodge *et al.* (2012), contended that their definition/model is universal in nature because it can be applied to all individuals regardless of age, culture and gender and could also be adapted and applied across a wide range of settings. Dodge *et al.* (2012:230) defined well-being as 'the balance point between an individual's resource pool and the challenges they face' and state that stable well-being is achieved when 'individuals have the psychological, social and physical resources they need to meet a particular psychological, social and/or physical challenge.'

Dodge *et al.* (2012), definition is useful in evaluating the factors associated with personal and career sustainability because it is suggested, for example, that when challenges exceed resources individual well-being declines. Equally a lack of challenge could lead to individual stagnation, which also affects the balance point associated with stable well-being and it was suggested that individuals need to think

about, and employ strategies, to address these situations (Dodge *et al.* 2016). In terms of sustaining their career, individuals should therefore be proactive in reviewing and developing their social and human capital resources (eg knowledge and transferrable skills), in order to respond to current and future challenges they might face (e.g. in an FE setting this could include changes to the curriculum and assessment methods and performance based targets). Rimmer (2016) has also suggested that positive individual well-being is promoted when people are well informed and have the resources they need and have balanced workloads.

Social networking and well-being: professional learning communities

There is also a relationship between social networking (Wilson 2012) and well-being. Research by Owen (2016) suggested that social networking such as the formation of professional learning communities (plcs) in educational institutions can enhance individual well-being. The characteristics commonly associated with plc's include shared vision, collaboration, engagement in practical activities distributed leadership/leadership support, professional growth and collegial learning (Owen 2016).

Owen (2016), employed positive psychological elements (Seligman 2011), to investigate the link between professional learning communities in schools and individual well-being. The research found that well-being, such as flourishing amongst plc members, was exemplified through rewarding professional experiences; setting goals for learning; experiencing positive emotions and the achievements of students. High levels of collaboration and trust were cited by members of the plcs, although it was revealed the occasional breach of trust could cause long term devastation amongst some members. The enthusiasm and passion of teachers also soared, because of the shared focus that involved co-planning, co-assessment and co-teaching. There was also evidence of supervisor support as the teachers made changes to pedagogical practices and building job control through the plcs.

Day and Gu (2007:428) have also contended that teachers should engage in lifelong learning to 'sustain their commitment to learning throughout their career' and their empirical research concluded that 'teachers' capacities for and attitudes to professional learning are influenced primarily by their sense of commitment which is fundamental to their effectiveness...' (Day and Gu 2007:430) However, Day and Gu

(2007:440), also suggested that ‘ ‘expansive’ learning cultures and practices’ which teachers value and ‘pay attention to individual differences, needs and preferences’, rather than ‘restrictive leaning cultures’ (which managers assume they want or need) should be developed.

In summary this section has examined personal and career sustainability and its relationship to motivation, person-organisation fit and well-being. Motivation in the form of extrinsic and intrinsic factors and self-determination has been outlined and linked to the notion of personal sustainability. It has been suggested that degree of self-determination, autonomy and motivation impacts upon the job roles, career and personal sustainability of individuals and this is also associated with the style and approach of managers.

The notion of person-organisation fit was outlined and associated with the compatibility of individual and organisational culture and values and career success. Individual preference for a work environment was also regarded as an internal value that influenced career decisions.

Personal sustainability and its association with positive psychology to promote individual well-being were highlighted. One definition of well-being included the balance point between an individual’s resources and the challenges they faced, and it was suggested, that when challenges exceed resources well-being declines. Another definition of well-being included subjective well-being such as affective feelings associated with job satisfaction and also an individual’s sense of meaning/purpose; vitality and personal development. It was also suggested that social networking in the guise of professional learning communities could enhance individual well-being.

SECTION 2.4 THE RELATIONSHIP BETWEEN CAREER SUSTAINABILITY AND TRADITIONAL AND CONTEMPORARY CAREER THEORY, VALUES AND CAREER DECISION- MAKING

This section seeks to build upon the previous section and will examine the relationship between career sustainability and traditional and contemporary career theory, values and career decision-making.

Definition of a Career

In terms of individual life experiences Super (1980), contended that a career is not just about an individual's occupation, position or progression, but also about an individual's whole life or a lifelong process of developing and implementing a self concept and self development in a variety of different roles (such as parent, student) and through experiences. Super (1980) also drew attention to situational determinants, such as economic and social influences, that impact upon the career life span of individuals and Khapova, Arthur and Wilderom (2007), also contended that a career is about advancement, learning and as a vehicle for funding a lifestyle or supporting a family. Valcour (2015:22), defined a sustainable career as 'one that endures over time and that is characterized by development, conservation and renewal of the working individual's career related resources, including human and social capital ...as well as personal characteristics such as proactivity and resilience that aid in career management.'

Career Capital

The importance of building career capital (or human capital) competencies, in the context of a sustainable career has been cited by Valcour (2015). Lamb and Sutherland's (2010) research focused on the components of career capital in relation to knowledge workers, and provided a valuable insight into the concept of career capital formation, which has the potential to be employed in other career contexts.

Lamb and Sutherland's (2010), empirical research is integrated with their literature review to produce a *de facto* model of career capital formation that underlines investment activity associated with the formation of career capital components. Lamb and Sutherland (2010:310) contended that career capital formation unfolds across individual, organisational and global contexts, and the visible components of career capital (assets), include the individual's skills, competencies and qualifications and intangible assets. Intangible assets include knowing oneself; adaptability; energy; opportunism; dynamism and a focused vision and plan for career progression and are regarded as significant differentiators for career progress and tradability.

Lamb and Sutherland (2010:300;301;309;310), suggested that the formation and advancement of career capital occurs over the individual's career life span and is

incremental, iterative and continuous, and that the overall context in which the individual operates is complex and dynamic and includes both internal and external labour markets. They suggested that career capital grows through transfer, experience and exposure and that experience is accumulated and transferable, although the components of career capital occur in different proportions. Career capital formation is regarded as a positive investment activity that creates increased returns, resulting in a self-reinforcing cycle of success and that individuals need to intentionally focus on attaining and building the components of career capital.

Overall the accumulated components of career capital outlined by Lamb and Sutherland (2010) represent the individual's unique career portfolio. This career portfolio includes the strengths of the individual's career capital which has potential value that can be traded in the internal and external labour markets.

Although Lamb and Sutherland (2010) suggested that career capital in the form of competencies accumulates and is transferable over the individual's career life span this raises a question about the feasibility of individuals' transferring their competencies to different jobs and/or different contexts. Bernhard-Oettel and Naswall (2015:381), stated that 'experiences and competencies learned in earlier jobs are assumed to transfer to a new job ...and such transfer may be valuable to both individuals and societies since the investment of time, money and energy in professional development is not wasted when competencies are re-used and further built upon.' However, Bernhard-Oettel and Naswall (2015:392;394), suggested the transfer of competencies to another job/context depends upon the individual's actual competencies; their willingness to proceed with a transfer and potential individual and situational constraints (eg. age; availability of jobs) and facilitating factors (e.g. additional training).

Empirical research undertaken by Bernhard-Oettel and Naswell (2015:387), revealed that the most important competencies that participants thought were transferable to new jobs were:(i) occupational knowledge and skills, either specific or general (ii) social skills (e.g. team work; good listeners; encouraging others) (iii) attributes that described them as a person (e.g. being positive, open, curious) and (iv) work ethic (e.g.being punctual; responsible). The authors suggested that these findings may encourage individuals to reflect upon their general abilities (e.g. social

competencies) and identify a range of possible jobs they could transfer to and also help them to re-orient their career. A large number of respondents also identified general personal attributes that may have been acquired in other areas of life (e.g. informal non-certified learning) not just their working life, which raises questions about their recognition by employers in the job transfer process.

Career Capital: Employer and Employee Relationships: Psychological Contracts

It is suggested that the employer and employees relationship, in the form of the psychological contract, may be changing as organisations and individuals respond to internal and external influences. Employment security could therefore be embedded in the individual's own human or career capital that embraces resource capability, knowledge, experiences and transferable skills.

It is contended that the old psychological contract ('relational'), that was based on things such as employee loyalty commitment and career advancement and monetary and non-monetary rewards, in exchange for employment security and the paternalistic approach of employers, is being replaced by the advent of the new ('transactional') psychological contract. The new psychological contract recognises that employers might not be able offer employees long-term employment and security, but can instead offer their support and provide opportunities for employees to enhance their personal sustainability by developing their employability skills and knowledge, so that they become more marketable (Rousseau 1996; Mirvis and Hall 1996; Waterman *et al.* 1994). However, in FE post incorporation, Hill (2000), expressed concern about the state of health of psychological contracts in FE and low levels of trust and confidence.

In relation to the new psychological (transactional), contract Mirvis and Hall (1996:248-249), contended that continuity of employment encourages and places responsibilities upon individuals to learn new skills and take on development projects and in so doing 'add value to themselves and are seen as adding value by their employer'. Mirvis and Hall (1996), argued that transactional employment (linked to agency and the boundaryless career outlined below), may also enhance people's self-esteem as individuals rely on their unique effort and performance, whereas under the old psychological (relational) contract, plateaued employees might be

reluctant to upgrade their skills or self-development. Furthermore Mirvis and Hall (1996:251), suggested that transactional employment might 'warm up', as organisations attract and retain people who are willing to change jobs, move laterally and take increased responsibility for their self development. They also suggested that 'life in the boundaryless organisation could also prove to be nourishing and enhance prospects of psychological success', which strikes a chord with personal and career sustainability.

The Traditional and Boundaryless Career

The notion of traditional careers portrays a picture of the organisation acting as the anchor or perhaps agent of career moves and uni-dimensional or linear and rigid career progression within the organisation. The notion of traditional careers also includes people who are committed and loyal to the organisation and who seek job security, stability, life tenure and career success that is evaluated according to the rate of upward mobility and external indicators of achievement such as salary and social status (Baruch 2004; Rippon 2005).

It could be posited that the values of people with traditional career tendencies adopt humanist approaches and behavioural orientations that lean more towards team work, participation and building and maintaining the relationships that have been forged within the organisation (e.g. educational organisations); (Connor 2006 and Hartnell 2011).

In contrast to the traditional career a boundaryless career (De Fillipi and Arthur 1994), portrays a picture of people decoupling themselves from reliance on any one organisation and acting as free agents (or going free lance, perhaps reminiscent of Handy's 1994, portfolio career), to navigate the market place, in terms of physical movement or having the mental ability (or psychological mindset) to consider physical mobility.

Mirvis and Hall (1996:252), associated a boundaryless career with an individual's deeper identity that includes 'cumulative work experiences and career achievement' and 'through 'work' as a spouse, parent and community member and especially through 'work'. They go on to suggest that 'in many respects the boundaryless career will give people the freedom and flexibility to more fully engage in life's work

and find, where desired, greater balance in their lives', although this could also mean that 'people also have to accept the financial and psychic tradeoffs that follow from the choice of a balanced career'.

According to Baruch (2004:60-61), the notion of a boundaryless career offers individuals many possible directions of development and 'multi-directional career paths' that also includes 'different ways of defining career success' such as a 'sideways move or change of direction of organisation or aspiration'. Moreover, Baruch (2004:61), contended that 'multi-option criteria for assessing career success' includes things such as 'inner- satisfaction, life balance, autonomy and freedom, and other measures of self- perception... alongside the traditional external measures of income, rank and status'.

Baruch (2004:66-67), also suggested that whilst 'the organization should be able to provide people with options to gain career success' the essence of career and the meaning of career success has changed, and for individuals, career success is about 'how a person sees the development of their own career in terms of inner values, goals and aspirations' and 'inner feeling of achievement.' Furthermore, Baruch (1994:70), suggested that in terms of 'managing careers, organizations should start looking for different models ...give up control and provide support and invest in people.' Defillipi and Arthur (1994:317), also contended that career research has '...traditionally focused on processes by which individual dual identities, values and interests are matched to the requirements of their employer settings...' but suggest that a boundaryless career profile is employer independent.

Although it is a generalisation, it could be argued that people who exhibit characteristics associated with a boundaryless career (e.g. individualism) might exhibit values associated with a competitive environment that includes a focus on the achievement of targets (Connor 2006; Hartnell 2011), prevalent in further education colleges. However, individuals pursuing a boundaryless career could diminish the extent of human relation building and collegiality (e.g. the contention that individuals do not exist in isolation (Hammond and Churchman 2008), although Mirvis and Hall (1996:252), suggested that in the future 'working people will use their social networks' (rather than organizations), 'as focal sources of identification'

including neighbours, family, and voluntary associations to regain a sense of connection previously provided by companies.

However, threats associated with the individual pursuit of a boundaryless career have been outlined by Baker and Aldrich (1996:143), including the 'inability to get a good job; inability to escape a good job and inability to escape aspects of identity that has worked well in the past.' The last threat can also be understood in terms of life-course theories, whereby a loss of control is followed by efforts to regain control over life outcomes (Baker and Aldrich 1996:143).

Other considerations in terms of building a boundaryless career include the rate of knowledge accumulation and ability to learn new roles quickly; institutional and political inertia; a person's age; the dynamics of household formation; people's career values and the time (and life priorities), that would need to be given to invest in maintaining and building skills (Baker and Aldrich 1996:144-145). However, in terms of individual priorities, Fletcher and Bailyn (1996:265), suggested that a 'boundaryless re-engineered forms of organization', lies not in the ability and willingness of employees to put work first, but in their ability to reconnect work and family in ways that benefit both.' This points to the notion of the life-work balance agenda and personal values (see for example Sullivan and Mainiero 2007 and Cappellen and Janssens 2010, cited below), as well as the notion of social and human sustainability and well-being perspectives outlined previously.

The Protean Career

Newman (2011), has contended that in order to extend the potential and capability of individuals and organisations, attention should be given to aspects such as continuous learning to ensure that individuals and organisations are flexible and adaptable enough to respond to changes in the environment. The notion of adaptability and flexibility to sustain an individual's career has also been underlined by Lamb and Sutherland (2010), who cited contemporary career characteristics such as an individual's competitive position, differentiation, opportunism, context management, energy and dynamism.

An individual's willingness to adapt and take proactive action points to efforts to have and maintain a sustainable career reflects protean career tendencies and

perspectives (Hall (2004)). The protean career concept is viewed as a process that a person is managing not the organization, and consists of all the person's varied experiences in education; training; work in several organizations and changes in occupational field. According to Hall (1976:201), a protean career is not what happens to a person in any one organization. Protean career theory, suggests that internal values guide individual careers and also embrace strategies associated with individual career self-management, adaption in terms of performance and learning demands and arguably resilience particularly when individuals face challenges (Hall 2004; London 1993; Briscoe and Hall 2006; Seligman 2011).

The protean model outlined by Hall (2004), looks at an individual's behavioural responses in terms of their degree of adaptability and career self-awareness. High adaptability and high self-awareness suggest a proactive approach but high adaptability with low self-awareness suggests reactive chameleon type behaviour, because individuals are not following their own path.

The protean careerist is portrayed as a continual learner, always open to new possibilities and views the career as a series of learning cycles (Mirvis and Hall 1996). This underlines characteristics associated with a positive movement towards career sustainability including self-sustained learning and development activities, as individual's recharge their batteries and rejuvenate themselves to face new challenges. Moreover, Mirvis and Hall (1996:243), suggested that individuals could augment their career life cycle, through 'repeated development cycles' (exploration, establishment and maintenance-disengagement). Examples might include an older worker who is disengaged in their job and becomes re-engaged by taking on another career role such as working part-time for another organisation rather than retiring. Another example of individuals experiencing career development cycles include people who decide to return to college/university to develop their knowledge and skills and embark upon another career path, although the cost and benefits of such a career move would have to be considered.

Interestingly, empirical research data by Rahim and Siti-Rohaida (2015), highlighted the positive influence of protean career orientation (including career goal development) on the psychological well-being of engineers. Research by Buyukgoze-Kavas *et al.* (2015:122), also examined career adaptability components

and the data suggested 'that concern over one's career may link with greater life satisfaction due in part to an increased sense of control in career decision making and life meaning.'

The notion of an organisation's resilience has been cited by Boxall (1996), and in a similar vein this resilience can be found within individuals (London (1993), and is a characteristic of career sustainability and well-being (Seligman 2011). Career resilience is associated with protean career tendencies that include the individual's ability to adapt to changing circumstances, and encompasses 'welcoming job and organizational changes; looking forward to working with new and different people; having self-confidence and being willing to take risks' (London 1993:55-56). However, the extent of an individual's career resilience could be affected by the approach adopted by managers and the organisation's culture and values. London (1993:55), has suggested that 'career resilience increases when there is reinforcement for good work, opportunities for achievement, and an environment that is conducive to risk taking' (one in which innovation is rewarded and the negative consequences of failure are minimised).

The view that a protean careerist is a continual learner could also be linked to McDonald and Hite's (2005) suggestion that career development needs to take account of context and the nature of work, the organisation and innovative ways to learn. McDonald and Hite (2005:427) suggest that learning activities might be tied to the organisation's resources and willingness to offer formalised learning (training and dyadic mentoring) and categorises this as 'boundary learning'.

In contrast to formalised approaches to learning McDonald and Hite (2005:427), suggested that 'boundary spanning', could offer solutions to resource issues (e.g. limited resources for training and development), by acknowledging and taking account of informal and innovative ways to learn and different approaches to networking (socio-emotional support) and mentoring (teams and virtual approaches). Powell *et al* (2001), have suggested that this informal learning recreates career development, which is another way to recognise what is going on in terms of the meaning individuals attach to their sustainable career development. In relation to networking, Hipp's (2008) research also highlighted the merits associated with a professional learning community in an educational institution, with staff

learning together to direct efforts towards student learning; institutional innovation and a culture that reflected collective beliefs and values (such as dedication, commitment, best results and family).

A hybrid career model?

The discussion so far has focused on the notion of traditional career and contemporary career (boundaryless and protean perspectives) models, although this might not reveal the realities of individual career trajectories and a middle ground or hybrid model might need to be considered. Jacoby (1999) suggested that whilst there may be some evidence of market individualism (associated with the notion of a boundaryless career) and people looking to employers to provide learning experiences rather than job security, it would be a 'vast exaggeration to say that long-term employment is dead' (Jacoby 1999:125), although employers may be 'less willing to shoulder as much risk for employees as they did in the past' (Jacoby 1999:135;136). Capellen and Janssens (2010:1908), empirical research also found 'that global manager's careers are not an exclusive individual responsibility, but continue to be influenced by the organisation as agent of several career moves offering opportunities in skill development, marketability as well as money, status and power'.

Furthermore the dichotomy between boundaryless and protean career perspectives is also problematic, suggesting that more accurate categories of modern careers need to be found (Briscoe and Hall 2006). Briscoe, Hall and De Muth (2006), for example, found that some people might have strong boundaryless and protean attitudes but do not all have an inclination towards physical mobility.

Briscoe and Hall (2006: 4-11), have undertaken a cognitive exercise to produce a template of possible career profiles that revealed the personal challenge (to maintain the career actor's status quo) and also the career actor's and supporting group career development challenge. The career profiles move beyond a simplistic approach that separates protean and boundaryless careers and recognises that people and the organizations are likely to face different challenges depending upon their career profile. The career profiles are presented as hybrids between protean and boundaryless careers with likely career combinations representing a career profile that is high or low in four areas, values driven and self-directed (protean

careers) and psychological and physical mobility (boundaryless career). An illustrative example from the career profiles includes an individual who has a low score in each of the four areas spanning the protean and boundaryless career dimensions and is categorised (metaphorically) as “trapped” or “lost”. This career actor’s personal challenge to maintain the status quo is ‘reduced to react quickly enough to survive’ (that is reactive rather than proactive behaviour) and a career development challenge to ‘clarify priorities, gain career management skills and expand their perspective’.

Briscoe and Hall (2006:16) suggested that future research could ‘examine specific problems and opportunities related to self-awareness and motivation to change associated with various career profiles’. They also suggested that career actors could ‘be made aware of their orientation, their opportunities and context’, and add that ‘career actors need more specific understandings of their environment(s) to find agency within them.’

Values and Career Decision-making

Reference has already been made to empirical research that suggested extrinsic career success may be influenced by the degree to which a person fits into the organisation (Bretz and Judge 1994). An individual’s preference for a work environment was categorised as an internal value in Cappellen and Janssens (2010) research, and employee turnover was associated with values mismatch between individual and organisations (Sullivan and Mainiero 2007) and Seligman (2011) also associated intrinsic values with positive individual well-being.

Sullivan and Mainiero’s (2007), research led to the development of a new model of careers, called the Kaleidoscope Career Model (KCM), which sheds light on three values that drive individual career decision-making and in turn sustain people in their career. Although their research focused on what was occurring in women’s lives and careers, the model itself can be employed to discuss the values that guide the career decision-making of people in general. The KCM resembles a kaleidoscope with three mirrors (authenticity, balance and challenge) - which are the parameters or values that combine in different ways to reflect unique patterns that are active as signposts guiding people throughout their career.

Sullivan and Mainiero (2007), suggested that over the lifespan people search for the best fit that matches the character and context of their life. The three colours (values) of the kaleidoscope shift in response, with one colour (value) moving forward, intensifying and taking more prominence or priority at that time stage in peoples' lives, although the other two colours (values) are still present and active to create the current career pattern Sullivan and Mainiero (2007:7- 8), defined these three values as:

'Authenticity - being true to oneself in the midst of the constant interplay between personal development and work and non-work issues;

'Balance – making decisions so that the different aspects on one's life, both work and non-work form a coherent whole;

'Challenge – engaging in activities that permit the individual to demonstrate responsibility, control and autonomy while learning and growing'.

Interestingly, and as an illustration of the insights that the research provided Sullivan and Mainiero (2007), found that women discussed their need for challenge, (e.g. a career decision to take on a position with more responsibility) early in their lives, with issues of balance and authenticity taking on secondary importance. In mid career balancing family needs (with family defined more broadly to include non-work and relational issues), was a priority for women. In later career, authenticity (being true to oneself), was a priority for women, although they were still interested in challenges being addressed on their own terms.

Sullivan and Mainiero (2007), also offered practical suggestions to organisations to support employees in their career. In relation to the value associated with authenticity, they suggested that organisations might consider offering employees things such as sponsored corporate wellness programmes and workshops on spirituality and finding a higher purpose in life. In relation to the value associated with balance they suggested, for example, that organisations might consider policies that provide opportunities for employees to undertake short-term career breaks and part-time project work. To support the value associated with challenge they suggested organisations might offer opportunities for individuals to undertake job

rotation to increase skill development across functions and departments (which would enhance their career capital).

In relation to work-home balance and career sustainability over the individual's life course, Greenhaus and Kossek (2014:378), have also suggested that employees need to 'factor home considerations into career decisions and career considerations into home decisions so that they have sufficient time, energy, and vitality to meet their core values indifferent parts of their lives.' Moreover, they suggested that 'because career self-management increasingly involves family and personal life self-management, organizations should offer increased opportunities to incorporate discussions of nonwork goals and aspirations as an aspect of career development' (Greenhaus and Kossek 2014:379).

Capellen and Janssens (2010:1904), empirical research also focused on values associated with the individual career decision-making of global managers. They found that internal values (such as 'family life and preference for work environment'), were most frequently mentioned by participants as stimulating or constraining a career move (although remuneration as an extrinsic outcome was also important), and that this non-traditional element 'truly guided global managers careers' (reflecting a protean career orientation). The study mainly confirmed that people chose organisations which match their own career needs and fulfil their personal values. However, Cappellen and Janssens (2010:1903), research also found that 'global managers' values change over the course of their careers (similar to Sullivan and Mainiero's 2007 research), in which the fourth career move is a critical turning point' that '...might perhaps also point to a kind of mid-career crisis'.

In summary this section has examined career sustainability and the importance of career capital formation, accumulation and transferability which represents an individual's career portfolio that could be traded in the labour market, although issues surrounding the ease and/or feasibility of transferring career capital competencies to different contexts were highlighted. It was also suggested that the old psychological contract (relational) was being replaced by a new form of psychological contract (transactional). The transactional psychological contract placed more emphasis on employees developing their employability skills and knowledge with the support of

their employer and was associated with a new way of looking at employment security.

The characteristics that reflected a traditional career and a boundaryless career and their association with career navigation were examined and contrasted, although it was suggested that a mix of traditional and boundaryless career characteristics (or hybrid career) might exist. Protean career tendencies embraced continuous learning, flexibility, adaptability and resilience that helped to sustain an individual in their career. Reference was also made to empirical research surrounding the relationship between values and careers and the suggestion that values guide people in their career decision-making.

SECTION 2.5 SUMMARY OF THE CHAPTER

This chapter has addressed RSQ 1: How does the concept of sustainability apply to the major research question?

The inter-relationships and tensions between economic, environmental and social domains have been examined. It was suggested that the degree of attention given to the concerns and issues associated with environmental and economic sustainability may have side-lined efforts to understand social sustainability, which includes human well-being and worthwhile life opportunities such as career opportunities.

The concept of sustainability in relation to human capital and social capital has been outlined and included the importance of human capital to an organisation and an individual in building and maintaining a sustainable career. Social capital in the form of relationships and networking, as well as aspects relating to cognitive social capital and heuristics have also been discussed.

Personal and career sustainability and its relationship to motivation, person-organisation fit and well-being has been highlighted, and it has been suggested that self-determination, autonomy and motivation impact upon the job roles, career and personal sustainability of individuals and this is also associated with the style and approach of managers. The notion of person-organisation fit has also been associated with the compatibility of individual and organisational culture and values and career success, and individual preference for a work environment was regarded as an internal value that influenced career decisions. Career sustainability and its

association with well-being was discussed, and social networking and the enhancement of individual well-being was illustrated through the formation and work of professional learning communities.

The importance of career capital formation, accumulation and transferability was outlined, although issues surrounding the feasibility of transferring career capital competencies to different contexts were also cited. It was also suggested that the old psychological contract was being replaced by a new form of psychological contract that placed more emphasis on employees developing their employability skills and knowledge (with the support of their employer) that could also enhance security of employment.

The characteristics that reflected a traditional career and a boundaryless career and their association with career navigation were examined, although it was suggested that a mix of traditional and boundaryless career characteristics (or hybrid career) might exist. Protean career tendencies that embraced continuous learning, flexibility, adaptability and resilience that helped to sustain an individual in their career were underlined. Reference was also made to empirical research surrounding the relationship between values and careers and the suggestion that values guide people in their career decision-making.

The next chapter will examine the impact of the macro context on City College and the career sustainability of FE lecturers.

CHAPTER THREE

THE FURTHER EDUCATION MACRO CONTEXT: INFLUENCES ON FURTHER EDUCATION COLLEGES AND THE CAREER SUSTAINABILITY AND WELL-BEING OF FE LECTURERS

INTRODUCTION

The chapter will address RSQ2: what is the macro context for FE lecturers? In order to do this the chapter will:

- i. Provide a backdrop to the origins and purpose of FE colleges and the role of local education authorities;
- ii. Examine the impact of curriculum change, the incorporation of FE colleges and funding and inspection on the career sustainability and well-being of FE lecturers;
- iii. Examine the impact of FE college post incorporation changes to lecturers' contracts of employment and flexible working on the career sustainability and well-being of lecturers;
- iv. Evaluate organisational culture, values and management approaches in FE colleges and the impact of these aspects on the career sustainability and well-being of lecturers;
- v. Provide an overall summary of the chapter.

SECTION 3.1 BACKDROP TO THE ORIGINS AND PURPOSE OF FE COLLEGES AND THE ROLE OF LOCAL EDUCATION AUTHORITIES

The origins of further education (FE) colleges can be traced back to the nineteenth century employer sponsored organisations such as the mechanics institutes, which offered formal learning in areas such as craft skills, applied science, practical work-related subjects and liberal education. Working class communities also offered open-ended informal education in subjects such as 'literacy, grammar and number work at the heart of learning'. (Howard 2009:53). The latter serves as a rejoinder to policy reforms in the latter part of the twentieth century and beyond when further

emphasis was placed on the standard of the literacy and numeracy skills of learners (see for example Skills for Life: DfES 2004).

Technical colleges (later changing to FE colleges), emerged in the 1880's and greater emphasis was placed on vocational education and apprenticeship training, and from the early twentieth century, colleges became part of local education authority (LEA) provision (Howard 2009:53;54). Prior to 1944 LEA's were allowed but not required to provide further and technical education and opportunities for further education varied amongst LEA areas (Hodgson *et al.* 2015:11). The 1944 Education Act made it a duty of the LEA to provide an 'adequate' service of further education 'described as vocational and non-vocational' (Hodgson *et al.* 2015:11) and the post war period witnessed the growth of FE colleges across England (Simmons 2008a:361). Following the 1944 Education Act, there was a requirement for standard national pay scales in FE and the creation of the Burnham FE Committee to preside over such issues. 'Over time the remit of national bargaining grew, and eventually in the early 1970's became enshrined in the 'Silver Book' agreement for FE teaching staff...with tight limits on the number of teaching hours, the number of teaching sessions and the continuity of work that could be required of a teacher' (Simmons:2008a:366).

According to Waitt (1980:397-402), LEA's were responsible for the general education character of colleges under its control, although some LEA's allowed colleges considerable autonomy and discretion in their affairs, whilst others were stifling and restrictive. The way the LEA discharged its responsibility varied in areas such as the 'finance each LEA awarded to colleges for running courses' (Simmons 2008a:361), which was highlighted in the report 'Obtaining Better Value from Further Education' (Audit Commission 1985). According to Hodgson *et al.* (2015:11), the lack of national planning and resource allocation to FE colleges by LEAs raised concerns about the adequacy of the service and attention was also directed towards the performance of colleges and the inefficiencies of LEA's. This eventually led to the 1988 Education Act and local management of colleges which gave the governing bodies of colleges a 'limited amount of financial discretion along with a duty to improve their colleges' efficiency and focus on the market' (Hodgson *et al.* 2015:11:12). The 1998 Education Act paved the way for the FHE Act 1992, and the incorporation of FE colleges, in line with the neo-liberal ideology (eg the suggestion

that public service organisations were inefficient) of the government at the time (see further discussion on this below).

Historically the majority of FE teachers were drawn directly from industry and commerce and 'meaningful links between colleges and local employers were common place and students were, in the main, taught by those skilled and experienced in their chosen vocation' (Simmons 2008a:367). 'Traditionally the culture and approach of FE teachers tended to be shaped by their occupational background rather than by pedagogy and there was some evidence of a lack of professional approach towards education' (Simmons 2008a:366). FE also had a 'rather masculine history and tradition', which tended to reflect, at least in part, 'the fact that many colleges evolved from mechanics institutes, technical colleges and various industrial training institutions' (Simmons 2008b:268). Gleeson *et al.* (2005:449;450), also suggested that historically teachers entering FE tended to reflect its 'voluntaristic and entrepreneurial legacy' and opportunism that could 'coincide with lifestyle changes.'

Up until the 1980s it was the minority of teachers in FE that held teaching qualifications (Young *et al.* 1995:23), although by 2001 moves were afoot that would require lecturers to gain professional teaching qualifications (with the establishment of the Institute for Learning (IfL)), to complement their vocational/specialist expertise, which would also reflect their 'dual professional identities' (Robson 1998:603).

In the 1970's technical colleges changed to FE colleges and 'new and more diverse traditions emerged' (Fletcher *et al.* 2015:102). It was during the 1970's and 1980's, and in parallel with economic vicissitudes, that FE colleges witnessed an expansion in their role in adult learning with a focus on training and skills development and higher education provision in FE also grew. It is also worth noting, that from the 1980's FE colleges had already started to face further competition from private training providers, particularly in the area of competence based-training and by 1988 FE colleges also managed their own budgets (Howard 2009: 53-55).

By the early part of the 21st century there were some 244 general FE colleges, 94 sixth form colleges and 38 HE institutions which also offer FE courses (DBIS 2012). The 'vast majority of the FE colleges are large multi-site general colleges' that

continue to offer a diverse range of vocational and academic courses at all levels, for the 'majority of state supported adult and lifelong learner s', although they are 'best known for their long-standing lead role in vocational education' (Howard 2009:18). The Lingfield Review (DBIS 2012), also suggested that the strengths of FE colleges included their capacity to design curricula; putting government initiatives into practice; widening participation and the contribution they made to the economic health of the UK.

In summary this section has provided a backdrop to the origins and purpose of FE colleges including the role of LEAs. Concerns about planning and resource allocation and the inefficiencies of LEAs eventually led to the incorporation of FE colleges in 1993, and signalled their freedom from LEA planning and control. In subsequent years FE colleges witnessed further growth and offered a diverse range of courses at all levels to meet the needs of students and employers. However, following incorporation FE colleges had to work within the parameters set by the central government funding and inspection bodies and the implications of this will be examined in the next section.

SECTION 3.2 THE IMPACT OF CURRICULUM CHANGE, INCORPORATION OF FE COLLEGES AND FUNDING AND INSPECTION, ON THE CAREER SUSTAINABILITY AND WELL-BEING OF FE LECTURERS

Given the brief historical backdrop that underlined the origin and purpose of FE colleges and their relationship with LEAs, the impact of key curriculum changes, the incorporation of FE colleges and funding and inspection on the career sustainability and well-being of lecturers will be examined.

Curriculum change in FE

Even before College incorporation in 1993 and the neo-liberal approaches of the 1980's onwards (discussed below), the writing was on the wall as far back as 1979, that pressure for change in FE was looming. Owen (1979:45), highlighted some of the influences and changes that FE colleges were about to face from the late 1970s and the changing role of FE lecturers, which would require changes in their teaching and learning approaches. It could also be argued that these changes may have

enhanced the FE lecturers' repertoire of skills and knowledge (career capital) and tested their degree of adaptability and flexibility.

Owen (1979:45), noted that historically FE colleges had operated in a market where demand for its output was increasing and usually had a monopoly of local supply, with the result that colleges had expanded in size, but the work of lecturers was still largely 'prescriptive and even mechanistic'. However, FE was facing pressures to change. These pressures included the introduction of new courses (such as revised vocational qualifications awarded by bodies such as the Business Technician and Education Council (BTEC)); government led initiatives and programmes to help the unemployed (as a precursor to the Tomlinson Report (1996) on inclusive learning and the Kennedy Report (1997) on widening participation). In view of these changes, Owen (1979:48), suggested that the move 'towards increased provision for the less able, less motivated and unemployed' would change and the role of the FE lecturer would be based on a 'philosophy of integration, flexibility and teamwork'. In addition Owen (1979:48), stated that lecturers would also need to be 'more involved with counselling, curriculum development, industrial liaison and the evaluation of learning' that would necessitate 'different teaching methods, resources and a changed working environment' that would also require further training and development for lecturers.

It is not the aim of this chapter to explore all of the curriculum initiatives that emerged, but a few should be mentioned. One such instance was the establishment of working groups comprising of lecturers and employers to help with the design of the learning outcomes for BTEC courses (Stanton *et al.* 2015:71). There was also emphasis on approaches to teaching and learning that focused on student centred learning, along with independent student learning and efficiency measures that included a move towards reducing teaching hours on some courses.

Competence based approaches also manifested themselves in the guise of National Vocational Qualifications (NVQ's), although according to Stanton *et al.* 2015:71 'there was little involvement of experienced teachers in the process.' According to Stanton *et al.* 2015:76;83) 'FE colleges have been required to play a central role in the delivery of a rolling programme of national initiatives' that included, for example, General National Vocational Qualifications (GNVQs) and Curriculum 2000 (which

included Advanced Supplementary level (AS level) and Advanced level ('A' level). Stanton *et al.* (2015:83) commented that FE colleges and lecturers have 'responded to changing priorities with regards to specific target groups, although 'there has also been policy confusion as to whether the curriculum offer of colleges should be determined by colleges themselves... or by national, local, or sector based planning systems, or by the market, in a competitive environment. In terms of the vocational curriculum, 'pressure was exacerbated by the use of qualifications as performance measures that influence both inspection grades and funding' (Stanton *et al.* 2015:84).

The incorporation of FE colleges, funding and inspection and neo-liberalism

Given the discussion about curriculum change and approaches to learning/teaching, aspects relating to the funding and inspection of FE colleges post incorporation and the notion of neo-liberalism will now be examined.

It was the Education Reform Act (1988), that first gave 'colleges greater power over finance staffing and courses' (Nash and Jones 2015:26). This was followed by the Further and Higher Education Act (1992), which marked the new government funding arrangements for FE with the establishment of the Further Education and Funding Council (FEFC), and then the incorporation of colleges in 1993. The incorporation of FE colleges signalled their freedom from local education authority control and more autonomy (over things like the employment and terms and conditions of college staff) and self-determination. Ironically the 'autonomy' for FE colleges was shaped and influenced by the top down policy of central government and the remit of the newly established government funding body, the Further Education and Funding Council (FEFC). Interestingly, Withers (1998:239) observed that the incorporation of colleges was 'multi-layered in its structure, with complex relationships between the change agent (FEFC), the innovation (Incorporation) and the user (College)'...with these relationships changing rapidly over time...' and moreover that 'the concept of Incorporation as an innovation did stand up to development and application.'

During the late 1980s and 1990s there was a contrasting and paradoxical combination of free market forces reflecting the neo-liberal ideology of government and also central government control of FE through funding and inspection bodies.

Simmons (2008a:360), suggested that the removal of colleges from local education authorities was 'rooted in neo-liberal ideology and the belief that traditional forms of public sector organisations, such as LEAs, are inherently flawed, wasteful and inefficient in their operation...and marks a significant break with the policies of the post-war welfare settlement where the public sector was viewed as a vital and central part of the economy.'

Government policy from the late 1980's and beyond, manifested itself through the extension of free market principles and greater competition in the wider education sector as colleges sought to maximise their market share of students, and college management teams were also encouraged to employ business related strategies or 'measures to give them competitive advantage' (Shain 1999:4). This neo-liberal approach has also been linked to the pressures of globalisation (Simmons 2008:8). Furthermore, although neo-liberalism and specifically new public management (NPM) approaches meant that those running organisations were 'free to determine how to provide a service', they could 'not determine what service to provide' (Fletcher et al 2015:171).

The FEFC was charged with the responsibility of implementing new funding criteria for colleges. This was dependent upon colleges driving down unit based costs which meant a drop in the average level of funding per student (Williams 2003), and pressure to increase staff student ratios with a consequent tightening of budgets (see Elliott and Hall 1994). According to Jupp (2015:184), a substantial number of colleges flourished under the new system...the 'FEFC considered the best colleges were the ones with low costs who were eager to expand rapidly and take over more expensive ones...many people felt at this point the colleges started to become too 'compliant' and 'deferential'. Funding from the FEFC was related to outcomes and colleges became more like private limited companies responsible for their own debts without the LEA safety net (Elliott and Hall 1994). This reflected a move from a service oriented model in FE to the adoption (particularly with managers as 'more willing adopters'), of a business model, including the introduction of human resource management strategies, that tended to marginalise 'educational values at strategic and operational levels' and also included the appointment of some senior people from a business background (Elliott and Hall 1994:393).

Prior to the incorporation of colleges Her Majesty's Inspectorate (HMI) and local inspectors of education had less impact on college operations (Fletcher (2015:163)). However, the FEFC funding mechanism was accompanied by a new inspection regime that generated a performance management, target driven and top down approach in FE (Howard 2009), with emphasis on financial viability and efficiency drives, along with organisational restructuring (Mather *et al.* 2009:145). Accountability in FE had historically been on the basis of student enrolment, but under half of enrolled students at most colleges never successfully completed their courses. Colleges also had incomplete and misleading data and it was several years before a 'culture of transparency and honesty of data' emerged (Jupp 2015:183:184).

In the 1990s the Government began to publish league tables ranking examination performance at institutional level. The FEFC published standardised benchmarking for colleges that comprised 'a mixture of efficiency and effectiveness indicators, achievement of recruitment targets, student number trends, average level of funding...' and later on during the 1990's there was also a focus on student retention (Fletcher *et al.* 2015:168).

'The FEFC also brought valuable management requirements for colleges to produce a 3 year strategic plan with 3 years financial forecasts...potentially empowering for college leadership' although it has been suggested by one FEFC official at the time, that 'Principals were keen on being 'managerial' at the expense of providing leadership' (Jupp 2015:182).

During the post incorporation era Elliott and Hall (1994), also noted that the restructuring of colleges led to the amalgamation of college curriculum areas into larger faculties or schools, with a consequent reduction in middle management roles. Mather *et als.* (2009: 140), research also suggested that there was a 'redefinition of lecturers career pathways, structures, job titles and roles, inhibiting progression through the academic hierarchy'. Moreover, even by the 21st century, Mackay and Etienne (2006), noted a lack of career routes, structures and job rotation opportunities in FE, although suggested that there was also a need for lecturers to self-promote themselves.

The views of lecturers and the approach of some colleges in relation to the post incorporation changes in FE has also been highlighted by Jupp (2015:183:184):

‘Teaching staff viewed the post incorporation change agenda as ‘remote and irrelevant and a waste of energy and money. The changes were uncomfortable involving huge amounts of work and often restructuring and redundancies. But in all colleges there were staff who wanted to see changes and would support them. A number of colleges rose to the leadership challenge by keeping the educational mission in clear focus when so much of the college was about process and systems; by ensuring those in favour of the change felt consulted and included and being willing to engage with those who felt negative and unwanted.’

Edward *et al.* (2007:164), underlines the magnitude of the post incorporation changes in FE college and the impact this had on lecturers, stating that:

‘Tutors and managers described coping with endless change coming at them from all directions’...this included ‘the senior management structure and direction of the organization; changes in funding; changes of colleagues in the course team; changes in student support advice and guidance; changes in the requirements of awarding bodies; changes in the electronic data management and audit systems and requirements for paperwork; changes in targets for retention and achievement and changes in the quality improvement systems within the organization.’

Other aspects of Edward *et als.* (2007:164:165), study highlighted the recognition by tutors and managers of ‘changes in the wider environment, including competition from schools... and that colleges were required to be flexible in the boundaries with both schools and higher education’.

At the time there was also evidence from the study (Edward *et al* 2007:164;165), that some tutors were still completing teaching qualifications, developing their information technology skills and training to become subject coaches. ‘Underpinning all these changes the staff reported heightened accountability and some were very stressed and weary’, as a result of things such as the additional hours that had to be worked in connection with preparation and assessment. Interestingly, ‘participants had little to say about pay and working conditions’, and managers cited the difficulties of including part-time staff in collaborative activities.

Edward *et al.* (2007:166), commented that despite the changes staff were facing, there was evidence that staff were finding time to make changes to their own practice at a micro level; to improve learning and their own practice and to undertake

reflective practice (a theme taken up by Elliott 1998:166). Edward *et al.* (2007:166), also suggested that professional reflective practice may serve as a therapeutic and effective coping strategy for lecturers which could help them to reassert their own sense of professionalism, given the apparent loss of control over teaching and learning.

According to Edward *et al.* (2007:166), in relation to those participants who had remained within the profession, there was evidence that tutors who had focused strongly on their commitment to their learners were more likely to weather the storm of change in recent years. Edward *et al.* (2007:166), suggested that what was striking was that although the professionalism of tutors included compliance with bureaucratic demands, lecturers were enthusiastic about the impact they had on the lives of learners and that this could be perceived as the main driver of their practice and source of motivation to keep their professional 'soul' intact.

In 2001 the FEFC was replaced by the Learning and Skills Council (LSC), which was responsible for all post-16 education and training including work-based training, and the FEFC inspectorate was replaced by OFSTED (Office for Standards in Education (Hodgson *et al.* 2015:18). Unlike the FEFC the LSC was set up with powers for planning as well as funding and between 2005-8 the LSC implemented a new funding system described as demand led (Fletcher *et al.* 2015:168:169).

Around about the same time, in 2002 the government's published its strategy document "Success for All" that set out the joint plans of the DfES and the LSC "to build a more effective and responsive learning and skills sector" (DfES 2002a:8). The main elements included improving responsiveness and the quality of provision; enhancing teaching standards and disseminating best practice; developing staff and establishing a framework for quality and success including three year funding programmes (DfES 2002a). The Government also wanted staff to be appropriately qualified and recognised the need to increase the attractiveness of a career in the sector and strengthening the reward and career structure linked to performance (DfES 2002a:11). However, the government did not plan to impose a national pay structure and felt that the increased resources and greater flexibility over time, with a longer term funding arrangement should enable colleges to address pay arrangements, recruitment and the retention of staff (DfES: 2002a).

Minimum levels of performance described as floor targets in the form of student success rates were also proposed in the Success for All strategy document (DfES 2002a), although most respondents involved in the consultation said that floor targets and institutional improvement targets needed to be clear and realistic. (DfES 2002 b:3)

In 2006 ‘the LSC was ready to implement a new performance based system’ although ‘there was growing criticism of its inefficiencies’ and in 2010 the LSC was replaced by the Skills Funding Agency (19+) and the Young People’s Learning Agency (YPLA) (16-19)), although the YPLA was then replaced by the Education Funding Agency managed by the Department for Education (DfE) in 2010 (Hodgson *et al.* 2015: 17:18). From 2010 the Government then ‘funded students in FE colleges based upon enrolments and qualifications passed in the previous year, thereby removing central planning in favour of demand-led outcome funding. However, concern has been expressed at the funding reductions over the period during 2010 - 2018 (Hodgson *et al.* 2015:17).

In terms of the audit culture and performance management in FE, extensive empirical research undertaken by the Teaching and Learning Research Programme team in the U.K., (Nash *et al.* 2008:29) raised concerns about the audit culture in FE, although added that the Government recognised some of the problems and stated that the audit culture was:

‘...still distorting the priorities of people working in FE. Everyone is spending more time providing paperwork to protect themselves ...In some vocational areas the focus on assessment overwhelms curriculum and pedagogy... more recently the problems associated with targets and the audit culture have been recognised by ministers and policy makers... considerable changes are still needed...under the current system tutors have too little intellectual space and capacity and freedom to do a wider job of educating the whole person.’

(Nash *et al.* 2008:29).

The research recognised ‘*important advances*’ in the Learning and Skills sector since 2001, including the focus on the needs of learners and employers and that ‘*participation rates, quality of provision, learner satisfaction and attainment rates*’ had *all improved* (Nash *et al* 2008:24). However, the research drew attention to the impact and translation of government targets and the degree of professional judgment afforded to practitioners stating that:

'...nationally derived drivers and targets that did not take account of the complexities of the system and ... the ways in which people at all levels translate policy as it is passed down.. and partly results from the ways in which providers try to adapt policy to suit local needs, which may not align with broad national requirements.

'This top-down approach has left some practitioners with little room for professional judgment or manoeuvre. The gap between practitioners and the designers and administrators of policy seems to be growing... instability caused by frequent shifts of policy and funding... has led to a belief amongst practitioners that some of the gains made are not sustainable.'

(Nash *et al.* 2008:24).

The research highlighted the pressures associated with performance targets on lecturers' well-being and retention and professionalism in FE stating that:

'The pressure to increase participation, retention and attainment rates ...meant that many tutors were doing a lot of underground' work, supporting their students at the expense of their own time, energy and morale... These pressures increased during the period of the research, with some tutors opting to leave the system altogether.'

(Nash *et al.* 2008:19)

The research (Nash *et al.* 2008:14), stated that since 1992 teachers 'have been working under the long shadow of incorporation and are still feeling the effects of the new managerialism and the intensification of work which this has created.' Teachers also felt that the:

'...emotional labour they undertook, although draining, was part of being an FE professional...and that teachers especially women, invest considerable emotional labour in responding to and accommodating external and internal pressures.'

(Nash *et al.* 2008:14)

Similar points and issues were also highlighted by Howard (2009) including reference to the performance culture; funding cutbacks; the lack of autonomy for FE colleges and the impact of this on well-being and the need for adequate rewards and further recognition of the professionalism of teaching staff.

Howard (2009) stated that:

'The professionalism and capability of FE staff must be recognized and trusted...FE teachers must be held in high regard, respected and adequately rewarded as a distinct branch of the teaching profession...(Howard 2009:12)

'Colleges have been subject to external interference and control in a government led, top down performance culture, driven by targets over which they have little or no say... the lack of autonomy and the mountain of

bureaucracy associated with 20 years of continuous government reform have displaced energies and dissipated teachers' and college leaders' time for thinking about teaching and learning.' (Howard 2009:27;28)

'Colleges could still compete with other colleges...but their market role should not eclipse their role as contributing to social, community and individual well-being.' (Howard 2009:38)

The independent review panel (chaired by Lord Lingfield), that investigated professionalism in FE (DBIS 2012:12; 23-24), also suggested that FE colleges should be given more autonomy and flexibility that could help to create an environment which would enhance the well-being of lecturers and their career sustainability, stating that:

'...mature organisations in further education should be left alone, in near autonomy, to get on with serving their students, their local communities and the employers on whom national economic renewal depends. Our conclusions then are intended to help create an environment in which the professionalism of further education lecturers, instructors, workplace supervisors and assessors might naturally flourish, without interference'including ' a refreshed relationship between employers and staff.'

(DBIS 2012:ii)

'Employers must share responsibility for encouraging professionalism by offering moral and tangible support to their staff. Both employers and employees will flourish in an atmosphere of flexibility and autonomy.'

(DBIS 2012:23)

The Lingfield review panel (DBIS 2012:34), also thought that a suggestion (raised by a panel member), to release lecturers from their respective FE college to go into industry for a year to enable them to remain current in their area of expertise, was something worth exploring by colleges. In relation to career sustainability, any potential industrial placement for lecturers (as suggested by the Lingfield review panel), would also provide them with the opportunity to enhance their career capital.

In summary this section has highlighted some of the curriculum changes that impacted on the job role and career of FE lecturers (including inclusive learning; widening participation; student centred learning and competency based approaches), which required a variety of teaching and learning approaches and enhancement of lecturers' career capital in the form of skills, knowledge, adaptability and flexibility.

The incorporation of FE colleges brought with it independence from LEA control and planning, but colleges then had to operate within the relevant funding and inspection parameters and there was more emphasis on performance management, efficiency drives and strategic planning. In 2002, the government indicated that it wanted to strengthen the reward and career structure linked to performance for lecturers in FE through longer term funding arrangements for colleges, in order to improve salaries and conditions and the recruitment and retention of lecturers.

However, empirical research revealed concerns (over the years following incorporation), about the intensity of the performance culture in FE and levels of funding, and the data suggested that this had a negative impact on the well-being of lecturers. It was also suggested that whilst government recognised some of the problems associated with the performance culture, further changes were needed to enhance the career sustainability of lecturers including the rewards and degree of professional judgment, care and trust afforded to lecturers. Despite the changes and pressures facing FE, there was evidence to suggest that lecturers were enthusiastic about the impact they had on the lives of learners and they were also finding time to make changes to their practice at a micro level.

SECTION 3.3 CONTRACTS OF EMPLOYMENT AND FLEXIBLE WORKING AND THE IMPACT ON THE CAREER SUSTAINABILITY AND WELL-BEING OF LECTURERS

This section will examine aspects associated with changes to lecturers contracts of employment and the notion of a flexible workforce during the post incorporation era of FE colleges and the impact this had on the career and well-being of lecturers.

Contracts of employment

During the post incorporation era, FE colleges witnessed changes to staffing levels, employment contracts, and the work intensification and nature of lecturers work (Mather et al 2009; Shain 1999).

From 1993, FE colleges could set their own conditions and terms of employment, within the legal framework (Howard 2009). Subsequently, colleges started to negotiate new terms and conditions of employment for lecturers with the respective unions. These terms and conditions replaced those enshrined within the established

'Silver Book', which was a collective agreement that outlined the terms and conditions for lecturers in FE colleges (Mather 2009:145). There was an assumption amongst leaders in FE that the service needed to be modernised in line with emerging business models, although in the run up to a settlement on the main terms and conditions of service between the main teaching unions and management (e.g. the College Employers Forum (CEF)), there was evidence of industrial conflict that led to low morale amongst the workforce (Burton 1995); (Fletcher *et al.* 2015:91;107), and their well-being. The Teaching and Learning Research Programme team (Nash *et al* 2018:19), also noted the increased pressure faced by FE lecturers, and the consequent impact on their energy and morale (a further insight into staff satisfaction levels in the post-16 sector and FE colleges is provided below).

The new contracts involved 'negotiated deals, reflecting the relative power balance of managers and lecturers' (Mather *et al* 2009:146), and the avoidance of industrial conflict, although some employees were still covered by the 'Silver Book' arrangements. Funding from the FEFC could be held back if colleges did not introduce flexible contracts and employees who did not sign up to the new contracts were denied pay awards (Shain 1999). Furthermore, autonomy for colleges brought with it freedom to disregard pay recommendations from the employers' representative body such as CEF and subsequently the Association of Colleges (AOC), and colleges introduced revised pay structures and banding (Williams 2003). The CEF also encouraged colleges to adopt human resource strategies that included the 'employment of part-time staff through agencies' which damaged the role of part-time staff, who were often perceived as a 'source of up-to-date professional/vocational expertise' (Fletcher *et al* 2015: 183).

The notion of a flexible workforce

During the 1990s there was also emphasis on life-long learning and a flexible workforce which had implications for the careers of lecturers. Edwards *et al.* (2001:374) suggested that since FE college incorporation there had been more emphasis on the provision of learning that often translated into the notion of life-long learning opportunities to help equip people with the skills, knowledge and qualifications to become more 'flexible workers'. FE college incorporation and the

adoption of a business model in FE also meant that colleges could operate more flexibly both in terms of the learning provision and modes of delivery and in terms of working practices. Edwards *et al.* (2001:374), noted that as a consequence, lecturers in FE felt that they were increasingly busy as the result of attempts to introduce greater flexibility, coupled with a need for lecturers to 'represent themselves as busy and engage in impression management'.

Edwards *et al.* (2001:377), drew upon participant responses that pointed to attempts to shift the culture of the college towards greater flexibility, and the promotion of a business culture that has been approached hierarchically from the top, and the adoption of a hierarchical model. Other participant responses in Edwards *et als.* (2001:377), study underlined the importance of staff visibility in the workplace, associated with conspicuous 'busyness' and impression management; low trust relationships and the process of management surveillance leading to pressures on lecturers to conform.

Edwards *et al.* (2001:378), also suggested that:

'...the idea that it is good to be flexible may be questioned by some who might see it as a form of exploitation given the importance of job demarcation in attempts to negotiate pay and conditions.'

Edwards *et al.* (2001:379), draws upon the discourse about workforce flexibility that points to different ways of working, including a shift away from job demarcation and dispositions that emphasise individual enterprise and being self-reliant. Whilst Edwards *et al.* noted that for some people this might be perceived as empowering and liberating, for other people it could point to deskilling and the erosion of professional autonomy. In terms of the latter point it is also interesting to note that in a survey undertaken by Kinman and Wray (2013:15), union member felt they had lower levels of control over the way they worked than the Health and Safety Executive (HSE), target industries including education'.

However, Edwards *et als.* (2001:383) research found that:

'Far from illuminating a sharply defined outline of the teacher as ...a self-reliant and flexible worker what emerges is a complex image of teachers in FE actively exploiting the fuzziness of their role boundaries ...as they construct and reconstruct a variety of identity positions...but constantly in play and subject to change'. However, it was 'their identity as a subject teacher and in

supporting their students' that 'still appears central even if reconfigured' to lecturing staff.'

The personal accounts of participants in Edwards *et al.* (2001: 383:386) research highlighted perceptions about the availability of work in the past and being able to construct alternative patterns of flexible employment and also alternative narratives that indicated employment as a necessity. In terms of the present, some participants suggested that the labour market had changed decisively and for the worst, coupled with concerns such as college flexible recruitment policies and the pressures to be adaptable that could impact upon a lecturer's professional career. However, other participants suggested that employment practices needed to be more flexible to benefit the customer/student.

In relation to the wider labour market and college employment practices, Edwards *et al.* (2001: 387:388), drew upon participant narratives to highlight the notion of 'good flexibility' associated with choice in the labour market and constructing one's own career knowingly and employment security of the past and greater freedom to be flexible. In contrast the notion of 'bad flexibility' was associated with compulsion and a lack of real choice and agency.

Following incorporation and the introduction of new contracts of employment and the industrial conflict that ensued, it has been suggested that the morale of the workforce was low (Fletcher et al 2015:107). In 2001 a survey 'Listening to Staff' produced by the Learning and Skills Development Agency (Davies and Owen 2001:7;8) touched upon aspects associated with individual career sustainability and well-being in terms of the levels of staff satisfaction in the post-16 sector. The survey found that 'more staff were negative about their job and their college than were positive, and what happens within a college does make a substantial difference to staff attitudes', which are not 'determined entirely by the external educational environment.' (Davies and Owen 2001:7; 8). The staff opinions that emerged from the survey gave the LSDA 'considerable cause for concern' particularly in general FE and tertiary colleges.

The survey (Davies and Owen 2001:7- 8) revealed that

‘...It is uncommon for average ratings to be as negative within a single organisation and very rare for them to be so negative across a whole sector. Two factors appeared to link strongly with overall levels of satisfaction and job fulfilment:

- (a) whether or not the ‘college cared about them’; whether or not they were valued; and whether they felt secure and
- (b) how effectively staff were communicated with, consulted and involved in the decision-making process.’

The survey (Davies and Owen 2001:7- 8) also found that ‘staff perceptions of a college’s management style also seemed to determine whether or not they felt valued and ...seemed to be connected with an embedded culture of continuous improvement – rather than one of blame – which encouraged bottom-up initiatives within a clearly understood framework.’ Davies and Owen (2001), revealed that statements from staff that drew the highest levels of agreement included staff working well together in teams; the support from managers to do the job effectively; understanding the role and contribution made to the college and the embedding of equal opportunities into the culture of the college. The statements that attracted the least agreement were linked to staff feeling they had job security; staff being encouraged to take risks or to try new things out without fear of failure; the progression opportunities in the college and effective communication within the college.

In another staff satisfaction survey of FE colleges in England (Villeneuve-Smith *et al.* 2008:1-4), also touched upon individual career sustainability and well-being and found that people:

- ‘ ...work long hours but find it difficult to achieve a work-life balance and may feel stressed;
- enjoy their jobs but are less positive about their institution;
- are dissatisfied with their remuneration but positive about benefits;
- and feel that the sector is likely to face future staff retention challenges.’

Even by 2012, there was evidence that FE lecturers ‘often felt pressurised to work long hours’ and the ‘level of well-being at work relating to demands made on them was below the average for Britain’s working population’ (Kinman and Wray 2013:10).

In summary this section has revealed that following incorporation, colleges could set their own terms and conditions of employment for lecturers and funding for colleges from the FEFC was also subject to the implementation of flexible contracts in FE. It was also suggested that the new contracts of employment narrowed the scale of incremental progression for lecturers, and there was also evidence of work intensification and changes to the nature of lecturers work.

During the 1990s and beyond, it was also suggested that there was greater emphasis on life-long learning and the notion of a flexible workforce, and in FE following incorporation there were attempts to introduce greater flexibility and the promotion of a business culture. Research data suggested that for some participants flexibility pointed to different ways of working, including a move away from job demarcation to individual enterprise, self-interest and being adaptable, although for others flexibility was associated with the erosion of professional autonomy and pressures to adapt to the working environment.

Staff satisfaction surveys in FE also highlighted aspects associated with the career sustainability and well-being of lecturers that included concerns about working long hours and achieving a work-life balance and job security, although there were positive responses in terms of the enjoyment people derived from their job; team work in FE and support from managers to do the job effectively.

SECTION 3.4 ORGANISATIONAL CULTURE, VALUES AND MANAGEMENT APPROACHES IN FE AND THE IMPACT ON THE CAREER SUSTAINABILITY AND WELL-BEING OF LECTURERS

This section will evaluate management approaches, organizational culture and values in FE (post incorporation) and the implications for the career and well-being of lecturers. Aspects relating to performance management approaches in FE have already been cited and these will also be explored further in this section.

Mather, Worrall and Seifert (2009:140-142), point out that the performance management regime and free market approach evident in FE colleges post-incorporation existed in the public sector since 1979. Moreover, Fisher (2010:119;121), contended that performance management approaches in FE, were

incremental, going back to the 1960's when there was evidence of improved administrative systems in colleges and 'by the mid-1980s an established culture of managerialism and performativity.' Fisher (2010), suggested that college incorporation then witnessed an acceleration of the performance management process, and Mather *et al* (2009:140-153), contends that during the 1990's managers in FE were perceived as 'modernisers' and lecturers as professionals.'

Evidence of the potential impact on lecturers of the changes in management approaches is outlined by Whitehead (1996; 1999), and Shain (2000). These authors have suggested that there was a leaning towards a masculine management approach, reflecting a more aggressive directional stance in FE post 1993, in contrast to a feminine management approach which was associated with a more caring, open, approachable and responsive management style, with the implication that a masculine management approach could have a negative impact on the career sustainability and well-being of lecturers.

Mather *et al.* (2009:152), also found that the management approaches in FE during the 1990's created a low trust environment and a blame and bullying culture. Furthermore it is contended that 'FE has traditionally had lower status than other sectors...this has left it open to more extreme forms of managerialism, stricter auditing disciplines and more severe funding changes than either schools or universities' (Nash *et al.* 2008:18).

Fletcher *et al.* (2015:91), suggested that 'divisions in the workforce were emphasized by incorporation and many managers squeezed between senior management and teachers, left one of the main teaching unions NATFHE (National Association for Teachers in Further and Higher Education) for the newly formed ACM (Association of College Managers)'. Jupp (2015:181) also observed that 'at incorporation many middle managers found taking up a leadership role difficult, particularly when dealing with poor performing staff...many managers had to move from personal relationships to professional ones...in many colleges developing staff as leaders as well as managers took some years and has been a focus of staff development.'

The relationship between management and lecturers post incorporation has also been highlighted by Beale (2004:473:474) This empirical research drew largely on

the views of workplace union representatives and found that 'members were especially critical of management's failure to use lecturers' expertise to improve the way things were done in their colleges.' The research also touched upon lecturers' career sustainability and revealed that lecturers '...had a strong belief in their occupational expertise and the way this could contribute to improving the organisation' as well as 'high levels of pride in the job', that suggested 'an important and resilient sense of professionalism' (serving as a rejoinder to Elliott and Hall (1994) who also note the resilience and commitment of FE lecturers). Beale (2004:474:475), also contended that the continued discontent with the system that included new contracts of employment for lecturers and continued emphasis on performance measures, was 'unlikely to encourage lecturers to see themselves as stakeholders. Robson (1998:603), has also suggested that the FE profession would find it difficult to act collectively in view of the 'growth of a new culture of managerialism' in FE, 'with its emphasis on the individual on performance management and accountability within hierarchies'.

Elliott (1998:161:162), suggested that the speed and scope of change in colleges was unprecedented and that lecturers 'have experienced acute loss of control of their work situation and that the barriers to change invoked by lecturers in response to that loss are one expression of working out, in practice, the ethical base of educational conceptions.' Elliott (1998:162), also noted the tension between management imperatives 'of satisfying quantitative performance indicators and lecturers' conceptions and priorities based upon their value judgements... and that greater external accountability and the squeezing of resources... had led to lecturers 'trading off the needs of learners, course needs and former ideas about practices which count as teaching.'

According to Elliott (1998:162), lecturers were suspicious about developments such as flexible learning and work-based assessment 'purportedly designed to serve students' which could be used by 'unscrupulous managers to further undermine lecturers' ownership of legitimate work'. However, Elliott (1998) suggested lecturers and managers may need to question traditionalised and arguably outmoded notions of teaching, and pointed to the use of reflective practice that could help lecturers to conceptualise 'professionalism' (with 'professionalism' embracing moral and educational values at a time when there is emphasis on the market model in FE).

Elliott (1998:166) also contended that the concept of reflective practice is 'more consistent with... biographies, careers, priorities, subjects, status and pedagogical orientation of lecturers.' Interestingly, the emphasis on reflective practice, is now a key element within the 2014 Professional Standards for Teachers and Trainers in Education and Training – England (Education for Training Foundation, 2014).

In the years following incorporation empirical research by the Teaching Learning and Research Council (Nash *et al.* 2008:14), highlighted aspects associated with the career sustainability of lecturers and stated that 'teachers in FE are still feeling the effects of new managerialism and the intensification of work this has created...and described how it shapes and constrains what they do in their working lives, and the levels of stress and anxiety which they take home.'

Other more recent research conducted at various FE colleges Feather (2016:110) also found that many lecturers still commented on a blame culture within their FECs, coupled with management surveillance. Other themes that emerged included 'bureaucracy, authoritarianism, constant change and the relentless seeking of funding' in FECs.' This was accompanied by feelings that management did not reflect sufficiently on 'whether they should undertake the changes', and that if things did not go according to plan lecturers would be blamed (Feather 2016:110). However, Feather (2016:110), also acknowledged the difficulties FE college (FEC) management were facing in trying to keep 'their respective FECs viable' and to secure jobs and that blame might also be attributed to the actions and neo-liberal policies of successive governments.

Goodrham and Hodkinson (2004), also suggested that bullying and masculine forms of management within FE colleges have been tempered to some extent. They also contended that the antagonistic relationships between managers and lecturers may be oversimplified and that the dichotomy between managers and lecturers is unsustainable, as lectures also have management responsibilities. However, Simmons (2008a:368), raises a caveat stating that 'although the instances of macho management that were common place in the 1990's may have declined, there are still notable recent and current examples of such practices.'

Value orientations

Mather *et al.* (2009:153), contended that following incorporation lecturers became more 'easily replaceable, manageable, compliant and flexible.' According to Mather *et al.* (2009:146), this also signalled a different 'power balance' between lecturers and management, and the latter could also be associated with the perceived differences in value orientations held by lecturers and management. Elliott and Hall (1994), also suggested that the incorporation of colleges in 1993, witnessed the loss of educational values and the professional status of lecturers. This is reinforced by Gleeson *et al.* (2005:453) who cite the downgrading of the professional status of lecturers and Mather *et al.* (2009:140-153), also observed the erosion of lecturers self- identities.

Themes associated with the deprofessionalisation, deskilling and degradation of the work of lecturers and the proletarianisation of this occupational group have also been highlighted by Randle and Brady (1997:136). Randle and Brady (1997:136) contrasted the professional values (of lecturers) such as the 'primacy of student learning and the teaching process' with new managerial values and approaches that focus on control surveillance and the use of performance indicators.

Hannagan *et al.* (2007:492), also found that in FE post incorporation, the emphasis in values had changed from those associated predominantly with a learning service, to those of achieving targets, and competition including recruitment from the private sector, and also changes in the composition of the governing body. Perceptions of FE lecturers also revealed that lecturers 'did not feel part of anything and hated the person they had become' (Mather *et al.* 2009:151) which raises concerns about the impact this has on lecturer well-being. Values associated with FE as a learning service (Hannagan *et al.* (2007:492), is also taken up by Feather (2016: 111), who suggests that FE colleges are best placed to identify the needs and wants of their communities and should be allowed to 'become once more the service providers to both their communities and industry.'

Hannagan *et al.* (2007:492), contended that the 'basic and long-held beliefs and assumptions about the nature of FE were being challenged'. Hannagan *et al.* (2007:495), stated that the extent to which new values and management imperatives

were 'internalized, varied amongst different groups of staff ' ...and all of these 'changes affected the culture of the organisation', such as the erosion of function or roles and 'less clear lines of authority.' Newman (1994), cites the 'unstable settlement' between professional values and the values and approaches adopted by college management, leading to redundancies, although goes on to suggest that colleges would continue to cope, despite the external influences that tended to provoke this instability.

However, other writers such as Shain (1999:7), suggested that perspectives on the value orientations of lecturers and management should not necessarily assume or imply that managers themselves do not embrace educational values that draw upon public sector professionalism. Shain (1999:8), drew upon data from the Changing Teaching and Managerial Cultures in FE (CTMC) project at Keele University and found that lecturers themselves do not necessarily share a set of values and the managerial reform (post incorporation) was able to exploit the divisions between 'new contract' staff (post incorporation) and 'old contract' staff (pre-incorporation). Shain (1999: 8), suggested that:

'teachers do not simply receive policy as empty vessels; rather they filter policies of reform and change through their existing professional ideologies and perspectives.'

Shain (1999:8;15) categorized lecturer responses using a typology that embraced: willing compliance; strategic compliance; resistance and rejection that was not fixed or static, which produced different strategies or adaptations in the teacher workforce. Responses categorized as rejection and resistance included a small group of participants who were critical of the post incorporation changes and had difficulty identifying positives. Values were based on reward for expertise; FE as a public service that was adequately resourced and professional autonomy. Their anger and frustration was vented against managers who were viewed as a buffer between the state and FE teachers. The old contract staff were also criticized by new contract staff.

Responses categorized as 'compliance', included new lecturers more compliant with the values of a dominant discourse of professionalism...flexibility ...identified potential for 'professionalism'. The vast majority of responses in Shain's (1999)

research were those categorized as strategic compliance. These respondents were critical of some aspects of reform, but accepting of others, and flexible learning was viewed as a positive option as long as it was not resourced on the cheap through unqualified learning assistants.

The overall conclusion emanating from Shain's (1999:15), research was that 'the vast majority of lecturers were strategically compliant in their approach to work' and wanted to ensure 'students received a 'quality' education, based on a definition of quality thought process rather than output'. The emphasis was on 'developing collaborative modes of work within highly competitive environments' and the sharing of resources (in line with the Kennedy Report (1997) and Hodge Report (1998)), and suggested a new form of control with a lighter touch and collaboration with competition and the rethinking of professionalism in FE.

In summary this section has suggested that following incorporation management approaches and values tended to change and reflected the prevailing performance management focus in FE, with managers attaching greater emphasis to performance measures, accountability and making better use of resources. It was also contended that these management approaches and associated values tended to replace professional values such as the primacy of student learning and the teaching process. Moreover, it was suggested that there was evidence of masculine forms of management approaches associated with managers acting more aggressively (as opposed to a more caring, approachable and responsive feminine management approach), which tended to generate a low trust environment and a blame and bullying culture and to point to a negative impact on the career sustainability and well-being of lecturers

In the years following incorporation there was still some evidence of a masculine, blame and bullying culture and management surveillance, although it was suggested that these management approaches and culture had been tempered, coupled with a recognition that managers were also trying to keep their colleges viable and secure jobs, and that antagonistic relationships between managers and lecturers were oversimplified.

It was also contended that the extent that new management values were internalised varied amongst different groups of staff and that lecturers themselves did not necessarily share a set of values. Empirical research also found that lecturers were strategically compliant in their approach to work, with emphasis on providing quality education for students and developing collaborative modes of work within a competitive environment.

SECTION 3.5 SUMMARY OF THE CHAPTER

This chapter has addressed RSQ 2: what is the macro context for FE lecturers?

The origins and purpose of FE colleges including their relationship with LEAs and concerns about planning and resource allocation to colleges prior to incorporation have been outlined. Key curriculum changes that impacted on the job role and career of lecturers, included the requirement for lecturers to be adaptable and adopt a variety of teaching and learning approaches, which in turn could also enhance their career capital.

Reference has been made to the influence of neo-liberal ideology, marketisation and the business orientation of FE colleges post 1993. The incorporation of FE colleges and the extent of centralised control exerted through government funding and inspection regimes have been cited. It has also been suggested that tensions and issues emerged between lecturers and management in areas such as the new contract arrangements and performance management approaches and this had a negative impact upon the career sustainability and well-being of lecturers. Research data also suggested that for some lecturers being flexible at work was perceived positively and was associated with being adaptable, although for other lecturers flexibility at work was associated with the erosion of professional autonomy and pressures to adapt to the working environment.

It was contended that whilst there was still evidence of bullying, blame and masculine forms of management in FE since incorporation, which impacted on the career sustainability and well-being of lecturers, this had been tempered to some degree. Perceived differences in the value orientations of lecturers and management have also been cited and challenged. In one study, it was revealed that following

incorporation the vast majority of lecturers were strategically compliant in their approach to work, coupled with a focus on the quality of educational provision for students and collaborative approaches to work. It was also pointed out that that whilst lectures complied with bureaucratic demands, a motivational driver and sustaining factor has been the impact they made on the lives of learners and the high levels of pride in their job and resilient sense of professionalism.

There have also been calls for improved career structures in FE and the recruitment and retention of lecturers, and concern has also been expressed about the career sustainability and well-being of lecturers, including the energy, morale, stress and anxiety of FE lecturers. One survey highlighted the negativity of lecturers in relation to their job and college, coupled with concerns about job security, and progression opportunities, although positive responses included team work and management support. Another staff satisfaction survey of FE colleges also revealed that lecturers found it difficult to achieve a work-life balance, although they enjoyed their jobs, but were dissatisfied with the remuneration.

Further evidence on the impact of changes for FE and the career sustainability and well-being of lecturers included issues such as endless change; nationally derived targets and the audit culture; funding and planning; heightened accountability; mergers and restructuring; the extent of paperwork and assessment and too little intellectual space, capacity and freedom for lecturers. However, it has been suggested that problems associated with targets and the audit culture have been recognised to some extent by government and policy makers, and that whilst the top down control of FE and compliance culture may have made colleges adaptive, they are also risk averse.

It was also suggested that there was need for more autonomy in FE, and the creation of an environment that would help lecturers to flourish, including a refreshed relationship between employers and staff.

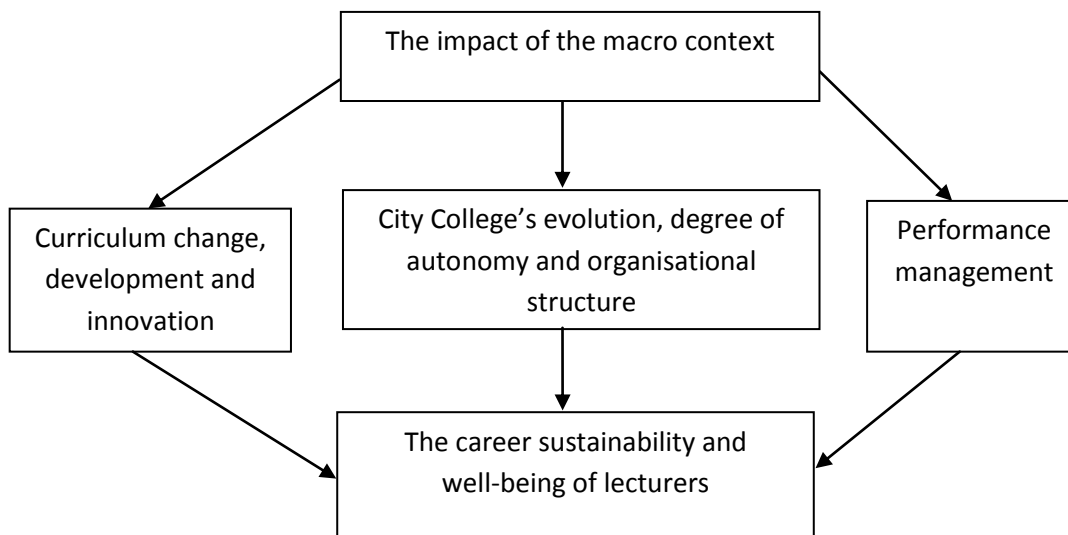
The next chapter will examine the meso context (including the impact of the FE macro context) on the career sustainability of lecturers at City College.

CHAPTER FOUR: THE MESO CONTEXT FOR FE LECTURERS

INTRODUCTION

This chapter will address research subsidiary question 3: what is the meso context for FE lecturers? This chapter will include a historical and contemporary backdrop to City College and the impact of the macro context; organisational and curriculum changes and performance management on the career sustainability and well-being of lecturers (depicted in diagram 1 below).

Diagram 4.1 The Meso Context for City College



Conceptual frameworks relating to career and well-being have been explored in chapter two and the macro environment has been explored in chapter three. This chapter will draw and build upon the latter.

The author has cited academic literature in this chapter. Whilst data from government bodies such as the FEFC and OFSTED has also been cited, these government bodies have terms of reference and have to report on specific aspects such as the overall effectiveness of the respective college (including outcomes for learners; quality of teaching, learning and assessment and the effectiveness of leadership and management) and there is rather limited reference to aspects relating to the well-being and career sustainability of lecturers.

SECTION 4.1 CITY COLLEGE'S EVOLUTION AND ORGANISATIONAL STRUCTURE

The section will examine aspects relating to City College's evolution, including its degree of autonomy and organisational structure. In particular the impact of the macro context upon City College and the career and well-being of lecturers such as the incorporation of FE colleges; central government funding and inspection regimes and organisational restructuring will be examined.

Origins of City College

The origins of City College can be traced back to the establishment of a Mechanics Institute (Howard 2009), in the city in 1827 and subsequently as a College for Further Education. During the 1970s the County Council had taken over as the local education authority and City College became the largest FE college in the region and whose provision was predominantly vocational in nature. In the 1970s the Principals of the FE colleges in the region 'supported each other and worked together in overall planning' (Cheetham *et al.* 2008:73), although at this juncture the College also had to deal with changes to administrative systems and financial pressures.

City College during the 1970s and 1980s

The 1970's witnessed organisational expansion at City College and evidence of a more pronounced hierarchical structure, that was similar to other FE colleges (Fisher 2010:123) and an increase in the staff establishment. A number of curriculum departments at City College were upgraded (in line with the criteria for the Burnham departmental grading of FE colleges), culminating in an increase in the number of senior and principal lecturers (Cheetham *et al.* 2008:73) and opportunities for career progression (albeit, predominantly for male academic staff, as outlined in the next section) and Fisher (2010:123) contended that staff in FE 'were highly conscious of grades, seniority and power.'

In the 1980s the management structure of the College changed and expanded again, although secondary data relating to the academic profile at City College (City College 1980), revealed a largely male dominated workforce at head of department level and at lecturer grades, particularly in relation to full-time positions (132 full-time

male compared to 39 full-time female academic staff) (see Table 4.1 Appendix 2), which appeared to endorse Simmons' (2008b:268) observation that FE colleges had a masculine history. The secondary data (City College 1980) revealed that there were 243 male full-time/part-time lecturers out of a total of 353 male and female full-time/part-time lecturers (including 6 male heads of department out of a total of seven heads of department), in addition both the Principal and Vice Principal were also male. The data in terms of part-time lecturers revealed there that were 71 female lecturers out of a total of 182 lecturers. However, in the College departments that reflected the service sectors of the UK economy, there was a more noticeable presence of female lecturers, which also tended to reflect the changing nature of sectors in the UK economy. In the Community Studies Department, for example, the number of female lecturers (47 full-time/ part-time lecturers) far out-numbered male lecturers (10 full-time/part-time lecturers) and it was the only department with a female head of department. In the Business studies department there were 31 full-time/ part-time female lecturers and 41 full-time/part-time male lecturers.

Whilst Wild's (1994:92) qualitative study focused on factors that contributed to women's under-representation in FE at management level, it is conceivable that some of these factors could also apply to women's under-representation in FE colleges below management level during the time of her study in the 1990s and prior to that period. Some of the factors that Wild (1994:92) cited, included: organizational constraints; women undervaluing themselves; the need for women with families to have very supportive partners, and reliable, if not residential, child care; social attitudes that made it difficult for women to get support in role reversal situations and sympathetic partners having to consider their own career which may take priority.

Powell and Greenhaus (2010) have also suggested that women are more strongly influenced than men by family responsibilities in their career decision-making and Greenhaus and Kossek (2014:365), have pointed out that 'employees pursuing contemporary careers are more likely to make career decisions that accommodate their family and personal circumstances.'

Parker and Arthur (2004:4) also touched upon the notion of a dual-career household and contended that:

‘...in a dual-career household, the career experiences and choices of each partner affect the other...In a dual career, the participants’ self-development is pursued by two people at once, while at the same time nurturing their relationships and their commitment to the home, and to any children or other dependents. Two ideally independent journeys must remain connected with one another, and contribute to the success of the other, as career travel unfolds.’

One final aspect to comment upon in this section, is that during the 1980s the economic recession and changes in funding impacted on the strategic and operational approaches at City College and by 1988 the LEA’s had to delegate funding to colleges (Fisher 2010). Moreover, even at this juncture the LEA’s also had ‘to produce three year development plans’ (Cheetham *et al.* 2008:74), although, as previously discussed, there was still concern about the level of national planning and resource allocation to FE colleges by LEA’s (Hodgson 2015:11).

The 1990s : College Incorporation and its Implications

Further change was also on its way for City College heralded by the government’s White Paper ‘Education and training for the 21st century’ (DES 1991), that signalled the move towards severance from LEA control, independence for FE colleges and their incorporation. This was formalised by the Further Education Act of 1992, and the creation of a new funding body (the Further Education Funding Council (FEFC)).

According to Beal (2004:469), following incorporation the FE sector was ‘restructured and redefined in terms of smaller competing quasi-businesses, though operating within complex and restrictive funding parameters set by central government’ and included government demands for ‘an expansion of FE full-time equivalent student numbers of 25 per cent over three years...alongside a growth in funding of 16 per cent.’ Furthermore Beal (2004: 469), referred to ‘radical changes in the sector that included new contracts of employment, severe resource constraints, greatly increased workloads and new performance measures...’

The legacy of incorporation meant that City College was operating in a competitive environment and there was also intensification of performance management approaches. Moreover Mather *et al.* (2009:151) contended that in FE the efficiency measures had ‘the effect of redefining lecturers career pathways and structures; job titles and lecturers roles...inhibiting progression through the academic hierarchy...

pay banding restricted movement through the lecturer pay scale' and increased mistrust, job insecurity and demoralisation amongst lecturing staff.

Following incorporation City College had to manage its own affairs and produce strategic plans (Hannagan *et al.* 2007). In line with Beal's (2004) comments about restructuring in the FE sector, the impact of post incorporation led to major restructuring and staff re-organisation at City College amidst the large budget cuts emanating from the FEFC. This time, in contrast to the growth in academic posts associated with the 1970s and 1980's a smaller strategic management team emerged (Cheetham *et al.* 2008: FEFC 1997), at City College. The re-organisation also witnessed some redundancies (largely on a voluntary basis) and a relatively flatter organisational structure and some diminution in the staffing establishment.

During the late 1990s the relatively large (hitherto) curriculum departments (established in the 1970s and 1980's) such as Business Studies, Construction, Engineering, Community Studies and Art and Design with their respective heads of department (HOD), were fragmented and eventually replaced with a number of smaller curriculum areas/clusters. The curriculum at the College was then managed by two curriculum directors (curriculum directorate) and some seventeen curriculum managers at middle management level and other managers with responsibility for learning support, marketing, international work, employer liaison, finance and management information (Cheetham *et al.* 2008; FEFC 1997). Some years later curriculum clusters were redefined and the curriculum manager's job title was changed to curriculum leader, and then subsequently to head of division, and in addition tutor manager roles (a pastoral management role) and team leader roles (which were below management status) were created.

In FE although there appeared to be a mixture of negative and positive responses/reactions to the post incorporation changes. Jupp (2015:183:184) contended that in FE colleges teaching staff found the post incorporation agenda that included restructuring and redundancies as 'remote and irrelevant and a waste of time and money. The changes were uncomfortable but in all colleges there were staff who wanted to see changes and would support them.' Fisher (2010:127), also suggested that FE colleges experienced 'difficult years' following their incorporation and this 'left bitterness for some', although 'others were more accommodating to the

new FE' and according to Jupp (2015:183:184) 'a number of colleges attempted to keep the educational mission in clear focus including consultation with those in favour of the change and engagement with staff who felt negative and unwanted.' Shain (1999), also found that the vast majority of lecturers in FE following incorporation, were strategic compliers and wanted to enhance the quality of education and work collaboratively.

City College from 1999 onwards

In 1999 (following a merger with another relatively smaller college), City College had approximately 14,800 students (of which 3,400 were full-time students and 11,400 part-time students) and was the main provider of post 16 education and training in the city, drawing 38% of its students from a wider geographical area. It employed 238 full-time equivalent staff with direct learning contact (OFSTED 2004).

Shortly after the merger a further staff re-organisation and a Voluntary Severance Scheme (City College 2001), was implemented. In 2001 City College created a new Senior Management Team (SMT) and Directorate structure (including Teaching and Learning). According to the College SMT the implementation of the new Directorate structure proved challenging, particularly in the Directorate of Teaching and Learning (City College 2002a). The College structure had traditionally reflected a hierarchical structure resembling linear lines of accountability and responsibility and career progression, but this was replaced by a lateral matrix structure associated with dual reporting functions.

The SMT (City College 2002a:2) commented that this re-organisation and structure witnessed significant changes to the roles and responsibilities of tutors, curriculum leaders, heads of faculty and assistant principals and their relationships with the other Directorates. However, the SMT observed that staff had 'coped well with the changes' and there was an expectation that this would result in a 'stronger customer focus and greater internal consistency in the implementation of procedures and processes' (City College 2002a:2). During 2008-09, with the appointment of a new principal, there was some further limited re-organisation at the College mainly in relation to management posts and structure and a renewed focus on the College values.

An indication of the potential impact of restructuring events at City College on the well-being of lecturers is provided by De Jong *et al.* (2016:91:93), systematic review which found that 'restructuring events, with and without staff reductions, mainly have a negative impact on the well-being of employees' and that 'job insecurity may play an important role in explaining this association.'

Data from the City College Survey for the period 2014 -15 (106 responses from a possible 223 responses) (Appendix 1) (City College 2015a), also sheds light on aspects relating to job security and the career sustainability and well-being of lecturers. The survey revealed that only 51% of respondents felt they had job security; 35% of respondents felt they had the opportunity to progress at the College and 55% of respondents felt the College cared about the welfare of its staff, although 60% of respondents still felt valued. This data suggests that lecturers had concerns about opportunities for their career progression and job security and Clark's (1996:207) study, (that draws upon information from 5000 British employees), contends that diminution of promotion prospects may result in job dissatisfaction amongst employees. Sverke *et al.* (2002:256), meta-analysis also revealed that job insecurity has a negative impact on job satisfaction and the health of employees.

However, despite the suggested negative effects on the well-being of lecturers outlined above, the City College Staff Survey for the period 2014-15 (Appendix 1) (City College 2015a), also included relatively high response ratings. These positive responses revealed that in terms of relationships the College had a very strong sense of collegiality (94% of respondents felt staff worked well together as teams), pointing to positive well-being measured as a facet of job satisfaction; 90% of respondents thought that the College itself had a good future; 83% of respondents were not thinking of leaving the College and 69% felt the College was a good place to work. These positive response ratings could be attributed to factors that sustained lecturers in their career at City College (despite the respondent lecturers concerns about the extent of progression opportunities and feelings of job insecurity at the College) and the latter three positive response ratings might also suggest that external career navigation was not a priority for a number of lecturers.

Although a 'good place to work' is not defined in the College Survey, this could be attributed to a range of internal factors such as the College physical environment and

relationships with colleagues and students, as well as other possible external economic and social factors such as such as life style preferences including location, provision of housing, education and the availability of suitable job opportunities.

In terms of gender distribution by 2014 City College's academic workforce profile had also changed (see Table 4.2; Appendix 3) and there was a more balanced gender profile, including a growth in the number of female managers/lecturers. Simmons (2008b:268) suggested that 'employment in Britain is now mainly centred in the service sector, and over recent decades there has been a significant increase in the proportion of women in the workforce.' In relation to the FE Colleges in England for 2014-15 (see Table 4.3 Appendix 4), data revealed that there was a higher proportion of female teachers to male teachers (Education and Training Foundation, 2016:14). Simmons and Thompson (2007:521) have also commented that in FE 'although certain areas (notably construction) still reflect the traditional male preponderance in the industry, and a few areas contain roughly equal numbers of men and women, others are overwhelmingly female, in particular those associated with traditional images of female 'caring and nurturing' roles such as health and social care. Moreover, Simmons and Thompson (2007:522), have suggested that perhaps FE college incorporation 'forced colleges to change established practices and opened opportunities for women by reducing the traditionally male-dominated culture of FE.'

The secondary data for City College for 2014 (see Table 4.2 Appendix 3), revealed that in terms of full-time equivalent staff there were 25.80 male and 27.18 female at management level and 94.12 male and 85.81 female lecturers at City College (City College 2014). However, there were some areas of gender under-representation at City College. In the divisions of Hair and Beauty and Holistic Therapies and Child Studies (all salaried staff were female), and in the divisions of Engineering and Construction (all salaried staff were male), and 'consequently a lack of gender role models' (City College 2014). Research undertaken by Page (2013:831) at one FE college also found that 'where women were employed in the construction department it was 'more often in tutoring and pastoral roles.'

The data for FE Colleges in England for 2014-15 (Education and Training Foundation 2016:14); (see Table 4.3, Appendix 4) revealed that there were 52%

female senior managers and a 59% female teaching staff and the data (Table 4.4, Appendix 5), also pointed to areas of gender under-representation in the main subject areas taught, such as construction, engineering (female under-representation) and hairdressing and beauty therapy (male under-representation), which was similar to City College gender profile.

In relation to gender and career progression in FE, it is important to note that in English FE colleges (for the period 2014-15), the Education and Training Foundation (2016:4) found 'no evidence that gender, ethnicity or disability, have an effect on career progression' and that 'the probability of being a manager increases by half a percentage point for every additional year at a college and this is unaffected by gender, ethnicity and disability.'

In summary City College experienced periods of growth and organisational expansion that included an increase in the staffing establishment and potential opportunities for the career progression of lecturers, particularly during the 1970s and 1980s. However, secondary data (for 1980), revealed that there was only one female head of department and male academic staff outnumbered female academic staff (except in the department of Community Studies) The 1990s witnessed City College's incorporation, central funding from government and the requirement to produce strategic plans.

From the 1990s onwards City College operated in a competitive environment and within the parameters set by relevant government funding and inspection bodies and there was greater emphasis on performance management measures that exerted pressures on both the College and lecturers. Major restructuring and reorganisation at City College during the 1990s also led to the fragmentation of curriculum departments and smaller curriculum areas. Further re-organisation at the time of the College merger in 1999, led to the creation of a matrix organisational structure and changes to the roles and responsibilities of lecturers and managers.

It has been suggested that the impact of the restructuring events at City College could have a negative impact on individual well-being and job insecurity. Secondary data from the College Staff Survey 2014/15 (City College 2015a), revealed lecturer concerns about job security and opportunities for career progression (associated with job dissatisfaction). However, positive ratings from the College Survey,

reflecting career sustainability factors, included team work and perceptions that the college had a good future; was a good place to work and that lecturers were not thinking of leaving the College. Secondary data also revealed that the workforce gender profile at City College had changed by 2014, and there was a greater balance between the proportion of male and female academic staff compared to the workforce gender profile in the 1980s, although there were some areas of gender under-representation in some College divisions. Secondary data for English FE colleges (for the period 2014-15) also found that there was no evidence to suggest that 'gender, ethnicity or disability have an effect on career progression' (Education and Training Foundation 2016:4).

SECTION 4.2 CURRICULUM CHANGE, INNOVATION AND DEVELOPMENT

Introduction

This section will highlight some of the key curriculum changes and related curriculum innovation and development that impacted upon City College and the career sustainability, motivation and well-being of lecturers. In particular reference will be made to City College's professional learning communities (plc) project.

Curriculum Innovation and Development since the 1980s

The 1970s/1980s witnessed opportunities for staff to engage in curriculum development initiatives (Owen 1979; Stanton *et al.* 2015). Vocational courses offered by awarding bodies (such as BTEC) provided opportunities for lecturers to be more creative in delivery and assignment design, which in turn could enhance personal sustainability and subjective well-being (e.g. self-efficacy; self-determination) and the potential to engage in job crafting (Ryan and Deci 2000; Heuvel 2015 and Wrzesniewski and Dutton 2001). These curriculum initiatives also afforded employers the opportunity to contribute to the design of assignments (Stanton *et al.* 2015).

Curriculum development initiatives at the College were also observed in areas such as computing; the establishment of 'out-centres' for vocational courses, and in line with general trends in FE, open-learning opportunities and the provision of Access courses (Fisher 2010). At City College technological influences led to the establishment and growth of a new office information and technology division

(Cheetham *et al.* 2008), but also impacted more widely on academic staff, who were encouraged to develop their IT skills to accommodate technological change and respond to student needs and demands.

Despite these curriculum development opportunities the relatively less prescriptive criteria often phrased in terms of looser learning objectives adopted by some awarding bodies (such as BTEC) was to change, and lecturing staff also had to comply and cope with extensive systems of monitoring and control that BTEC for example, adopted 'to implement a vision of student-centred learning' (Fisher 2010:121).

The latter part of the 1980s and 1990s witnessed the introduction of tighter measures and the instrumentalization of learning (Fisher 2010). Instrumentalization of learning manifested itself in the form of curriculum design through the adoption of more specific learning criteria and outcomes (e.g. GNVQ's) and the competence based approaches inherent in National Vocational Qualifications (NVQ), that were associated with work-based and work-related learning (Stanton 2015; Fisher 2010:121). Working to specific learning criteria and outcomes may also have had the effect of restricting the opportunities for lecturers to be creative in their teaching and learning approaches and potentially diminish their degree of autonomy (Ryan and Deci 2000).

During the 1990s the College and lecturing staff also had to respond to changes in the employment market and consequent demand for particular courses and training, as traditional industries in the city declined or expanded more slowly (eg tourism), and new industries such as bioscience emerged. The adaptability and flexibility of lecturing staff was also reflected in the diverse nature of the College's curriculum offer which staff had to deliver and links had been established and enhanced with several higher education institutions and employers. Lecturing staff at the College taught on higher education courses and at the other end of the spectrum lecturers faced challenges associated with the delivery and management of youth training programmes to meet national targets. The FEFC (1997), itself also acknowledged the contribution City College made to the achievement of national targets for education and training including involvement in Training and Enterprise Council (TEC) funded projects.

Edwards *et al.* (2001), suggested that the momentum towards greater worker flexibility amongst FE lecturers was associated with the post incorporation business culture and arguably notions of individual enterprise and self-reliance (which also reflects protean career tendencies). Whilst some lecturers might have found this empowering and liberating, for others it pointed to deskilling and the erosion of professional autonomy (Edwards *et al.* 2001).

Moreover, during the 1990s lecturers also had to examine alternative ways of teaching and learning and respond to the individual needs of students which included learning support, adult learning and skills development (Howard 2009; Tomlinson 1996), and the widening participation initiatives outlined in the Kennedy (1997) report. The College responded to these initiatives and designed an innovative learning resources centre (which complemented approaches to student centred learning) and further mechanisms to strengthen learning support for students. This included a one-stop shop in the centre of the city (supported by the local Training and Enterprise Council (TEC) and the local Economic Development Unit), that also offered careers advice.

Towards the latter part of the 1990s lecturers also had to address and prepare for the curriculum challenges sparked off for example, by changes to GCE 'A' levels specifications and assessment, and similarly in subsequent years vocational and GCE Advanced level courses were subject to more changes and there was a renewed focus on apprenticeships and GCSE maths and English. This series of curriculum change generated more pressure on lecturing staff to prepare for adapt and deliver the new portfolio of qualifications.

The Professional Learning Communities Project at City College:

Owen (2016) and Hipp's (2008), research highlighted the merits associated with a professional learning community (plc) in an educational institution, with staff learning together to direct efforts towards student learning; institutional innovation and a culture that reflects the collective beliefs and values of the organisation. The establishment of plcs also illustrate the potential benefits afforded to individuals to exert a greater degree of self-determination through opportunities to engage in creative work and development projects (Ryan and Deci 2000; Wrzesniewski and Dutton 2001).

From 2013 City College set up plcs which were designed to enhance professional practice and teaching and learning strategies linked to student performance. The plcs involved lecturers working in teams on small scale pedagogical action research projects or focused subject specific updating. Although the plc strategy was a top down perspective it involved a significant amount of discussion and consultation with individuals and teams (liP (2014; City College nd).

In November 2014 the College was subject to an Investors in People (liP) review, which noted the impact of the plc on lecturer well-being and personal sustainability. The liP (2014) suggested that the plc helped to build relationships and collaboration between colleagues and promoted discussion about teaching and learning issues, which led to increased confidence, skills and capability amongst individuals. The suggestion that the College plcs created a purposeful community amongst staff also points to positive well-being measured in terms of job satisfaction which includes relationships with colleagues (Carson *et al.* 2016; Decramer *et al.* 2015).

The liP (2014:3:8), also stated that the plcs had 'significantly impacted on the ongoing culture change programme...and recognition of professionalism' and provided opportunities for members to learn about the range of college wide plcs and transfer good practice. Moreover the liP (2014: 6:7) stated that the plc was hugely significant in 'encouraging the full engagement and application of the College values particularly amongst teaching staff' and helped to remove 'tensions about the perceived credibility and emotional experience of graded observations' of teaching and learning (OTL's).

The liP (2014:7), suggested that 'the contribution the plc had made to morale, motivation and accountability should not be underestimated'. Characteristics associated with human sustainability and well-being (Spreitzer 2012), were evident in the liP report, which found that the plc had liberated, energised, and reinvigorated the teaching staff and had afforded them permission to reflect and learn. Staff felt trusted and commented that the plc had given them the respect of a professional and that their passion and interest in learning had been reawakened. The plc had also engendered trust and respect for the Principal and Senior Team (liP 2014:6-8).

The liP report (2014:8-9), suggested that some lecturers may have been motivated to become involved in the plc to move away from the process of OTL. However, lecturers later acknowledged that the OTL was perhaps a relatively easier option compared to the plc, as the plc proved to be highly demanding, time consuming and required logistical capacity, but it was also more rewarding and developmental. Overall the evidence from the liP (2014) suggested that the plc made a positive impact on the well-being of lecturers and reflected protean career tendencies in terms of an individual's career as a series of learning cycles (Mirvis and Hall 1996). In 2014, OFSTED provided further endorsement of the benefits emerging from the College plc stating that 'the college's highly innovative approach to improvement has bravely implemented a fresh alternative to traditional observations of lessons as the key improvement activity. The college's approach is developmental, where tutors work in professional learning communities to improve practice and benefit students. Tutors are enthusiastic about this approach and readily embrace the opportunity to develop their skills that this initiative promotes' (OFSTED 2014:11).

However, despite the merits of the College plc in relation to the well-being of staff and opportunities to engage in creative and innovative projects, a City College Staff Survey 2014/15 (106 responses out of a possible 223 responses) (City College 2015a (Appendix 1)) revealed that just over half of the lecturer respondents (52%), felt that they were encouraged to take risks to try out new things without fear of failure (although this rating does not indicate the number of respondents who participated in the College plc).

On the other hand a very high percentage (94%) of lecturer respondents in the City College Survey 2014/15 (City College 2015a), revealed that they worked well together in teams, which suggests a positive outcome for well-being measured in terms of relationships as a facet of job satisfaction (Carson *et al.* 2016). Studies relating to person-environment fit (discussed previously in chapter two), have also revealed that positive job satisfaction measured in terms of working relations can be achieved through person-environment fit (Dawis and Lofquist 1984).

In summary this section has examined the responses of City College and its lecturers to curriculum initiatives instigated by Government and awarding bodies and in response to economic, social and technological influences. Curriculum

changes and associated initiatives during the 1980s 1990s included widening participation; open and flexible learning; student centred learning and competency based qualifications, and from 2000 onwards further changes to academic and vocational courses.

Over the years these curriculum changes and initiatives offered potential opportunities for lecturers to respond creatively and passionately to the needs of the individual learners at the College and the wider community and also tested the resilience of lecturers to adapt, cope and extend their repertoire of skills and knowledge (career capital), and to contribute to their career sustainability. However, the curriculum changes and initiatives also exerted pressure and demands on lecturer time and energy with the potential to impact negatively on their well-being.

The College plc provided opportunities for lecturers to work and learn together on curriculum projects which were designed to improve practice and benefit students. Whilst the plc offered an alternative to OTLs and promoted the professional development of lecturers, it was also demanding and time consuming. The plc had a largely positive impact on the well-being of lecturers and their career sustainability, evidenced through the creation of a purposeful learning community, stronger relationships and enhanced levels of motivation, energy, passion, trust, confidence and also skill development.

The plc also encouraged the full engagement of the College values amongst lecturers and engendered trust and respect for the Principal and senior team. However, despite the merits of the plc the College Survey revealed a relatively low response rating from lecturers in connection with the degree of encouragement to take risks and try out new things without fear of failure.

SECTION 4.3 PERFORMANCE MANAGEMENT

Introduction

In section one key aspects relating to the College's incorporation, funding and restructuring were examined. This purpose of this section is to build upon the latter and provide a deeper insight into the relative intensity of performance management approaches at City College. In particular this will include an examination of the impact of strategic planning, target driven approaches, work place demands and

appraisal/performance review schemes on the career sustainability and well-being of lecturers.

In relation to well-being, key aspects that will be discussed, will include the meaning and purpose that lecturers attach to their job and the concept of vertical alignment and its association with the affective commitment of lecturers. Personal sustainability, self-determination and the career orientations of lecturers will also feature.

Backdrop to Performance Management

It was during the 1980's that performance management really started to impact upon public sector provision including FE colleges (Fisher 2010). Performance management had originated in the private sector and was 'adapted by the public sector into an audit mechanism for improving the performance, accountability and transparency of public services' (Forrester 2011:5), and in the education sector it was also 'perceived as a form of managerial control over professional work' and to reward performance (Forrester 2011:5). Mather (2009:140) suggested that consequently the role of the public service professional was undermined, as the 'locus of decision-making power' moved 'towards empowered senior managers' and that the new model of public sector management changed the power relationship between lecturers who regarded themselves as professionals and managers who regarded themselves as modernisers. Avis (2005:212), also argued that 'performativity, through its chain of targets and accountability, operates within a 'blame culture' where accountability becomes a means by which the institution can call to account its members' and suggested that this was 'at odds with the knowledge economy, which emphasizes....non-hierarchical team work and high trust relations, linked to the ongoing development of human, intellectual and social capital.'

Fletcher and Williams (1996:171), suggested that the performance culture in the private and public sectors during the 1990's was characterized by a 'search for strategies to improve the contribution of individuals to the overall success of the organization.' In a similar vein Boswell (2006:1489), discussed the concept known as line of sight or vertical alignment, which suggests that 'employees who understand how to contribute to an organization's goals are more likely to feel a sense of belonging (of fit), perhaps because they are better able to work in alignment

with the firms needs.’ Moreover, empirical research by Decramer *et al.* (2015:102), found that vertical alignment was associated with increased affective well-being amongst nurses and stated that whilst ‘vertical alignment was a positive determinant for the affective commitment of nurses’ it ‘was not a predictor of nurses’ job satisfaction’ (Decramer *et al.* 2015:102).

In FE colleges, evidence of a stronger focus on performance management came with the incorporation of colleges which manifested itself in the form of a business model and values associated with performance targets and competition. This was perceived as a deviation from the traditional values associated with a learning service in FE and the emphasis towards business and performative approaches raised concerns amongst lecturers (Hannagan 2007:492). Elliott (1998:162), suggests that the drive to satisfy performance indicators, greater accountability and a squeeze on resources led to lecturers ‘trading off the needs of learners, course needs and former ideas about practices which count as teaching’.

Equally it could be argued that some lecturers looked upon teaching as a vocation, and the values associated with a learning service incentivised them to take pride in their job and do their best for the students, which points to positive eudonomic well-being in terms of the meaning and purpose lecturers attached to their job role. This also ties in with career sustainability and the notion that some people in the teaching profession might have, what Sheperd (1984), describes as a ‘calling’ and according to Wrzesniewski and Dutton (2001:196), a job role that engenders ‘higher investment in the work itself’. The City College Staff Survey 2014-15 (106 responses out of a possible 223); (City College 2015a) (Appendix 1) for example, also indicated that 63% of respondents felt that education was central to the management strategy of the College and 95% of respondents felt the College had a reputation for the quality of provision.

Post Incorporation: Strategic Planning and the Relationship between Managers and Lecturers at City College

In FE concerns had been raised about the efficiency and effectiveness of colleges and during the 1980s performance management approaches and performance indicators had begun to drive the educational process (Fisher 2010:119). During the 1980s the economic recession and changes in funding impacted on the strategic and

operational approaches at City College and by 1988 LEA's had to delegate funding to colleges (Fisher 2010). Some years later following incorporation, the College had to produce its own strategic plans (Hannagan et al 2007).

Following incorporation the new FEFC funding and inspection regime meant that City College had to pay greater attention to strategic planning and the use of performance indicators in areas such as the recruitment and retention of students; students success rates in achieving qualifications and the standard and quality of teaching and learning (Fisher 2010; Hannagan *et al.* 2007; Mather *et al.* 2009), which exerted pressures on lecturers to comply with these performance management approaches. In relation to the performance management approaches at City College there was continued emphasis on more effective strategic planning during the 1990s, and employee appraisal/performance review schemes

However, during the 1990s, the strategic planning process at City College also brought with it an element of devolved planning to middle managers and the involvement of lecturing staff. This appeared to reflect a consultative management approach and individual and team ownership of the process, in line with performance management approaches that had the potential to enhance the subjective well-being of lecturers such as affective commitment. The FEFC inspectorate (1997:9), observed however, that whilst 'some development plans were comprehensive and specific as a result of consultation between management and staff, others lacked substance' (FEFC 1997). The College sought to respond to criticism from the FEFC by creating more opportunities for staff to get involved in the planning process to devise development plans (FEFC 1997).

In conjunction with the strategic and operational planning at City College other management imperatives designed to satisfy performance measures (Elliott 1998), and the expectations emanating from the FEFC, included the production of annual course reviews, curriculum audits and formal observation of teaching and learning (OTL), (FEFC 1997:24). Lecturers at City College had a vested interest in these performance management approaches and performance indicators as the evidence contributed to the overall grading of curriculum areas and consequently reflected the standard and quality of the teaching and learning taking place at an individual and aggregate level. However, it is interesting to note that during the College inspection

in 1997, the FEFC observed that the use of specific performance indicators at the College was rather minimal (e.g the use of enrolment statistics) (FEFC 1997:63), and there was an expectation that the College would need to quickly employ more robust performance measures.

There were other potential benefits to the College and lecturing staff accruing from the curriculum reviews and audits, as the process helped managers to identify and address staff development issues and other individual needs. The process also complemented the College's annual performance appraisal scheme (discussed below) for teaching staff by capturing staff development issues which fed into the annual staff development plan and strategic planning process (FEFC 1997:24).

In the latter part of the 1990s the College spent about two per cent of its total staffing budget on staff development to meet the training needs of staff. There was evidence that the College was interested in supporting lecturers to develop themselves professionally, including opportunities for teaching and business support managers to undertake a management development programme to enable them to achieve National Vocational Qualifications and a mentoring system had also been established for new teaching staff (FEFC 1997:25). In 1996 the College also received recognition as an Investor in People (IiP) (based on the IiP standard/criteria for people management) (FEFC 1997:25). The FEFC commented that the staff-development plan was evaluated annually and individual training activities were evaluated and disseminated to other staff across the college (FEFC 1997:25).

At City College there were positive notes surrounding the management approach adopted at the College and communication with staff. The FEFC (1997:23-24), for example, indicated that management functioned well and had adopted an open and consultative approach with staff stating that:

'senior managers function well as a team, understand their roles, are able to prioritise their activities and provide clear direction. Staff see them as professional, accessible and open. A cautious but positive management approach has enabled the college to come through a significant restructuring process successfully.

'The College placed emphasis on effective communication with staff and the strategic management team meets weekly and the college managers' forum comprising of all senior and middle managers meets monthly.'

Cheetham *et al.* (2008:76) also observed that staff at the College put an 'enormous amount of work' into the first post-incorporation inspection, and the College received a good report from the FEFC that had helped to boost morale (perhaps indicating a boost to morale from the lower levels of morale apparent in the FE workforce generally following incorporation and industrial conflict (Mather *et al.* 2009); Fletcher *et al.* 2015).

The FEFC judgement about the College's performance (according to their terms of reference and criteria), post incorporation was largely positive. This judgement from the FEFC was also a reflection of the effort and contribution that lecturers made to the College's development during the post-incorporation performative era, including the resilience and commitment of lecturers in FE at that time (Elliott 1998), which is also indicative of career and personal sustainability (Seligman 2011).

Overall there were indications that City College's approach to strategic planning during the 1990s (which included the involvement and contribution of lecturers and management), pointed to vertical alignment (or strategic fit), that could enhance individual well-being.

Post Incorporation: Contracts of Employment, Workload and Well-Being

Following incorporation it has been suggested that performance management had an impact on the work load and well-being of lecturers (Elliott and Hall 1994; Simmons 2008a; Mather *et al.* 2009). At the time (and in the midst of organisational restructuring), City College offered new contracts of employment to academic staff which included different terms and conditions to replace the national terms and conditions embraced within the "Silver Book" (such as 'tight limits on the number of teaching hours and teaching sessions...') Simmons (2008a:366). Mather *et al.* (2009:145), suggested that the "Silver Book" arrangement had conferred a 'degree of professional autonomy for lecturers as they were largely left alone to get on with the job' (which tends to reflect some degree of self-determination (Ryan and Deci 2000) and positive well-being measured in terms of job satisfaction). Moreover Beale (2004:474:475), also suggested that the continued emphasis on performance management and the new contracts of employment for lecturers was 'unlikely to encourage lecturers to see themselves as stakeholders'.

In FE the new contracts were introduced to generate efficiencies and impacted upon lecturers who were faced with an increase in teaching hours and work intensification (Shain 1999:5; Mather *et al.* 2009:146;148) and this has been associated with a lower level of individual job satisfaction (Decramer *et al.* 2015:102;103). Moreover, Mather *et al.* (2009:142), suggested that work intensification pointed to 'evidence of the deskilling of an occupation' and 'erosion of workers' job autonomy and task discretion.' This diminution of an employee's job autonomy could also suggest that employees may have experienced a lower degree of self-determination in their work role (Ryan and Deci 2000).

At City College the FEFC (1997:26) stated that 90% of staff accepted new contracts of employment and Shain (1999:5) has also commented that in FE staff remaining on the 'Silver Book' terms and conditions in FE colleges would not receive yearly pay increases. Other changes emerging from the restructuring and the offer of new contracts of employment at City College included flexible working arrangements and a revised salary structure (for lecturers and managers) which including annual incremental progression points for lecturers (up to a maximum point). This revised lecturer and management salary structure, replaced the previous (pre incorporation) salary structure and grade of post (e.g. Lecturer I, Lecturer II, Senior Lecturer, Principal Lecturer, Head of Department and other higher level management grades).

Some years after incorporation there were still issues in FE surrounding the workload of lecturers and their well-being. A survey of FE colleges in England (Villeneuve-Smith *et al.* 2008), found that the working hours of lecturers had impacted on their work-life balance and created stress. This pointed to a negative association with well-being, measured in terms of the meaning and purpose that lecturers attach to their job and feelings such as anxiety and stress. A few years later another survey on well-being and stress undertaken by the University College Union (UCU) during 2012 (Kinman and Wray 2013), found that lecturers in FE 'often had to work very intensively sometimes under unrealistic time pressures. They sometimes or often felt pressured to work long hours' and the 'level of well-being at work relating to demands made on them was below the average for Britain's working population' (Kinman and Wray 2013:10). The survey also found that 'UCU members had lower levels of control over the way they worked than the Health and Safety Executive (HSE), target industries including education' (Kinman and Wray 2013:15).

Data from the Association of Colleges (AOC 2013; AOC 2014a), also revealed that the turnover of teaching staff (in FE) attributed to stress, was 19.1 % (for the period 2012/13) and had increased to 32.6% (for the period 2013/14).

Although data relating to teaching staff turnover attributed to stress was not available for City College, the annual sickness report data (for all staff absences over the year), revealed that there was a slight increase in sickness absence due to stress, which was 10.42% for 2013/14 and 13.16% for 2014/15, but this was still below the national benchmark of 14.71% for 2014/15 (City College 2015b).

City College had also continued to review and develop its Anti Stress Policy that included measures such as stress risk assessments to eliminate stress or control the risks from stress (City College 2016).

Business Performance Management at City College from 2001

By 2001 the College had built upon its early post incorporation attempt at strategic planning by adopting a more systematic approach, although there was still insufficient use of measurable targets demanded by the funding and inspection bodies (FEFC 2001). Lecturers faced further pressures in terms of the intensification of performative measures through the introduction of a Business Performance Management (BPM) approach at City College, which reflected a 'more disciplined approach' to performance management to meet the demand of stakeholders including the new funding body (the Learning and Skills Council (LSC), (City College Strategic Plan 2002a:2).

BPM had other implications for curriculum leaders and teaching staff, with the introduction of formal termly performance reviews of curriculum areas (that included reference to targets such as student achievement, retention and attendance and the standard of teaching and learning). BPM also brought with increasing expectations that teams would take account of the College Development Plan and the self-assessment process (City College 2002a:2-4). It appears therefore, that the BPM pointed to a degree of compliance but also generated part ownership of the outcomes of the process for lecturers.

In conjunction with the BPM challenges the College was also keen to retain and develop the knowledge and skills of lecturers to enable it to compete in the regional

labour market and match staff skills with the demands of the curriculum, business and organisational objectives (College Strategic Plan 2002a:29). In addition the College also wanted to develop further management training of middle and aspiring managers, to provide first class management skills (College Strategic Plan 2002a:29) and incorporate the Teachers' Pay Initiative (DfES 2002a) into a wider College Pay Initiative. The College's focus on the professional and personal development of lecturers therefore had the potential to help lecturers enhance and promote their own career capital and career sustainability.

However, towards the end of the 1990s the College's total costs as a percentage of income focused its attention on further efficiency gains and new income opportunities; growth in funding from the Learning and Skills Council and Higher Education Funding Council and the impact of potential increases in pay awards and staff teaching hours. In addition SMT was concerned about the risk of losing teaching staff at the College because of the disparities between school teachers' salaries and university staff and staff in FE colleges (City College 2002a:29;36;37;Appendix IX).

Data from the Association of Colleges (AOC) for the period 2012/13, also revealed that 15.7% of teaching staff turnover in FE colleges was attributed to the level of pay compared to schools (AOC 2013).

Pride in Excellence: Human Resource Management and Career Capital

The mutual advantages to the College and to the career capital and career sustainability of lecturers (Valcour 2015), were also evident in the College's 'Pride in Excellence' scheme launched at the end of 2003-04 (City College 2005:1;23; Appendix X:7-9), which sought to embrace the 'ethos of work as one team with a shared focus' enhance human resource skills and support the professional development of lecturers.

The College's Pride in Excellence scheme was designed to promote excellence in all activities and to have a flexible, adaptable and well-informed workforce, appropriately skilled and motivated, and willing to accept individual responsibility for continuous quality improvement. The strategy was also designed to address issues and challenges, such as the recruitment difficulties in some curriculum areas and

succession planning and actions included job redesign and flexible working arrangements (City College 2005 appendix X:5). In later years City College produced a comprehensive flexible working policy that included opportunities for staff to apply for things such as a reduction in working hours; flexi-time; working from home and job share (City College Flexible Working Policy, 2014).

Whilst there was evidence of a more intense approach to performance management measures during 2005-08, the College placed emphasis on the motivation and development of staff linked to performance targets and expectations, together with opportunities for staff to undertake personal and professional development (including industrial secondment to update their skills (City College 2005: appendix X:5-9). The College was also reviewing its reward strategy under the auspices of the Association of College's who recommended salary scales and a harmonised pay spine for lecturers and management (City College 2005: appendix X:7).

Interestingly, the College Strategic Plan (2005:appendix X: 8)), stated that in terms of performance there would be 'less emphasis on pure numbers, which evidence suggests had little long term resonance with staff, with more emphasis on the quality, efficiency and effectiveness of the actual services offered to customers and colleagues'. The College also sought to 'develop mechanisms to engage colleagues affected by change in the development process, by making decisions transparent and explaining and communicating them effectively and promptly' (City College 2005 appendix X:8-9).

College values, strategic planning and vertical alignment

In 2008 City College appointed a new principal who was keen to identify key College values that staff would own and put into practice and this was achieved through a College wide consultation exercise (City College Annual Report 2009). The outcome of the review emphasised 'the fostering of learning' and the following College values emerged:

Students and their individual achievements; the commitment and professionalism of staff; the highest standards; working together to meet the needs of the College and the wider community; effective, efficient and appropriate use of resources and respect, equality and honesty (City College Annual Report 2009:4;5).

By 2014 the College had moved from being graded as good for its overall effectiveness in 2008, to outstanding in terms of overall effectiveness and was awarded a grade 1 for learning, teaching, learning and assessment and leadership and management (OFSTED 2008; OFSTED 2014). In terms of the components that point to vertical alignment and well-being the evidence from the OFSTED (2014:11), report refers to the College's strategic planning process and the motivation, enthusiasm and performance of staff as stated below:

'City College is successful in realising its ambition to be a truly outstanding college... The strategic plan, which all staff understand, prioritises students' success and the teaching, learning and support which enable them to achieve. Staff have participated fully in the development of the mission and they understand clearly how their role can contribute to its success.

The senior team and governors are relentless in the pursuit of excellence in teaching and learning. The college's strategy for improving teaching, learning and assessment is clearly articulated and promoted

'Tutors gave unwavering attention to ensuring that students remained at the heart of all college activity and were highly motivated, aspirational and have high expectations of their students...the very best lessons were characterised by tutors' infectious enthusiasm and their ability to bring topics to life.'

The liP (2014:6) stated that the PLC was hugely significant in encouraging the full engagement of the College values particularly amongst teaching staff and the liP (2014) report, as previously discussed, highlighted positive indicators associated with enhanced well-being amongst lecturers.

Appraisal, Continuous Professional Development and Performance Review

Backdrop to Appraisal

Performance management also manifests itself in appraisal schemes (Fletcher 2001) with an increasing emphasis placed on 'managing the performance of employees more strategically, translating organisational goals into individual goals and regularly reviewing those goals'... and 'taking greater control over employees activities' (Forrester 2011:5). Furthermore, total quality management (TQM) techniques placed responsibility on all employees for the performance of an organisation (Forrester 2011:5).

In terms of employee appraisal the motivational merits of goal setting has been highlighted by Locke (1990) who suggested that individual goal setting should be

realistic, challenging and achievable and Rahim and Siti-Rohaida (2015) also suggest that goal setting could have a positive influence on individual well-being. However, Decramer *et al.* (2015:102) have pointed to the potential disadvantage of insufficient careful goal-setting and suggested that 'performance planning may even decrease job satisfaction' and could have negative side-effects, and that 'new goals may enhance the perception of workload imbalance and intensification with consequent decreases in job satisfaction'.

City College's Appraisal Scheme during the 1990s

Prior to incorporation new national condition in FE had made it obligatory for college staff to participate in an appraisal scheme and there was usually a linkage to staff development (Simmons 2002:87). At City College the linkage between appraisal and staff development is still evident.

City College's appraisal scheme during the 1990s reflected a degree of performativity, but in the main it was largely a developmental approach, which Simmons (2002:91:92), suggested gives professionals 'primary responsibility to identify aspects of their roles in which development is possible and desirable'. At City College this amounted to negotiated outcomes and a process consisting of a comprehensive two way discussion between the appraiser and the appraisee. This discussion centred on the appraisee's strengths and weaknesses surrounding their job role and development opportunities, although the appraisal included performative measures in the guise of a mutually agreed classroom or task observation (such as leading a team meeting) and culminated in the production of a personal development plan for the appraisee (City College 1995). It is interesting to note FE lecturers regarded classroom observation; examination results of courses taught and students recruited, as acceptable performance measures and criteria for inclusion in performance appraisal schemes (Simmons 2002:94).

Despite the FEFC (1997) inspectorate reaffirming the strengths of the College's staff appraisal process as supportive and effective, along with a well-managed and structured staff development process (FEFC 2001:32), the College appeared to intensify the performance management approach associated with the appraisal scheme. This serves to underline the pressures many FE colleges faced to 'achieve corporate and FE sector targets' (Simmons 2002:87).

The Continuous Professional Development Model at City College

In 2002 City College indicated that it wanted to be more proactive and that the existing appraisal system 'moved too slowly for the rapid change facing most College staff' (City College Continuous Professional Development Policy; (City College 2002b: appendix A)). The College was also conscious that lack of frequent reviews meant that Action Plans became out of date and forgotten and the College therefore introduced a Continuous Professional Development (CPD) model which meant that members of the College were reviewed termly (City College 2002b:appendix A)

The CPD scheme placed emphasis on linking individual development needs to the priorities for the College and staff taking responsibility for their professional and personal development with the support of the college (City College 2002b). Whilst the College was willing to provide support for lecturers to undertake personal development (which would in turn help to enhance the career capital and career sustainability of lecturers), it was also designed to improve the performance of lecturers in line with national professional standards and the sharing of good practice (City College 2002b).

The Performance Review Model at City College

At the time of this study City College had redesigned its appraisal scheme again, and set up a Performance Review scheme to forge a tighter link to College targets and the development of outstanding teaching, learning and assessment (City College 2013). However, the College resisted linking the Performance Review scheme to pay and capability procedures which was evident in other FE colleges (AOC 2014b), despite the challenges associated with Government policies and funding that impacted upon City College's budget.

The Performance Review (which was in addition to regular meetings between managers and lecturers), included structured two-way communication between managers and lecturers and promoted lecturers' understanding of how their work contributed to departmental and College wide objectives and was also designed to have a positive impact on the morale and motivation of staff. Given the emphasis on teaching and learning outcomes, the Performance Review included one objective

that was derived from the observation of an individual's teaching and learning (OTL), and/or involvement in an innovative Professional Learning Community (plc), College scheme (discussed previously). The plc also had to include a key goal specifically related to lessons learned in the plc and the improvement of practice in teaching, learning and assessment (City College 2013).

The Performance Review included discussion about the lecturer's training and development needs linked to the College strategic and operational plans and the outcomes arising from the observation of the teaching and the learning (OTL) of lecturers and the professional learning community project. There was also a section within the Performance Review scheme that referred to lecturers taking on more responsibilities at the College (City College 2013). It might be inferred from this, that additional responsibilities could include, additional tasks/ roles and/or curriculum innovation and development or other projects, which could also enhance the career capital of lecturers.

During the performance review lecturers were also given the opportunity to discuss aspects relating to their career planning and career aspirations (City College 2013), associated with career goal development, which Rahim and Siti-Rohaida (2015), suggested had a positive influence on the psychological well-being of individuals. However, in relation to career related discussions within appraisals Kidd, Hirsh and Jackson (2004:241) research revealed that 'very few effective discussions took place...' and 'the appraisal process often tends to be overloaded and its focus on short-term performance can set the wrong mind-set'. This would suggest that the performance review process at City College should include a separate follow up meeting to enable lecturers to discuss their career development plans and goals with managers.

In relation to the performance of lecturers OFSTED (2014:4), made reference to the target driven approach employed in the performance reviews that City College adopted stating that:

'The college uses graded lesson observations effectively to monitor the quality of teaching and learning during curriculum area reviews and through risk-based targeted observations. Its extensive continuous professional development programme focuses on classroom practice. Events include

prestigious external speakers, staff sharing best practice and courses leading to teaching qualifications.

‘Annual performance review of staff, including the senior team and the chair of governors, is rigorous. For tutors, annual performance review rightly focuses on their core activity. Action plans are target-driven and challenging.’

(OFSTED 2014: 4).

The City College Survey (2015) (106 responses out of a possible 223 responses) (Appendix 1) also included lecturers’ responses in relation to their performance and degree of support, feedback and training and development. The responses from lecturers were positive and revealed that:

88% knew how they are performing;

86% received feedback from their manager about their work;

75% felt that their line manager gave them the support they needed to do the job effectively and

72% that they received appropriate training to make them effective in their job.

The City College performance review scheme (as well as the regular meetings between line managers and lecturers), appeared to point to a strategic fit (or vertical alignment), approach that could be associated with positive subjective well-being of lecturers measured in terms of the affective commitment (Decramer *et al.* 2015).

Further evidence from the City College survey (2014-15), relating to strategic and operational planning, goals and target setting reinforces this proposition. The responses from lecturers revealed that:

73% felt that they were informed about strategic planning operational goals and performance;

93% understood their roles and the contribution they made to the goals of the College;

69% felt they were involved in planning improvements and target setting and

84% of staff were committed to improving all aspects of the College.

In summary this section has provided a backdrop to the meaning of performance management particularly in FE. The incorporation of City College and the impact of central government funding and inspection regimes from the 1990s onwards meant that City College had to employ effective strategic planning and better use of

performance indicators. During the 1990s there was evidence of devolved planning and an open and consultative management approach in the strategic planning process, which embraced operational planning including curriculum reviews and audits linked to professional development for lecturers and the College appraisal scheme.

Following the College's incorporation there was emphasis on generating efficiencies and this led to the offer of new contracts of employment and work intensification, although there were also benefits accruing from the new contracts.

From 2001 onwards City College employed a business performance management approach to meet the demands of the new funding and inspection bodies and introduced termly performance reviews of curriculum areas and expected managers and their teams to pay greater attention to performance measures. The mutual advantages to the College and the career sustainability of lecturers was evident within the the BPM and the Pride in Excellence scheme in the form of professional development opportunities for lecturers that also helped to build a skilled workforce and better employment of human resources within the College.

In 2008 the Principal involved staff in the identification of key College values that staff would own and put into practice and in subsequent years there was further evidence of effective strategic and operational planning.

During the 1990s the appraisal scheme reflected a degree of performativity, but it largely focused on staff development through negotiated outcomes, discussion and observations. The continuous professional development model at the College built upon the first appraisal scheme, but it was designed to improve the performance of lecturers and linked individual development needs to the priorities of the College.

Subsequently, the performance review model forged a tighter link to the College strategy for outstanding teaching, learning and assessment. Structured performance review meetings between line managers and lecturers included discussion about development needs that were also linked to College strategic and operational plans and the lecturer's OTL and/or involvement in the college plc as well as the lecturer's career plans and scope to take on more responsibility. The performance review was also designed to have a positive impact on the morale and motivation of lecturers.

Overall the approach of the College to strategic and operational planning, performance reviews and involvement and commitment to the College's values pointed to vertical alignment (or strategic fit), that suggests some degree of positive well-being amongst lecturers. Data from the City College survey and OFSTED also included positive ratings and comments about the lecturer's understanding about the goals of the College and information and involvement in planning and target setting.

SECTION 4.4 SUMMARY OF THE CHAPTER

This chapter has addressed SRQ 3 by examining the meso context for FE lecturers at City College. A historical and contemporary backdrop to City College's evolution and its responses to key internal and external influences) were explored. The impact of these influences, such as changes to the organisational structure and restructuring events at City College, curriculum development and performance management approaches also impacted on the career and well-being of lecturers.

Organic growth at City College both prior to and post incorporation provided further variety and career and curriculum development opportunities for lecturers. On the other hand it was also suggested that a series of restructuring and re-organisation episodes (particularly post incorporation) at City College could be associated with a negative impact on the well-being of employees and job insecurity played a role in explaining this association. It was also contended that job insecurities and uncertainties about career plans and promotion prospects could also point to a lower degree of individual job satisfaction and threats to continuity of employment and the effectiveness of the organisation. Secondary data also appeared to point to a lower degree of subjective individual well-being measured in terms of job security, progression opportunities and concern for the welfare of staff at City College. However, secondary data also pointed to positive indicators of individual well-being measured in terms of the College's future; lectures wishing to stay at the College and relationships and team work.

Following incorporation City College had to respond and work within the parameters set by government funding and inspection bodies and over the years this led to the further intensification of performance management approaches. These performance management approaches included more effective strategic planning and focused performance reviews for lecturers, that were also designed to include a degree of

individual career planning. Secondary data also revealed positive responses from lecturers at City College in relation to knowing how well they were performing; sufficiency of training, and management support and feedback.

In conjunction with the College's approach to performance management the College was also keen to retain and develop the knowledge and skills of lecturers to enable it to compete in the regional labour market and match staff skills with the demands of the curriculum, business and organisational objectives. The College's focus on the professional and personal development of lecturers also had the potential to help lecturers enhance and promote their own career capital and career sustainability.

Vertical alignment and goal setting was evident in the College's strategic, operational and performance review approaches and the involvement of staff in planning improvements and setting targets, which pointed to a degree of positive well-being measured in terms of affective commitment. During 2008 staff at City College were also involved in a consultation exercise to identify and gain their commitment to the values of City College.

Curriculum change and curriculum development/ initiatives continued to provide opportunities for lecturers to be creative and exercise some degree of self-determination. Equally, curriculum change and curriculum development/ initiatives also curtailed elements of creativity and risk taking to try out new things, and presented challenges that could impact upon the individual well-being and the resilience of lecturers to adapt, cope and extend their repertoire of knowledge and skills.

The College's professional learning communities (plc), engendered a purposeful community and positive well-being in the form of job satisfaction measured in terms of relationships and enhanced personal sustainability, such as feelings of trust and engagement in learning activities that also reflected protean career tendencies.

The next chapter will outline the research methodology employed in this study.

CHAPTER FIVE RESEARCH METHODOLOGY

INTRODUCTION

This chapter addresses RSQ4: What is the best way of undertaking the empirical research? The chapter will include the following sections:

Section 5.1 will explore philosophical and theoretical perspectives and explain why the interpretive/research paradigm was compatible with the purpose of this study and major research question (MRQ);

Section 5.2 will explain why the narrative inquiry genre in the form of biographical narrative inquiry was the most appropriate qualitative research approach for this empirical study;

Section 5.3 will outline the narrative inquiry data collection methods and the factors that were taken into consideration in the employment of interviews during the data collection process;

Section 5.4 will explain the meaning of the terms validity and reliability used in quantitative research and then explain and discuss the equivalent terms/criterion employed in this qualitative research approach, which includes: trustworthiness, authenticity, warrantability and specificity of findings;

Section 5.5 will outline ethical considerations;

Section 5.6 will discuss the positionality of the researcher in relation to the research process;

Section 5.7 will outline aspects relating to the recruitment of participants, access arrangements and sampling methods, and explain how the interviews were conducted;

Section 5.8 will provide an evaluation of the pilot study;

Section 5.9 will discuss the use of a thematic approach in analysing the data;

Section 5.10 will cite key limitations of the research methodology and

Section 5.11 will include an overall summary of the chapter

SECTION 5.1 THE MRQ AND PHILOSOPHICAL AND THEORETICAL PERSPECTIVES

The major research question (MRQ) in this study was:

What are the perceptions of a sample of Further Education lecturers about factors that have sustained them during their career at a college of Further Education in England?

The MRQ revolves around the meaning and understanding that the participants in this study have about their lived experiences and career as lecturers working in a further education college and what sustained them during their career.

In addressing the MRQ, it was important to explore the philosophical and theoretical perspectives that were compatible with a qualitative research methodological approach which included and underpinned the use of biographical narrative inquiry.

In relation to philosophical perspectives King and Horrocks (2010:8), contended that the philosophical theory of knowledge known as 'epistemology' is a major consideration in terms of 'what counts as knowledge' and in the process of asking 'knowledge-based questions about specific issues and phenomena' and 'what might be a reliable route to such knowledge.' King and Horrock (2010:8), have stated that '...epistemology, how we know what we know, a means of establishing what counts as knowledge, is central in any methodological approach.'

The term research paradigm (or inquiry paradigm), is employed in discussions about philosophical perspectives and concerns itself with 'a set of assumptions about the world and the proper techniques and topics for inquiring into that world' or in short, a 'way of looking at the world' (Punch 2009:16) and the ontological question about the form and nature of social reality - which is 'how people might exist in the world' (King and Horrocks 2010:8). Research paradigms include ontological positions such as (i) objectivism or positivism (which is 'situated within the epistemological tradition of objectivism' (King and Horrocks 2010:8)) and (ii) constructivism/interpretivism.

According to Bryman (2016:29), objectivism suggests social phenomena (such as an organisation) and their meaning have an existence that is independent of social actors. The objectivist research paradigm embraces a 'more 'realist' view of the

world...objectivist view of knowledge...' and points to 'less need for consideration of the researcher's positionality' and 'less personal framing...' (Bottery and Wright (2019:116)) and also emphasises scientific verified hypotheses and the voice of the researcher (Bryman 2016; Guba and Lincoln 1985; 2005).

However, in contrast to objectivism this empirical study and MRQ is compatible with an alternative ontological position and research paradigm known as constructivism/interpretivism. Constructivism is concerned with social phenomena that consists of the 'ongoing accomplishment of social actors, rather than something external to them and that totally constrains them' and meaning constructed through social interaction (Bryman 2016:30). In a similar vein interpretivism concerns itself with meaning and how people experience and understand the social world, which is '...relative to specific cultural and social frames of reference and open to a range of interpretations.' In essence interpretivism is about 'how people feel about the world and make sense of their lives...' (King and Horrocks 2010:9:11).

The constructivism/interpretivism paradigm embraces a 'more subjectivist view of knowledge...and interpretive view of the world...' as well as 'more need for consideration of positionality and 'more personal framing...' (Bottery and Wright 2019:116). Moreover, social constructivism helps researchers generate or inductively develop theory or a pattern of meaning, in contrast to positivism that starts with a theory (Creswell 2013:25).

In short, the nature of this empirical research and the MRQ is compatible with the interpretivist/constructivist research paradigm and a social sciences approach which revolves around the subjective meaning of social action and how people make sense of the world and their lives, which includes their career experiences. The social sciences approach differs from the approach taken in the natural sciences which emphasise scientific verified hypotheses; epistemological objectivity and the voice of the researcher, which are associated with the positivist/objectivist research paradigm

SECTION 5.2 NARRATIVE INQUIRY GENRE: BIOGRAPHICAL NARRATIVE INQUIRY

This section will outline why a narrative inquiry genre in the form of biographical narrative inquiry has been employed in this empirical research.

The MRQ and the interpretivist/constructivist paradigm pointed to the employment of a qualitative research approach. This approach was used to identify and consider the participants' multiple and varied narrative accounts of their career, and to provide the opportunity for participants to make sense of their career experiences, which according to Schwandt (2000), represents the construction of knowledge.

In relation to the MRQ, biographical narrative inquiry which 'tells stories about others' and embraces life story/life history narrative research, also known as 'life narratives' (Kim 2016: 125:131), was considered to be the most appropriate qualitative research approach for this study. The MRQ was designed to capture the perceptions of participants in relation to factors that sustained them during their career, reflecting a 'specific temporal and topical aspect of the participant's biography' (Flick 2009:178). This is compatible with the aim of biographical research which seeks 'to understand how participants' construct and interpret their life experience, appreciating participants' genuine accounts and interpretations' (Kim 2016:126) and 'to delve into the meaning of experience (Kim 2016:70) .

Kim (2016:71), draws upon Dewey's (1997) theory of experience and posited that 'we think of our participant's experience in continuity of the past, present and future...and also consider the participant's interaction with his/her situation or environment, which includes interaction with the researcher.' Moreover, Schwandt (2000:189) has contended that individuals make sense of their experiences by inventing concepts, models and schemas and continually modify these constructions in the light of new experiences.

According to Kim (2016:6) narrative inquiry revolves around narratives and stories. Kim (2016:8), defines a story as 'a detailed organization of narrative events arranged in a (story) structure based on time, although the events are not necessarily in chronological order...this is what we mean when we say stories (not narratives) have a beginning middle and end.' In relation to the distinction between stories and life histories, Goodson and Sikes (2001:62) suggest that a life history provides the context by locating the life story itself in 'particular historical circumstances...and also the wider worlds of power and meaning...' otherwise the 'life story is a limited perspective and potentially dangerous data site.' In this particular study, the stories/narratives of FE lecturers reflect their career experiences 'through a given

period of time and ...provide an understanding that extends beyond the individual and into the wider context of organisations, institutions, cultures and societies' (Musson's 2004:35).

The use of narrative in the form of life histories can be traced back to the 1920s (Thomas and Znaniecki's 1918-1920), although Roberts (2002:8), suggested it has at times lacked credibility in comparison to quantitative techniques and standards. Becker (1970:72), also argued that sociologists began to employ 'data formulated in the abstract categories of their own theories, rather than categories that seemed most relevant to the people they studied'. This caveat seems to suggest that in qualitative research techniques the original narrative data provided by participants might be diluted or distorted and then represented into theoretical categories formulated by the researcher. However, Roberts (2002:49), suggested that postmodernism has witnessed a re-emergence of life histories and this is associated with the view that knowledge claims must be set within the conditions of the world today and this includes the importance of different discourses (Creswell 2013:27).

Goodson and Sikes (2001:110) commentary that life stories/life histories 'can help people understand their own and others' lives' and 'validate choices, lifestyles and ways of being...' and are particularly pertinent to the focus of this empirical research which explores FE lecturers' perceptions about their career. Moreover, Goodson and Sikes (2001:112), underlined that those involved in the life history method (researchers, participants and readers), seek to 'interpret and re-present... aspects of the social world... based on the belief that social and personal 'realities' originate in the dialogical relationship between individuals and groups and the values and practices which characterize social worlds.'

The use of narrative inquiry is evident in empirical research that includes life stories/life histories and career narratives (Goodson and Sikes (2001); Bosley *et al.* 2009; Cappellen and Janssens 2010) and in-depth interviews (Lamb and Sutherland 2010). These narrative approaches are appropriate to this research study because they offer a deeper insight into individual experiences and elicit stories or accounts that provide raw material for narrative analysis that relates 'not just to the life span but also to accounts relating to episodes and to the inter-connections between them' (Bryman 2016: 590).

Bosley *et al.* (2009: 1495:1498), research focused on actors' situated understandings and a constructivist approach taking 'a view of our social world not as a fixed reality, but as constructed by people through their social interactions' and suggest 'meaning-making is a negotiated process' and career is about 'relationships with others as they move through time and space and an iterative and on-going process'. Goodson and Sikes (2001:71) also underlined the merits of employing life histories to explore and understand the relationship between teachers' lives and work including '...professional life and work as intersecting with wider whole-life perspectives.'

Life stories represent an individual's social construction of reality by capturing individual interpretations of life experiences which are unique and authentic. These life stories involve individuals talking about their identities (what and who we are) in different capacities (public, private, professional, spiritual self) and the idea of 'multi-self beings' (Goodson and Sikes 2001:41). In ethnographic terms Spradley (1980:38), refers to 'thick description' as a 'series of interpretations of life, of common sense understandings that are complex and difficult to separate from each other' and suggested that the researcher's 'goal is to share in the meanings that cultural perspectives take for granted and new understanding for the reader.'

It is also contended that life stories enhance self-worth and emancipate and empower people by giving them an opportunity to tell their life story, knowing that someone is interested in their story. It is suggested that in turn life stories could influence policies and practice in different fields, although this has been challenged and qualified by others, in terms of the potential benefits, and whether life stories are read by a range of audiences who could assist in advancing particular agendas (Sikes Troyna and Goodson 1996; Goodson and Sikes 2001:99-103; Moore 2004). Interestingly, Goodson and Sikes (2001:101) suggested that the 'rallying cry of the women's liberation movement of the 1960s and 1970s...' and 'the life stories of 'ordinary women' should be contextualised and turned into life histories, in order to demonstrate the way in which external forces can shape and determine life courses and experiences.'

In conclusion Table 5.1 (adapted from Edwards, S. L. 2016:19) below, highlights some of the key functions, purpose and value of using career stories in this empirical study

TABLE 5.1 NARRATIVE RESEARCH : CAREER STORIES

FUNCTIONS	PURPOSE	VALUE
Individual reflection To find meaning Participant voice Represents experiences Use of temporal elements: Career prior to joining City College Career during time at City College Career exit from City College Future career	Story becomes more meaningful Story can be shared Each story is unique Empowers participant - it is their story	Reflective process and potential cathartic element Record of the story Story can be shared

In the next section the methods employed to gather the participants' narrative data will be discussed in more detail.

SECTION 5.3 NARRATIVE INQUIRY: DATA COLLECTION METHODS

Biographical narrative approaches

In order to capture the perceptions and experiences of participants the researcher employed qualitative research techniques in the form of biographical narrative approaches employing life story/history interviews. The employment of life story/history interviews reflects a constructivist/interpretivist epistemology and paradigm as it involves research into the perceptions of lived experiences and gives individuals an opportunity to narrate their experiences and generate their own understanding and meaning.

Flick (2009:191) contends that 'narrative can be used in interviews to elicit a more comprehensive and contextualised account of events and experiences' and this can be achieved using biographical narratives. According to Flick (2009:177) 'narrative allows the researcher to approach the interviewee's experiential yet structured world in a comprehensive way.' Flick (2009:178) suggested that to elicit a narrative relevant to the research question a broad generative narrative question that is sufficiently specific for the experiential domain to be taken up as a central theme should be formulated, and this could include a 'specific temporal and topical aspect of the participant's biography', such as phases or stages of a profession career. Roberts (2002:47), also states that 'distinctions can be made according to the life story's subject matter and comprehensiveness' and this could include, as in this particular empirical research, a 'period in a life, a 'career''.

The first stage in the collection of data took the form of a relatively unstructured interview that provided participants with the opportunity to provide a narrative in the form of a life story about their career, sometimes described as the 'narration phase', where the main responsibility of the researcher is to listen (Kim 2016:168). The interview schedule (see Appendix 6) consisted of one generative narrative question which asked participants to narrate their career experience using a time line and key stages. The timeline and key stages included the participant's career experiences prior to joining City College; during their time at City College and (if relevant) on leaving City College). At the end of the first stage interview participants were asked to think about the extent that they had navigated their career in preparation for the second stage interview.

The merits of employing a relatively unstructured interview data collection method in the first stage of the interview process were the opportunity for participants to tell their own story and more choice about what they wanted to say (Plowright 2011). Unstructured interviews also reflected a flexible approach that enabled the researcher to offer some 'gentle direction' to help participants 'maintain momentum' in the completion of their narrative (Gillham 2005:49).

Although unstructured interviews provided the opportunity for participants to talk about a particular aspect of their life in depth (in this case their career), there were some issues with this approach. One issue is about the memory of individuals and their ability to recall things from the past and the reliability associated with the accounts generated (Blane 1996). In an attempt to address this problem, during the first stage interview, participants were asked to bring along a photograph or artifact that might help to evoke memories, feelings and emotions about their career journey quite naturally and with relative ease and according to Prosser (2011:484) will also reduce the pressure on participants. This technique was designed to provide a platform to help participants feel comfortable with the initial research process and stimulate discussion about the meaning participants attach to their career and their career journey.

Shwartz (2009) has suggested that photographs help participants search their memory bank and their own values and beliefs and Gauntlett (2007) suggested that artifacts may also help participants to form words and ideas at a speed to suit them. Prosser (2011) and Richards (2011) have cited the use of visual approaches to capture participant perceptions and voices rather than the researcher's stance, bias and interpretations and to provide ownership, equity and to redress power imbalances.

In a further attempt to assist participants with sequencing their experiences and memory recall, during stage one of the interview process participants were also encouraged to adopt a broad time line or chronological approach that would help them reflect on their career trajectory (in the form of stages such as pre-entry, entry,

mid and exit). A life grid (Abbas 2012), was modified into a career factor grid that included possible factors/prompts, as shown below in Table 5.2 below.

TABLE 5.2 CAREER FACTOR GRID (TEMPLATE)

Possible factors	Possible factors	Possible factors
Expectations, aspirations, self direction/management, drive	Relationships: colleagues peers, family, friends community...	Mentors, line managers, human resources
Economic and social considerations	Organisational factors: structure, management style, culture, values	Curriculum
Other		

The career factor grid was designed to help participants with memory recall and to help them feel at ease in the interview process and was trialled with participants in the pilot study. However, this approach was not used as a predominant visual aid or cue/prompt in the majority of subsequent interviews, as the participants recalled and talked about their experiences quite naturally (including key factors that they felt were important).

During the second stage of this empirical research, semi-structured interviews were employed. A suitable time period of a few weeks was built in between the scheduled first stage interview and the second interview with participants, which was designed to give participants time to read and digest the typed notes of their verbal account and to reflect again on their career experiences prior to the second stage interview. The second stage interview was designed to give participants the opportunity to continue narrating their life story, including their experiences, situations and circumstances and entering more of a 'conversation phase' where the researcher employed 'semi-structured, in-depth questioning' (Kim 2016:169) and judicious use of probing techniques. In relation to engendering natural conversation Riessman (2008:24) noted that 'when the research interview is viewed as a conversation – a discourse between speakers – rules of everyday conversation will apply: turn-taking

relevance, and entrance and exit talk (where a speaker transitions into and returns from, the past time story world).’

The second stage interview also enabled participant’s to elaborate, extend and refer back to their first stage interview narrative. Moreover the two staged interview approach also enabled the researcher to clarify, recall and reintroduce particular segments of the first stage narrative during conversation in the second stage interview, which also provided a check in terms of the consistency (and validity) of the participants’ story. In order to enhance reliability the interview was tape recorded and subsequently transcribed.

An interview schedule in the form of a topic guide (see Appendix 6) was used to steer the second stage semi-structured interview and included topics that related to previous theoretical concepts cited in the literature review.

The merits of employing a tool such as a topic guide in qualitative interviewing has been outlined by Arthur and Nazroo (2003:136) who contended that:

‘...any qualitative research study requires some early consideration of the structure and content of data collection. The degree to which subject coverage and order can be specified in advance will depend on the objectives of the research and the nature of data required.’

In terms of the latter the employment of a topic guide was considered to be appropriate for semi-structured interviews employed in this empirical research, as it embraces broad topics (and potential sub-topics) designed to guide or steer the interview process rather than adopting a prescriptive approach that employs very specific and leading questions (Arthur and Nazroo 2003).

The content, length and style of the topic guide was shaped by the purpose of the study and MRQ, although the researcher did not construct an overly long topic guide, as it is suggested that this could prove to be too rigid and inhibit the quality of data collection (Arthur and Nazroo 2003) . According to Arthur and Nazroo (2003), the topic guide facilitates greater interaction between the participant and interviewer and provides opportunities for participant reflection and further issues and themes to emerge from the interview process. Furthermore the use of a topic guide also helps to cover issues more systematically and enhances the consistency of data collection,

although it also builds in scope for flexibility as the interviewer can ask the same questions in a slightly different way and also ask additional and/or different questions (Arthur and Nazroo 2003).

The topic guide (interview schedule) was designed to provide a degree of structure to the interview process which would enable participants to think, focus and respond in depth to five topic areas. The purpose and rationale behind these five topic areas were as follows:

Topics 1 and 2: These topics served as a follow-on to the first stage interview and focused on the participants' perceptions of career navigation and personal and career sustainability. At the outset participants were asked to provide an account of the extent that they felt that they had navigated their own career, although words such as steering or driving were used as well as 'navigated', to promote further understanding of the nature of the question. This question was designed to elicit initial responses that would tie in with and test the concepts examined in chapter 1. These concepts included personal and career sustainability, career agency and career decision-making (Baruch 2004; Sullivan and Mainiero 2007; Magis and Shin 2009; Seligman 2011; Spreitzer *et al.* 2012). Self-determination (Ryan and Deci (2000) and the over-riding notion of a boundaryless career (De Fillipi and Arthur (1994), that points to individuals acting as free agents in navigating their career and building their human capital (Rousseau 1996; Lamb and Sutherland 2010; O'Boyle 2011), including a portfolio of transferrable skills and knowledge.

As the interview progressed, and as a follow-up and complementary question, participants were then asked to outline the role and/or extent that the organisation (City College), played in terms of their career navigation e.g. were they as individuals navigating their career as free agents or were they dependent upon the organisation as a resource in their career navigation? This second question was eased into the conversation and was designed to test and provide a potential contrast to the notion of individual agency in relation to career navigation (question one), by exploring the extent that the organisation was the anchor or agent of an individual's career navigation in line with the traditional career paradigm (Baruch 2004; Rippon 2005) discussed in chapter

one. Participant responses might therefore tune into the extent of career opportunities (including promotion or progression) and support for personal development and other aspects such as the degree of job security and stability, salary, status and building and maintaining existing relationships (Baruch 2004; Connor 2006; Hartnell 2011) at City College.

However, in line with the literature and empirical evidence discussed in chapter one, it was also anticipated that participant perceptions of personal and career sustainability and career agency might not fall discretely into the conceptual approaches cited, and that the participant's accounts might reveal a mixed or hybrid approach to career agency (that is individuals are not necessarily navigating their own career but are also influenced by the organisation (Briscoe and Hall 2006; Capellan and Janssens 2010). Equally it was also feasible that, at some stage in the interview, the participant accounts of personal and career sustainability and career agency might uncover aspects associated with the protean career model (Mirvis and Hall 1996; Hall 2004), such as the extent of an individual's adaptability, resilience, learning, career awareness and career strategies.

Moreover, it was also anticipated that the participant's responses and ongoing narrative (in relation to topics 2 and 3), might shed light on their own values and aspects associated with individual priorities, well-being and life-work balance (Sullivan and Mainiero 2007; Capellen and Janssens 2010), including possible implications and/or tensions associated with City College's approach to performance management (discussed in the Meso Context, chapter 4).

Topic 3: This topic was also linked to value orientations, well-being and personal and career sustainability, with a focus on work relationships and the notion of person-organisation fit (Dawis and Lofquist (1984) discussed in chapter two. Initially the participants were asked to comment on what person-organisation fit meant to them. Additional explanatory comments were also provided to help participants understand and respond to this concept and its relevance, including the extent that individuals feel that they fit in with the organisation and culture (at City College) with some indication about their personal values and City College values, and the extent of the fit or match

between these individual and corporate values. It was anticipated that responses might highlight some of the implications of person-organisation fit (and why it matters) in terms of things such as successful work relationships; job satisfaction; career success; quality of output; personal and career sustainability and well-being.

Topic 4: This topic was linked to the notion of the organisation as the career agent mentioned previously. The question was about the extent of support and advice participants received at City College in relation to career planning and individual development needs and linked to this, their perceptions about City College's performance management and review scheme(s) outlined in chapter four.

Topic 5: This topic was designed to give participants a further opportunity to mention (if appropriate) any other factors (e.g. personal, social and economic) that might impact upon their personal and career sustainability and career agency.

More generally interview techniques used by the interviewer (some of which have already been mentioned), also included building rapport with the participants; further explanation about the purpose of the study (King and Horrocks 2010) and the use of active listening including silence and appropriate pauses to provide time for participants to reflect on things (Kvale and Brinkmann 2009; Gillham 2005).

In order to help the participants to relax and respond freely, the tone of voice, pace and body language of the researcher were also important considerations in the interview process. The researcher also encouraged participants to narrate accounts in their own way, which Riessman (2008:24) contended 'can at times, shift power in interviews; although relations of power are never equal, the disparity can be diminished' (Riessman 2008:24). The researcher also felt that he possessed a good degree of 'emotional maturity, sensitivity and life experience' which Lieblich *et al* (2004:642) suggested is 'required in the interview.'

In selecting interviews as the most appropriate data collection method for this study, the researcher was also conscious of the time consuming nature of interviews and

potential generation of data overload, which underlined the importance of checking the original aims of the research (King 2004a:20-21).

SECTION 5.4 TRUSTWORTHINESS, AUTHENTICITY, WARRANTABILITY AND SPECIFICITY OF FINDINGS

In quantitative research it is commonplace to use the terms validity and reliability in relation to the evaluation of measures of concepts, but in qualitative research these terms could be 'assimilated with little change in meaning other than playing down the salience of measurement issues' (Bryman 2016:382). Alternatively terms such as trustworthiness and authenticity could be used as the equivalent criterion to quantitative research in relation to validity (Plowright 2011). and specificity of findings, as the equivalent criterion to quantitative research in relation to reliability and the generalizability of findings. In interpretative narrative, validity can equate to authenticity, that consists of fairness and giving consideration to the view of all participant perspectives and understanding of other viewpoints (Plowright 2011).

As a starting point is useful to define validity and reliability, and then qualify and represent this in terms of its meaning in qualitative research criteria. In research methods 'validity refers to the issue of whether an indicator that is devised to gauge a concept really measures that concept' and 'reliability is concerned with the consistency of measures' (Bryman 2016:156; 159).

In relation to the rationale given for the use of life stories and narratives employed in this study, it is suggested that validity is about understanding meanings (Chase 2011); understanding of other view points and fairness (Plowright 2011), and the uniqueness of accounts (Burton 2000).

Validity issues that arise in research employing narrative approaches include participant untruths, deception, memory recall, reappraisal of life experiences and making up stories, as well as doubts about the methodological rigour, Roberts(2002: 38-39). However, Atkinson (1998:60) suggested that validity is about the trustworthiness of the life story rather than its accuracy and internal consistency as a quality check to clarify comments. This is supported by Goodson and Sikes (2001:36), who stated that 'respondent validation may be built into the research

design', or that respondents should be given the opportunity to check and amend transcriptions, which ties in with the idea of auditability and an audit trail (which is a feature of framework analysis discussed later in this chapter), that entails keeping records and transcripts and also highlights an ethical matter. Plummer (1983:101), has also contended that validity becomes attainable when it is close to actual context and 'constant comparison of data with other sources is also a key ingredient for validation'.

Polkinghorne (2007:479), and Hammersley (2008: 162-163), discussed the need for sufficient evidence to support researchers' claims. In relation to the latter Plowright (2011:138), used the term 'warrantable research', which places an onus on the researcher in this study to provide 'the best available evidence to support the research claims' and arrive 'logically at valid and true conclusions' that provide answers to the research questions, and 'considering and subsequently rejecting, alternative explanations for the conclusions'.

Moore (2004:182) raised concerns about the trustworthiness of accounts, in terms of power imbalances, misuse and abuse of power and many possible interpretations of the life story, by the researcher, characters and readers.

McNiff and Whitehead (2011:171), argued that 'if validity is about establishing the truth value of a claim, legitimacy is about establishing its acceptance in the public sphere' and academic community. This argument extends to informed consensus (at any one point in time), amongst academics and communities about 'truth' claims in research and potential bias, as people jockey for power, have their own agendas and may silence others or set up obstacles. This could include for example, ethical approval panels that may not favour particular research approaches.

Turning now to reliability in research Bryman (2016: 156) states that 'reliability is concerned with the consistency of measures.' In life history research Chase (2005) has suggested that reliability may present issues, as each participant account is unique and the focus in life histories is the specificity of findings rather than generalizability. Burton (2000:203) and Kvale and Brinkmann (2009: 261) have suggested that specificity of findings rather than generalizability is not less valid, provided that rigour and a systematic approach is built in to assist with the analysis

of data and Bertaux (1981:187), suggested that several life stories from the same set of socio-structural relations would constitute a strong body of evidence.

I would contend that in this empirical study there is a strong body of evidence, as the data includes several life stories from FE lecturers currently or previously employed at City College.

In line with positionality of the researcher (which is discussed in a subsequent section), Musson (2004:35), suggested that the life history method recognises that researchers may not be impartial and value free and may have prior assumptions and theoretical stances which need to be taken into account in the research process. Musson suggested that the task of the researcher includes surfacing implicit and explicit theories 'in the struggle for balance between theory in the researcher's head and theory employed by the people in the research situation'. Goodson and Sikes (2001:23-26), contended that in life histories it is the 'richness of the data ...and nature of the life being investigated' that is all important and bias should be 'acknowledged' in this type of research and in reflexive accounts.

In summary the criteria outlined above focuses on whether the participants accounts are trustworthy and authentic; whether there is sufficient evidence to support the researcher's claims and whether there is a rigorous and a systematic approach to the analysis of data.

SECTION 5.5 ETHICAL CONSIDERATIONS

The researcher had received approval to undertake the empirical research from the University of Hull Ethics Committee following the submission of a portfolio that comprised of key ethical considerations (outlined below) and an invite letter and information about the purpose, aims and research methods that was to be sent to participants. A draft institutional and participant consent form was also submitted as part of this process.

Some of the basic tenets of ethics, codes and protocols in research (see for example (Cohen *et al.* 2000; Goodson and Sikes 2001; Plowright 2011; Bryman 2016) include:

1 *The anonymity and confidentiality of participants*

This was observed for example during the interview process and in subsequent transcriptions of the data, to avoid identifying participants. This included safe storage and security of the participant data that had been collected and to avoid potential harm to the participants. It is suggested that a betrayal of confidentiality not only harms participants but also undermines the professionalism of the research community.

2 *The informed and freely given consent of participants and consideration of the information to be given to participants about the purpose and nature of the research study*

Participants were given a consent form and information about the purpose of the study in advance of the interviews. Participants were also given the right to withdraw or refuse to take part in the research study without penalty and any withdrawal/refusal from the research process also meant that data collected would not be used in the research study and would be destroyed.

3 *The potential harm, security and safety of participants:*

During the interviews I attempted to handle any sensitive and emotional issues appropriately (e.g. listening and use of appropriate body language), to avoid the participant experiencing any undue stress.

In one case, for example, the participant mentioned during conversation, a very personal event/experience which appeared to have shaped his/her view of life in general and perhaps in relation to his/her well-being. I felt privileged that the participant had shared this with me. I listened carefully and empathized with the participant (Corbin and Morse 2003:346) and considered that the specific details of this particular experience were very personal and sensitive and should remain confidential and in order to protect the participant's anonymity. However, a subsequent comment from the same participant, in the context of well-being (work life balance), was not perceived as personal and sensitive data and was used in the research. Moreover, during the interviews I was also aware that I should not be acting as a counsellor in the research process. In another case one participant had

mentioned a confidential and sensitive issue that had arisen at the College, but did not want this to be disclosed in the research.

4 Honesty, deception or covert operations

Researchers need to be mindful about honesty, deception or covert operations, for example in the collection of data, and being truthful about the research aims, which should be balanced with the amount of information given to participants about the research study. In this study the researcher informed potential participants about the nature and purpose of the research, prior to conducting the interviews with participants. The researcher was also aware that the method of inquiry should not infringe human values and sensibilities and avoided any deceptive practice, in line with professional research ethics.

Goodson and Sikes (2001:91-95), also suggested that participants themselves may be skilled in giving part truths, and dilemmas could arise in terms of the moral obligations of researchers (touching upon the confidentiality clause), when information revealed by participants may be regarded as socially or legally unacceptable, even though it might promote understanding.

Another ethical matter, and again a trustworthy issue, is about giving respondents the opportunity to check and amend transcripts (Goodson and Sikes 2001:36), which also ties in with the need for audit trails in order to check records and transcripts. However, Moore (2004) did not undertake recordings and note-taking at the actual time of undertaking interviews in his study of a life story, which in this case reflected an ethical stance that was associated with the participant's well-being and sensitivities towards the participant in the data collection process. Nevertheless Moore made notes as quickly as possible after the event, which according to Moore is acceptable, and perhaps desirable to avoid distractions. An ethical dilemma faced by Moore (2004), included an issue concerning the release of the findings when the participant had died, and respecting the wishes and views of others in the research process

On another interesting note Josselson (2007), argues that it might be more appropriate to refer to an ethical attitude in narrative based research, rather than ethical rules.

SECTION 5.6 THE POSITIONALITY OF THE RESEARCHER

This section will outline what is meant by positionality and will provide a reflexive account relating to the positionality of the author (including aspects associated with being an insider-outsider qualitative researcher).

It is suggested that positionality is associated with unique experiences and the cultural background (gender, ethnicity, class, socio-economic status, education) and the subjective views, assumptions and biases held by individuals and that this can influence the process and content of a research study (Barton 2002; Takacs 2003; Bourke 2014). Since life experience is evolving and influenced by different situations or factors over time, so too is the positionality of the author. Positionality then is not a static concept and can be framed in terms of the situation and time period (Herod 1999). Moreover, discussion about the positionality of the author is not restricted to one role that he occupies or has occupied in life, but includes multiple roles (which ties in with the notion of 'multiple selves' (Guba and Lincoln 2005:210)) such as his role in a personal and professional capacity.

Positionality: Personal and professional roles

During the early stages of my research I had thought about my own career particularly in FE and what had influenced and sustained me during that time. Indeed the merits of constructing and using an autobiography in relation to the focus of my doctoral research study had been suggested to me by a leading academic, who had undertaken research about the careers of teachers. However, rather than writing an autobiography (which would be time consuming), I embarked on a reflective process using a time line or frame to help me plot my career and identify some of the key considerations and influences that had impacted upon my career journey. The method used in this reflective process was useful, as it was also a way of trialling and using a time frame that could be used to help participants tell their own story. The reflection also helped me to understand aspects that related to my own career

journey, and the process reinforced the view associated with positionality, that I was selecting and capturing a series of situational experiences and perspectives (as the research participants would do in unfolding their stories during this empirical study), at one moment in time and over time, even though the data would then be presented and analysed using a thematic approach.

Since positionality is associated with multiple roles and experiences I will provide a reflective account of my personal and professional roles and how my background and experiences could possibly influence the research study.

Given that this empirical study relates to the careers of further education (FE) college lecturers it is worth citing that my first encounter with a further education college was during my immediate post school career. On leaving school I had secured an administrative post with a manufacturing organisation and gained day-release to attend a local further education college to study for a national business qualification and G.C.E. 'A' levels. My experience at the further education college was very positive. I enjoyed my studies and I found the lecturers there to be amiable and supportive, and I studied alongside other part-time students who had a mature outlook in relation to their studies. I think that my positive experience of the further education environment and the opportunity to study for, and gain business qualifications, influenced my career decision in later years to teach in a further education college, and this may have contributed to my positionality.

My initial career plan on leaving school was to complement the experience I was gaining at the work place by developing my knowledge and understanding about business through my studies at the FE college; gain further qualifications and strive for career progression within the organisation. As time elapsed, I decided to leave the organisation and attend a higher education institution to study for further qualifications in business studies and then education (teacher training). Following this period of study, I secured my first teaching post at a secondary upper school and community college. However, I was keen to obtain a lecturing post at a FE college teaching on business courses and developing my teaching skills, and I left the secondary upper school upon securing a position as a lecturer at a large FE college (City College).

My experiences at the FE college (City College) provided me with different insights and perspectives and developed my own understanding of the College and some of the key influences that impacted upon FE and the College. My roles and responsibilities as a lecturer and middle manager at City College for over twenty eight years brought me into contact with lecturers/managers working across the College and other external stakeholders. Over this time period I witnessed the College's evolution and some of the key influences that impacted upon the College. These influences included, for example, College incorporation, the remit of different funding and inspection bodies and a series of curriculum changes. These influences and other factors also led to redundancies, re-organisation and changes to the contractual terms and conditions and work load of FE lecturers at City College.

At City College, following incorporation, there was more emphasis on performance measures that included the recruitment, retention and achievement of students. I was also cognisant of what appeared to be the continuation and intensity of performance driven approaches (including changes in the management style of a few senior managers) and the impact this had on occasions, on the well-being of myself and other colleagues. Equally, I recognised that City College (like other FE colleges), had little choice but to operate within the funding and inspection parameters that emanated from central government (over the years), if it was to remain viable and to be considered efficient and effective by key stakeholders.

My own career navigation manifested itself in terms of progression/promotion at City College, that included curriculum and pastoral management roles (with a cross-college element). I developed my management skills and adopted a largely supportive and participative management style. Although I had applied for and been offered positions at other FE colleges I was rather risk averse. Moreover, the main reasons for my inertia and what sustained me, revolved around my desire to stay at City College because of the relationships I had forged with staff and students; the support and respect afforded to me from colleagues; the success I had achieved in terms of occupational career progression coupled with an increase in salary; job satisfaction; personal development and job crafting opportunities; opportunities to engage in cross-college activities/teaching and factors associated with life style.

The interest and stepping stone to my doctoral study was sparked off by my interest in peoples' careers and performance management and the potential impact this had on people, particularly FE lecturers. Given, what appeared to be an increasingly performance driven commercial and FE environment (that I had also observed and experienced at City College), I began to speculate more about the extent that performance management was impacting upon the career and well-being of FE lecturers, and what was sustaining them in their career at City College.

Given this personal/professional backdrop, I was aware that my own experiences and perspectives could generate assumptions and bias which could influence my understanding and the meaning that I attached to a range of factors impacting upon the career and well-being of FE lecturers and the research process itself.

Positionality: The research process (including insider-outsider positions)

A number of empirical studies have used life stories and interviews (e.g Bosley et al 2009; Cappellen and Janssens 2010; Lamb and Sutherland 2010), to gain a deeper insight into the careers of individuals and after evaluating a range of alternative research methods I considered that narrative inquiry tied in with the purpose of my research and the MRQ. Life stories and interviews also reside within the interpretivist and constructivist paradigm which attach importance to uncovering the meaning that people attach to things like their career and well-being.

As a qualitative researcher I recognised that knowledge can be generated through life experiences and the unique perspectives of individuals. The adoption of life stories and interviews in this research study therefore attempted to capture these individual experiences and perceptions and reflects Takacs' (2003: 31) suggestion that '...knowledge gets constructed by interaction between the questioner and the world'. Furthermore, as Takacs (2003) suggested, by listening to the perspectives of other people it helped me, as the researcher, to develop my understanding; respect the views of others and also question my own positionality (assumptions) that could bias my epistemological stance (Takacs 2003). Moreover, Takacs (2003: 29:30), has reminded both the researcher and participant that 'we are led into doubts about the "correctness" of our own position, as we come to learn that our views are constrained by the limits of our own experience' and that views might be 'shaped by an incomplete relationship with the world'.

In her research study Allies (1999), asked whether she employed life stories to validate her own story or whether the idea of life stories was suggested to her, and whether her own experience was adequate to explain the agency of her participants (governors). I doubt whether any life story could really fully validate an individual's life story (including my own), as I recognise that every life story, and explanation of something like agency, is unique and shaped by events, context and a range of factors and influences. However, I acknowledge that there could be some *prima facie* broad similarities in terms of context (at City College) and influences (eg performance management, funding and inspection regimes), between my life story and that of the participants, but that individual perceptions and experiences are unique and also associated with specific time periods, the situation and personal circumstances. It was therefore important as a researcher (who had previous experience at City College), that participants were given the opportunity to explore and outline the significance and meaning they themselves attached to things (such as context), and as researcher not to make assumptions about the meaning attached to participant responses and what participants wanted to convey. Moreover, it was also important to guard against making assumptions or inferences during the analysis and interpretation of data, including instances where participants did not perhaps respond (in part or full), to a question or probe.

It is also contended that life stories/histories reduce power imbalances between the researcher and participant; enhance self-worth and emancipate and empower people by giving them an opportunity to tell their life story, knowing that someone is interested in their story (Goodson and Sikes 2001). An important facet in employing life stories in this research study was to give participants the opportunity to provide an account of their career and in so doing give them a voice. In a similar vein to Allies (1999), study that employed life stories, I also wanted to get behind events, situations, strategies and processes and find out what was going on in a particular career. However, although there is emphasis on giving participants a voice, I realise that the participant voices (including minority voices) or narratives might be manipulated and/or diluted in the research process.

The dilution and/or manipulation of the participants' narrative could occur in a number of ways:

First my theoretical positionality (literature and conceptual dimensions etc) influenced and/or shaped the focus of this research and preceded the empirical study per se. If a pure grounded theory approach had been adopted in the research design, theoretical positioning would not generally precede (and therefore influence) the empirical study, and the data itself (participant narratives) would itself generate emerging theory.

Secondly, the employment of framework analysis and data reduction techniques directed me, as the researcher, to undertake analysis and identify themes from the participant's narratives. This data reduction technique therefore fragments the participant's whole story, although I recognise that as a researcher I need to employ such a technique in order to analyse and present the data collected from a relatively large data set.

Thirdly as researcher I needed to be skilled in the analysis and interpretation process and avoid the infiltration of prior assumptions and subjectivity, so that I reflected, as far as possible the narratives of participants within the constraints imposed by framework analysis. The audit trail, that is a feature of framework analysis, does serve as a cross checking device in the analytical process, but does not in itself curtail data reduction. However, in the presentation and analysis of data I included a selection of parts of the actual narrative verbatim.

Being an insider-outsider researcher

It has been suggested that an insider researcher is someone who is regarded as a complete member of an organisation or community (Adler and Adler 1987) and who shares a 'characteristic, role or experience under study with the participants' (Corbin Dwyer and Buckle 2009: 55). On the other hand an outside researcher is not a complete member of an organisation but undertakes research within a particular organisation over a certain time period (Adler and Adler 1987) and is 'an outsider to the commonality shared by participants' (Corbin Dwyer and Buckle 2009:55). Whether the researcher is an insider, or an outsider '...the personhood of the researcher, including her or his membership status in relation to those participating in the research, is an essential and ever-present aspect of the investigation' (Corbin Dwyer and Buckle 2009:55).

However, there are problems associated with the proposition that a researcher is an insider or an outsider researcher. In relation to this empirical study my own view is that I have occupied both the insider and outsider researcher positions in the research process. As Corbin Dwyer and Buckle's 2009:60:61 have suggested:

Holding membership of a group does not denote complete sameness within that group. Likewise not being a member of the group does not denote complete difference. It seems paradoxical then, that we would endorse binary alternatives that unduly narrow the range of understanding and experience...

The dilemma associated with being classified as an outsider researcher or inside researcher is illustrated by the following reflective account:

At the start of this research study I had left City College and I was undertaking my research studies in a personal capacity and as someone who was not a current employee and member of City College. As I was not a complete member (Adler and Adler, 1987) of the organisation at that time, I did not seem to fit in with the definition of an insider researcher. However, I did have previous knowledge, insights and experience of City College and felt that this lived experience of the organisation also tied in with the notion of ' "insider" knowledge and status' (Herod 1999).

The dilemma was, that I did not quite fit in with the 'simple dichotomy of "insider"/"outsider" ' (Herod 1999:323), and how I viewed my positionality may have been different from the views of the participants. My own assumption was that participants knew and acknowledged (from my invite letter/information sent to them), that I was undertaking the research in a personal capacity, as a University doctoral student, and as an ex-employee of City College. In light of this, I thought that I would most likely be perceived by the participants as an external researcher (or "outsider"), albeit with previous knowledge of City College and experience there as an FE lecturer/manager. On further reflection I felt that my position was similar to that of Perryman's (2011:858:859), (who had returned to a school where she was once a teacher to undertake research) who said, 'I called my position that of a 'returning native', doing research neither from the insider nor as a complete outsider.' Corbin Dwyer and Buckle 2009:60:61) also appear to support this proposition and stated:

Perhaps as researchers we can only ever occupy the space between...we may be closer to the insider position or outsider position, but because our perspective is shaped by our own position as researcher (which includes

having read much literature on the research topic) we cannot fully occupy one or other of these positions.

Initially, I assumed that participants might perceive me as an outsider researcher. As such I felt that I could be regarded by participants as someone to whom 'information can readily be given' (Herod 1999:323), because I was not commissioned to undertake the research by City College, and that my outsider status would engender a greater degree of trust and openness in the research relationship. Nevertheless, it is also possible that if I had been perceived by participants as an insider researcher

'...participants may be more willing to share their experiences because there is an assumption of understanding and an assumption of shared distinctiveness...'
(Corbin Dwyer and Buckle 2009:58)

However, I am inclined to suggest that Corbin Dwyer and Buckle's (2009) reference to an 'assumption of understanding', is perhaps, more readily acceptable, when it is viewed in terms of my insider experience/knowledge of the organisation's context and macro influences.

Moving closer towards what could be regarded as my insider research position, I selected City College as the research site because this was convenient and would generate a purposive sample, and I also had previous experience and knowledge of the College. I used my previous contacts (senior managers) at City College to seek their support and approval to undertake the research and meet with participants on the college campus, although these senior managers (gatekeepers), did request information about the nature and purpose of the study. In addition during my time at City College I came into contact with several of the participants in a professional capacity, although I was not necessarily aware of their personal circumstances, career background and other factors and the participants were also drawn from different curriculum/subject areas. However, critics might suggest that potential issues associated with being an insider and undertaking the research at City College could have been avoided by selecting another FE college (as an outsider researcher), but this had drawbacks in terms of resources and potential access, and overall there were clear advantages in choosing City College.

Brannick and Coghlan (2007), have suggested that whilst insider researchers might gain primary access to the organisation they might find it difficult to access specific

privileged information because of their status and position. Herod has also contended 'that the presumed privileged position of the insider (especially that "insiders" produce more valid accounts of processes and information simply because they are "insiders") does not necessarily hold.' Although, I may have gained access to City College because of my insider position, I could equally have been perceived by City College as an outside researcher. As an outside researcher Brannick and Coghlan (2007:67), have contended that having gained 'primary access to the organization it might be relatively easy to gain secondary access to departments and privileged information' (secondary access also includes '...access to documents, data and people'), and during my research study requests for specific information relating to City College were granted by the human resources manager. On a similar note Herod (1999:325) suggested that executives in the organisation may be more willing to pass on information to an outsider researcher (such as "harmless academics"), rather than insiders, 'who could potentially pass on information to competitors.'

Corbin Dwyer and Buckle (2009:58) have also made important points about the researcher's access to the organisation and the interview process and have suggested that whilst the insider might reap benefits in terms of

...access, entry and a common ground from which to begin the research it has the potential to impede the research process as it progresses... if participants ...make assumptions of similarity...and fail to explain their individual experiences fully. It is also possible that the researcher's perceptions might be clouded by his or her personal experience ...and separating it from that of the participants...resulting in an interview shaped and guided by the core aspects of the researcher's experience.

During the research interviews I was also conscious of the perceived power that might be associated with my status as a doctoral researcher and Herod (1999:326) has commented that

...even an erstwhile "insider" becomes, in a sense at least a partial "outsider" the moment they put on their researcher's hat – in that they no longer hold the same positionality they did before...

In relation to potential power imbalances between the researcher and participants Perryman (2011:869), suggested that 'power relations need to be negotiated by

creating connections and assuring confidentiality.’ In my study participant confidentiality had been assured through the information provided to participants and the consent process. During the interview process I also felt that I had managed to “create connections” by helping participants feel comfortable and at ease. I had also asked participants to bring along a photograph or other artefact relating to some aspect of their own career in order to stimulate the conversation and to help them reflect in some small way about their career. A number of the participants also said that they had found the first stage interview interesting and enjoyable, and that they had gone away to think about their career navigation (as I requested), in more depth, in preparation for the second stage interview.

Perhaps a testimony of the approach that I adopted during the interview process was that all the original participants turned up for the second stage interview. Herod (1999:324), has also suggested that the positionality of the outsider researcher may change over time, as contact with sources increases (perhaps, as in my study, through the two staged interviews) and developing the researcher/participant relationship, so that researcher is no longer treated as an outsider. Furthermore, in terms of power relationships, it has been contended that the use of career life stories (employed in my study) helps to redress potential power imbalance and empower the participants to speak and tell their unique stories and ‘claims to knowledge that others can not (sic) deny’ (Takacs 2003:29). ‘Since positionality is the multiple unique experiences that situate each of us ...all are privileged and empowered to speak...from minority and majority cultures...’ (Takacs 2003:29;33).

In relation to my experience and knowledge about City College and FE (including the literature review surrounding the meso context and the macro context), I felt that my insider position enabled me to appreciate and understand the contextual dimensions that emerged during interviews and in the analysis of the data. Moreover, I had to some extent shared the experiences of participants, in relation to things such as external inspection; curriculum change and performance management (discussed previously in relation to my positionality: personal/professional roles). However, Perryman (2011:865), does offer a word of caution about insider ‘familiarity’ with institutional context (which in Perryman’s study was associated with the school’s history and also micro-politics), and contended this could be problematic, if the insider does ‘...not probe as much as an outsider would’ (which in my study could

refer to the degree of probing undertaken during the interviews). Brannick and Coghlan (2007:69) also add that when insider researchers are interviewing 'they make think they know the answer and not expose their current thinking to alternative reframing.' Despite these concerns Perryman (2011: 872) had suggested that 'for most insider researchers the advantages of context...outweigh the issues of potential bias and lack of objectivity.'

During the research process I was aware that I should be 'constantly questioning and taking things less for granted' (Herod 1999:325). In my case, during the interviews and data analysis stages, I had to be careful about my insider position, and guard against taking things for granted and assuming that my experience and knowledge of City College would help me to understand what participants were saying, and equally, being aware that participants might assume that I understood the meaning they attached to certain aspects of their narrative accounts. Herod (1999:325) provides a useful example to illustrate the latter stating that

On many occasions I had to ask interviewees to explain, in what was for them no doubt excruciating detail, certain concepts and categories which they would often take for granted meant something to me

I was also aware of issues surrounding insider objectivity in the research process and noted Perryman's (2011:863) assertion that:

...even though qualitative researchers do not aim to be objective in the positivist sense', they 'must be able to defend themselves against accusations of unreliability and bias...

However, Brannick and Coghlan (2007:72), have challenged the view that inside researchers do not attain objectivity necessary for valid research, and argue that it is valid and 'provides important knowledge about what the organization is really like, which traditional approaches may not be able to uncover.'

In conclusion, I think that my insider-outsider position was a '...valuable resource ...since I could mobilise both inside wisdom and outsider research ...' (Humphrey 2007:21). Moreover Herod (1993:327), suggested that if both the researcher and the interviewee are co-partners in the production of knowledge about particular events and processes 'it might not make sense or be useful to talk about the dichotomy of "insiders" or "outsiders", particularly given that the positionality of both may change

across such categories over time, or depending upon what attributes of each one's identities are stressed.'

SECTION 5.7 RECRUITMENT, SAMPLING AND CONDUCTING THE INTERVIEWS

Recruitment of the participants

The researcher had been an employee at City College prior to undertaking this research study and was familiar with the organizational structure, the curriculum portfolio and staffing establishment. Initially the researcher contacted a senior member (Deputy Principal) at City College to outline the purpose of the research and find out whether, in principle, the College was willing to support the study and subsequently a positive response was received. The researcher then discussed the purpose and aims of the research with the Human Resources Manager and the protocol to be followed in terms of access arrangements, which consisted of making initial contact (via City College email), with a pool of potential participants with different subject specialisms to invite them to participate in the research study and then setting up interview dates and arrange a venue (private room) at the College to undertake the formal interviews. Six of the twenty participants had left City College and contact was made with them via email or telephone to set up a date and suitable venue (eg at my home or their home).

The researcher had received approval to undertake the research from the University of Hull Ethics Committee (see Appendix 7) and a letter and information sheet covering the purpose and aims of the research and an institutional and participant consent form had been submitted as part of this process. The institutional consent form was sent to the Principal at City College and duly approved prior to the commencement of the research interviews. An invite letter and information about the purpose and aims of the study and research method (see Appendix 8) and participant consent forms (see Appendix 9) were also sent to potential participants prior to the commencement of the research interviews.

The researcher wanted to recruit participants from a range of subject specialisms that included participants who had been employed at City College both pre and post the College's incorporation.

Sampling

In quantitative research probability sampling is typically employed and usually means taking a representative sampling from the total target group known as the population which is then 'analyzed to produce the study's findings' and 'generalizing the findings from the sample to the population'. However qualitative research 'rarely uses probability sampling and some sort of deliberate sampling' (known as purposive sampling) that has 'some purpose or focus in mind is employed' (Punch 2009: 162; 251).

Goodson and Sikes (2001) employed an ethnographic approach and purposive sampling in their empirical research covering the careers of teachers. Sample size in narrative research is not so straightforward or the same as probability sampling and Creswell (2013: 73), suggests that 'narrative research is best suited for capturing the detailed stories or life experiences of a single individual or the lives of a small number of individuals' and Goodson and Sikes (2001:23), consider a sample size of 25 is quite high in qualitative research employing life histories. Gillham (2005: 50), also suggested that 'theoretical saturation', time and cost may limit the extent of the sample and length of interviews and Burton (2000: 213-214), mentioned the difficulties in recruiting participants and the need for careful planning in the research design.

In line with the nature of this study and the specific research questions, convenience sampling (a sample that is relatively accessible and available) and 'generic purpose sampling', using *a priori* criteria for selecting individual participants (Bryman 2016:412) were employed.

Convenience sampling was employed as the researcher could meet up with potential participants at City College (or other suitable local venue) with relative ease in terms of location, transport costs and time frames.

In terms of generic purposive sampling the key criteria consisted of:

- (i) participants' who were or had been employed at City College, pre and post the incorporation of FE colleges;
- (ii) participants from a range of subject specialisms and
- (iii) gender mix

The actual sample comprised of :

20 lecturers (lecturer/management grades), of mixed gender (9 male and 11 female), who were or had been employed at City College and reflected a range of subject specialisms. The age range of participants was between 30+ to 60+ years of age (see Table 5.3 Biographical Analysis of the Participants (Appendix 10) and the Biographical Pen Portraits for the Participants (Appendix 11)).

Each participant had, as a minimum, at least 5 years experience working at City College, (which allowed for a greater degree of participant reflection about their time and career at City College).

All the participants had experience in either industry/commerce and/or secondary schools. Fifteen participants had previous experience in industry/commerce and six participants had experience in secondary schools (two of these six participants also had industrial/commercial experience) prior to joining City College. Three participants also had previous experience in self-employment and three participants also had previous or current part-time consultancy or related experience. One participant had taken a sabbatical during her time at City College.

Fourteen participants were still employed at City College when the research was undertaken. Six participants were no longer employed at City College (two of these participants had subsequently gained employment as lecturers at higher education (HE) institutions and four participants had subsequently retired or taken early retirement (three participants within a year or so of the research study).

In qualitative research (such as grounded theory), theoretical sampling (that involves sampling 'until conceptual categories are fully developed') may be employed (Bryman 2016:412). However, this research study did not employ theoretical

sampling *per se*. Instead in the analysis of the findings the study will seek to employ data saturation techniques that involves sampling the data until no new themes have been generated (O'Reilly and Parker 2013), on the proviso that this approach needs to take into account the time expended by the researcher and consideration of a realistic target in the search for new themes. Moreover, in terms of the notion of saturation Goodson and Sikes (2001:24) suggested that it is possible that some degree of saturation might arise when people comment on the same thing.

Conducting the interviews

As discussed previously the data collection method consisted of a relatively unstructured interview and semi-structured interview and the duration of each interview was between forty to sixty minutes approximately. The first stage interview was designed to elicit a life story about the career experiences of the participants, particularly in relation to their time at City College. The researcher made notes to capture the participant comments during the interview and these notes were sent to participants prior to the second stage interview. The interview was not recorded as the transcription process would have taken too long, in between the first and second stage interview process, and it was also felt that the participants may have felt more at ease during the first stage interview without the researcher using a recording device (as Moore 2004 did in his research study).

A suitable time period of a few weeks was built in between the scheduled (negotiated) first stage interview and the second interview with participants. This time period gave participants time to read and digest the typed notes of their verbal account (and make amendments as appropriate), which had been drawn up by the researcher immediately following the first stage interview and sent to participants. This time period also provided an opportunity for participants to reflect again on their experiences and career prior to the second stage interview.

The second stage in the data collection process consisted of a semi-structured interview and provided an opportunity for participants to continue with a narrative account of their career story. The interview was also designed to address specific topics related to the major research question. The interview was recorded and transcribed.

SECTION 5.8 EVALUATION OF THE PILOT STUDY

The pilot included two willing participants. During the first stage interview the participants did not bring along their curriculum vitae (CV). The request for a CV (in the initial letter of invitation), was deleted, as the researcher felt, with hindsight, that this request, along with a further request for participants to bring along a photo or memento, was perhaps rather onerous. The researcher was of the opinion that pondering over a CV might regiment or marshal the interview process (and take time), at the expense of allowing the participant to provide their own account. The fine detail associated with a CV was not necessary; salient points would probably emerge naturally during the interview process - and in the event they did.

The researcher had some last minute concerns surrounding the time participants would have to devote to a two staged interview. The researcher thought about opting for one interview, of a longer duration. However, as the stage one interview unfolded it became more obvious that to inject a second stage interview (after a short tea break), would perhaps put the participant under pressure and make the interview rather onerous. More importantly it would detract from the rationale of the two stage interview, particularly memory recall and allowing participants' time to read their initial account.

Photographs did seem to help participants relax and talk about some aspect of their life and career. Photographs provided a good (positive) lead in to the career narrative (trajectory), perhaps because the participants had chosen some scene that was associated with a happy and or positive memory. This use of metaphor appeared to help the participant's frame of mind, mood, or perspective, as the interview progressed.

Initially the researcher used large sheet of paper, for visual purposes, enabling participant to see what was being written and providing participants with a greater degree of ownership. Jotting down the points helped to regulate the pace of the interview, and inject natural pauses and requests for clarification by the researcher. The mention of time periods such as pre stage, then entry into F.E. was a sufficient cue for participant memory recall and ensuing narrative, with judicious interjection by the researcher as necessary.

The career factor grid (including categories/domains) cited and illustrated previously (chapter 5), was uppermost in the researcher's mind as the first interviews progressed. However, influences on individual careers emerged naturally, as the narrative unfolded, although a couple of prompts were injected, such as that relating to incorporation of colleges. This meant that the story line or account was being driven largely by the participants, and they seemed very willing and happy to talk about their career.

During subsequent interviews (following the pilot study), again influences emerged naturally, as the narrative continued. Interjections by the researcher, tended to be on the line of seeking further clarification and/or asking the participant to say a little bit more about a particular aspect to provide a deeper insight. The researcher was keen to allow participants to tell their own story, as far as possible, without the researcher citing particular pre-cursors in the form of potential influences on the participant's career.

The first interview staged in the pilot study proved to be an interesting and enjoyable experience for the researcher, and seemingly the participants. Participants said that they felt comfortable and relaxed during the first stage interview and talked openly about their career. In terms of the duration of the interviews (which lasted approximately forty to sixty minutes), one participant indicated that from previous experience in a research study, she had expected the interviews would take some time, and did not feel the process had been onerous. In addition participants were positive about the style and approach adopted by the researcher and pleased that the study would culminate in their story being put to paper. One participant added that she could not have written her autobiography. The latter could be associated with the deep interest shown by the researcher and the adoption of an approach that helped participants think about their career in more depth and the use of a topic guide (interview schedule), in the second stage interview also provided focus. Participants also expressed some interest in reading the notes/transcript of their career.

Following the stage one interview the notes were quickly typed up, with relative ease, and helped the researcher to immerse himself in the data. Participants had at least one week or more to read the notes (from stage one), and suggest any

amendment (in the event any amendment was almost negligible). It seemed evident that the first stage interview had enabled participants to reflect and put things into some time frame and context. The participants did feel that a two stage interview was appropriate, drawing similarities in one case, to the structure of a lesson plan and development process. Participants also indicated that they felt comfortable with the interview process and the style adopted by the researcher.

The researcher derived benefit from the data generated from both stage one and stage two interviews. The notes/data (from the first stage interview) enabled the researcher to discuss some aspects in more detail (in the stage two interview), given the backdrop that had been provided by participants. The researcher consciously attempted to conduct the interview to resemble a conversation, as far as possible, albeit that the researcher used a topic guide in the stage two interview. The topic guide reflected broad topic areas. At times the researcher had to make a judgement in terms of the extent of further probes about a topic area whilst also managing the interview process, so that it felt more like a conversation, particularly for the participant. The aforementioned drew upon the interviewing skills (including pace, and body language) and memory recall (eg drawing upon data from the stage interview), of the researcher.

During the stage two interview, the participants mentioned a few points (such as the professional learning community ('plc') project at City College), that would be subsequently explored further with future participants. This also underlines the merits of expanding understanding and changing questions and/or delving a bit further into particular spheres of interest, in subsequent interviews, to enhance the research study.

There were perceived merits associated with the researcher's inside knowledge of City College (although the researcher was not employed at the College at the time of the research study), such as knowledge of the college context, key developments and personnel, together with some degree of insight, into the workings of particular departmental structures and changes that had occurred. In addition the researcher's knowledge and understanding of FE including incorporation, funding and the impact of curricula changes and other internal and external influences, proved to helpful

during the interview process and subsequent interpretation and understanding of the data.

The production of the transcripts (for the stage two interviews) proved to be time consuming and demanded patience to ensure that transcripts were accurate. A one hour interview had taken at least seven hours or more to transcribe. Participants were interested and perhaps rather keen to read the transcripts, which provided an account of their career, mainly in FE. Transcripts were sent to the two participants for checking and amendment as appropriate. In the pilot study participants did not request any amendment to the transcript.

The interviewer was aware of potential sensitivities that might and indeed did arise during the interview process and handled these appropriately.

As well as some initial coding and note of emergent themes, the researcher was also keen to compile a few short case studies/ biographical portraits.

Action points

Give the success of the pilot study the two staged interview approach, outlined in the research study was subsequently followed with only a couple of action points. In subsequent interviews the participants curriculum vitae was not requested. The approach adopted with the career factor grid (including potential career factors) was not used as a predominant visual cue or prompt in the first stage interview, as participants were recalling their experiences quite naturally during the interview process. However, the use of a time line (pre entry, entry, mid, exit) was still used as a cue/prompt (as deemed necessary), in the first stage interview process.

SECTION 5.9 QUALITATIVE ANALYSIS TECHNIQUES

The researcher employed interviews to gather narrative data for subsequent thematic analysis which is discussed below.

Riessman (2005:1), has suggested 'narrative analysis in the human science refers to a family of approaches to diverse kinds of text which have in common a storied form' and that 'what makes diverse texts narrative is sequence and consequence: events are selected organised, connected and evaluated as meaningful for a particular audience.' On a similar note Goodson and Sikes (2001:16-17), suggested that life

stories are 'lives interpreted and made textual...a partial selective commentary...although moving to life history involves the use of 'historical context' and social construction.

According to Riessman (2005) models of narrative analysis that can be used independently or in combination include thematic analysis, structural analysis, interactional analysis and performative analysis. In this study thematic analysis will be employed to analyse the data. Thematic analysis is an approach employed in the analysis of qualitative data from text and its use can also be found in discourse analysis, qualitative content analysis and grounded theory (Bryman 2016:584).

In terms of the models of narrative analysis Riessman (2005), highlighted the distinction between thematic analysis (which focuses on the content of text employed in this empirical study) and structural analysis (which focuses on the way the story is told where language is investigated closely). In thematic analysis Riessman (2005:2) stated that:

'Emphasis is on the content of a text, "what" is said more than "how it is said, the "told" rather than the "telling" and involves the collection of stories and inductively creating conceptual grouping from the data'. A typology of narrative organised by theme is the typical representational strategy, with case studies or vignettes providing illustration.

However, a potential limitation of thematic analysis is highlighted by Riessman (2005:3) who stated that 'Readers must assume when narratives are grouped into similar thematic categories that everyone in the group means the same thing by what they say', but 'what happens to ambiguities, "deviant" responses that don't fit into a typology, the unspoken?'

Ritchie *et al.* (2003: 219) have pointed out that 'analysis is a continuous and iterative process' that involves managing and 'making sense of the evidence through descriptive or explanatory account. Ritchie *et al.* (2003:219:220) suggested that whilst making sense of the data relies partly on the tool used to categorise the data, it is 'more dependent on the analyst and rigour, clarity and creativity of his/her conceptual thinking'.

There are different versions of thematic analysis used in qualitative research (King and Horrocks 2010), including framework (or matrix) analysis and template analysis, although a combination of matrix and template approaches methods may be employed (King and Horrocks 2010:166: 173).

Framework analysis was employed in the analysis of the data in this empirical study. The framework analysis method is regarded as 'a flexible tool that can be adapted for use with many qualitative approaches that aim to generate themes' (Gale *et al* 2013:3), and can be adapted for use in inductive analysis and deductive analysis or a combination of the two (Gale *et al* 2013:3) In the deductive approach *a priori* themes and codes based on the previous literature/theories are employed, whilst in the inductive approach themes and codes are generated from the data through open coding (Gale *et al* 2013).

King and Horrocks (2010: 173), have contended that a matrix approach is useful for large data sets such as 'a qualitative study with 30 or more hour-long interviews... and the fact that line by line coding is not necessarily required, can make this a resource efficient approach, well suited to situations where time and/or personnel are limited.' Ward *et al* 2013 also suggested that framework analysis is an 'applied research approach that is useful for informing policy and practice' and the analytical process is also transparent and auditable and Vaismoradi and Bondas. (2013:400:402) add that 'thematic analysis is an independent and reliable qualitative approach to analysis ...and depends on gathering high quality data'. However, Bryman (2016:585), suggested that whilst framework analysis is a 'general strategy for assisting a thematic analysis of qualitative data... and how to manage themes and data', it 'does not tell the user how to identify themes, as this process is likely to reflect the analyst's awareness of recurring ideas and topics in the data.'

Framework analysis is used to 'classify and organize data according to themes, concepts and emergent categories' (Ritchie *et al* 2003:220). This includes themes and related subtopics that evolve and are refined through familiarisation with the raw data and cross-sectional labelling (Ritchie *et al* 2003: 220). A matrix construct is usually employed to facilitate the indexing of themes and sub-themes (Bryman 2016), that derive from the initial coding, categorization and mapping of data and

subsequent interpretation to identify 'patterns, associations, concepts and explanations in the data' (NIHR RDS 2009:15).

'Although the general approach in Framework Analysis is inductive, this form of analysis allows for the introduction of *a priori* as well as emerging concepts, for example in coding... and systematic stages to the analytical process' (NIHR RDS 2009:13). King (2004b:259), suggested that in template analysis (which is similar to framework analysis), pre-defined codes could be drawn from the interview topic guide (as used in this research), that is sourced from the research paradigm, academic literature, personal experience and exploratory research, although adds that it needs to be used with caution to avoid dismissing data that may conflict with the researchers initial assumptions.

In writing up a thematic analysis King and Horrocks (2010: 165) suggested that the most common way of organizing the data 'is to describe and discuss each of the overarching themes in turn, referring to examples from the data and using direct quotes to help characterize the theme for readers.' King and Horrocks (2010:165) also add that 'it is not necessary to refer to every constituent code within each theme, and suggested focusing on codes '...that most strongly illustrate what the theme is covering and which most effectively addresses your research question.'

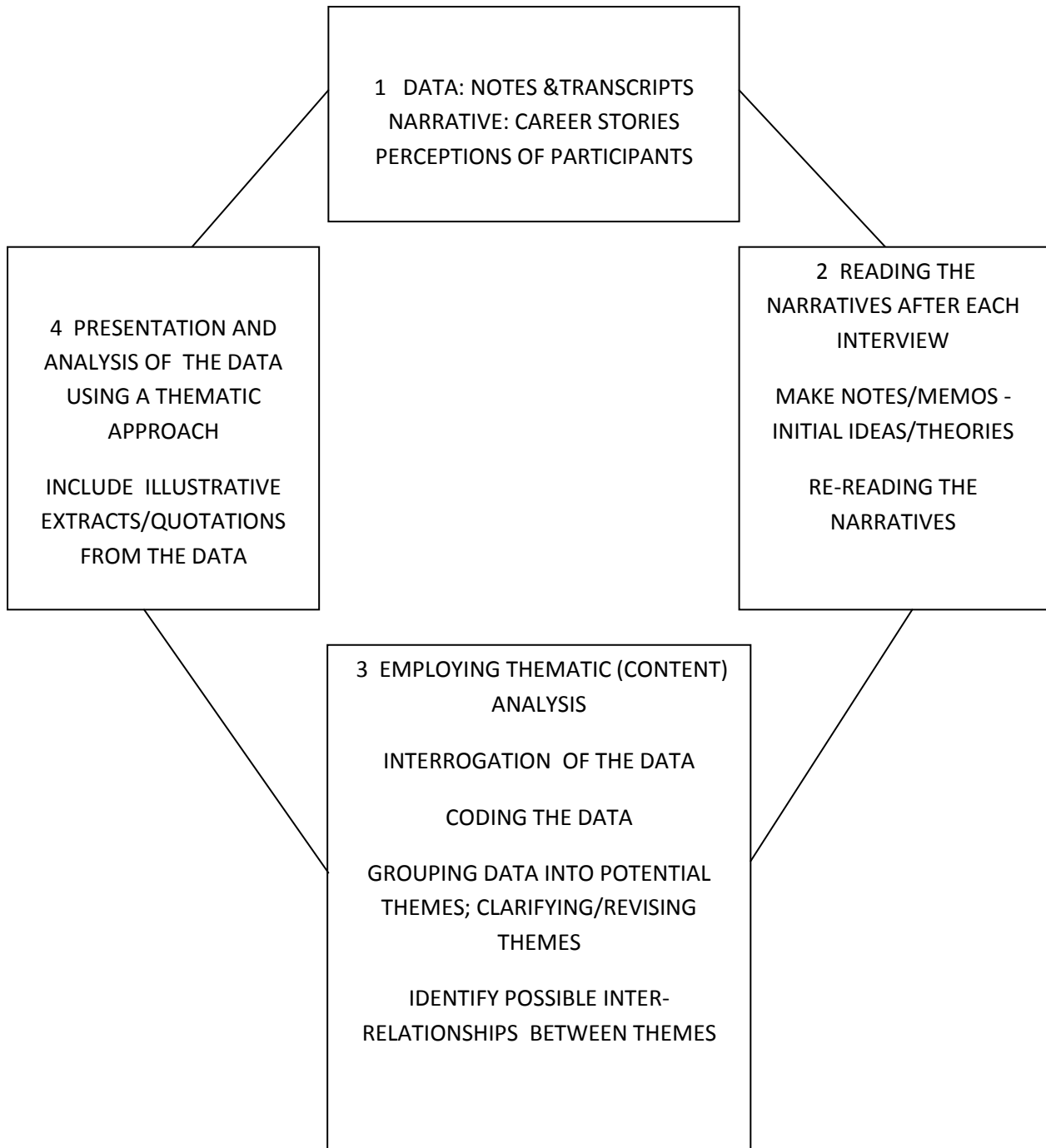
However, a potential drawback to the use of thematic analysis is that it employs data reduction techniques (which involves reducing or distilling the amount of data to produce findings), in common with qualitative analytical approaches (Bryman 2016), which tends to fragment the data and diminish the original voice of the participant. Lawthom (2004:134) contended that in the thematic analysis of data, the voice of the participant is distributed and reconstructed across themes. In a similar vein Thomas and James (2006: 767-768; 790), offer a word of caution in relation to qualitative techniques such as grounded theory. Whilst they acknowledge the contribution grounded theory has made to the legitimacy and acceptance of qualitative methods and resolution of epistemological positions, their criticisms range from 'oversimplification of complex meanings and interrelationship in data', constraining analysis and 'looking for data rather than looking at data'....and through its structuring and rationality relegating the original voice.

The process adopted by the researcher in analyzing the data:

Thematic framework analysis was employed to analyse the empirical data. This included an inductive approach (open coding) and deductive approach (using *a priori* themes, drawn from the interview topic guide (see Appendix 6) as discussed below.

The researcher interviewed twenty participants and made notes/transcribed the interview data following the first and second stage interviews (see Appendix 12: notes and transcript for one participant with coding). The researcher was familiar with the content of the text (data), and had also undertaken some preliminary coding for a few (approximately six of the notes/transcripts). The researcher then read through and interrogated the data for another ten or so participants and coded lines/sections of the text that would also help to identify emergent preliminary sub-themes (or categories), although this process also included a priori codes drawn from the interview topic guide. These initial codes were used during the data analysis process and further codes (that were identified on reading through the remaining participant texts) were added. The codes were grouped into initial themes and the themes were refined (see Table 5.4; Appendix 13). Two main overarching themes with refined sub-themes were employed in the presentation and analysis of the data (including participant quotations to support and illustrate particular points and issues), to address the research question.

Diagram 5.1 (adapted from Edwards, 2016:24) below, provides a summary of the process of thematic narrative analysis employed in this study;

Diagram 5.1 THE PROCESS OF THEMATIC NARRATIVE ANALYSIS

SECTION 5.10 LIMITATIONS OF THE RESEARCH

In common with the nature of qualitative research, this study highlights the specificity rather than the generalizability of findings. However, in light of this study, it is possible that further research which focuses on the institutional context may also uncover results which run against the trend in the literature.

SECTION 5.11 SUMMARY OF THE CHAPTER

The author has provided a backdrop and justification for the research methodology employed and contends that a qualitative rather than a quantitative approach is best suited to the purpose and of this study and the major research question. In essence the narrative approach employed in the inquiry includes interviews and will give participants the opportunity to talk about their experiences and career story (particularly during their time at City College) and as such is a subjective account and interpretation. Life stories and interviews represent an individual's social construction of reality by capturing interpretations which are unique and authentic and as such reside firmly within the constructivist/interpretivist paradigm. However life stories are not totally individualistic as they reflect experiences over time and lives and experiences in different contexts.

The merits of employing interviews have been highlighted and in this study a two staged approach to the process has been adopted. During the first stage interview artifacts and a time line were employed to support the process by helping participants feel at more at ease and to search their memory bank. This two staged interview also built in time for both the participant and researcher to reflect and draw upon the first interview data prior to the second stage. The second stage interview has been designed to explore topics in more depth in line with the purpose of the research and MRQ and a topic guide (interview schedule) was employed to steer the interview process. The researcher also provided a rationale for the construction of the topic guide.

A distinction has been made between terms such as validity and reliability that are usually associated with quantitative research and equivalent criteria used in qualitative research. Issues in narrative approaches regarding the equivalent criteria in qualitative research such as trustworthiness, authenticity, warrantability and specificity of findings have been examined. This qualitative criteria essentially focuses on whether a life story is trustworthy and authentic; whether there is sufficient evidence to support the researchers claims and whether there is a rigorous and a systematic approach to the analysis of data

The positionality of the researcher (including insider/outsider research status) has been discussed and related to the research process. Key ethical considerations adopted in this study beyond the basic tenets of anonymity, confidentiality, consent, honesty and harm have been highlighted and include the potential uneven distribution of power; participant part-truths and dramatic imperative.

The recruitment of participants and the criteria for the employment of convenience and generic purposive sampling have been discussed. These include convenience in terms of access to participants and a generic purposive sample that comprised of participants who had been employed at City College pre and post incorporation, with different subject specialisms and of mixed gender.

An evaluation of the pilot study has been included. Overall the pilot study confirmed that the research methods employed were appropriate to the empirical research and only minor adjustments or variation in approach (eg in terms of using visual career factor grid) were made.

The narrative data which was collected, pointed to the use of framework analysis techniques that focus on thematic analysis which is concerned with the examination of themes within text narrative and emphasis on what is said rather than how it is said. The advantages of framework analysis included its approach to classifying and organizing data according to themes, concepts and emergent categories and its transparency and auditability.

In the next chapter a thematic approach will be employed in the presentation and analysis of the empirical data.

CHAPTER SIX: PRESENTATION AND ANALYSIS OF THE DATA

INTRODUCTION

This chapter presents and analyses the empirical data that has been collected in order to address RSQ 5: What does the empirical data in this study reveal about factors that sustained participants in their career at City College?

As discussed in the previous chapter on research methods, the framework analysis method (FAM), was used to code and then identify the themes that emerged from the interrogation of the empirical data. This chapter employs a thematic approach to present and analyse the empirical data. The themes and sub-themes and their relationships and inter-relationships are outlined in section 6.1. The presentation and analysis of the empirical data is provided in section 6.2 and a summary is provided in section 6.3.

SECTION 6.1 BACKDROP TO THE MAIN THEMES AND SUB-THEMES AND THEIR RELATIONSHIPS AND INTER-RELATIONSHIPS

The main themes within the presentation and analysis of the empirical data include two main overarching themes: Theme A: Career Sustainability and Navigation and Theme B: Career Sustainability: Performance Management. Each theme includes sub-themes with constituent elements.

The empirical data suggests that there is a degree of co-existence between the factors that sustain participants during their career and the process of navigating their career over a particular time period and the values that sustain, guide and influence them during their career navigation. The empirical data and the main themes and sub-themes reveal the key factors that have sustained participants and the values that guided participants during the process of their career navigation and the impact of performance management on the participants' career.

The process of career navigation includes a time line that includes prior entry to City College, and joining staying and leaving (including temporary exit) City College. These broad time related stages represent the participants' physical movement or career journey over time and also the extent of navigation during a specific stage, (e.g. the nature or type of career navigation the participant perceives he/she has undertaken whilst at City College.

The main theme of career sustainability and navigation includes five sub-themes.

The first sub-theme is about career sustainability and how participants have drawn upon, developed and renewed experiences, knowledge, skills and expertise.

The data revealed that participants had joined City College (part of the further education sector), from industry, commerce, education and other sectors and highlights their reasons for entering, staying and leaving City College.

The second sub-theme outlines opportunities and issues associated with the participants career navigation including the FE City College context and organisational structures; risk; rewards; satisfaction; survival; well-being and other personal factors such as family responsibilities (linked to the theme on values). The extent of participant career navigation includes actual and potential career movement both externally (eg industry/commercial and education) and internally (within City College) and is linked to the sub-theme relating to career management.

The third sub-theme on career sustainability factors includes the participants' job role, subjects taught, assessment, curriculum change and relationships. Other factors that sustained participants included within this sub-theme include personal and professional development; curriculum development and change and creativity.

During their career journey the empirical data reveals that participants have undertaken some degree of career planning and decision-making and this is captured within the fourth sub-theme underlining the relationship between career navigation and career management. The process of career management also incorporates career self-awareness that represents the intentions, thinking or mind set of the participants, although this might not necessarily manifest itself in terms of the participants actual physical movement (e.g. from one organisation or industry sector to another).

There is also a strong relationship between the factors that sustain people during their career navigation and the fifth sub-theme that highlights the values that guide and influence participants during their career. An array of values that touch upon aspects such as work and professional ethics; responsibility and the environment; achievement; success; monetary and business factors; caring; well-being and life-work balance are cited. The relationship, potential match and possible tensions

between the culture of City College and its values and the values of participants are also represented in the data. This theme is also linked to the theme B: career sustainability and performance management.

The other main theme B is about the relationship between career sustainability and performance management and the impact of performance management on the career sustainability of participants. The theme has three sub-themes: appraisals/performance review; the impact of performance measures and relationships and management approaches.

The impact of the macro and meso context on the career sustainability of participants is also reflected within the data and the main themes.

THE MAIN OVERARCHING THEMES AND SUB-THEMES

Main theme A: Career sustainability and navigation

The sub-themes include:

- (i) Career sustainability: drawing upon, developing and renewing experience, knowledge, skills and expertise
- (ii) Career navigation: opportunities and issues:
 - The FE context
 - City College organisational structure
 - Risk, survival, security, rewards, satisfaction and well-being
 - The impact of other personal factors on the extent of career navigation
- (iii) Career sustainability: job role; learning and development and curriculum change, curriculum development and creativity
 - Job role, courses, subjects taught, assessment, curriculum change and relationships
 - Personal and professional learning and development: the motivation to learn and the impact on teaching and learning
 - Curriculum development, change and creativity

- (iv) Career management: career self-awareness, planning and decision-making
- (v) Career sustainability: personal, professional and organisational values
 - Work ethic and equality.
 - Professional ethics; standards, honesty, integrity; respect; enjoyment; care; social responsibility and the environment.
 - Achievement and success; monetary and business factors; caring; well-being; life-work balance and individual and organisational values and the culture of City College.

Main theme B: Career sustainability: performance management

The sub-themes include:

- (i) Appraisal and performance reviews.
- (ii) The impact of performance management measures
- (iii) Relationships and management approaches

SECTION 6.2 THE PRESENTATION AND ANALYSIS OF THE DATA

MAIN THEME A: CAREER SUSTAINABILITY AND NAVIGATION

6.2.1 Sub-theme: Career sustainability: drawing upon, developing and renewing experience, knowledge skills and expertise.

Participants cited the previous experience, knowledge and skills (such as client relationships, technical expertise and confidence), that they had gained from working in industrial/commercial, education and other sectors (see also the Biographical Analysis of Participants (Appendix 10) and the Biographical Portraits for the Participants Appendix 11).

The experience of participants had been contributory factors in helping participants navigate and make a decision about embarking upon a career as a lecturer in FE and at City College, in a part-time and full-time capacity. One of these participants, Geraldine had also considered whether she could set up and run a business and

also teach at City College, but did not have the confidence to do both, and decided to focus on the teaching role and eventually secured managerial positions at City College. However, Geraldine also felt that she could use her wider commercial expertise and skills in a future capacity upon leaving City College. Ivy cited the part-time training role expertise and skills that ran alongside and complemented her job role at City College and another participant, Louise, who had undertaken an immensely enjoyable volunteer role in the tourism industry, felt more comfortable working in an educational environment.

A few participants had been involved in business ventures, such as Oliver who was particularly interested in the quality of service offered to potential customers. The desire to teach in FE and work to the highest standards was something that Oliver pursued during his career at City College and was a sustaining factor. Emma also suggested that she wanted to work with people in further education and pass on the knowledge and skills (such as information technology and people skills) gained from her experience in the service sector and running a business.

Mary who had not initially aspired to be a teacher, appeared to recognise her own potential and left a rather tedious job in the financial sector to undertake teacher training and teach in a secondary school, and then joined City College with a long term view of becoming a lecturer at a teacher training institution. However, in the event, Mary remained at City College for many years and in relation to career navigation said:

I did not see any need to go job hunting, no need settled...and I did not want to go looking at other places, because there's good and bad in any job...everything was there, if I had wanted to go up I could have tried. When changes set in I could have packed my bags and gone elsewhere, but I didn't. Inertia, same as people with bank accounts.

Andrew suggested that he 'fell into FE' through a job initially as a centre co-ordinator at a college (in charge of technicians), and then doing some teaching, which also tied in with his previous work experience, skills and knowledge. Andrew also had a Masters degree and later secured a full-time post teaching vocational skills.

June had professional qualifications and commercial experience, and had not thought about teaching in FE initially (although had pondered, several years ago, about studying for a PGCE to teach in primary schools), until someone mentioned an

advertised post that reflected her subject and commercial expertise. Subsequently June secured a post at City College.

Career navigation in the form of a positive one year sabbatical in the public sector for one participant, Emma, also led to the offer of a permanent job with the organisation. However, this offer of employment was declined by Emma who wanted to return to City College because of the enjoyment (a sustaining factor), derived from teaching.

Participants cited their prior experience, expertise and skills in secondary education. Six participants (Ivy, Kerry, Louise, Mary, Sue and Tim) recalled that they had previous teaching experience in secondary schools prior to joining City College, and another participant Quinton had undertaken a voluntary secondary school placement. Participants (Ivy, Kerry, Louise, Mary, Sue), commented that personal circumstances such as the voluntary cessation of their previous teaching job in a school to have a family and/or relocation to City College's geographical area had led to the consideration of available teaching posts in either a school or FE. In the event all of these participants (Ivy, Kerry, Louise, Mary and Sue) initially secured part-time, proportionate or full-time teaching posts with City College by chance or by accident (Sue; Louise), or convenience (Ivy) or through speculative application (Kerry; Mary). All of the participants remained at City College for a considerable length of time (between twenty to thirty years or so), and four of these participants eventually secured management positions at the College.

The participants cited above (Kerry, Louise, Sue and Ivy), also recalled that when they joined City College, vocational courses such as BTEC; CPVE and GNVQ (and related curriculum development) that was associated with their teaching specialism, had also generated demand for their services, and eventually led to the offer of more teaching hours and subsequently (over time), permanent (proportionate or full-time) employment contracts.

One participant (Ivy) who secured part-time work at City College in the 1990s stated that she was offered:

scattered hours, capped to 12 hours...if it went beyond that there was an entitlement to full-time employment if employed on a continuous basis for 2 years and lots of colleagues pushed for that full-time employment status.

Ivy also mentioned the funding and restructuring at City College around about 1996/7 and suggested that this was:

...a critical time in FE for people and included different ways of teaching and learning and the way things were funding related...and the cap was lifted on part-time lecturer hours so they could work up to 30 hours.

Another participant (Louise), working part-time at City College in the 1990s, also recalled significant curriculum developments and the design of new courses such as the Diploma in Higher Education and other examination/assessment changes that led to the offer of more work and a 0.5 employment contract. This participant also recalled that some years later the Diploma in HE was axed and she decided to retrain to secure work at City College, although she could not recall whether this was a direct impact of College incorporation or co-incidence. However, about 1999 other curriculum development initiatives led to the design of new programmes; and growth in student recruitment in Louise's department.

One participant (Kerry), was not initially attracted to a teaching role in FE, because it seemed to lack the community aspect and student continuity that teaching in a school had provided. This participant eventually joined City College and managed to secure a pastoral role that served to 'replace' the perceived void associated with the community aspect. Moreover, this participant found the pastoral role and cross-college interaction a sustaining factor. Insecurities about keeping a job at City College, through restructuring and government changes to the curriculum, also tempted Kerry, during her earlier years at City College, to consider a job role in the public sector (that matched elements of her subject background), but she decided to stay at City College in light of the offer of more part-time work.

A couple of the other participants cited below (who had stayed at City College for approximately 9-11 years), explained why they had decided to leave FE (City College) and move into the university sector:

Quinton who had been studying for a BSc degree undertook a voluntary placement coaching at a school, although he wondered about teaching this particular age group. Quinton also did some teaching at City College, which eventually led to part-time work and a full-time post both as a lecturer and as a team leader at City College. Quinton said that he was at the top of the pay scale and a team leader at

City College and 'progressing any further would detract from teaching, research and passion for working with young people'. Following discussion with people in the human resources department and senior managers, Quinton decided he wanted to focus more on teaching and a research career and subsequently obtained a post as a lecturer at a University.

Another participant (Tim), always had a desire to undertake post graduate research at a university following completion of his degree. However, he spent many years in FE as a senior lecturer/curriculum leader (and latterly in a management role), that also included curriculum design and development work for higher education courses. Tim said:

I didn't go into FE as a big plan, more drifting, but it turned out that FE became the backbone of my career...I was attracted to City College because of the promotion opportunity, which was a good move by any objective measure. I became course leader of a higher level course and course development was a big part of my career and I felt obliged to get involved.

FE contributed a lot to me, but I don't feel that I achieved anything other than preparation for higher education. An opportunity came up at a University and the academic work appealed to me. I would never have done the PhD if I had not gone into HE, although I did the MA whilst at City (the only one they would pay for). I did not want a management role... I've done things I always wanted to do...a lot of job satisfaction in teaching.

Two participants (Paul and Robert), also talked about their PGCE studies and the attraction of pursuing a teaching role in a FE college. Paul had pursued the PGCE whilst working at an instructor/tutor at a centre and also felt that his subject specialism was more suited to the curriculum offer and students at a FE college, rather than a school.

Robert said:

I wasn't really thinking about FE until I did the placements...it was by convenience, by chance, that I experienced the FE college. I enjoyed the placement better...FE was thought of as a place you went to if you did not do so well...and then I saw a wide range of people and courses and liked that, rather than the national curriculum. It was more varied in FE.

Subsequently, Robert was offered a post at City College teaching A level, GCSE and Access courses.

Nancy also said:

My job as a ... worker prompted me to think about a facilitator job role at a college and I also studied for a PGCE (post compulsory education) part-time. I then applied for teaching jobs anywhere in the UK and was offered a temporary post as ... at City College which later became permanent.

Carl who had previously trained colleagues in his commercial role, subsequently studied full-time for the PGCE (post compulsory education) and found this enjoyable. Carl recalled that it:

...helped me develop skills and professional training I found the training interesting and wanted to work for a big company in training and I was not really looking for a job in FE.

Carl then read an advert for a lecturer post at City College and found the job role appealing and he secured the position.

6.2.2 Sub-theme: Career navigation: opportunities and issues

The FE City College context:

During the interviews participants highlighted aspects associated with the FE City College context, their job role and related sustaining factors, such as the variety, change, diversity, opportunities and potential in FE. This included participant comments such as the following:

In FE the job is always changing; new demands (June).

Started at College with a narrow view of FE. My eyes opened to the variety the opportunities and potential in FE for both students and staff. Sometimes FE is underestimated by the wider society. (Louise).

FE has not got the stability as a school with a sixth form, as it is more prone to fluctuations and changing attitudes...but the GNVQ changed my opinions about FE. FE is also about luck, chance and opportunities (Kerry).

Again, I need change every so often; even in a school, but in a school you are basically doing the same things, whereas the College offers variety and opportunities to do things (Sue).

Teaching my subject at City College... I have also diversified to take on a role with international students; setting up a debating club and designing the course and teaching the Extended Project Qualification... (Horace)

City College Organisational Structure

Aspects that related to the organisational structure at City College included opportunities and issues.

In relation to progression opportunities at City College, ten out of the twenty participants interviewed in this study, had progressed from a lecturer role to a management role at City College. Five of these participants had been employed in a part-time capacity when they first started at City College.

The approximate number of years (from the start of employment at City College) for these ten lecturers to progress to a management post was: 2 years (one participant); 6, 7, 8, 10 years respectively (4 participants) and 13, 16, 16, 21 years respectively (5 participants). The average (mean) was approximately 11.7 years. Three of these lecturers had progressed to a team leader post (or equivalent) (from the start of their employment) approximately 3 or 4 years prior to securing a management post within the 8, 10, 13 years (stated) respectively. Another lecturer had also been appointed as a senior lecturer and secured a management post within approximately seven years from the start of employment at City College.

The desire for more responsibility (although not initially a desire for promotion at the start of Geraldine's career at City College), led to Geraldine moving into managerial roles during her time at City College. However, the last managerial position Geraldine had undertaken, brought with it a '*massive learning curve*' and the need to further develop interpersonal skills; manage expectations from colleagues and to adapt to changing circumstances.

In some situations participants had not thought about specific management roles. During a period of some restructuring at City College (approximately 2007/8), the Head of Division (HOD), for a particular curriculum area left City College. One participant (Nancy), who was a lecturer at the time, said that:

I hadn't thought about a HOD role until it came up, and because I like a challenge, I applied for the temporary post'. This participant was successful and then made a permanent HOD in 2009.

However, Nancy, speculating on a possible future career move, felt she would want something, possibly in training, that was also different from a college environment.

She mentioned a potential role working with a charitable organisation that seemed to tie in with her interests in the community.

In another similar situation a Head of Division left the College. Kerry, who had recently been appointed as a manager, and was *'very excited about getting this job and relived about it'*, wondered whether to apply for the relatively more senior management role as a Head of Division. Kerry said:

I hadn't really thought about applying for it. My partner said "of course you'll apply for it won't you? I said I can't apply for the job, I've only just been made a manager.

Kerry went on to say that if her partner:

hadn't encouraged me, I wouldn't have gone for it...it was a big job you know, and there is an impact on domestic responsibilities. It was important that I had my partner's support as well. Whilst it was extremely hard work, I did enjoy it...the whole bit about working with students and the team.

Another participant (Ivy) stated that:

...about 2000 there was a definite move to train staff to be senior tutors...tool kit...not so clear about how people were chosen for these roles and I missed the opportunities.

Ivy did not want a Head of Division (HOD) role as she felt it was too office based and she preferred a *'hands on role'*. Ivy was then successful in her application for a pastoral role that she felt was:

The perfect solution...teaching combined with a management role...a role which became worthwhile...

In relation to the other ten participants interviewed in the study, four of these participants (Andrew, Carl, Horace and Quinton), expressed an interest in a management position or progression opportunities at City College. Two of the participants (Andrew and Quinton), had not secured middle management posts, but progressed within the organisation and secured team leader positions. However, Quinton eventually left City College to pursue an academic career at a university.

Andrew had been a team leader at another FE College and at City College, and was keen to develop management skills in the team leader role supporting staff and undertaking training, mentoring and coaching. Andrew was relatively ambitious and interested in securing a management role at City College, although latterly, he

suggested that family considerations and teaching, had perhaps taken priority for a while. Similarly Carl appeared to be interested in some type of management role (perhaps including a pastoral element). However, Carl was carefully weighing up the requirements and perceived demanding nature of a management role at City College with other family considerations in his career decision making process.

Another participant (Oliver) had applied without success for a team leader post and was still interested in progressing within the organisation. In addition Horace was also interested in progression opportunities, although he suggested that:

there was not much incentivisation to acknowledge people ... a flat line and nothing to push you on.

It is also interesting to note that a few participants did not wish to pursue a management role in their future career. One participant (Sue), who had held a temporary management position for a short period of time at City College, was not sure about pursuing another management position in her later years (towards retirement). This participant associated these feelings with some dislike for delegation and the cost and management aspects integral to the management role and, moreover, a feeling that a management role would 'distance' her from the students. Another participant (Tim) (cited previously), who had also been a senior lecturer for some years and a middle manager for a short period, eventually left City College to teach and do research at a university and did not wish to pursue a management role in the education sector in the future.

Some of the other participants (Andrew, Belinda, Carl, Horace, Ivy, June and Robert), also raised issues linked to the organisational structure. They cited the lack of a vertical progression structure or promoted posts at City College (including the type and nature of job roles) and incremental scale posts and subject leader type posts (perhaps similar to those found in schools) as well as the possibility of transition posts, to enable participants to gain further experience. June said:

It's hard to navigate a path in FE because in a school you have a Head of Year or Assistant Head of Year or you could become Head of Subject ...in charge of exams, but all these roles are for teachers but those roles here are for managers. In schools there is much more of a distinct career path and points, but here you could be flat after five years unless you get some kind of managerial role...I think my line manager is really supportive but if you asked him/her he/she would not know what career progression there was here.

Despite this observation June had a passion for teaching her subject at City College, and this reflected a key sustaining factor.

Robert also compared the progression structure of the College to schools and the role of a curriculum manager /head of division at City College, stating that:

...the next thing up is a curriculum manager and there's not really anything in between, unless you give up teaching, not an awful lot of a progression structure...it makes a difference if there's a greater range of intermediate responsibilities...In a school you become head of year...junior management roles can see if it's for them, you don't go from teacher to Assistant Head, there's a far greater number of levels and responsibility points, that's not the case in FE...having worked here for 17 years I would look for a little bit of extra responsibility if it was on offer...I wouldn't want to do the HOD, I don't like what they have to do, and value peace of mind rather than pay.

Belinda, touching upon navigation and factors that sustained her in her teaching career, recalled the enjoyment derived from undertaking additional responsibilities as part of a tutor role (that included a slight reduction in teaching hours rather than extra money), mentoring new teachers and teachers who were struggling, and discussing ideas with them and other tutors. However, Belinda felt frustrated that career navigation was not really possible if 'you want to stay as a teacher' and perceived progression as moving into management, which she did not wish to do, because she loved teaching and was interested in the subject.

Carl, Emma and Geraldine, also commented that promotion within the organisation was not always a key focus, and cited other sustaining factors such as the job itself; doing one's best in the job rather than thinking about senior management positions and the enjoyment and happiness derived from the job role at City College.

Risk, rewards, survival, security, satisfaction, and well-being

Participants highlighted key factors associated with moving from their previous employment and career to City College and vice versa. This included aspects such as risk, rewards, satisfaction, security, survival and well-being issues.

Internal career progression at City College was perceived by some participants (Carl and Kerry) as being relatively less risky than moving externally to another organisation. This was coupled with a reluctance to move elsewhere, particularly in light of other personal considerations (such as family commitments and the age and

career stage of the participant) and continuity of employment at City College. Carl suggested that there was perhaps the potential to sample job roles in other organisations through part-time work and evaluate a possible career move.

Kerry described losing (over time) her existing job roles and securing new job roles that emerged at City College and concern about job security. This was also coupled with the participant feeling a loss of control in the process and some loss of the enjoyment that had been derived from the jobs held prior to the changes. Kerry provided an interesting perspective and response that seemed to encapsulate the complexities associated with career navigation, saying that:

I wondered if anyone has a free run at their career, you know it's not like a formula one racing track driving round uninhibited, there's always some obstacle and things in the way.

However, Louise perceived City College as an enabler by providing opportunities for the development of her academic knowledge, skills and potential, and taking on for example, post A level courses; course development and opportunities to travel and meet people, that also reflected sustaining factors for this participant.

Another example included Horace, who had worked in demanding role in a commercial environment, which eventually led him to make a career move. Horace secured a post at City College and felt that this had provided him with an opportunity to draw upon his people, communication and mentoring skills in terms of the interaction with students and in a pastoral role. Horace also felt that moving back into the same type of commercial role (undertaken previously), would not generate the same reward and degree of satisfaction that he found in the teaching role. This included the enjoyment Horace derived from the pastoral role at the College and also a feeling of well-being, which reflected factors that sustained Horace in his career at the College.

Another participant (Carl), cited the perceived risk associated with the target driven (weekly) approaches in a potential job role in the industrial/commercial sector, although he felt more confident about drawing upon his teaching skills in a potential training role in industry/commerce. Carl did not wish to leave City College and cited the opportunities at the College, which included opportunities that were self-initiated and perceived by him as '*self-sustaining*'. Emma also regarded teaching as

a vocation and was sustained by an investigatory approach to teaching and learning. Emma highlighted that it was tough in FE with government pressures, although equally recognised '*pressures like that elsewhere*' in other sectors of the economy.

One participant (Oliver), who was a self-employed skilled person also secured part-time work at City College and was concerned about standards said :

I fancied FE, I was a perfectionist and felt I could make a difference and my driver was to raise standards...I was sick of hearing about cowboys. I still enjoy working with youngsters, it has its challenges

Subsequently, Oliver completed the Certificate in Education. A few years later Oliver made the decision to accept a full-time position at City College because he had enjoyed the teaching, and the post offered more security in terms of a regular income, and the holidays on offer tied in with family considerations. Oliver also worked as a moderator and lead standards verifier for a major awarding body.

The impact of other personal factors on the extent of career navigation

Other personal factors that emerged, and that impacted upon the extent of the participants navigation included: relocating to the region and finding a job at City College and staying there for a considerable length of time, in light of things such as the hours of work and job roles offered by the College and related sustaining factors such as the happiness and enjoyment derived from the job role (Kerry, Louise, Mary).

Emma indicated that a combination of factors such as age (getting older), stress and health and financial status would also influence a potential career move in the future which could include relocation and a business venture.

Fran suggested that her personal situation had changed as members of the family were now older. This had also been an opportunity for Fran to get back into work and draw upon her commercial experience by diversifying and moving into an assessor and lecturer role at City College. Fran also wanted to develop her teaching skills and subject expertise and pursued courses at City College.

Twelve participants Andrew, Carl, David, Emma, Fran, Geraldine, Ivy, June, Mary, Nancy, Oliver and Sue , talked about the combination of factors that had impacted

upon their career. These factors included family responsibilities; parenting and balancing work with family life (which also reflected their values – see section 6.2.5 below); the influence of their spouse/partner and relocation; the availability and pattern of work at City College; degree of risk and other life style considerations.

Illustrative quotes include the following:

I stopped teaching to bring up a family for about 10 years...My husband got a job at City College around about 1978, so we moved from ... about 5 years later I started to do part-time work at City College...I also did an OU degree... because I wanted to prove I was academically able at a higher level and build up my confidence after 10 years bringing up a family. Later on the College funded my MA
(Sue)

I had worked in a bank and then secondary schools for about six years. We relocated as my husband had obtained a place to do a teacher training course, so I explored new opportunities...I saw teaching in FE as a route into teacher training. Students did commercial stuff at the local FE college, so I went along and had a chat with the head of department and a job came up and I got it
(Mary)

I taught at a school for twelve years and made it to head of department...I left the school married and moved to another part of the country where my husband was based... I obtained a temporary job at City College (had thought about other jobs) and in ... I obtained a full-time permanent contract... The College provided stability. My husband was in the locality and he was prepared for me to focus on my career...
(Kerry)

I had a job as a ... worker which fitted in nicely with my family and the children at school. I wanted something regular so the job as a ...worker was suitable. It was like 'shift parenting.' After my PGCE I applied for teaching jobs anywhere in the UK... My husband was made redundant and he was happy to move area...We sold the house ...and I obtained a part-time job at City College
(Nancy)

I worked in schools for about ...years then there was a gap in service to have a family and I moved around About 1984 there was an advert for part-time lecturers at City College and I applied and got the post. .. It was impossible to get back into schools. I had been a head of department and it was likely that I was too expensive to be taken back on in the schools. I moved for my husband's job back to ...it was impossible to do a full-time job, so part-time was better...Part-time in FE was convenient...My life has revolved around my husband's role
(Ivy)

At about 31 years of age I had my first child and worked for ...then moved to another firm. I worked for two days a week then increased this to four days a week to tie in with family responsibilities... I had a second child ...and I was thinking about doing a PGCE. In ... a job came up at City College and I secured a 0.8 contract...I was thrown into it all. My husband worked away so I had to balance work with family and I studied for my PGCE on a part-time basis at City College... In ... a job came up at City College and I secured a 0.8 contract teaching ... I was thrown into it all. My husband worked away so I had to balance work with family, and I studied for my PGCE on a part-time basis at City College... (June)

Geraldine talked about her family life, commercial experience and identity and said

I started as an apprentice... in 1974 and had ten years in the industry. I left to have a family; a three year gap at home. I felt that I had lost my identity because I was immersed in the baby world...I felt I had a lot of experience in...I went to City College to do the City and Guilds 730 on a part-time basis ...There was a vacancy at City College – a one year contract for 30 hours and it fitted in with my kids at nursery and school holidays...

Andrew said:

A job came up for my partner at City College and at the same time they were looking for a part-time lecturer to teach ... I liked the College and decided to take the job, on a good salary teaching A level ... and GCSE...

I certainly don't want to move, so my priority, we've got a very young family, are centred around them at the moment rather than my career.

Carl also revealed that he had thought a lot about his career and said:

Am I mid career or not? Is it a cross-road? I feel I need to decide what to do. There were family considerations; moving and my age. I talked to my wife and have given a lot of thought to it. If I decided to stay at the College I would look for responsibilities and benefits to me and my family. I have more time now as the kids are older...

...as time's gone on I have a family and I'm less likely to take risks these days than I would have been earlier on... I quite like it here, you know I like the staff...if I stay in education this is definitely the place

Oliver and Emma mentioned their business commitments, family and the attraction of working in FE

At 20 years of age I started my own business as a ...and later I also did some part-time work at City College. .. I got a 2 year full-time post at City College which was made permanent. I liked the thought of holidays with my family. As a self-employed person my earnings could fluctuate and in FE it was more regular income. I enjoyed the job and always planned to do that; it made sense (Oliver)

I brought up two children; my husband worked away. I ran my own business...A job was advertised for a support role in... at City College and I got the job...then I applied for a lecturer post at City College .. (Emma)

6.2.3 Sub-theme: Career sustainability : job role; learning and development and curriculum change, curriculum development and creativity

Job role, courses, subjects taught, curriculum change and relationships

Participants (Andrew, Carl, Ivy, Fran, Mary) also viewed navigation and factors that sustained them in terms of negotiating a teaching timetable and teaching on a variety of courses; developing the curriculum; taking on course tutor responsibilities; helping students and developing subject expertise.

As an illustration the career awareness and navigation of one participant (Carl) was highlighted in terms of a desire of not wanting to be complacent; seeking challenges, teaching and learning new things and developing subject expertise, that also facilitated room for negotiation in terms of subject taught and underlined the view that a career does not have to be about promotion. Carl also stated that:

Yes the job changed, but I've changed it to some degree. I've navigated some of it. But to some degree I want a fairly fixed path, but at the same time there's room for manoeuvre in that fixed path and I'm self-sustaining if you like. If I stay as I am and don't do anything at all, I probably wouldn't enjoy it and would not get much out of it.

Robert also mentioned negotiating his teaching timetable and said that:

...yes there was ongoing negotiation...in what I want to teach...and a balance of courses including more A level and I don't teach any evening classes any more, did that for the last 13 years...the head of division was accommodating

In contrast, Belinda felt that (albeit in the latter part of career at City College) she could not get into a greater degree of negotiation with her manager about the subjects that would appear on her teaching timetable, and stated that teaching different subjects/groups created a lot of work and preparation.

Fran appeared to adopt a proactive career stance and mentioned that she had been on various City College courses to develop subject expertise and then teach different modules and courses stating:

I've been able to deliver more subjects...and I think it goes with what's needed, what subjects are needed, by the students...I've had to do my teaching for the demand.

Similarly Andrew also appeared to adopt a proactive stance in terms of career navigation stating that:

Ninety percent of it has been navigated by myself...I think I've made the decisions because I wanted to make them and I think nine times out of ten the decision had led to where I wanted to go...and quite varied in what I've taught and what courses ran and those are things I would say, I have decided to do, or volunteered to do, or come up with the idea myself.

In terms of coping with change, assessment and managing diverse student groups, Mary said that:

...we used to talk about this quite regularly...the fact that things were changing so quickly, there was enough to contend with coping with changes, and life was never dull, was never dull with Government changes, student ways of looking at things. There was no need to move...having gone from BTEC General to BTEC National with assessment, with exams as well as in-course, then all back to exams, there was always something we had to cope with.

Mary also touched upon navigation and sustaining factors and indicated her contentment with taking on course tutor responsibilities at City College as part of the lecturer role stating:

I did not aspire to be any higher than just to be a tutor...had come from a secondary school having been a head of department...had the responsibility and didn't need to prove to me, that this is who I was...and opportunities came up from being a lecturer to a deputy course tutor.

The extent of career navigation in relation to teaching (including the range of subject offered), was also influenced by the relationship and rapport built up between participants and managers and networking with other colleagues across the College (Ivy). Other factors also included the desire to work at City College because of the sense of camaraderie and working with amiable and friendly colleagues (Horace; Kerry), and the challenges associated with teaching different students and encouraging them (Ivy; Horace,)

One participant (Louise) elaborated on the notion of career as more than a job stating:

...my career, you can't say it was a job. It was a job with benefits if you like, because of the ...people you meet, the opportunities you had to expand your knowledge, experience and understanding.

Belinda, Emma, Mary and Kerry also recalled government and awarding body changes to the curriculum and assessment (in both school and FE), and post incorporation and restructuring episodes at City College. The impact of these curriculum/assessment changes led to more pressures in the daily job role and the adoption of coping mechanisms (Emma; Mary) and securing new job roles (Kerry).

Emma commented that she would do the job one hundred percent and it was the job that appealed to her rather than the prospect of a promotion, but she would also look for stimulation. However, Emma also cited aspects relating to changes to the curriculum and the need for the college to obtain funding and said that:

... massive changes happening at one time... such as the changes to the assessment methodology for A level...and we've got the work experience thing to do as well...and we've got the English and Maths they've got to study ... , I think it's going to be quite stressful for tutors and managers to make that work ...

Geraldine also suggested that the introduction and implementation of the National Vocational Qualifications (NVQs), key skills and then functional skills changed her tutor role.

Participants (Andrew, June, David, Louise, Mary), used words such as enjoyment, love, passion, interest, peace and happiness, in various contexts to describe the things that had impacted upon them and sustained them during their career at City College. Participants described the enjoyment that they had derived from their career journey; education; being at the College and passion for the subject. One participant (Carl) cited the interest generated with students in the classroom and the *'relationships with the students which keeps me going'*.

Another participant (Kerry) stated that:

It was very hard work, I did enjoy it. I enjoyed the whole bit about working with students and the team and working...and getting to meet nearly all the staff in the College. I think that was it for me, the cross college thing...

However, Mary who had worked at City College for some considerable time, indicated that whilst she had enjoyed the career journey and loved what she had

been doing, in the four years or so towards retirement things had got much harder, even in comparison to the probationary year of teaching in a secondary school. This appeared to be associated with the time taken to undertake the assessment of student assignments, being a perfectionist, and holding strong values about standards (the *'finished product'*) and doing a job well.

In contrast Carl suggested that although the job had changed, he had changed and navigated it to some degree, and this had been an enjoyable and a sustaining factor.

Other participants (David, Geraldine, Fran) said that they loved the teaching, the assessment, interacting and helping students and gaining the respect of others by working hard (reflecting values associated with work ethic) and according to one participant (Louise):

the people around you, it's always the people that help, that make it better

In relation to the meaning of career, relationships and opportunities Louise added

It's primarily, my career, you can't just say it was a job. It was a job, but it was a job with benefits if you like, because of the things I've said before. The people you meet, the opportunities you had to expand knowledge, experience and understanding. The possibility for change; movement; progression within an establishment. I was just thinking, teaching is a profession, which suggests career rather than a job anyway...

Although one of these participants (Geraldine), (who also had a long period of service with City College), loved the teaching, the interaction with students, and the management role she indicated that latterly, the passion had gone and mentioned other life career considerations such as family, flexibility, home work balance and the prospect of retirement .

Robert also mentioned relationships and values stating:

...it's the devil I know, on balance a lot of attractions and a job I know well and working with a team of people I like...and friendly students. I like to have amiable students and colleagues, and value this more than pay...and wouldn't want to work in a school environment. I value this environment

Participants (Carl, Fran, Louise, Mary, Robert) associated happiness with things such as the job; course tutor roles; the location of the College; helping learners and being treated right by the College by working hard. Horace mentioned the *peace*

derived from teaching itself, in comparison to a previous role in industry/commerce. Another participant (Carl) said that the College ticked a lot of boxes and that he was stimulated, interested and content and the College had good morals (which also ties in with individual values, discussed in a subsequent section).

Equally, David and Kerry mentioned the satisfaction derived from teaching the subject and staying at City College. Horace also highlighted navigation and sustaining factors stating that, rather than using subject expertise to return to a job in commerce (which could be financially attractive), it would not provide the same sense of reward and degree of satisfaction as the teaching role. David and Kerry also associated satisfaction with doing the job properly and satisfaction derived from undertaking a pastoral role over the years.

One participant (Mary) recalled that her previous job in commerce had not given her job satisfaction and added that:

If you don't get job satisfaction why bother turning up in the morning and that the lecturer role was not about the money.

David suggested that whilst money was a factor, the job itself was the drive. The status of being called a teacher and the respect for people that have reached that 'level in a career' and the wages, were regarded by David as additional but important elements. This participant was also pleased about being a member of a team that helped students, parents/carers get over hurdles. Moreover, this participant touched upon a future aspiration and job enrichment in relation to job elements associated with a pastoral role and a willingness to take on these additional responsibilities without extra pay.

However, one participant (Tim) stated that he 'thought of being a lecturer as a job and not a vocation', although added that he had '...gained a lot of satisfaction in the teaching.'

Similarly, Robert said that 'teaching was not a calling' and that he would

not use the subject background for a move into industry really...we don't think about our own range of people skills and lots of teachers undervalue their skills

Personal and professional learning and development: the motivation to learn and the impact on teaching and learning

Aspects relating to learning were cited by participants and reflected their motivation to learn and also sustaining factors linked to teaching; skill portfolio enhancement and personal and professional career development. For one participant (Carl), this included learning and researching new things (in relation to the participant's subject matter) both independently and in discussion with colleagues, to inform approaches to teaching and learning. Carl linked this to changing and navigating his own job and being self-sustaining. Another participant (Emma) also perceived teaching partly as a vocation, but also with her hat on as an *'investigator'* in relation to projects and undertaking research in relation to the advances made in the participants teaching subject.

Participants also said that they were developing their teaching subject and finding out new things; to teach different things in a more interesting way (Andrew) and self-development linked to broadening teaching skills (Fran). Carl had also gained the qualification for teaching and learning in schools, that would give him/her the navigating potential to teach in a school sixth form.

The support of City College for professional development was cited by one participant (Sue), although an issue was highlighted in connection with the work lecturers did on higher education course. Sue said that:

I did the Open University degree because I wanted to prove I was academically able at a higher level and build up my confidence after ten years bringing up a family, and wanted to do something with my life, although I loved being at home and helping the kids develop. Later on the College funded my MA...I found the college very supportive of what I wanted to do, but it seemed harder after incorporation. I would not have stayed at the College if I had not been given the opportunities to develop in terms of teaching and other course tutor roles such as Access, but I felt disappointed that the College did not acknowledge the work people did to prepare for HE courses.

Interestingly another participant (Belinda) touched upon issues surrounding her own self-confidence and teaching/learning stating that:

Because I had followed the adult education second chance route, that's what motivated me and building up the confidence of non-academic students. I did not have much confidence and did not think I could teach.

A number of other participants (cited below), also mentioned that they had decided to undertake further personal and professional development and highlighted the benefits of this to their teaching role.

Oliver said that he

...completed the Cert Ed in 2001... enjoyed that... then I studied for the HNC...I felt I needed a higher vocational qualification because I was teaching at level 3.

David also recalled that following appointment as a tutor he wanted to:

teach different skills and further my knowledge....I had a level 3 qualification and was doing a Cert Ed, then during my time as a manager I studied for the BA (Hons) in Teaching and Learning.

Ivy stated that:

In the 1990s I did a Master's part-time, that included assessment methods in FE and led to me working with BTEC on assessment.

Nancy also completed a PGCE in Mentoring and Coaching that she thought would be useful with students and colleagues, and mentioned that the College offered level 1 and 2 courses in mentoring.

Emma recalled that she had undertaken a Master's degree on a part-time basis and tested out the projects on students and also spurred on other colleagues to undertake further post-graduate study. Emma also stated that the acquisition of the Master's degree (including an individual project), led to her taking a sabbatical to work as a consultant for a major national public organisation. The applied knowledge and skills used in the development project with this public organisation were then used in project management courses with students at the College.

Another participant (Quinton) mentioned that the *'three most important things'* to him were:

teaching, research and a passion for working with young people

These 'important things' seemed to be in evidence and illustrated by the participant when he mentioned aspects associated with a research background in psychology and sociology, and part-time post graduate study. Quinton explained how he had looked at psychological needs and working with students:

to help them enhance social relationships and in creating an autonomous environment and breaking down the barriers associated with low confidence...

Quinton also recalled that the students had made an input to course design and suggested that the approaches and the relationship with the students had helped to improve performance indicators '*and more importantly, the students enjoyed being at College*'.

Informal learning was also a sustaining factor which contributed to the career development of participants. Participants (Andrew, Belinda, Carl and David), cited examples of Informal learning and outside interests, which included lifelong learning classes (in subjects other than their own teaching specialism) in history and art; outside interests such as coaching and voluntary work with people in the community; courses linked to the participants personal circumstances and other personal hobbies that complemented, influenced and informed their teaching and learning approaches.

Andrew tuned into the outside interest and activities undertaken with younger people and learning and developing skills and emphasised the benefits of this in relation to his teaching, stating that:

massively, yes, that helps with teaching a lot...and my teaching strategies...

Andrew also underlined the importance of being motivated by jobs that make a difference and finding out new things and said that:

I have always been motivated by jobs that make a difference rather than generate cash. I think finding out new things and being able to do different things is very important ...and I've been lucky in the current sort of climate and the training I've had in coaching effective teaching...the subject I teach, it changes every few months...the content....the technology is changing all the time so I'm constantly finding out about new things...I enjoy that...

Belinda talked about the wealth of information that could be gained from learning with other colleagues and how this was a source of stimulation, saying:

We've got historians, philosophers, religious studies...we never hear each other, we never share each other's topics, so we don't know. All this wealth of information, so I said to xx could we do this on training days... I talked about stained glass and shared ideas and we've done it for about four years...so we learn from each other. It's a way of developing academic interest and curiosity...It's fantastic, we all do a fifteen minute slot and learn from each other. It's wonderful.

Curriculum development, change and creativity

Participants made reference to sustaining factors linked to curriculum development and the importance of being creative and inspirational and having some degree of autonomy, but also cited constraining factors.

Belinda associated creativity with the meaning of her career and commented that:

It's nothing to do with money or status...being allowed to be creative is the most important thing for me...and move my subject on, and constantly develop teaching skills...xx and I were allowed to do all sorts of creative things...and given free reign as professionals to expand and develop and try out new ideas, it was a safe environment and supportive environment. Lots of new approaches to teaching and learning. I loved that, and obviously xx and I we enjoyed that.

However, Belinda added that in more recent years there were constraints, such as changes to the curriculum and targets, and she said:

It takes away the creative and spontaneous and inspirational teaching. I think it has a massive impact on teachers... Curriculum 2000 changed the creativity in the classroom. You really had to get them to jump through certain hoops...it's structured and segmented to learn things, which things to write about, so the creativity is being squashed.

Paul also recalled that interest in curriculum development started with the Teacher Effectiveness and Enhancement Programme and how he became a trainer for the programme which led to the pursuit of a Master's degree. June also suggested that creativity was evident with her work in the design of ongoing assignment, activities and scenarios for students.

However, June suggested that targets could possibly constrain some of the wider aspects of education in FE. This participant said she had a well-rounded education and also wanted her students to be educated and said:

I do that through extra curricula but also in my subject, where I can talk to them about other things ...I got them to think what's good and bad about the world and how small things can make a difference...I want them to feel confident in themselves and I feel that's what gets sacrificed with targets, there's no room for it, but as a teacher you hang on to it to make it happen.

Another participant (Emma) also looked for stimulation to make a range of courses better stating that:

I developed an Access course and I'm going to pass that on in September to somebody else.

Emma also suggested that if she had not taken on a management role that she would:

have continued in the lecturing role, but would look for something to stimulate me more, that's what I need.

As discussed previously, participants also made reference to the FE context which included different types of challenges and the variety of the work in FE, such as the broader curriculum; curriculum changes and working with a different cohort of students each year (including international students. Kerry, Louise, Sue and Ivy, also cited the curriculum development opportunities associated with vocational courses such as BTEC; CPVE and GNVQ.

Louise, recalled changes in the department and regarded curriculum development work as a driving force and part of her career navigation and said:

Everyone put their thinking caps on, what can we do, and we said we can offer this and call it ... we were always looking for funding streams and got an Erasmus grant that allowed us to do exchanges with some of these students in Spain and France. Oh I enjoyed that and got sent to France and Spain and went to see the students and that came to a natural end and more erm discussion and thought and head scratching and we took on the Dip HE course linked to a local uni..

Interestingly, Sue highlighted aspects associated with curriculum change in the form of flexible learning and widening participation in FE and how this had influenced her teaching and learning. It was also a sustaining factor in her career. Sue said:

I had been doing a degree in education and it sparked off the idea of a ... workshop. At the time the College was looking at open learning and we set up a ... workshop and drop in centre. It was at the time of widening participation and alternative ways of attending College. I felt positive about this because it answered a need for those who could not attend eg people working shifts; it filled a gap. I enjoyed this time contributing something positive.

Sue also stated that her career had been

more about needing a challenge, I never saw myself as a careerist

Participants (Andrew, Belinda, Carl, Fran, Horace, Ivy, Mary, Paul and Robert), cited their engagement with the College's professional learning communities (plc) project.

The plc was about outcomes that focused on the impact of the specific project on student learning (with colleagues working in a team on the project for about one year).

Participants suggested that the plc projects (such as improving student behaviour; student retention; curriculum mapping and developing students' skills) were enjoyable and made them look at problems and then discuss the project outcomes with others. However, participants indicated that the plc was a trial and needed time and money. Participants also suggested that the plc was more productive and/or meaningful than observations of teaching and learning (OTLs). Participants highlighted the merits of the plc (including staff development), as well as a few issues.

Fran said:

I did classroom behaviour, that was a big part of what I was doing and we discussed and peer observed each other, so I think it did help and it was a more relaxed way of trying to help improve rather than the OTL on one class for one hour...We were meant to feedback to each other and listen to each other and things like that. We tried ...but whether you learn from that I don't know. It's better than being observed on your own, you are in a team...I think that was better development it makes you look at problems, rather than just stood at the front and somebody writing about you...I enjoyed the plc

Mary also compared the plc to OTL and highlighted the merits of the plc and said:

We were put into groups...I jumped at the opportunity to get rid of OTL...to join a plc and pick up a new allocated topic...It woke me up again...I think the plc's work. We had to nominate from the team to deliver across college...we did learn from each other and picked up ideas from each other.

Andrew mentioned the resources for the plc; staff willingness to get involved and links to staff development and said:

The plc's were on a three year trial period. I don't know whether they're going to continue, but I think they are a really good idea and some really good work being done. But a lot of staff have said to me, I'm not getting any time to do this, not getting any resources to do this, why should I do it, I've got enough to do; which I can recognise. But it could be a really useful tool for staff development; a project that they are really keen on. I think it could be built into staff development.

Horace said that:

I was involved in the plc with a project to get students to think more independently and do research... students worked as two separate teams ...and gained in confidence. I wanted to be involved in the plc, so it was a bonus, although not an easy option.

However, whilst one participant, Robert cited positive aspects of the plc in relation to vocational courses he felt that it might not always lend itself to some subject areas:

The plc lent itself nicely to some vocational areas, they were quite creative...Our team didn't really embrace it that much...we didn't get excited and need to be convinced, it's more difficult...but I've seen some wonderful things...but we need to do a lot of practice and repetition and understanding in teaching our subject... and it's hard to be super creative.

Paul touched upon the contribution the plc could make to a college and said:

plc could possibly contribute to a top performing college ...but OFSTED only look at stuff like that if you meet the bench mark

In contrast to the merits of the plc Ivy felt that the 'plc was reinventing the wheel'.

6.2.4 Sub-theme: Career management: career self-awareness, planning and decision-making

The data revealed further aspects associated with career management that are also linked to values and the performance management themes. Career management takes into account the various influences and contextual factors that impacted upon the participants' career.

Factors associated with making decisions and consideration of the career choices available included things like the participants' age, experience and knowledge, financial status, security of employment and well-being, as well as the impact of other external influences such as government changes to the curriculum and job role (participants: Emma, Kerry, Mary).

Fran felt that career development manifested itself in the discussions with both the line manager and team about the subjects she would or could teach and associated training and development needs . Fran also touched upon decision-making, self-awareness and self-sustaining factors and said:

I am proactive and very supported by the College...I think you have to be open minded with a lot of things in your career, the lessons, the students, the managers. You can't have a closed door approach or you'll get nowhere....I've

never sat still with one subject, I've thought maybe I could teach that you know...I think that keeps you going to be fair

A number of participants recalled that their career planning (including entry into FE) was influenced by family responsibilities and the career of their spouse/partner (as outlined in section 6.2.2). Participants (June, Louise, Ivy) also highlighted the personal circumstances that led to a career move into FE and a job role at City College and the opportunistic stance in relation to their career movement.

Louise for example, mentioned that she would have actively sought promotion if she had remained in a secondary school. However, Louise's degree of ambition and decision making did not appear to be so strong in terms of seeking promotion at other places, although following many years at the College Louise applied for and secured a promotion as a manager. This seemed to be partly attributable to Louise feeling it was the right thing to do, to prove she could do it; that she could now work on a full-time basis and that it would help her pension.

Participants talked about their entry to City College and exit or potential exit from City College (that included retirement).

Tim stated that:

I did not go into FE as a big plan, more drifting and I did not sort myself out until my 30s..FE contributed a lot to me.

On leaving a subsequent post in higher education Tim mentioned that he wanted to *'learn software development ...'*

One participant (Kerry), commented for example, that the most difficult decision had been to retire, having worked for some thirty uninterrupted years in education, but also felt that she had achieved part of an ambition to take on a role that was far bigger than any head of sixth form. Similarly, Geraldine, appraising her *'home work balance'* and the need for flexibility and time with the family, did not ask the College for a sabbatical because she did not think the College would consider that.

Geraldine said it was

all or nothing really...I think I would have found it difficult stepping away and coming back.

Sue also mentioned her career planning and said:

I had eased myself out of the College going from a 0.6 to a 0.4 lecturer post...I felt there was more to life, although I was a bit nervous about retiring

Emma mentioned factors associated with well-being, age and a potential business ventures as part of a future career plans. Emma was also interested in:

working with curriculum bodies, strategic teams and standards verification...still got the interest and had been involved with the Teacher Enhancement Effectiveness Programme with another colleague.

Kerry commented about managing and navigating her career path and stated that:

Well one of the things I learnt really, in your career path, it's all up to you...You have to manage your work, your health, your life-work balance. You have to manage that because no one else will... You have to be the decider, the navigator.

There was further evidence about participants thinking about their career, including engagement with others to discuss their career and the possibility of a sabbatical.

Emma for example, had reflected upon her career and associated this with being adaptable and having monetary plans. Fran mentioned her proactive approach in terms of the teaching opportunities and the subject taught (with the support of the College), self-improvement and development.

Geraldine had thought about taking a sabbatical and said:

I've got a family that need support and I need to be more flexible...My spouse suggested asking for a sabbatical, but I said that wasn't really possible. I didn't ask because I didn't think it was something the College would consider really.

In terms of some form of record keeping in association with their career file, participants cited things such as keeping a record about their training and development and producing or updating their curriculum vitae, often in response to potential job opportunities. Interestingly, Andrew also made reference to the first stage interview (in this empirical study) and explained how the focus on his career and the interview process had helped him to reflect more about his own career, and suggested that it provided a framework that managers might adopt. Andrew said:

I have to say the last time we met, I thought I really enjoyed that. It made me think about a lot of things you don't always think about, or think about fleetingly, and I find this sort of exchange useful. It goes back to the idea

about management as well. I think a good manager is someone who gives you that sort of framework and helps you find your own way up.

Kerry also cited her participation in the College's mentoring scheme (undertaken in association with a local university) and said:

I paired up with a guy at the University, that was very interesting to see what my challenges were and how I dealt with things in a different sort of area...but it didn't help with my career...it was more of a supportive kind of role...but having said that career opportunities or issues might have arisen out of it in terms of advice to you or whatever.

Kerry shared her thoughts about career advice generally and thought that:

...there aren't really enough people out there that know about the opportunities available to advise people, but I suppose what you are having to do is a bit like counselling...they can help themselves to work for their own opportunities and think about what aspects of the role they might want to develop

Apart from the two participants who left City College to take on role at a university, three other participants had or were considering a career move into the university sector. Two of these participants had considered such a move to university but had dismissed this in favour of their current job at City College and other factors such as work life balance and relocation. The other participant indicated that a move to the university sector was a consideration for the future.

An indication of career self-awareness and the thinking process behind a potential physical career move was reflected in the accounts of five participants. Risk factors, the positive aspects of staying at City College and striking a better life-work balance were key considerations for these participants, as outlined below.

One participant had considered a job at a sixth form college but liked the diversity at City College and then stayed on at the College until retirement. During a restructuring episode at City College, one participant had been willing to consider a career move that could involve a training role and had also sought careers advice, but in the event his/her job remained secure at City College. Similarly another participant had given some thought to a potential job in industry/commerce at some stage in the future, but was weighing up the risk factors and was currently happy and content to remain at the College and would consider moving into a team leader/management role. One participant was considering a move in the future that might

involve a business venture and/or an educational consultancy role and a better life-work balance. Another participant, who had been in a management role for many years, wanted a better life work balance and was planning early retirement

Six participants did not appear to be considering leaving City College and the positive aspects of working at City College, including things such as enjoyment, passion, contentment, professional development appeared to be key determinants in their deliberations and decision-making.

One of these participants was still interested in some degree of progression at the College (although not a sideways move), and was happy at the College and in the job role. Another participant was currently in a management position. Two participants had joined City College within the last eight years or so and both enjoyed their teaching role at City College and were actively developing their teaching skills and expertise. Another participant had a passion for the subject and did not wish to leave City College or the geographical area. The other participant seemed to be happy and content to remain in his/her teaching role at City College, although was not averse to some form of progression or incentive.

Four other participants had retired or taken early retirement or redundancy. One participant had secured a management role at City College a few years prior to retirement and left for personal reasons and another participant had returned to the College in a part-time capacity. One participant who had taken on a few job roles at City College during his/her period of employment had actively planned his/her early retirement. Another participant had been at City College for some thirty years or more and had not considered a career move during this period.

6.2.5 Sub-theme: Career sustainability: Personal, professional and organisational Values

This sub-theme highlights the values that sustain, guide and influence participants during their career navigation. It also explores the inter-relationship between individual values and City College values and is linked to the theme on performance management. The theme takes into account the various influences and contextual factors that impact upon the participants' career.

Work ethic and equality

A number of participants (Andrew, Fran, Geraldine, Kerry, Louise, Mary) cited a range of values and aspects associated with the work ethic (cited previously) and equality. This included comments such as doing a job well; doing a good job and to be liked and reliable; working hard to provide a good service to the College and students and being treated right by the College; working hard as a teacher; working hard to making a difference and belief in what you are doing and coming from a work oriented family who had a very good work ethic.

Fran said that:

...I've always had a good work ethic. I think as a teacher if you don't value your learners you shouldn't be a teacher. I think they're all diverse, they're all very different... I feel I'm helping them in the first step sometimes...I was there at the beginning ...and to me that gives me a lot of self-awareness and happiness.

Professional ethics; honesty, integrity, respect, care; social responsibility and the environment

A number of participants (Carl, David, Emma, Geraldine, Horace, Kerry, Mary, Sue Louise and Oliver) also wanted to be professional and demonstrate professional standards in the job role; enjoy the job and be professional; take responsibility and do the job properly and have an ethical way of behaving. Participants also wanted to be honest and open and recruit students with integrity; treat people with respect and care and exercise integrity and be dependable, capable, skilful and reliable .

Kerry said:

...I knew I was going into a profession and wanted to be professional and do my best. I took that very seriously and I wanted to feel that their education was as enjoyable and helpful as I had found mine to have been.

Emma presented an interesting perspective about the meaning she attached to loyalty to the organisation, saying that:

...my idea of loyalty is that you are dependable, that you are aware of the situation, capable and skilled in how you deal with situations...but I wouldn't regard everyone as loyal if their sickness record dictated that they are off every other week. Someone's loyal if you can depend on them and get a good job done.

Carl said that

...integrity is important...taking responsibility and doing things in the best possible way...the job is what you make it and if I didn't do those things and take an interest I wouldn't be getting much out of the job.

Robert made a number of points about what he valued most saying that:

I like to have amiable students and colleagues and value this more than pay...I value this environment... I value my own time, than pushing up the ladder. I'm happy just to be content, and have never been ambitious. I'm happy most of the time, and job satisfaction comes from doing a good job...

Andrew regarded working in

education as a social responsible job and that's the sort of aspects I like about it. I like education because I like learning myself and chewing things over...I like education because it makes a difference to society...I've always been motivated by jobs that make a difference rather than jobs that generate just cash...being able to do different things is very important.

Another participant (Louise) also indicated that FE provided a service to a wider sector of the community.

Kerry and Nancy mentioned some degree of ownership and convergence (albeit qualified) between individual and City College values.

Kerry said:

...if you are an existing member of staff and they are putting you together to identify what the values are, you are actually part of that, so you are able to contribute, and you know you can't really argue with some of the values, because they are so vague, so general

Nancy said that:

I don't basically think you can argue with the College values, all good...My values are not just based on achievement and success in qualifications, there's a need to look at soft options e.g. turning up is a real achievement for some students, not making them feel a failure. I want to do a good job ... you can have course success rates if the student gets something out of it.

Achievement and success; monetary and business factors; trust; caring; well-being; life-work balance and individual and organisational values and the culture of City College

Working hard was also linked by participants (Fran, Ivy) to keeping the outstanding City College status and as part of that to be a very good teacher. Participants wanted the students to achieve and to be successful. This included delivering programmes

fit for purpose and making sure that standards met students expectations and reflected the College's focus on achievement (Ivy).

June said:

My values guide my career; doing my absolute best for the students

David, Emma, Ivy and Geraldine, equated the push for targets (see the section on performance management below), with things such as achievement and attendance as being ethically right and in line with a caring College environment; to have a good reputation and regard student achievement also as staff achievement.

Emma said:

The values of the College are very good because they do care about people; they are a caring environment; they do care...I think they do care and even though they are pushy...in terms of attendance figures...other colleges in the region are not as caring as this.

Participants recognised the monetary and business outlook of the College to be cost effective, but emphasised that their main aim was about students and their achievement; shaping peoples' lives and helping people.

June made an interesting observation saying:

...anybody wants anything but the best, but everyone's under pressure financially, time wise, target wise. I think that doesn't really come from management, that comes from above doesn't it? It impacts downward and that does make it difficult, but there's ways round it aren't there? You've just got to keep going...

Geraldine said:

...at the end of the day it's a business, it's got to earn its money to be cost effective and really what we want to do is keep the College afloat

Similarly, David said

This is a business isn't it? It's like a football team has to win. This is a business and it's about success and achievement and being successful...and what comes first? The achievement, the success and the well-being of the students. You could almost argue both match...

Carl said:

...it's not all about money it's shaping people's lives and helping people at the same time

Paul also touched upon business values and teaching and learning stating that:

...we are all about teaching and learning, we are a business and need to balance the books and being solvent ...

However, there was also concern that there was an emphasis on numbers and what you could do better, that was described by Horace as a 'performance chase' (this is also related to the section on performance management outlined below)

Another participant (June) stated that she wanted to do the absolute best for students, but cited the constraints, financial pressure and targets that she felt did not come from managers at the College, but 'from above' (government) and said you have 'got to just to keep going'.

On an historical note, participants mentioned college incorporation, values and culture. Sue recalled how she felt about the incorporation of City College in the 1990s and touched upon the culture of the College and values such as integrity and professional trust, stating that:

After the incorporation of the College new contacts were offered, and I was given a full-contract. Incorporation depersonalised the system; de-humanised... the College became a corporation. It had corporate values and you became a unit and you were not valued as an individual. The atmosphere changed and the culture, although it did not affect me too much, but I felt there were perhaps fewer opportunities.

Sue also said that she

felt that professional trust had been lost, although the Curriculum Manager recognised professional people. It wasn't entirely the College, but a blame culture emerged...like USA business management. I had the integrity to do right by the students.

Sue added that towards the end of her time at City College

things became harder and I felt the pressures of what the organisation needed, which didn't always suit with what I felt the students needed.

Similarly, Tim recalled that:

After the incorporation of colleges the ethos of the College moved from staff as the best asset, to don't trust them, and there was also some bullying going on.

Mary mentioned that in her latter years at City College there had been issues concerning the lack of respect and trust with one line manager and said:

...I was not actually saying what I felt because I didn't trust my manager and how that might turn on me later...think a lack of respect.

Geraldine and Kerry also recalled comments that they suggested some managers had been using in a few forums. These comments appeared to tie in with the notion of people fitting in with the organisation and its values and potentially trying out other job roles. These participants recalled comments (or metaphors), such as:

Were you on the right bus and the right person for the bus? You might be on the right bus but are you in the right seat (right role)?

Geraldine also recalled that during an interview for a promoted post she said that she was *'on the right bus just changing seats'*.

Participants suggested that the College was not averse to people moving to other job roles and providing help to people who wanted to be helped (Geraldine; Kerry). Another participant (Louise) indicated that the College was looking for getting the best out of people and that she fitted in and worked with like-minded people.

Participants also felt that they worked in a caring environment. Emma said she would look for *'organisation values that included caring and success'* in any career and Fran suggested that helping learners also reflected upon the College's good name.

Another participant, Geraldine, suggested that the College valued its staff

although some staff might not always feel it does and they forget what industry is like out there and get wrapped up .

Andrew, David, Emma, Mary and Quinton mentioned aspects about well-being, and linked concern for the well-being of student to student achievement and their own achievement. Well-being was also tied to the notion of working to live; health matters (including stress); family responsibilities and commitments and opting for free time over career progression. As outlined in section 6.2.2. a number of participants cited family values which included balancing family life with work life.

Emma commented on her career choices and the impact government changes had on individual well-being and said:

As you get older you start making different choices and I know I don't want to be in this situation, or in this job, if there's any more Government changes, because every year those changes that Government think about have a

massive impact on what you do, on a daily basis in your job, and it's making our job nearly impossible...I evaluate every lesson, everything I do, and I think it's not just me, I hear this now around the College...just how stressed people are in the education system.

Mary touched upon the impact of her career on her family during the latter years at City College

I think the impact of my career on me and my family in the last three to four years, has been greater than at any time, even when the kids were little...The negative impact...because I'm a perfectionist..my standards with my marking....but I couldn't be a perfectionist because in the end latterly, as had been in the past, too much was expected of me

Louise had also thought a lot about applying for the post as a manager and said

I think that as I said last time is this the right thing for the department, can I cope will the family be able to cope with those things?

Carl had also been thinking about life-work balance and the meaning of his career life cycle and said:

...you might get to retirement age and think, where's my life gone...I want to spend time with my kids; I want to see how they grow up...bringing in money is important, but being there is important as well. That's the good thing about the College the holidays are quite good, I don't have to work ridiculously late at night...

Andrew's priority centred around his family.

I certainly don't want to move, so my priority, we've got a very young family, are centred around them at the moment rather than my career.

Another participant, Quinton, mentioned that he had re-evaluated priorities such as family considerations and work life balance and had also looked at the opportunities at a university (and subsequently obtained a job at a university). Quinton said that:

my identity was City College but my identity has now changed.

MAIN THEME B: CAREER SUSTAINABILITY: PERFORMANCE MANAGEMENT

6.2.6. Sub-theme: Appraisal and performance reviews

In relation to training and development as part of the performance review (in conjunction with more regular line management meetings), participants were generally positive about the opportunities and support provided by managers for their training and development needs, although a few participants mentioned specific development needs and time to discuss career plans, as indicated by the following comments:

Kerry was positive about the support for training and development but wanted more support for doing the job and said:

... there was no problem there in supporting me in terms of being able to go on a training course...I just wish we had more support doing the actual job...

Louise also felt that she needed a little more management training and she was sent on a course.

Emma mentioned development needs and the link with human resources to action the request for training and development and said:

...they'll ask you if you have any development needs and go through HR to make sure it happens

Ivy cited the support of managers and said

I've always been lucky to work with managers who, if you felt you wanted some training you could ask...you could have it.

However, Mary expressed concern about the support from managers in relation to her career development which included a desire to undertake some work in another division within the College.

In relation to the appraisal/performance review schemes Louise recalled that there had been

various appraisal/performance review systems, some more successful than others (and at one stage) people from other departments came to look at classes but did not really understand what they were doing and it did not seem to work... although immediate line managers were always very supportive.

Horace also felt that the

performance review focused these days on what was going on in the classroom with your results..things like do I need more training...not really enquired where do you see yourself in five years time.

and Carl felt that that there was a limited discussion at the end of the performance review about career plans.

Another participant (Kerry) felt that the performance review was rather *'hit and miss and completely regimented'* when she left City College and did not impact upon the job role.

Ivy also felt that the performance review worked better when the discussion was linked to the roles within the job and indentifying targets that were meaningful, and linked to the individual's expertise and direction of the team and their contribution, and also commented that:

There's a distinct difference between someone who can manage an appraisal with constructive guidance

Ivy also wondered how the College would deal with someone coming to the end of their career who did not want to study anymore, but wanted to use existing skills.

Sue said that:

...performance management was about doing the best you can in the circumstances and formalising the process was counterproductive if you were proactive and making the most of the opportunities ...and for those people who didn't want to change and just wanted to cruise in neutral I'm not sure performance management would improve things....part of the culture of accountability. I can see management want to encourage some people to improve, but if that's already happening it seems superfluous to record it.

Geraldine recalled that performance management had helped with his/her progression and said:

What I mean is when I got my management role it was because of how I'd performed in my tutor role; performance management.

6.2.7 Sub-theme: The impact of performance management measures

Participants (Andrew, Belinda, Kerry, Horace) commented on the use of performance management measures and the impact this had on their career and job role. Participants indicated that there had been pressures such as more administrative work with less time to develop things. Participants also added that performance management was not necessarily useful for career development and

that the performance review was about results, and that the emphasis on numbers was disliked.

In relation to employment contracts Robert recalled that when he started at the College in the 1990s:

The environment was a traditional FE college and it was a more relaxed job then; not that things were not busy, but there was time to do things...these days you have to keep up...

In 1997 the College issued new contracts and colleagues on the new contract came off the Silver Book.. protected salary, but maybe had to teach more hours...In about 1999/2000 the professional contract was introduced... NATFHE negotiated the new contracts, what we have now and my salary went up...in a few years

One participant (Louise), did not feel performance management was supportive and felt that it was more of a threat than of help. Louise associated business performance management with forecasting results rather than measuring the success of the department, which caused her some concern. However, Louise said *...I had good staff and a good department and we were doing well.*

In another situation one participant (Kerry) felt that using performance targets was more difficult to apply in a pastoral role when things were not under the participant's control and this impacted upon the participant's job role and responsibilities.

Belinda talked about curriculum change, student grades, assessment and tracking students and the impact this had on teaching, stating that:

...you've got to push ALPS grades...constantly tracking students, constantly looking at assessment, rather than...it takes away the creativity, the spontaneous and inspirational teaching...I think it has a massive impact on teachers being inspiring, because it's difficult to be spontaneous when you're working with so many constraints...You try and do your best...but it doesn't feel the same...

In response to performance management approaches Emma also mentioned the impact of the constant push for targets stating that:

It's all target driven, which does impact, because you know, the students don't know there are targets. They are here to enjoy what they are doing and sometimes that gets removed, because you are pushing for targets constantly, but I can see why we need to do that as well...I find the targets too demanding; I see what it's doing to people... I think it's very tough in this industry...I think we've become a lot more demanding.

Oliver linked targets to the impact on his career stating that:

...all driven by targets...if we didn't get the results and achievement it would have a massive impact on a career. The worst case scenario would be closing courses, a detrimental effect. As it is we are doing very well. Retention and achievement is at the back of my mind because that's what the College is judged on.

On the other hand participants also felt that measures such as student achievement and their well-being were complementary. Participants commented that performance management helped you to look at what you are doing and how you do it; that performance management was a tool to help staff develop and demonstrate their effectiveness in the job and their reputation, and how you manage doing not so well. There was also a recognition about the push for targets, but equally that students were also at the College to enjoy themselves and that the impact of government targets was raising the expectations from young people and the lecturer's job was to get students through a course of study (participants: Carl, David, Emma and Geraldine).

Geraldine for example, stated that:

I think performance management can be a bit of a tool can't it. I'm not sure how effective it is. I think it can be a tool to help you develop. Well, if it's used properly. It depends if you both buy into it doesn't it? ...I think my performance management helped me progress...because of how I'd performed in my tutor role.

Ivy also suggested that the

College was driven by achievement and proud to get outstanding results...what we are doing is to get students through a course and achieve...

Another participant (June) drawing upon previous commercial experience and the current role at City College said :

I think I've been performance managed forever in my previous commercial job and target driven. I think it's a necessary evil, but it shouldn't be an evil and it's not, because my line manager is good at it...I don't see it as a negative experience.

Andrew linked performance measures to his career and said:

I'm measured in the sense that my results are looked upon, reviewed and discussed...I think it's a necessary part of my career because obviously my job is to teach and success rates are an indication of how well I'm doing...it's not necessarily useful for career development...

6.2.8 Sub-theme: Relationships and management approaches

Participants expressed different views about relationships and management approaches

In terms of relationships and management approaches one participant (Mary) felt that she had benefitted more from the management support in previous years rather than latter years at City College. This participant felt that previous managers knew her better and did not feel he/she was getting the personal support from the manager in later years and during the more regular line management meetings, at a time when the participant's well-being also appeared to be a factor.

Andrew focused on the approach of different managers and what he felt was important and said:

I think it's down to individual managers. I've had some very good managers...and some laissez faire managers, who I feel don't support me. I think the managers that work are the ones that explain things...and give you the opportunity to develop and support and advise you.

My meeting with manager xxx was unsatisfactory in terms of my career, it was all about numbers and students and what you are going to do to get people to pass and into a job, but nothing about me. But that's fine because xxx is a remote manager not a day to day manager so he/she doesn't know about my career necessarily or anything like that.

My performance management when I was working at xxx was much better and it was much more tightly controlled and my head of department then helped with solutions and options to deal with things, rather than just highlighting faults and I felt that my career was being taken seriously.

I'm kind of managing myself but would like to be managed by someone a bit more...in terms of the day to day job.

Another participant (Belinda), felt that the manager in previous years had given her more latitude to be creative in the job role without setting formal learning objectives.

However, other participants (David, Fran, Geraldine and Louise) indicated that managers had been very supportive; relationships had been great and mentoring by management was very helpful.

David said

I enjoy the relationship with my peers and colleagues of fairness and being equal ...and my line manager and Head of Division. I have a great relationship with both of these and they are really supportive.

Fran also said:

I am proactive and very supported by the College and my line managers...my manager will see me if I have a problem...I've had two quite good managers...although one was a different type of manger.

SECTION 6.3 SUMMARY OF THE CHAPTER

This summary will highlight the main factors that sustained participants in their career and some of the key issues that emerged.

The main factors that sustained participants in their career at City College (also illustrated in diagram 6.2 on page 201 below), were the opportunities to draw upon and develop their career related resource portfolio which included their stock of experience, knowledge, skills and professional training, they had derived from working in industry/commerce, education, other sectors and teacher training. This also included the opportunity to draw upon and develop their subject expertise and skills and evaluate different approaches to teaching and learning that were, in some cases, influenced by things such as widening participation, changes to the curriculum offer (e.g. vocational and non-vocational courses), and other aspects such as technological advances. Some participants mentioned the passion they had for their subject specialism and teaching students and also regarded the job as a vocation.

In a few instances participants cited the relative security and stability that the job role at City College offered, in contrast to job roles in other commercial/industrial sectors and participants also mentioned the geographical location of the College and other life style considerations.

In navigating their career key sustaining factors also included, for example, the enjoyment, love, interest, passion, happiness, peace, job satisfaction, challenges and well-being participants derived from the job role and working in a further education college environment that offered opportunities and variety. This included the opportunities to teach subjects to a diverse range of students studying courses at

different levels; offering pastoral support; responding to demands to teach on and in some cases designing and developing new courses, negotiating subjects taught and relationships with students and colleagues. The responsibilities, challenges and contentment associated with different roles, such as course tutorship, team leader and management roles were key sustaining factors, and included the development of management and interpersonal skills, supporting staff and managing the expectations of students and colleagues.

Another key factor that sustained participants during their career navigation was the desire to engage in further learning and development (both formal and informal), for personal and professional development. Participants also indicated that engaging in learning and development helped them with their teaching, learning and assessment strategies and creativity, and enabled them to keep up to date with the subject; other technological advances and teaching on different courses. Some participants were also involved in the College's professional learning communities project and participants acknowledged its merits and found the projects enjoyable.

The values held by participants also guided and sustained them in their career navigation. These values included for example, work and professional ethics that were linked to doing a job well; providing a good service; capability; reliability; making a difference and concerns about standards in education and the job role. Valuing learners also engendered happiness, and participants also cited the importance of ethical ways of behaving, integrity, trust, honesty, respect and care in their job role. Working hard was also associated with being a very good teacher and helping the College maintain its outstanding status that was linked to the achievement, success and well-being of students.

Whilst participants cited an array of sustaining factors such as the interest, happiness, enjoyment, passion, satisfaction and opportunities and challenges derived from the job (and occupational career) role at City College, a number of participants also wanted to have the type of life work balance that would sustain them in terms of their occupational career and in terms of the wider notion of a whole life career (that could include a variety of life career roles such as an occupational role; parent/carer role and student role).

However, participants also raised some issues that contrasted with the main factors that sustained them in their career at City College. This included for example, aspects associated with the range of occupational progression routes (including the nature and type of job roles), responsibility and/or transition posts and other incentives available at City College. Some participants also felt that occupational progression opportunities such as management posts would distance them from students and their passion for teaching. A few participants suggested that, whilst they were interested in some sort of progression opportunity at City College, they were not really drawn to a management role such as a Head of Division, which was perceived as demanding and that life work balance had to be a consideration. In a few cases it was interesting to note that participants who had eventually secured a management role, had not actively sought such a role in their career at City College initially, and a few participants, who had been managers at City College were not interested in undertaking management roles in their future career in education.

The adverse effects of post incorporation in FE in the 1990s were cited by a few participants and included comments associated with the emergence of a blame and business culture at City College; some bullying; lack of trust and corporate values that led to depersonalisation.

Participants also cited the impact of performance management measures such as student achievement and recruitment targets that impacted on their job role and well-being, although participants also acknowledged that some of these measures were in response to Government policies and the funding of FE colleges.

Whilst some participants suggested that there was some discussion about career aspirations and support for training and development during the performance review system at City College, there was also a degree of concern about the emphasis on performance targets. However, a few participants also suggested that the College was a business and had to remain solvent. There was a mix of views about management approaches. A few participants felt that some managers were not as supportive as others had been in previous years, although equally other participants mentioned that managers were very supportive and mentoring had been helpful in their job role.

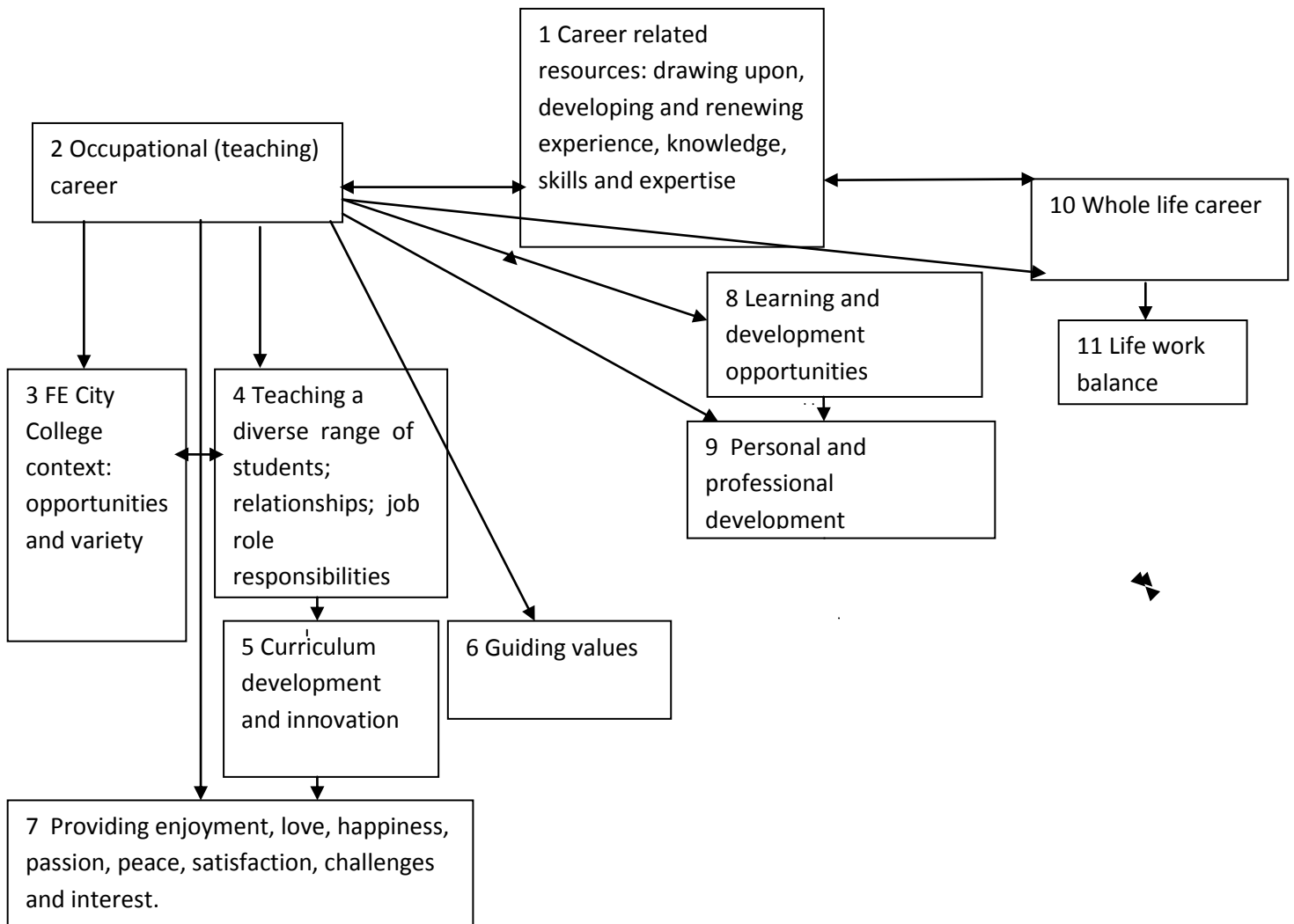
Diagram 6.2**The main factors that sustained participants in their career**

Diagram 6.2. illustrates that participants' have been building, developing and renewing their career related resources (box 1) in their occupational (teaching) career at City College (box2) and were sustained by a range of factors shown in boxes 3, 4, 5, 6, 7, 8, 9, and 11. The participants' whole life career (box 10) also embraces their career related resources (box 1); occupational role (box 2) and includes sustaining factors such as life work balance (box 12).

The next chapter will be devoted to an extended discussion about the empirical data and its relationship to the concept of sustainability and the macro context and meso context as previously discussed in the literature review chapters.

CHAPTER SEVEN: DISCUSSION ABOUT THE EMPIRICAL DATA

INTRODUCTION

This chapter will provide a discussion relating to the empirical data and addresses the research subsidiary questions. The discussion will relate practice to theory by linking the empirical data to relevant and specific aspects of the literature (outlined in previous chapters), including the concept of sustainability and the FE macro context and meso context (City College).

A holistic approach that incorporates the main themes relating to sustaining and navigating a career and performance management will be adopted in the discussion and the main factors that sustained participants in navigating their career will be evaluated.

The chapter will be structured as follows:

Section 7.1 Career sustainability and navigation: drawing upon, developing and renewing knowledge, experience, expertise and skills;

Section 7.2 Career sustainability: learning and development;

Section 7.3 Career sustainability: curriculum change and curriculum development;

Section 7.4 Career sustainability: personal, professional and organisational values

Section 7.5 Performance management: career sustainability?

Section 7.6 Summary of the chapter.

SECTION 7.1 CAREER SUSTAINABILITY AND NAVIGATION: DRAWING UPON, DEVELOPING AND RENEWING, KNOWLEDGE, EXPERIENCE, EXPERTISE AND SKILLS

The empirical data highlights career navigation in terms of the participants' initial and subsequent career experiences and the factors that sustained them during their career navigation. The data suggests that participants have, to a greater or lesser degree been building upon, developing and renewing, their stock of knowledge, experiences, expertise and skills during their career navigation, and as such appeared to be creating their own career related resource portfolio (or career capital portfolio) (Baron and Armstrong 2009; Semenza 2009; Magis and Shin 2009; O'Boyle 2009; Spreitzer *et al.* 2012). This ties in with Valcour's (2015:22)),

suggestion that a sustainable career 'endures over time and is characterized by developments, conservation and renewal of the working individual's career related resources including human and social capital...and personal characteristics such as proactivity and resilience that aid in career self-management.'

Furthermore, employment security (associated with the psychological or transactional contract), with City College or other potential organisations, could be embedded within the participants career capital. This embraces existing and potential resource capability, knowledge, experience and transferrable skills, that makes individuals more marketable and enhances personal sustainability and self esteem (Lamb and Sutherland *et al.* 2010; Mirvis and Hall 1996; Rousseau 1996 and Waterman *et al* 1994).

The empirical data indicated that the majority of participants had made a decision to leave their previous industry/commercial/education sector to join City College, and this career navigation provided participants with opportunities to draw upon and enhance their career capital portfolio (see also the Biographical Analysis of Participants (Appendix 10) and the Biographical Portraits for Participants, (Appendix 11)). Participants cited their involvement in business ventures and this included, for example, aspects relating to service standards (Oliver pg156) and working with people in further education to pass on their knowledge and skills such as information technology and customer service skills (Emma pg 156). Geraldine (pg156), also felt that she could draw upon her wider commercial expertise and skills both during her time at City College and in a future career role.

A number of participants cited the FE City College context (making comparisons to other education sectors such as schools), and highlighted the variety, opportunities and potential that a lecturer's job role at City College offered to them in relation their career and their subject expertise. The empirical data underlined the importance of understanding the occupational sector and institutional context that impact upon the careers of participants (De Vos *et al.* 2018).

An illustrative example includes participant Sue (pg 160) who said:

Again I need change every so often, even in a school, but in a school you are basically doing the same things, whereas the College offers variety and opportunities to do things.

The empirical data revealed that when some participants (Kerry, Louise Sue, pg 157), joined City College, vocational courses such as BTEC; CPVE and GNVQ (and related curriculum development), generated demand for their expertise and services, and eventually led to the offer of more teaching hours and subsequently (over time), permanent (proportionate or full-time) employment contracts. These career opportunities at City College can be linked to the expansion in FE during the 1970s, and 1980s and beyond, in relation to areas such as adult learning, training and skills development and the growth of higher education provision. By the 21st century the vast majority of FE colleges offered a diverse range of vocational and academic courses, although they were best known for their 'long-standing lead role in vocational education' (Howard 2009: 18; 53-55).

Interestingly, in terms of entry to FE, Gleeson *et al.* (2005:449-450), suggested that historically those teachers entering FE reflected its 'voluntaristic and entrepreneurial legacy' and opportunism that could 'coincide with life style changes'. The empirical data revealed, for example, that a few participants (Ivy, Kerry, Louise, Mary and Sue; pg 157), had previous teaching experience in secondary schools prior to joining City College. These participants indicated that personal circumstances had led to the consideration of available teaching posts in either a school or FE. In the event all of the participants initially secured part-time, proportionate or full-time teaching posts with City College by chance or by accident (participants Sue and Louise ; pg 157), or convenience (Ivy, pg 157), or through speculative application (participants Kerry and Mary pg 157). All of these participants (Ivy, Kerry, Louise, Mary, Sue; pg 157), remained at City College for a considerable length of time (between twenty to thirty years or so), and four of these participants eventually secured management positions at the College.

The data also revealed that a number of participants (Andrew, Carl, David, Emma, Fran, Geraldine, Ivy, June, Mary, Nancy, Oliver, and Sue pg 167), particularly female participants (although not exclusively), had to weigh up the time and commitment they could devote to a potential teaching role at City College with family responsibilities (such as parenting), at some stage(s) during their career life cycle and also recalled that their own career plans were influenced, to some extent, by the career plans and/or situation of their spouse/partner. These participant narratives appeared to reflect their value orientations (see the section on values below) and life

style changes (Gleeson et al 2005). Powell and Greenhaus (2010) have also suggested that women are more strongly influenced than men by family responsibilities in their career decision-making and Greenhaus and Kossek (2014:365) have pointed out that ‘employees pursuing contemporary careers are more likely to make career decisions that accommodate their family and personal circumstances.’

Wild’s (1994:92) research also suggested that women with families needed supportive partners, although sympathetic partners may also have ‘to consider their own career which may take priority.’ However, what should also be acknowledged, and to some extent inferred from the participant comments cited below, (given that the data only captures the views of one spouse/partner not both), is that these participants might belong to a dual career household. Parker and Arthur (2004:4) touched upon the notion of a dual-career household and contended that:

‘...in a dual-career household, the career experiences and choices of each partner affect the other...In a dual career, the participants’ self-development is pursued by two people at once, while at the same time nurturing their relationships and their commitment to the home, and to any children or other dependents. Two ideally independent journeys must remain connected with one another, and contribute to the success of the other, as career travel unfolds.’

Participant quotes from the data that serve to illustrate some of the aforementioned points include the following:

We relocated as my husband had obtained a place to do a teacher training course, so I explored new opportunities...I saw teaching in FE as a route into teacher training. Students did commercial stuff at the local FE college, so I went along and had a chat with the head of department and a job came up and I got it
(Mary pg 167)

At about 31 years of age I had my first child and worked for ...then moved to another firm. I worked for two days a week then increased this to four days a week to tie in with family responsibilities... I had a second child ...and I was thinking about doing a PGCE. In ... a job came up at City College and I secured a 0.8 contract...I was thrown into it all. My husband worked away so I had to balance work with family and I studied for my PGCE on a part-time basis at City College...
(June pg 168)

I had a job as a ... worker which fitted in nicely with my family and the children at school. I wanted something regular so the job as a ...worker was suitable. It was like ‘shift parenting.’ After my PGCE I applied for teaching

jobs anywhere in the UK... My husband was made redundant and he was happy to move area... We sold the house ...and I obtained a part-time job at City College. (Nancy pg 167)

A job came up for my partner at City College and at the same time they were looking for a part-time lecturer to teach ... I liked the College and decided to take the job on a good salary, teaching A level ... and GCSE...I certainly don't want to move, so my priority, we've got a very young family, are centred around them at the moment rather than my career. (Andrew pg 168)

In relation to the subject of gender, City College's academic staff profile (Table 4.1 Appendix 2), revealed a gender imbalance in the 1980s, with a largely male dominated academic workforce, particularly in building and engineering (which tended to reflect the situation in this particular industrial sector (Simmons and Thompson 2007). However, in the College departments that reflected the service sectors of the economy there was a more noticeable presence of female lecturers. In the Community Studies department female full-time/part-time lecturers far outnumbered male full-time lecturers and it was the only department with a female head of department, and in Business Studies there were 31 female full-time/part-time lecturers compared to 41 male full-time/part-time lecturers.

By 2014, City College had a more balanced gender profile (with a growth in the number of female managers/lecturers (see table 4.2 Appendix 3)). However, there were some areas of gender under-representation at City College. In the divisions of Hair and Beauty and Holistic Therapies and Child Studies (all salaried staff were female), and in the divisions of Engineering and Construction (all salaried staff were male), and 'consequently a lack of gender role models' (City College 2014).

Research undertaken by Page (2013:831) at one particular FE college, also found that 'where women were employed in the construction department it was 'more often in tutoring and pastoral roles.'

Simmons (2008b:268) commented that 'employment in Britain is now mainly centred in the service sector, and over recent decades there has been a significant increase in the proportion of women in the workforce.' Simmons and Thompson (2007:522), have also suggested that perhaps FE college incorporation 'forced colleges to change established practices and opened opportunities for women by reducing the traditionally male-dominated culture of FE.' In relation to the FE Colleges in England (for 2014-15), data revealed that there were 52% female senior managers and 59%

female teaching staff (Education and Training Foundation, 2016:14)) (see Table 4.3 ; Appendix 4).

The data for FE Colleges in England for 2014-15 (Education and Training Foundation 2016:39) (see Table 4.4; Appendix 5) also revealed that there were areas of gender under-representation in the main subject areas taught, such as construction, engineering (female under-representation) and hairdressing and beauty therapy (male under-representation), which was similar to City College's gender profile. Simmons and Thompson (2007:521) have commented that in FE 'although certain areas (notably construction) still reflect the traditional male preponderance in the industry, and a few areas contain roughly equal numbers of men and women, others are overwhelmingly female, in particular those associated with traditional images of female 'caring and nurturing' roles such as health and social care.'

In relation to gender and career progression in FE, it is important to note that in English FE colleges (for the period 2014-15), the Education and Training Foundation (2016:4) found 'no evidence that gender, ethnicity or disability, have an effect on career progression'

This study also revealed that at the time of the empirical study, twenty participants had been in service with City College for approximately seventeen years (as an arithmetic average). Only two of the participants interviewed, had in fact left City College (following approximately ten years of service), to join other organisations (in the university sector), and one participant had taken a temporary sabbatical for one year. Those participants who had recently retired had between twenty to thirty years service at City College respectively. This would suggest that since participants had joined City College, there had been very limited external career navigation to date, and prima facie this ties in with some of the characteristics associated with the traditional career paradigm (Baruch 2004), such as the organisation acting as the individual's career anchor.

Other traditional career characteristics cited by Baruch (2004) and Rippon (2005), and evident in the empirical data included risk averse strategies, vertical career advancement at City College and continuity of employment (Jacoby 1999), that may have provided some degree of contribution to the career sustainability of

participants. The empirical data revealed, for example, that participants had secured or expressed interest in vertical career advancement/progression (e.g. management roles) at City College. This internal progression at City College also had the effect of limiting the potential risks associated with an external career move from City College to another organisation, which is indicative of a boundaryless approach to career navigation with individuals acting as free agents, unfettered by organisational ties and boundaries to direct and navigate their own pathway (De Fillipi and Arthur 1994 and Briscoe *et al.* 2005).

The empirical data also shed light on a boundaryless approach to career navigation associated with psychological mobility (De Fillipi and Arthur 1994), (e.g. the thinking or mind set of the participants, as opposed to actual physical career movement). The data revealed that eight out of the twenty participants had considered leaving City College to work for another organisation, although risk factors, the positive aspects of staying at City College and striking a better life-work balance were key considerations for a few of these participants. The data revealed, for example, that one participant had considered a job at a sixth form college, but liked the diversity at City College and then stayed on at the College until retirement. Another participant was considering a move in the future that might involve a business venture and/or an educational consultancy role and a better life work balance.

However, the proposition that an individual's career capital is transferable to other job roles/contexts over the individuals career life span (Lamb and Sutherland 2010), has been challenged by Bernhard-Oettel and Naswell (2015), who highlighted practical points and suggested that the transfer of an individual's competencies to another job role/context depends upon the individual's actual competencies and their willingness to proceed with a transfer, and other situational constraints such as age, availability of jobs and facilitating factors, such as additional training

In relation to career advancement at the College, ten out of the twenty participants had secured career advancement in the guise of management posts, taking on average 11.7 years to progress to a management post, and three of these lecturers secured a team leader post in the interim period (3 to 4 years prior to securing a management post). In relation to FE Colleges in England secondary data revealed that 'the probability of being a manager increases by half a percentage point for

every additional year at a college and this is unaffected by gender, ethnicity and disability' (Education and Training Foundation (2016:4).

However, in this study the empirical data revealed that securing a management post was not necessarily a burning ambition or the primary career motive of participants, and participants still seeking some form of career advancement/progression were not necessarily attracted to the nature of management posts at City College (such as Head of Division), so there appeared to be a vacuum in relation to the nature of promoted posts at City College, that might appeal to some participants. Furthermore, one participant Belinda (pg 164), who loved teaching, expressed an element of frustration, because she felt that career navigation was not really possible if '*you want to stay as a teacher*' and perceived progression as moving into management, which she did not wish to do.

The empirical data also revealed issues raised by some participants in relation to the range of occupational progression routes, transition posts and other incentives at City College, which could impact upon their level of motivation and career sustainability. One participant Robert (pg164), for example, compared the progression structure of the College to schools and said:

...the next thing up is a curriculum manager and there's not really anything in between, unless you give up teaching, not an awful lot of a progression structure...it makes a difference if there's a greater range of intermediate responsibilities...

June (pg 163/164), made a similar point and suggested that in schools there were more opportunities for teachers to be offered posts of responsibility that could include a managerial element and said:

It's hard to navigate a path in FE because in a school you have Head of Year...or you could become Head of Subject...but all these roles are for teachers, but those roles here are for managers...In schools there is much more of a distinct career path and points, but here you could be flat after five years, unless you get some kind of managerial role...

Spreitzer *et al.* (2012), contended that limited opportunities in the workplace could have negative impact on an individual's vitality and Clark (1996) suggested that it could result in job dissatisfaction. The DfES (2002a), also suggested that there was scope for an improved career structure in FE and the recruitment and retention of

lecturers. Mackay and Etienne (2006), also cited a current lack of career routes, structures and job rotation opportunities in FE during the 21st century, although they suggest that lecturers also need to self-promote themselves.

However, despite the issue raised by participants, in respect of progression routes, there were some opportunities for participants on the lecturer scale to apply for team leader posts (which attracted an increase in salary), which was a stepping stone to a potential management post. The College's Performance Review scheme also provided opportunities for lecturers to discuss career plans, career aspirations and the potential for more responsibility (City College 2013), and this is discussed further in section 7.5 (performance management).

Over the years there had also been several restructuring and redundancy episodes at the College which had impacted on the shape of the organisational structure and job roles. Ivy (pg 158), cited funding and restructuring at City College around about 1996/7 and said this was:

...a critical time in FE for people and included different ways of teaching and learning and the way things were funding related...and the cap was lifted on part-time lecturer hours so they could work up to 30 hours

Insecurities about continued employment at City College, as a result of restructuring and government changes to the curriculum, also tempted Kerry (pg 158), to consider an alternative job role that matched her subject expertise, but this participant decided to stay at City College in light of the offer of more part-time work.

In 2001, senior management of the college also commented that the re-organisation at that time, had witnessed significant changes to the roles and responsibilities of lecturers, curriculum leaders/managers, heads of faculty and other senior management posts, and suggested that staff 'coped well with the changes' (City College 2002a:2), although further commentary on the well-being of staff was not evident. The ability of lecturers at City College to cope and adapt to these job and organizational changes could be indicative of their career resilience (London 1993).

Secondary data in the form of a City College staff survey for the period 2014-15 (106 responses from a possible 223 responses); (City College 2015a; Appendix 1), included lecturers concerns about job insecurity; progression opportunities and staff welfare at the College. The survey revealed the responses of lecturers as follows:

35% felt they had opportunities to progress at the College; 51% they had job security and 55% of felt that College cared about the welfare of its staff, and these responses could point to concerns about individual well-being. However, despite these responses, on the plus side, 83% of lecturers were not thinking of leaving the College and 90% felt the College had a good future.

The series of restructuring events at City College (discussed in chapter 4, City College meso context) and concerns about job insecurity expressed by lecturers in the College Staff Survey (City College 2015a; Appendix 1), could also point to a negative impact on the well-being of lecturers (De Jong *et al.* 2016). Sverke *et als.* (2002:256), meta-analysis also revealed that job insecurity has a negative impact on job satisfaction and the health of employees and a survey by Owen and Davies (2000), also highlighted the concerns of FE staff in relation to job security and progression opportunities.

The extent to which participants might have pursued a boundaryless approach in respect of their career navigation (in terms of physical career movement), since joining City College could also be constrained by an array of factors (evident within the data), that had sustained participants during their time and career at the College, including for example, job satisfaction, learning and development, institutional inertia, personal values and life style considerations and priorities, such as family, geographical location and well-being (Baker and Aldrich (1996:143). Valcour (2015), also underlined the mutual advantageous relationship between an organisation and its employees in terms of organisation support for employees to build career skills and engage in learning and development, which in turn enhances the organisation's human resource capability and competencies

Illustrative examples from the empirical data included the following:

Mary (pg 156), who remained at City College for a substantial number of years and had gained job satisfaction from the job role and was settled at the College said:

I did not see any need to go job hunting, no need settled...and I did not want to go looking at other place, because there's good and bad in any job...everything was there, if I had wanted to go up I could have tried. When changes set in I could have packed my bags and gone elsewhere, but I didn't. Inertia, same as people with bank accounts.

Andrew and Carl (pg 168), touched upon family priorities, risk factors and the college environment. Carl (pg 168) said:

...as time's gone on I have a family and I'm less likely to take risks these days than I would have been earlier on... I quite like it here, you know I like the staff...if I stay in education this is definitely the place.

Baker and Aldrich (1996:143) also suggested that the degree of autonomy and self-efficacy afforded by the nature of the job tasks with a single employer (e.g. City College), could be self-reinforcing and self-perpetuating, whereas people who attempt to build an identity through a series of employers face challenges associated with self-efficacy, through the structuring and evolution of a path from one employer to another over time.

City College, in common with the vast majority of other FE colleges, offered a diverse range of courses (at different levels) to students (Howard 2009; FEFC 1997; 2001); and this provided opportunities for participants to draw upon their experience, knowledge, skills and expertise in relation to their job role. The empirical data suggested that participants did not just perceive career navigation with internal career progression/ promotion at City College or potential job opportunities offered by other organisations, but also perceived career navigation and the main factors that sustained them, in terms of the content of their job role and the job satisfaction derived from their job role.

David and Kerry (pg 173), for example, mentioned the satisfaction derived from teaching the subject and staying at City College. One participant, Horace (pg 167), highlighted navigation and sustaining factors stating that he could draw upon subject expertise to return to a job in commerce (which would be financially attractive), but this would not provide the same sense of reward and degree of satisfaction as the teaching role. David and Kerry (pg 173) also associated satisfaction with doing the job properly and satisfaction derived from undertaking a pastoral role over the years.

Job satisfaction and sustaining factors associated with the participants job role also pointed to positive well-being, such as meaning and achievement (Seligman (2011) and reflected intrinsic motivational elements cited by Maslow (1943) and Herzberg (1959). The empirical data revealed that the participants' job role included responsibilities, challenges and contentment associated with different roles (eg

course tutor/leader and/or management); teaching on particular courses; supporting and developing relationships with students and colleagues; student achievement; developing subject expertise and skills and taking advantage of opportunities to engage in curriculum development and learning and development activities (which is discussed further in subsequent sections). Mary (pg 170), for example, touched upon navigation and sustaining factors and indicated her contentment with taking on course tutor responsibilities (at City College), as part of the lecturer role.

The extent of career navigation in relation to teaching (including the range of subjects offered), was also influenced by the relationship and rapport built up between participants and managers; networking with other colleagues across the College (Ivy, pg 170) and negotiating with managers about the subjects to be taught..

Robert (pg 169), said that:

...yes there was ongoing negotiation...in what I want to teach...and a balance of courses including more A level and I don't teach any evening classes any more, did that for the last 13 years...the head of division was accommodating

Other factors included the desire to work at City College because of the sense of camaraderie and working with amiable and friendly colleagues (participants Horace and Kerry pg 170) and the challenges associated with teaching different students and encouraging them (participants Ivy and Horace pg 170).

Characteristics associated with career sustainability such as resilience, renewed energy and skills development were illustrated by one participant (Kerry pg 165). This participant described losing (over time) her existing job roles (that included the impact of curriculum changes), and securing new job roles (requiring the development of new course material), that emerged at City College and concern about job security. This was also coupled with the participant feeling a loss of control in the process and some loss of the enjoyment that had been derived from the jobs held prior to the changes. Kerry (pg 165) provided an interesting perspective which highlighted the complexities associated with career navigation, saying that:

I wondered if anyone has a free run at their career, you know it's not like a formula one racing track driving round uninhibited, there's always some obstacle and things in the way.

In contrast Louise (pg 165), perceived City College as an enabler by providing opportunities for the development of her academic knowledge, skills and potential, and taking on post A level courses; course development and opportunities to travel and meet people, which reflected sustaining factors for this participant. Louise (pg 171) also elaborated on the notion of career as more than a job stating:

...my career, you can't say it was a job. It was a job with benefits if you like, because of the ...people you meet, the opportunities you had to expand your knowledge, experience and understanding.

Carl, Fran, Louise, Mary and Robert (pg 173) associated happiness (Seligman 2011), with things such as the job; course tutor roles; the location of the College; helping learners and being treated right by the College by working hard. Another participant, Horace (pg 173), mentioned the peace derived from teaching itself, in comparison to a previous role in industry/commerce.

In summary to the discussion in this section, the data revealed that participants tended to exhibit hybrid career profiles which consisted of characteristics that leaned towards the traditional career paradigm and the boundaryless career paradigm in relation to psychological mobility (e.g. participants might consider making a career move), rather than boundarless career characteristics associated with physical mobility (e.g. participants making a physical career move from City College to another organisation).

The main sustaining factors were associated with participants building upon, developing and renewing their career capital portfolio through the nature of their job role, related job satisfaction and the opportunities open to them whilst working in an FE environment at City College. The data also suggested that opportunism and life style changes may have played a part in the participants' decision-making and career navigation and some participants may have been operating in a dual career household.

However, participants raised issues in relation to occupational progression routes, transition posts and other possible incentives at City College and restructuring events at the College also impacted on the shape of the organisational structure and job roles and may have tested the resilience of participants.

In relation to gender distribution, secondary data revealed that by 2014, City College had a more balanced gender profile (with a growth in the number of female managers/lecturers), although there were some areas of gender under-representation at City College. However, in relation to English FE colleges (for the period 2014-15), there was no evidence that gender had an effect on career progression.

SECTION 7.2 CAREER SUSTAINABILITY: LEARNING AND DEVELOPMENT

There was evidence within the data which suggested a key sustaining factor was the professional/personal learning and development activities that a number of participants pursued, and this points to Spreitzer *et al.* (2012), suggestion that the human capacity to grow, learn and develop is associated with thriving instincts and human sustainability. Newman (2011) also suggested that an individual's career sustainability is associated with renewal opportunities, such as continuous learning.

Moreover, from an organisational perspective the career related resource portfolios of the participants also represents what Iles (1997:35) described as 'a bundle of career related resources and capabilities', that are also regarded as organisational assets and have the potential to contribute to the organisation's competitive position. This therefore implies that in order to extend the potential and capability of organisations and individuals, attention should be given to aspects such as continuous learning to ensure that organisations and individuals are flexible and adaptable enough (Newman 2011), to respond to changes in the environment that impact upon the organisation and individual careers.

The desire and motivation of participants to engage in learning and development (both formally and informally), reflects Day and Gu's (2007:428) contention that teachers should engage in life-long learning to 'sustain their commitment to learning throughout their career' and is also associated with protean career tendencies, that includes continual learning and learning cycles (Mirvis and Hall 1996; London 1993).

Moreover, individual engagement in learning and development could also rejuvenate participants and help them to face new challenges and augment their career cycle (Mirvis and Hall 1996). Mirvis and Hall (1996) also suggested that employers might

be more willing to recruit and retain employees who take increased responsibility for their self-development.

In a number of cases it appeared that participants were undertaking formal learning and development activities/courses (that may have included support from the College staff development budget), to enhance their personal/professional development. This also helped participants (in their job role) with the courses they delivered; approaches to teaching and learning and developing subject and technical expertise, and consequently strengthening their negotiating influence in relation to the content of their teaching timetable. Edward *et al* (2007) also observed that despite the changes in FE generally staff were finding time to make changes to their own practice at a micro level; to improve learning and their own practice.

Illustrative examples from the empirical data included the participants desire to gain higher vocational and professional qualifications that would provide them with the knowledge, expertise and skills to teach on courses at different levels and develop their understanding of assessment methods (Oliver, David and Ivy pg 177).

Fran (pg 170), appeared to adopt a proactive career stance, and mentioned that she had been on various City College courses to develop subject expertise and then teach different modules and courses stating:

I've been able to deliver more subjects...and I think it goes with what's needed, what subjects are needed, by the students...I've had to do my teaching for the demand.

Interestingly, Sue (pg 178), also highlighted aspects associated with change in the form of flexible learning and widening participation in FE (Kennedy 1997), and how this had influenced her teaching and learning. It was also a sustaining factor in his/her career. Sue said:

I had been doing a degree in education and it sparked off the idea of a ... workshop. At the time the College was looking at open learning and we set up a ... workshop and drop in centre. I felt positive about this because it answered a need for those who could not attend eg people working shifts; it filled a gap. I enjoyed this time, contributing something positive.

The career self-awareness and navigation of Carl (pg 169), was highlighted in terms of a desire of not wanting to be complacent; seeking challenges, teaching and learning new things, and developing subject expertise, that also facilitated room for

negotiation in terms of subject taught, which tended to suggest that a meaningful career embraces more than promotion. Carl (pg 169) also said:

Yes the job changed, but I've changed it to some degree. I've navigated some of it. But to some degree I want a fairly fixed path, but at the same time there's room for manoeuvre in that fixed path and I'm self-sustaining if you like. If I stay as I am and don't do anything at all, I probably wouldn't enjoy it and would not get much out of it.

In relation to informal learning Powell et al (2011), has suggested that this 'recreates career development' and the meaning individuals attach to their sustainable career development. In this empirical study participants mentioned their outside interests and activities, and the contribution this made to their teaching and learning approaches. Belinda (pg 176), for example touched upon learning with and from other colleagues (which also appeared to resemble a professional learning community) and said:

We've got historians, philosophers, religious studies. All this wealth of information, so I said to xxx we could use this on training days...so we learn from each other. It's a way of developing academic interest and curiosity...It's fantastic...

Andrew (pg 176), also tuned into the outside interest and activities undertaken with younger people and learning and developing skills and emphasised the benefits of this in relation to his teaching, stating that:

massively, yes, that helps with teaching a lot...and my teaching strategies.

The link between the participants' personal/professional learning and development activities and the delivery of the curriculum/ range of courses, will be explored further in the next section.

In summary to the discussion in this section the main sustaining factors in relation to the participants' career were associated with both formal and informal opportunities to engage in personal/professional learning and development activities, which reflected protean career characteristics.

SECTION 7.3 CAREER SUSTAINABILITY : CURRICULUM CHANGE AND CURRICULUM DEVELOPMENT AND CREATIVITY

In relation to the curriculum, over the years City College (in common with other FE colleges), had to take on board the respective Government and awarding bodies introduction of new curricula/courses and also changes to existing curricula/courses and assessment methods.

The data revealed that curriculum development and curriculum change was perhaps a double-edged sword. On the one hand it created opportunities for participants to engage in curriculum development and be creative, and/or review and enhance their teaching and learning strategies, and these factors sustained participants in their job role and career (Day and Gu 2007). On the other hand the challenges associated with curriculum changes also placed pressures on participants to respond. In some cases, changes to curriculum specifications constrained creativity and the Lingfield Review (DBIS 2012), called for more autonomy and a creative environment in FE to enable lecturers to flourish.

In this study, one participant, Belinda (pg 177) for example, recalled the freedom to be creative and also associated creativity with the meaning of her career and commented that:

It's nothing to do with money or status...being allowed to be creative is the most important thing for me...and move my subject on, and constantly develop teaching skills...xxx and I were allowed to do all sorts of creative things...and given free rein as professionals to expand and develop and try out new ideas. It was a safe environment and supportive environment. Lots of new approaches to teaching and learning. I loved that...

However, Belinda (pg 177) added that in more recent years there were constraints, such as targets and suggested that this had curtailed creativity, spontaneity and inspirational teaching and felt this had a ' *massive impact on teachers*'.

June (pg 177) also suggested that targets could constrain some of the wider aspect of education in FE, and Emma (pg 177), recalled the stimulation derived from developing courses such as Access, which was important to her career.

Participants cited opportunities to engage in curriculum development and responding to changes that impacted on students such as the widening participation agenda

(Kennedy 1997), open learning and other curriculum initiatives such as the provision of Access courses and competence based approaches to learning (e.g. National Vocational Qualifications), vocational course development (e.g. BTEC, CPVE, GNVQ), Curriculum 2000 and key and functional skills.

Edwards *et al* (2001) suggested that since the incorporation of FE colleges there had been emphasis on life-long learning opportunities and a business culture, with colleges operating more flexibly in terms of learning provision and in terms of working practices. Stanton *et al* (2015), has also observed that in terms of the vocational curriculum 'pressure was exacerbated by the use of qualifications as performance measures that influenced both inspection grades and funding'.

In some cases these curriculum changes and developments afforded participants at City College some degree of autonomy which could enhance their motivation (Ryan and Deci 2000); engender more positive and meaningful experiences (Wrzesniewski and Dutton 2001), and promoted personal and career sustainability. The positive support given by some managers in connection with participant involvement in curriculum design and development, coupled with some element of risk taking, could also enhance the participants career resilience (London 1993); empowerment (Iles 1997) and sustain their motivation, commitment and effectiveness as teachers (Day and Gu 2007) and well-being (Slemp *et al.* 2015).

London (1993:55), also suggested that 'career resilience could increase when there is reinforcement for good work, opportunities for achievement and an environment that is conducive to risk-taking'. However, it is perhaps worth noting that in the City College Survey for 2014-15 (106 responses from a possible 223 responses) (City College 2015a; Appendix 1) only 52% of lecturers, felt that they were encouraged to take risks to try out new things without fear of failure.

Participants (e.g. Belinda, Emma, Mary, Kerry, Ivy and Horace, pg 171; pg 178) also had to respond to changes associated with new course specifications and assessment methods on academic and vocational courses (such as Curriculum 2000 and BTEC courses). These participants also made reference to the FE context, that included different types of challenges and the variety of the work in FE, such as the broader curriculum; changes to the curriculum and assessment methods and working with a different cohort of students each year (including international

students). Emma and Louise (pg 178), cited changes to the curriculum and the need for the College to obtain funding. In some instances new specifications (such as Curriculum 2000) also appeared to curtail creativity and individual autonomy in terms of approaches to teaching and learning.

On the one hand, the participants' ability to respond to these curriculum changes and challenges might reflect a degree of resilience (London 1993). However, on the other hand if these curriculum challenges exceeded the participants resources (e.g. career capital), this could also have a negative impact on their well-being (Dodge 2016). Interestingly, in relation to curriculum change Larsen (2009:48), has also suggested that learning about change could be linked to sustainability in the form of a cognitive structure or heuristic.

Research by Owen (2016) and Hipp (2008), has also highlighted the merits associated with a professional learning community in an educational institution, which included staff learning together to direct efforts towards student learning; institutional innovation and a culture that reflected the collective beliefs and values of the organisation.

In this empirical research participants talked about their engagement with City College's Professional Learning Communities (plc) project, which was associated with teaching and learning strategies and the improvement of student performance. The participants' engagement with the plc project also contributed to their own professional development and building relationships with others, and had a positive impact on their personal sustainability (Spreitzer *et al.* 2012).

Participants suggested that the plc projects were enjoyable and made them look at problems and then discuss the project outcomes with others. The plc was also perceived as being more productive and/or meaningful than observations of teaching and learning (OTLs), including opportunities to include this in staff development. However, participants indicated that the plc was a trial project and needed time and money, and might not always be suitable for some subject areas.

Fran (pg 179), said:

I did classroom behaviour, that was a big part of what I was doing and we discussed and peer observed each other, so I think it did help and it was a more relaxed way of trying to help improve rather than the OTL on one class

for one hour...We were meant to feedback to each other and listen to each other and things like that. We tried ...but whether you learn from that I don't know. It's better than being observed on your own, you are in a team...I think that was better development it makes you look at problems, rather than just stood at the front and somebody writing about you...I enjoyed the plc

Mary (pg 179), also compared the plc to OTL and highlighted the merits of the plc and said

It woke me up again...I think the plc's work. .We had to nominate from the team to deliver across college...we did learn from each other and picked up ideas from each other.

However, whilst Robert (pg 182), cited positive aspects of the plc in relation to vocational courses, he felt that it might not always lend itself to some subject areas.

There was also secondary data that shed further light on the College's plc.

Secondary data from the Investors in People (IiP) (2014) organisation and OFSTED (2014), cited characteristics associated with human and social sustainability and well-being (Spreitzer *et al.* 2012), and motivational determinants (Maslow 1943; Herzberg 1959). The IiP (2014), commented that the plc had liberated, energised and reinvigorated teaching staff; reawakened their passion for learning and contributed to their morale and motivation. The IiP (2014) also added that the plc had helped to build relationships, engender trust and promoted discussion about a range of College wide plcs and the transfer of good practice. This evidence of a collegial approach and stronger relationships amongst colleagues, also pointed to enhanced well-being measured in terms of job satisfaction (Carson *et al.* 2016). Hipp (2008) and Owen (2016), have also cited the benefits of plc's in educational institutions, including staff learning together to direct efforts toward student learning.

Overall it appeared, from this empirical study, OFSTED (2014) and the IiP (2014) that City College's plc enhanced personal sustainability and well-being amongst lecturers.

In summary to the discussion in this section, the data revealed that the challenges and opportunities associated with curriculum development and curriculum change, sustained participants in their career, and pointed to some degree of resilience associated with protean career tendencies. However, these curriculum challenges

could also exert a negative impact on the participants' career sustainability and well-being.

SECTION 7.4 CAREER SUSTAINABILITY: PERSONAL, PROFESSIONAL AND ORGANISATIONAL VALUES

In relation to values, the data appeared to suggest an affinity between many of the values cited by participants and the values of City College, including for example the achievement and care of students; high professional standards in teaching and learning and the reputation, success and financial viability of the College.

There was also evidence that participants wanted to work hard, do a good job and make a difference. Participants also cited the importance of ethical ways of behaving; honesty, respect, trust, integrity and social responsibility. Whilst participants recognised the importance of the financial viability of the College, their main concern was about students and their achievements and shaping peoples' lives and helping people. The participants' responses appear to reflect the view of Edward *et al.* (2007), who suggested that the source of motivation and driver of practice for FE lecturers was the impact they made on the lives of students.

Secondary data from Beale's (2004), research has also revealed that in FE post incorporation, union members had a strong belief in their occupational expertise, pride in their job and a resilient sense of professionalism. Shain (1999) also suggested that following incorporation the vast majority of FE lecturers were strategically compliant in their approach to work, coupled with a focus on the quality of educational provision for students.

The degree of match between values cited by participants and the values of the College could also be attributed to, and reflect, the outcome of a College wide consultation exercise (undertaken during 2008/9), that led to the emergence of City College's values which all staff had contributed towards and owned. These values included individual achievements; commitment and professionalism of staff; high standards; effective, efficient and appropriate use of resources and respect, equality and honesty (City College 2009). The involvement of lecturers and gaining their commitment to City college values could also enhance their well-being measured in terms of their affective commitment (Decramer *et al.* 2015).

Kerry (pg 186), for example, made reference to the contribution staff made to the College wide consultation exercise on values. Nancy (pg 186), also thought the College values were good, although she said that:

My values are not just based on achievement and success in qualifications, there's a need to look at soft options e.g. turning up is a real achievement for some students, not making them feel a failure...

The empirical data indicated that the College senior managers also wanted people to be in the right job role and aligned to the College values.

Geraldine and Kerry (pg 189), recalled comments that some managers had made. These comments appeared to tie in with the notion of people fitting in with the organisation and its values and potentially trying out other job roles. Participants recalled comments (or metaphors), such as:

Were you on the right bus and the right person for the bus? You might be on the right bus but are you in the right seat (right role)?

The apparent degree of match between College and individual values seems, *prima facie*, to point to people fitting in with the organisation, and this is associated with the notion of person-organisation fit (Dawis and Lofquist 1964), that could be linked to the career needs and success of individuals (Baruch 2006; Bretz and Judge 1994) and the quality of individual output (Schulte *et al.* 2015). Moreover, a number of participants in this empirical study cited the variety, opportunities and potential, that a job role in FE and at City College offered to them in terms of their career, subject expertise and sustainability. These perceptions appeared to reflect the internal values of participants and 'personal preferences related to the work context of organisational culture as well as a sector, through which person-environment fit is promoted' (Cappellen and Janssens 2010:1902).

However, participants also mentioned the demands associated with the job role, and there was evidence to suggest that achieving a life-work balance was also a key consideration and a key value for a number of participants, both in terms of their occupational career and the notion of a whole life career posited by Super (1980). The data also revealed that the participants' values could change over the course of an individual's career (Cappellen and Janssens 2010). and according to the context of their lives. In relation to individual careers and context Sullivan and Mainiero

(2007), suggested that one particular value could take more prominence at some stage in a person's career (such as attending to family needs), although the other two values (e.g. authenticity and seeking challenges) could still be present and active to create the current career pattern.

The following participant comments serve to illustrate these points:

Sue (pg 167) said

I stopped teaching to bring up a family for about 10 years...My husband got a job at City College around about 1978, so we moved from Shropshire ... about 5 years later I started to do part-time work at City College... I also did an OU degree...because I wanted to prove I was academically able at a higher level and build up my confidence after 10 years brining up a family. Later on the College funded my M.A.

Geraldine (pg 168) talked about her family life, commercial experience and identity and said

I started as an apprentice... in 1974 and had ten years in the industry. I left to have a family; a three year gap at home. I felt that I had lost my identity, because I was immersed in the baby world...I felt I had a lot of experience in...I went to City College to do the City and Guilds 730 on a part-time basis ...There was a vacancy at City College – a one year contract for 30 hours and it fitted in with my kids at nursery and school holidays...

In relation to work-home balance and career sustainability over the individual's life course Greenhaus and Kossek (2014:378) also suggested that employees need to 'factor home considerations into career decisions and career considerations into home decisions so that they have sufficient time, energy, and vitality to meet their core values in different parts of their lives' lives' Moreover, they suggest that 'because career self-management increasingly involves family and personal life self-management, organizations should offer increased opportunities to incorporate discussions of non-work goals and aspirations as an aspect of career development' (Greenhaus and Kossek 2014:379).

Carl (pg 190), appeared to have been thinking about work-home balance and the meaning of his career life cycle and said:

...you might get to retirement age and think, where's my life gone...I want to spend time with my kids; I want to see how they grow up...bringing in money is important, but being there is important as well. That's the good thing about the College the holidays are quite good, I don't have to work ridiculously late at night...

The quest of participants to achieve a better life-work balance, also ties in with Fletcher and Bailey's (1996:265), proposition of a 'boundaryless re-engineered forms of organization' that 'lies not in the ability and willingness of employees to put work first, but in their ability to reconnect work and family in ways that benefit both'. Buyukgoze-Kavas *et al.* (2015:122), research also found 'that concern over one's career may link with greater life satisfaction due in part to an increased sense of control in career decision making and life meaning'.

Secondary data associated with a staff satisfaction survey of FE colleges in England also revealed that respondents found it difficult to achieve a work-life balance and may feel stressed (Villeneuve-Smith *et al.* 2008).

There were also tensions evident between participants and the College in respect of the emphasis placed on values linked to performance management and performance measures, such as student achievement and related funding (and these will be discussed further in the next section relating to performance management). However, David, Geraldine and Paul (pg 187/188) for example, embraced and reconciled their business related values (linked to the financial viability of the College), with their other values which were related to the success, achievement and the well-being of students and teaching and learning.

Extrinsic values associated with salary were cited by a few participants, Andrew (pg 186) ; Belinda (pg 177); (Mary (pg 173); Oliver (pg 169); Robert (pg 172). However, the participant's salary did not appear to be the main motivation (Hertzberg 1959) in relation to their career and teaching role (or role as educators). Andrew (pg 186) for example regarded

education as a social responsible job and that's the sort of aspects I like about it. I like education because I like learning myself and chewing things over...I like education because it makes a difference to society...I've always been motivated by jobs that make a difference rather than jobs that generate just cash...being able to do different things is very important.

Belinda (pg 177) also said '*...it's nothing to do with money or status*'

Overall the data suggested that many of the values of participants were largely intrinsic in nature and reflected the core features of positive well-being cited by Seligman (2011). These values were associated with factors that made the

participants' job role meaningful and satisfying, and embraced relationship building, self-development and learning. Participant values were also associated with their quest for personal sustainability; making choices and finding a life-work balance in their occupational and life career (Fletcher and Bailey 1996; Sullivan and Mainiero 2007). In line with Capellan and Janssens (2010:1908), study, the intrinsic values of participants also appeared to be guiding their career decision making process.

In summary the discussion in this section has revealed some degree of affinity between the College's values and those of participants (including values associated with the desire of participants to work in the FE environment at City College), which points to the notion of person-organisation fit. However, there was some degree of tension evident between participants and the College, in respect of the emphasis attached to the College's values linked to performance measures. Many of the values of participants were largely intrinsic in nature and linked to positive well-being and achieving a work-life balance was also a key value for a number of participants. The data also revealed that the participants' values could change over the course of their career and according to the context of their lives. It was also suggested that organisations should offer increased opportunities to incorporate discussions of non-work goals and aspirations as an aspect of career development.

SECTION 7.5 PERFORMANCE MANAGEMENT: CAREER SUSTAINABILITY?

The empirical evidence revealed that performance management approaches could be perceived both positively and negatively by participants in relation to their career sustainability and well-being.

The performance management approach at City College had been a legacy of the post incorporation modernisation agenda in FE. This included the marketisation of FE and new Government funding and inspection regimes that focused on financial viability and efficiency drives, along with organisational restructuring and the introduction of new contracts of employment for lecturers designed to generate efficiencies that also led to low morale amongst the workforce (Burton 1995; Fletcher *et al.* 2015 Hannagan *et al.* 2007; Mather *et al.* 2009). In 2009 a sector paper for the Institute for Lifelong Learning (Howard 2009), made comments about the lack of autonomy for FE colleges, coupled with funding cutbacks and a

performance culture driven by targets, and also added that the market role of FE must not eclipse their attention to individual well-being.

Whilst the empirical data suggested that the participants had the students interest at heart and recognised the importance of student achievement Belinda, Emma, Louise and Oliver (pg 193) for example, expressed concern about the College's emphasis on performance targets (such as student achievement rates), and the impact of this on their job role and well-being.

Emma (pg 193; pg 190) recognised the importance of targets but suggested that the constant push for targets had a negative impact on people and that government changes were also impacting on peoples' jobs and creating stress amongst colleagues. Emma (pg 190) said:

As you get older you start making different choices and I know I don't want to be in this situation, or in this job, if there's any more Government changes, because every year those changes that Government think about, have a massive impact on what you do, on a daily basis in your job, and it's making our job nearly impossible...I evaluate every lesson, everything I do, and I think it's not just me, I hear this now around the College...just how stressed people are in the education system.

Edward *et al.* (2007) and Nash *et al.* (2008), have highlighted issues associated with the impact of changes on FE colleges (including nationally derived targets and the audit culture) and on the well-being of lecturers. Kinman and Wray (2013:10) also noted that the level of well-being amongst FE lecturers was 'below the average for Britain's working population.' A survey of FE colleges in England (Villeneuve-Smith *et al.* 2008), also found that the working hours of lecturers has impacted on their work-life balance and created stress, which pointed to a negative association with well-being. However, Nash *et al.* (2008), added that issues about targets and the audit culture had been recognised by government and policy makers.

Feather (2016:110), has commented on the difficulties FE college management were facing to keep 'their respective colleges viable' and to secure jobs, and some participants in this study acknowledged that the emphasis on performance targets at City College was in response to Government policies, funding and inspection regimes, and linked to the College's financial viability, and had a potential impact on their job security, career and well-being.

June , (pg 189), for example, stated that she wanted to do the absolute best for students, but cited the constraints, financial pressure and targets that she felt did not come from managers at the College, but 'from above' (government) and said you have 'got to just to keep going'.

Oliver (pg 194), linked targets to the impact on his career stating that:

...all driven by targets...if we didn't get the results and achievement it would have a massive impact on a career. The worst case scenario would be closing courses, a detrimental effect. As it is we are doing very well. Retention and achievement is at the back of my mind because that's what the College is judged on.

In relation to the approach of managers a few participants in this empirical study recalled that there was evidence of a blame and bullying culture and lack of trust at the College that appeared to emerge during the years just following College incorporation. This change in culture and masculine management style was also evident in other FE colleges during that time period (Mather *et al.* 2009; Shain 2000; Whitehead 1999). Interestingly, Jupp (2015:181) also commented that 'at incorporation many middle managers found taking up a leadership role difficult, particularly when dealing with poor performing staff...many managers had to move from personal relationships to professional ones...in many colleges developing staff as leaders as well as managers took some years and has been a focus of staff development'.

Sue (pg 188), for example, recalled how she felt about the incorporation of City College in the 1990s and touched upon the culture of the College and values such as integrity and professional trust, stating that:

After the incorporation of the College new contacts were offered, and I was given a full-contract. Incorporation depersonalised the system; de-humanised... the College became a corporation. It had corporate values and you became a unit and you were not valued as an individual. The atmosphere changed and the culture, although it did not affect me too much, but I felt there were perhaps fewer opportunities.

Sue also added that she

felt that professional trust had been lost, although the Curriculum Manager recognised professional people. It wasn't entirely the College, but a blame culture emerged...like USA business management. I had the integrity to do right by the students.

Similarly, Tim (pg 189), recalled that:

After the incorporation of colleges the ethos of the College moved from staff as the best asset, to don't trust them, and there was also some bullying going on.

Overall the evidence from the empirical data revealed that there were contrasting perceptions amongst participants about the approach and support of managers (which could in turn impact positively or negatively on the motivation and career sustainability of participants (Day and Gu 2007; McGregor 1987; Slemp *et al* 2015).

Andrew (pg 195) for example made reference to some very good managers and others who were laissez faire and not supportive and also cited one manager's preoccupation with performance targets, stating that:

My meeting with manager xxx was unsatisfactory in terms of my career, it was all about numbers and students and what you are going to do to get people to pass and into a job, but nothing about me

Mary (pg 189), also recalled that in her later years at City College there had been issues concerning the lack of respect and trust with one line manager and said:

I was not actually saying what I felt because I didn't trust my manager and how that might turn on me later...think a lack of respect.

On the other hand responses from David, Fran, Geraldine and Louise (pg 197), indicated that managers had been very supportive; relationships had been great and mentoring by managers had been very helpful.

David (pg 196) said

I enjoy the relationship with my peers and colleagues of fairness and being equal ...and my line manager and Head of Division. I have a great relationship with both of these and they are really supportive.

Fran (pg 196) also said:

I am proactive and very supported by the College and my line managers...my manager will see me if I have a problem...I've had two quite good managers...although one was a different type of manger.

Whilst the primary data presented mixed views about the approach and support of managers, secondary data from the City College Staff Survey 2014-15 (City College 2015a; Appendix 1), provided a more definitive positive response from participants.

In relation to secondary data, lecturer responses from the City College survey (106 responses from a possible 223 responses); (2014-15) (City College 2015a; Appendix 1), revealed that 75% felt their line manager gave them the support to do their job effectively; 86% received feedback from their manager about their work; 88% knew how they were performing 79% felt they received sufficient training to do their job effectively and 88% knew how they were performing. In the staff satisfaction survey in the post 16 sector (Davies and Owen 2001), also found that one of the highest levels of agreement amongst staff was associated with the support they received from managers to do their job effectively.

Secondary data also revealed that whilst managers at City College had adopted a consultative approach with staff (FEFC 1997:23:24) the college also continued to focus and place emphasis on a systematic and disciplined approach to strategic planning and performance management (City College Strategic Plan 2002a). Moreover, the College wanted a flexible, adaptable and well-informed workforce, willing to accept individual responsibility for continuous quality improvement and placed emphasis on the motivation and development of staff linked to clear performance targets and expectations. Equally the College also wanted to make decisions transparent and communicate them effectively (City College Strategic Plan 2005), and as stated previously, during 2008, lecturers were involved in a consultation exercise that led to the production of the College's values, that were linked to performance targets and the efficient, effective and appropriate use of the College's resources.

Lecturer responses from the City College Staff Survey 2014-15 (106 responses from a possible 223 responses); (City College 2015a; Appendix 1), also revealed that 73% of participants felt that information on strategic and operation goals and performance was communicated effectively; 69% felt involved in planning, improvement and target setting and improvement targets; 84% were committed to improving all aspects of the College; 88% of staff knew how well they were performing and 95% felt the College had a reputation for the quality of its provision. The extent of the lecturers awareness and knowledge about the College strategy and how they contributed towards it, pointed to some degree of vertical alignment (Boswell 2006), which could enhance their well-being measured in terms of affective commitment (Decramer *et al.* 2015).

The College's performance review process for lecturers was also an integral part of performance management. The focus on employee appraisal and individual performance was associated with the pressures many FE colleges faced to 'achieve corporate and FE sector targets' (Simmons 2008a:87). Over the years City College had changed its appraisal/performance review system to forge a tighter link between the performance review of lecturers and College performance targets (City College 2013), although it had resisted linking the performance review of individuals to pay and capability procedures that some other FE colleges employed (AOC 2014b).

City College's performance review (in conjunction with more regular line management meetings for lecturers), also provided lecturers with the opportunity to discuss the observation of their teaching and learning; the outcomes associated with any participation in the plc project, training and development needs and career planning (City College 2013). The performance review was also designed to help lecturers understand how their work contributed to departmental and College wide objectives and promoted effective two way communication which was designed to have a positive impact on morale and motivation of the participants (City College 2013). The performance review included the motivational merits associated with goal setting (Locke 1990), and links to the College strategic and operational plans that pointed to vertical alignment (Boswell 2006), which could enhance the affective commitment of participants (Decramer *et al.* 2015). However, in terms of the performance review process at City College, it is also worth pointing out that insufficient careful goal-setting could be disadvantageous (Decramer *et al.* 2015:102).

Career planning as part of the performance review at the College, also included a section about the lecturers career plans and aspirations, and potential for more responsibility that could also enhance the career capital of lecturers. Overall City College's performance review system included goal setting and review, which could, potentially, have a positive influence on the participants' individual well-being (Rahim and Siti-Rohaida 2015).

However, the empirical data revealed that whilst participants felt there was some discussion about career plans and aspirations during their performance review (and in line management meetings), there was some concern about the emphasis given to performance targets. Horace (pg 191/192), for example said that:

performance review focused these days on what was going on in the classroom with your results...things like do I need more training...not really enquired where do you see yourself in five years time.

This would suggest that during the performance review participants needed to be given a greater opportunity, in a separate follow up meeting, to discuss their career development plans. This latter point was also highlighted by Kidd, Hirsh and Jackson's (2004:241) in their research which found that '...very few effective discussions took place within appraisals' and 'the appraisal process often tends to be overloaded and its focus on short- term performance can set the wrong mind-set'.

In relation to their performance and career development, participants also cited positive aspects about performance management.

Geraldine (pg 194) said that:

I think performance management can be a bit of a tool can't it. I'm not sure how effective it is. I think it can be a tool to help you develop. Well, if it's used properly. It depends if you both buy into it doesn't it? ...I think my performance management helped me progress...because of how I'd performed in my tutor role.

In contrast Andrew (pg 194/195) regarded the use of performance measures as an indication of his teaching performance and career, but was not sure about the benefit of performance measures for career development saying that:

I'm measured in the sense that my results are looked upon, reviewed and discussed...I think it's a necessary part of my career because obviously my job is to teach and success rates are an indication of how well I'm doing...it's not necessarily useful for career development...

The empirical data also revealed that participants were generally positive about the opportunities and support provided by the College and managers for their training and development needs, although a few participants wanted more support with their actual job role.

In summary the discussion in this section revealed that whilst participants recognised the importance of performance related measures, concern was also expressed about the emphasis on targets, and this had some negative impact on the participants' well-being and the career related discussion which was part of the performance review. However, there was evidence of vertical alignment in relation to the College's approach to planning and performance reviews (including goal setting) and the

involvement and commitment of staff to the College's values that could enhance the well-being of lecturers. The empirical data revealed a mix of views about the support managers gave to participants, although secondary data was positive. Participants were positive about the training and development opportunities provided by the College and managers.

SECTION 7.6 SUMMARY OF THE CHAPTER

This chapter has provided a discussion relating to the empirical data and has drawn upon relevant conceptual literature (subsidiary research question one), relating to career sustainability and its relationship to career theory, motivational factors and person-organisation fit. The chapter has also drawn upon relevant literature relating to the macro context and influences that impacted upon FE colleges and lecturers (subsidiary research question two) and the meso context for FE lecturers at City College (subsidiary research question three), and underlines the importance of understanding the contextual factors that impact upon the career sustainability of participants. Moreover, this empirical research has highlighted the relatively positive mediating approach that participants (at the micro level) and City College (at the meso level) have adopted over time, in response to macro influences (such as the incorporation of FE colleges, government funding and curriculum changes), which impacts both on the career sustainability of participants and the College itself.

The main sustaining factors were associated with participants building upon, developing and renewing their career capital portfolio through the nature of their job role, related job satisfaction and the opportunities open to them whilst working in an FE environment at City College. The data also suggested that opportunism and life style changes may have played a part in the participants' decision-making and career navigation and some participants may have been operating in a dual career household.

The data revealed that participants had hybrid career profiles that consisted of different career combinations and reflected the challenges and/or obstacles they faced (Briscoe and Hall 2006). The participants hybrid career profiles consisted of characteristics associated with the traditional career paradigm and the boundaryless career paradigm (in terms of psychological career movement) and protean career characteristics (e.g. learning and curriculum development), although there was rather

limited evidence of boundaryless career characteristics associated with the participants physical career mobility.

In relation to the traditional career paradigm a number of participants exhibited characteristics which included their ties to the organisation as evidenced by their length of service and vertical career advancement at City College, and also some reliance on the organisation's support for things such as their training and development. However, participants also raised some issues in relation to the type and range of occupational progression routes, transition posts and other possible incentives at City College.

In relation to the boundaryless career paradigm the participants approach to career navigation in terms of physical movement from one organisation to another may have been constrained by the array of factors that had sustained participants during their career at City College including, for example job satisfaction, institutional inertia, personal values and life style considerations and priorities. However, there was some evidence of a boundaryless approach to career navigation in relation to the psychological mind-set of some participants.

The meaning that participants attached to career sustainability and navigation was not just about internal navigation within the organisation (such as promotion) or external navigation to another organisation. Participants also perceived navigation in terms of overcoming obstacles and/or challenges, such as changes to the curriculum and creating new materials for courses which pointed to individual career sustainability in terms of resilience, renewed energy and skill development. Career sustainability and navigation was also perceived by participants in terms of negotiation or discussion about subjects to be taught and associated professional development. However, it was also noted that curriculum challenges could have a negative impact on the career sustainability and well-being of participants.

There was evidence that performance targets had some impact on the well-being of participants, although this seemed to be offset by the overriding sustaining factors associated with their job role, related job satisfaction and the array of intrinsic values linked to positive well-being and values which guided them in their career navigation. However, some participants also wanted to secure a better life-work balance in their occupational and whole life career.

Whilst the empirical data revealed that there was a mix of views about the support managers provided to participants, secondary data provided a more definitive positive response from participants about their managers. However, the empirical data also revealed that participants were generally positive about the opportunities and support provided by managers for their training and development needs, although a few participants wanted more support with their actual job role.

The empirical data also revealed that whilst participants felt there was some limited discussion about career plans during their performance review and line management meetings, this was rather overshadowed by the emphasis given to College and job related performance targets.

There was also evidence of person-organisation fit and some degree of vertical alignment in relation to the College's strategic and operational planning, goal setting, and commitment to City College values that could also enhance the well-being and career sustainability of lecturers.

Despite the impact of macro contextual pressures on the College and lecturers, the perceptions of participants in relation to their career at City College has been largely positive, and a number of participants appeared to be optimistic about remaining at City College to pursue their career, coupled with a desire for some participants to reconnect and balance their occupational career with their life style and life career.

The variety and opportunity afforded by the College context, and evidence of a consultative approach adopted by the College in relation to macro influences such as performance management and in relation to College values (that engendered the commitment of lecturers), as well as support for the training and development of lecturers, also contributed to the composition of factors that sustained lecturers in their career at the College. Moreover, factors that sustained participants in their career such as learning and development; engagement and response to curriculum change, and values associated with professional ethics, also reflected the participants' motivation, adaptability, resilience, vitality, pride in the job and desire to continue to develop themselves, which would also help participants to respond to contemporary career challenges.

The next chapter will provide overall conclusions including a reminder about the purpose of the study and summative responses to the research subsidiary questions and the major research question.

CHAPTER EIGHT : CONCLUSIONS

INTRODUCTION

This chapter will provide overall conclusions and will cover the following aspects:

The purpose of the study

The major research question and research subsidiary questions

Summative responses to the research subsidiary questions and the major research question

SECTION 8.1 PURPOSE OF THE STUDY

The purpose of the study stemmed from the author's professional background and substantial work experience in further education and the pursuit of academic studies and practical experience that embraced business management, education and careers. Having worked at a further education college for a substantial number of years, the author was also aware of, and had experienced, some of the major changes and influences that had impacted upon further education colleges and individuals working in F.E. and wanted to undertake empirical research that would provide an insight into the career experiences of a sample of lecturers who were or had worked at a specific FE college.

The backdrop to the study included an exploration of the literature and empirical research that embraced aspects such as traditional and contemporary career theory, the careers of individuals working in different contexts and the changing nature of the macro and meso FE environment.

Given the changes in FE that also included, for example, the impact of performance management, the author was really interested in what had kept FE lecturers going in their career and there appeared to be an opportunity to make a contribution to the literature in relation to this specific question linked to the FE college context. The focus of the study then extended to the concept of sustainability and in particular the personal sustainability of individuals, which could then be explored in relation to their career trajectory. In order to address this fundamental question the author then had to frame the research study and clarify and state the major research question

(MRQ). The task then was to evaluate the conceptual relationship between career sustainability and individual careers and then through the empirical research provide a response to the major research question stated in section two below.

SECTION 8.2 THE MAJOR RESEARCH QUESTION AND RESEARCH SUBSIDIARY QUESTIONS

The major research question (MRQ) was:

What are the perceptions of a sample of F.E. lecturers about factors that have sustained them during their career at a college of F.E. in England?

There were five research subsidiary questions (RSQ's), that contributed towards answering the MRQ and these were as follows:

RSQ 1 How does the concept of sustainability apply to the MRQ?

RSQ 2 What is the macro context for FE lecturers?

RSQ 3 What is the meso context for FE lecturers?

RSQ 4 What is the best way of undertaking the empirical research?

RSQ 5 What does the empirical data in this study reveal about factors that sustained participants in their career at City College?

SECTION 8.3 SUMMATIVE RESPONSES TO THE RESEARCH SUBSIDIARY QUESTIONS AND THE MAJOR RESEARCH QUESTION

RESPONSE TO RSQ 1: How does the concept of sustainability apply to the MRQ?

Chapter 2 addressed RSQ 1. The chapter provided a backdrop to the wider concept of sustainability, including the inter-relationship and tensions between economic, environmental and social domains. It was suggested that the degree of attention given to the concerns and issues associated with environmental and economic sustainability may have side-lined efforts to understand social sustainability, which includes human well-being and worthwhile life opportunities such as career opportunities. Human sustainability was also associated with an individual's thriving instincts and the human capacity to grow, learn and develop, together with vitality

and passion that produces an energy force. Conversely, a lack of vitality might be linked to a loss of excitement, work overload or underload, depletion, stress, burnout and limited opportunities in the workplace.

It was also suggested that that a sustainable career could reflect the mutual interests and concerns of the employer and employees including: (i) the alignment of work with an individual's strengths, interests and values, which contributes to their personal sustainability and motivation, and suggests that people who enjoy their work and derive meaning from it, will be more engaged, satisfied and perform better; (ii) opportunities for the employees ongoing learning and renewal which enhances their career capital and marketability and contributes to the capacity of the organisation's competencies ; (iii) the individual's willingness and ability to adapt to changing circumstances that could translate into better prospects for the employment security of individuals and (iv) matching work to the employees life career and context (e.g. work-life balance), which promotes employee commitment and retention.

It was contended that social capital in the form of relationships at work and networking including individual and team participation in institutional professional learning communities, could make a positive contribution to an individual's personal and career sustainability and well-being. The notion of cognitive social capital and heuristics also indicate that individuals search for meaning in their lives and career and what it is that sustains them.

Career sustainability and its relationship to motivation, person-organisation fit and well-being was discussed, and it was suggested that individual self-determination, autonomy and motivation (including the influence of management approaches), could impact positively on an individual's job role and career sustainability. It was also contended that person-organisation fit could be associated with a positive degree of compatibility between an individual's values and an organisation's values, and individual career success. Individual preference for a particular work environment, was also regarded as an internal value that influenced individual career decisions.

Positive psychology, and its association with factors that sustain individuals (such as thriving, flourishing, happiness and resilience) and positive well-being (such as positive emotion, engagement, relationships, meaning and achievement), were

discussed. Moreover, it was suggested that individuals could sustain their career, by being proactive in terms of renewing and developing their social and human capital (eg knowledge and transferrable skills), which would also help them to respond to current and future challenges (e.g. changes to the curriculum and assessment methods and performance management in FE colleges).

The importance of career capital formation, accumulation and transferability (which represents an individual's career portfolio that could be traded in the labour market) was underlined, although issues surrounding the ease and/or feasibility of transferring career capital competencies to different contexts were cited. It was also suggested that the old psychological contract (relational), was being replaced by a new form of psychological contract (transactional), that placed more emphasis on employees developing their career capital (such as transferable skills and knowledge) with the support of their employer, which could also enhance their employment security.

The characteristics that reflected a traditional career (e.g. with the organisation as the agent or anchor of an individual's career navigation including job security, linear career progression) and a boundaryless career (e.g. people acting as free agents in terms of their career navigation and having greater freedom and flexibility to determine their career) were examined, although it was suggested that a mix of traditional and boundaryless career characteristics (or hybrid career) might exist. The literature and subsequent evaluation suggested that there was a match between key characteristics associated with career sustainability and career theory, which included protean career characteristics such as continuous learning, flexibility, adaptability, resilience and career self-awareness.

Reference was also made to empirical research surrounding the relationship between values and careers, and the suggestion that values guide individuals in their career decision-making. This included suggestions that people search for values that match their character and the context of their life span (eg seeking life work balance) and guide them in building a sustainable career.

RESPONSE TO RSQ 2: What is the macro context for FE lecturers?

Chapter 3 addressed RSQ 2 and analysed the macro context including the influences that impacted on FE colleges and the career sustainability of FE lecturers.

The origins, nature and history of FE college were outlined. FE colleges and lecturers also had to respond to a series of challenges brought about by the respective government and awarding bodies curriculum initiatives, including inclusive learning; widening participation; student centred learning and the introduction of new and revised vocational and advanced level qualifications

Reference was also made to neo-liberal ideology and the marketisation and business orientation of FE colleges post incorporation. The impact of incorporation, included aspects such as the restructuring of colleges; the extent of local and centralised control of FE colleges; changes to the funding and inspection regimes and the contractual terms and conditions of FE lecturers and flexible working. The literature suggested that tensions and issues emerged between lecturers and management linked to new contractual arrangement for lecturers and performance management approaches that also impacted on the lives and well-being of lecturers.

It was also contended that there was evidence of more masculine forms of management in FE following incorporation, but this had subsequently been tempered. Perceived differences in the value orientations of lecturers and management were also cited and the motivational drive of lecturers was associated with the impact they made on the lives of students and the pride they had in their job, resilience and professionalism

The literature pointed to calls for improved career structures in FE and the recruitment and retention of lecturers. Concerns associated with career sustainability and well-being of lecturers, included the energy, morale, stress and anxiety of FE lecturers and job security, progression opportunities and the extent of risk taking, although positive factors included team work and management support. It was also suggested that people working in FE found it difficult to achieve a work-life balance and although they enjoyed their job, they expressed dissatisfaction with the remuneration.

The impact of changes for FE colleges and the lives and well-being of lecturers was also associated with a range of issues that included endless change, nationally derived targets and the audit culture; funding and planning; heightened accountability; mergers and restructuring and the extent of paperwork and assessment and too little intellectual space, capacity and freedom for FE lecturers. However, it was also recognised that the issues linked to targets and the audit culture have been recognised to some extent by government and policy makers and that whilst the top down control of FE colleges and compliance culture may have made colleges adaptive they were also risk averse.

Notable strengths associated with FE colleges included their capacity to design curricula, putting government initiatives into practice, widening participation and the contribution they made to the economic health of the UK. However there were also calls for more autonomy and a creative environment in FE to enable lecturers to flourish as well as a refreshed relationship between employers and staff.

RESPONSE TO RSQ 3: What is the meso context for FE lecturers?

Chapter 4 addressed RSQ 3 by examining the meso context for FE lecturers at City College. A historical and contemporary backdrop to City College's evolution and its responses to key internal and external influences (also outlined in chapter 3) were explored. The impact of these influences, such as changes to the organisational structure and restructuring events at City College, curriculum development and performance management approaches also impacted on the career and well-being of lecturers.

Organic growth at City College both prior to and post incorporation provided further variety and career and curriculum development opportunities for lecturers. On the other hand it was also suggested that a series of restructuring and re-organisation episodes (particularly post incorporation) at City College could be associated with a negative impact on the well-being of employees and job insecurity played a role in explaining this association. It was also contended that job insecurities and uncertainties about career plans and promotion prospects could point to a lower degree of individual job satisfaction and threats to continuity of employment and the effectiveness of the organisation. Secondary data also appeared to point to a lower degree of subjective individual well-being measured in terms of job security,

progression opportunities and concern for the welfare of staff at City College. However, secondary data also pointed to positive indicators of individual well-being measured in terms of the College's future; lectures wishing to stay at the College and relationships and team work. Secondary data also revealed that by 2014 there was a balanced gender distribution in relation to academic staff at City College and secondary data for English FE colleges (for 2014-15) found no evidence that gender, ethnicity or disability had an effect on career progression.

Following incorporation City College had to respond and work within the parameters set by government funding and inspection bodies and over the years this led to the further intensification of performance management approaches. These performance management approaches included more effective strategic planning and focused performance reviews for lecturers, that were also designed to include a degree of individual career planning. Secondary data also revealed positive responses from lecturers at City College in relation to knowing how well they were performing; sufficiency of training, and management support and feedback.

In conjunction with the College's approach to performance management the College was also keen to retain and develop the knowledge and skills of lecturers to enable it to compete in the regional labour market and match staff skills with the demands of the curriculum, business and organisational objectives. The College's focus on the professional and personal development of lecturers also had the potential to help lecturers enhance and promote their own career capital and career sustainability.

Vertical alignment and goal setting was evident in the College's strategic, operational and performance review approaches and the involvement of staff in planning improvements and setting targets, which pointed to a degree of positive well-being measured in terms of affective commitment. During 2008 staff at City College were also involved in a consultation exercise to identify and gain their commitment to the values of City College.

Curriculum change and curriculum development/ initiatives continued to provide opportunities for lecturers to be creative and exercise some degree of self-determination. Equally, curriculum change and curriculum development/ initiatives also curtailed elements of creativity and risk taking to try out new things, and presented challenges that could impact upon the individual well-being and the

resilience of lecturers to adapt, cope and extend their repertoire of knowledge and skills.

The College's professional learning communities (plc), engendered a purposeful community and positive well-being in the form of job satisfaction measured in terms of relationships and enhanced personal sustainability, such as feelings of trust and engagement in learning activities that also reflected protean career tendencies.

RESPONSE TO RSQ 4: What is the best way of undertaking the empirical research?

Chapter 5 addressed RSQ 4, relating to the research methodology employed.

The major research question is about the perceptions of a sample of FE lecturers in relation to factors that sustained them throughout their career at one college of FE in England. It was anticipated that the perceptions of participants would include multiple and varied life career related experiences including reference to the FE macro context (e.g. the impact of inspection and funding bodies) and the meso context (e.g. City College's approach to performance management) and the impact of these on their career sustainability.

In relation to the research methodology purposive and convenience sampling was employed in the recruitment of participants and a pilot study was undertaken and evaluated.

In order to capture the perceptions of participants the researcher employed qualitative research techniques in the form of narrative inquiry that included life stories. The employment of life stories and interviews reflects a constructivist/interpretivist epistemology and paradigm, as it involves research into the perceptions of lived experiences and gives the research participants an opportunity to narrate their experiences and generate their own understanding and meaning.

In this study the researcher interviewed FE lecturers at City College to identify and consider their multiple and varied narrative responses and make sense of their career experiences, which represents the construction of knowledge and the epistemological approach adopted in this study. The participant narratives in this

research study are therefore subjective accounts that are unique and authentic, and represent their social construction of reality, and as such, reside in the constructivist/interpretivist paradigm.

The interviews were conducted in two stages, with a gap of a few weeks or so in between each interview. This two staged interview process was designed to give participants the opportunity to interrogate their memory bank and reflect and talk about their experiences and career. The first stage interview was relatively unstructured and provided participants with the opportunity to present a backdrop to their career (prior to joining City College and subsequently), and the influences that had impacted upon their career.

A topic guide (interview schedule) was employed in the second stage semi-structured interviews to guide and explore broad topics in more depth. The topics focused on the participants' perceptions of career navigation and to elicit responses in relation to personal sustainability, career agency; career decision-making self determination; person-organisation fit (include individual and organisational values); support for career planning and development and other considerations that impacted on personal sustainability and career agency.

The empirical research also highlighted and took into consideration ethical matters and aspects relating to the trustworthiness, authenticity, warrantability and specificity of finding. The positionality of the researcher was also outlined. The framework analysis method was employed to classify and organize the empirical data according to themes for subsequent presentation, analysis and discussion.

RESPONSE TO RSQ 5: What does the empirical data in this study reveal about factors that sustained participants in their career at City College?

Chapter 6 addressed RSQ 5 and the MRQ, and included the presentation and analysis of the empirical data.

A thematic approach (including main themes and sub-themes), was employed to present and analyse the empirical data and a discussion about the empirical data including reference to research literature was provided in chapter 7.

It was recognised that the empirical data captured in this particular study (to address RSQ 5), would shed light on the meaning participants' themselves attached to their career (including their occupational role at City College and career in terms of the wider life context), and the realities and lived experiences associated with career sustainability and career navigation.

In essence the key factors that sustained participants during their career at City College included drawing and building upon their career capital; the FE College environment; the scope and nature of the job role including aspects relating to curriculum development; opportunities for personal and professional development and values that guided them in their career. However, participants also cited some issues that impacted upon their career sustainability.

The next section will discuss the factors that sustained participants in their career at City College and the issues that emerged from the research in more detail.

SUMMATIVE RESPONSE TO THE MAJOR RESEARCH QUESTION

The responses to the five subsidiary questions have contributed to answering the major research question, which was:

What are the perceptions of a sample of F.E. lecturers about factors that sustained them during their career at a college of F.E. in England?

The presentation and analysis of the empirical data has shed light on the meaning and understanding that participants in this particular study attach to the factors that have sustained them during their career navigation at one specific FE college (City College). Subsequent discussion about the empirical data underlined the relationships between the concept of career sustainability and career theory, and conceptual and theoretical dimensions and practice.

The factors that sustained lecturers in their career at City College are important because they reflect the satisfaction, enjoyment, happiness and love that lecturers derive from the nature of their job role within an FE college context and engagement in curriculum development and learning in order to enhance their personal and professional development. Moreover, lecturers have been able to build upon their career capital, which in turn enhances their employment security and marketability.

The enhancement of lecturers' career capital together with the College's support for lecturers' training and development also strengthens City College's stock of human resources which comprise of the capabilities, competencies and performance (Valcour 2015) of lecturers, to meet the demands of the curriculum and different stakeholders, (such as students, employers and government funding and inspection bodies).

The study has highlighted the influence of the FE macro context and the meso context (City College), on the career sustainability of lecturers at City College. FE macro influences included: the incorporation of FE colleges; government funding, and inspection regimes; curriculum changes and management approaches and these impacted upon the meso context (City College). At the meso level, influences included (i) changes to City College's organisational structure and restructuring events; (ii) curriculum change; (iii) the need for the College to have a skilled, workforce to meet the demands of the curriculum and respective stakeholders; (iv) the professional and personal development of lecturers and performance management approaches (such as more effective strategic planning and focused performance reviews for lecturers), and (iv) a review of City College's values.

The findings of the empirical research revealed that a boundaryless approach to career navigation (in terms of the participants' physical movement from City College to another organisation), may have been constrained by those factors which sustained participants during the duration of their career at City College. However there was evidence of a boundaryless approach to career navigation in relation to the psychological mind set of some participants, (e.g. participants had considered a potential career move to another organisation).

Overall the empirical research found that main factors that sustained participants during the navigation of their career at City College have been the opportunities to draw upon, develop and renew their career capital, which included their stock of knowledge, experience, expertise and skills. Participants were also attracted to the FE College context which included a broader curriculum offer and working with different and diverse student cohorts that provided participants with the variety and opportunities to teach on different courses; respond to demands to teach on and develop new courses and negotiate subjects taught.

Participants cited the enjoyment, love, happiness, peace and job satisfaction derived from the nature of their job role, that brought with it both responsibilities, challenges and contentment, derived from things such as supporting students with their learning and achievement, and building and developing relationships with both students and colleagues.

Whilst participants cited sustaining factors derived from the job (occupational) role at City College, they also mentioned the importance of achieving a life work balance that would sustain them in relation to their whole life career. This included factors that had impacted upon their career including family responsibilities; parenting and balancing work with family life; the influence of their spouse/partner and the availability and pattern of work at City College. Some of the participants also cited the relative security and stability they had whilst working at City College and life style considerations such as the geographical location of the College

Other key factors that motivated and sustained participants during their career navigation was the desire to engage in further learning and development (both formal and informal), for personal and professional development and this also included participation in the College's professional learning communities project. The participants' motivation and desire to undertake further learning and development also helped them with their teaching and learning strategies; creativity and updating their subject knowledge, expertise and skills.

Participants were also sustained by curriculum change and related curriculum development and initiatives. This provided them with opportunities to be creative and exercise some degree of self-determination, and also pointed to their resilience and ability to adapt and cope with curriculum changes and demands, whilst also extending their repertoire of knowledge, experience and skills and potential rejuvenation of their career cycle. Equally, there was some evidence that creativity and risk taking was curtailed as a consequence of changes to some curriculum specifications.

The attraction and opportunities afforded by the College's environment could also be associated with the internal values of participants and a degree of person-environment fit. The internal values held by the participants also guided and sustained them in their career navigation. These values included aspects associated

with the participants' job role such as the achievement and care of students, high professional standards, maintaining the College's outstanding status and achieving a life-work balance (which included aspects relating to family responsibilities during stages in their career). However, participants also recognised the importance of the College's financial viability and the impact this had on their own career and job security. Valuing learners also engendered happiness for participants. The involvement of participants in the College's review of its values and in planning and target setting also pointed to vertical alignment and some degree of positive well-being in terms of affective commitment.

However, participants raised some issues that contrasted with the main factors that sustained them in their career at City College, which could in turn lead to a lack of individual vitality. These issues included aspects associated with opportunities for occupational progression (including the nature and type of job roles), responsibility and/or transition posts and other incentives available at City College.

Participants cited the College's performance management measures such as the focus on student achievement and recruitment targets, and whilst they recognised these as an important element of their job role, the College's emphasis on targets also pointed to a negative impact on their well-being. However, participants acknowledged that these performance measures were in response to Government policies, inspection and the funding of FE colleges.

Participants suggested that there was some discussion about their career plans and aspirations during their performance review and acknowledged the College's support for their training and development, although there was a degree of concern about the emphasis on performance targets during their performance review.

In conclusion it is contended that factors that sustained lecturers in their career such as the satisfaction, enjoyment and happiness derived from their job role and their personal and professional development and engagement in curriculum development activities, could make a valuable contribution to the enhancement of their career capital, employment security and marketability, and also enable them to respond better to contemporary career challenges including the demands of various stakeholders.

CHAPTER NINE

CONTRIBUTION OF THE THESIS TO THE RESEARCH LITERATURE; LIMITATIONS OF THE RESEARCH; RECOMMENDATIONS; FUTURE RESEARCH AND A REFLECTIVE ACCOUNT

SECTION 9.1 CONTRIBUTION OF THE THESIS TO THE RESEARCH.

This empirical research makes a valuable contribution to the research literature because it underlines the importance of understanding the contextual factors that impact upon the career sustainability of participants and provides a contextual backdrop that is related specifically to the careers of lecturers working in a FE college and the FE sector. Indeed De Vos *et al.* (2018), emphasised the importance of the occupational sector and institutional context in understanding careers and Briscoe and Hall (2006), have suggested that future career research needs to pay more attention to context to develop an understanding of the career actors environment.

This study therefore addresses the important and growing issue in the research literature of taking account of context, particularly in light of the rather negative literature about the FE context which stems largely from government legislation in the 1990s. The study also highlights the responses and mediating influence of City College (at the meso level) to macro influences (such as government legislation, funding, inspection and curriculum change), pre and post its incorporation, and how macro influences and the actions of City College have been perceived and mediated by the research participants (at the micro level).

SECTION 9.2 LIMITATIONS OF THE RESEARCH

In common with the nature of qualitative research, this study highlights the specificity rather than the generalizability of findings. However, in light of this study it is possible that further research which focuses on the institutional context may also reveal data which runs against the trend in the F.E. literature.

SECTION 9.3 RECOMMENDATIONS AND IMPLICATIONS FOR PRACTICE

1 City College should further encourage and support lecturer engagement in curriculum development and innovation

The meso context (including secondary data) and empirical data from this study revealed that curriculum development and innovation (including the College's professional learning communities project), made a positive contribution to the career sustainability of participants. In order to further encourage and stimulate lecturers' engagement in curriculum development and innovation activities, City College might give further consideration to the resources allocated to lecturers for specific curriculum development and innovation activities and further opportunities for discussion and sharing of good practice with colleagues and at other college/university forums.

2 City College should further promote opportunities for lecturers to undertake work shadowing; industrial placements; secondment/sabbaticals and job rotation.

The meso context outlined the changes to City College's organisational structure over the years, and the empirical data also highlighted rather negative perceptions of some lecturers in relation to the nature of management roles at the College (e.g. Curriculum Manager/Head of Division). The College could therefore provide further opportunities for lecturers to shadow colleagues (e.g. Head of Division), at City College to enable them to gain a deeper insight into the scope and nature of specific roles which would, in turn, help to promote their career self-awareness and career decision-making. Another consideration might be opportunities for lecturers to undertake job rotation (Mackay and Etienne 2006; Sullivan and Mainiero 2007).

The College could be more proactive in promoting renewal opportunities associated with sustaining a career through industrial placements (which according to the Lingfield Review into Professionalism in FE, would enable lecturers to 'remain current in their area of expertise' (DBIS 2012:34) or secondments (cited in the College strategic plan for 2005-2008 (City College 2005)) and sabbaticals.

In relation to industrial secondment the empirical data revealed a missed opportunity for one participant Geraldine (pg 182) who thought that the college might not consider her potential request for a sabbatical.

An industrial placement or secondment/sabbatical with the support of the College could provide opportunities for lecturers to:

(i) develop and update their career capital (skills, knowledge and expertise); (ii) experience different contexts in industrial/commercial/voluntary/education sectors (iii) gain a different perspective in relation to their career and (iv) draw upon and apply the experience, skills and knowledge gained through the work placement, secondment or sabbatical in their job role at College (e.g. teaching and learning approaches and design of student projects), which benefits City College and its stakeholders (e.g. students and employers).

3 Further recognition and incentives

In light of comments made by some participants in this study, City College could give further consideration to other forms of acknowledgement, recognition and/or incentives not necessarily associated with the participant's occupational progression

4 Career related discussions

The nature and purpose of the City College's performance review for lecturers was outlined in the chapter covering the meso context and participants made reference to this and performance measures in the empirical study.

During the performance review, the degree of focus and time devoted to the participant's performance in the job role might set the wrong mind-set for a more meaningful career related discussion between the interviewer and interviewee about work and non-work goals. It might therefore, be more appropriate to set up a separate follow-up meeting for this career related discussion (see Kidd, Hirsh and Jackson 2004:241) and also offer increased opportunities to discuss non-work goals (e.g. family and personal life self-management) and aspirations as an aspect of career development (see Greenhaus and Kossek 2014:379).

A deeper discussion (between relevant parties), about the individual's career could enhance the interviewer's (e.g. manager's) awareness, empathy and understanding,

about the career background, career aspirations and key factors that have sustained individuals in their career navigation, and also lead to the co-production of a meaningful career related action plan for interviewees. This career related discussion could also contribute to and strengthen the training and development needs review/audit for participants at City College. Interestingly, one participant Andrew (pg 183) made reference to the first stage interview (in this empirical study) and explained how the focus on his career and the interview process had helped him to reflect more about his own career and suggested that it provided a framework that managers might adopt. Andrew said:

I have to say the last time we met, I thought I really enjoyed that. It made me think about a lot of things you don't always think about, or think about fleetingly, and I find this sort of exchange useful. It goes back to the idea about management as well. I think a good manager is someone who gives you that sort of framework and helps you find your own way up.

Another consideration in any career related discussions is that a professional person within City College (e.g. human resources adviser), or independent external adviser could possibly take on the role of the interviewer. However, interviewees may also need to be proactive in taking ownership for their own career development and setting up an interview to discuss their career plans with someone within City College or external adviser.

5 Lecturers should produce a personal career related resource portfolio

This study has underlined the nature and importance of the participants' career capital in connection with their career sustainability and navigation. Whilst some participants in the study mentioned that they produced or update their curriculum vitae or kept a record of their training and development (page 182), lecturers should consider producing their own personal career related resource portfolio (in some appropriate format), which includes reference to their strengths, experience, skills, knowledge and expertise, and the identification of key factors that sustains them in their career which will enable them to respond to current and future career challenges.

The establishment of a career related resource portfolio would also promote lecturers' career self-awareness and would be a useful source of information in

connection with career navigation and their own self-promotion (Mackay and Etienne 2006). More specifically the career portfolio could be a useful resource in connection with the lecturers' performance reviews (including training and development) at City College (cited in point 4 above), and any subject expertise/skills audits, which could help lecturers and the College to identify cross-college career opportunities and/or facilitate career movement within the College.

SECTION 9.4 SUGGESTIONS FOR FUTURE RESEARCH

Suggestions for future small scale or more extensive research that could tie in with, build upon or complement this study are outlined below. The scope of future research would be dependent (amongst other things), upon the resources of the researcher(s); the time frame and nature of the research methodology employed.

1 Future comparative empirical research

Future research, similar to this empirical research, would provide a valuable and comparative insight into the factors that sustained lecturers at another FE college in England, including the impact of the macro context and meso (institutional) context.

2 Future career transition experiences of FE lecturers

During the research a number of participants made reference to their future career transitions, which included retirement. One participant Kerry (pg 181), for example, commented, that the most difficult decision had been to retire after thirty uninterrupted years in education and another participant Sue (pg 182) said "I had eased myself out of the College going from a 0.6. to a 0.4 lecturer post ...I felt there was more to life, although I was nervous about retiring." The comments by Kerry and Sue tend to tie in with the notion that a career is not just about an occupational role, but also embraces a spectrum of roles which are influenced by situational determinants during the individual's career life span (Super 1980). Sue (pg 182) said that "...I felt there was more to life", and referred to retirement which reflected a particular career role which would potentially sustain Sue during this stage of her career life span. This also ties in with the view of another participant Geraldine (pg 181), who turned around the familiar phrase, 'work-life' balance to read 'home-life balance' which emphasised her values and the context of her life at a particular point in her career life span (see Sullivan and Mainiero 2007).

Further research might therefore investigate the future career transition experiences (such as retirement) of FE lecturers, including the factors that sustain them during this stage of their career life span.

3 The extent that FE lecturers undertake sabbaticals

Only a couple of lecturers in this empirical research cited sabbaticals, such as Geraldine (pg 182), who did not ask the College for a sabbatical because she did not think the College would consider this request, and also said it was “all or nothing really...I think I would have found it difficult stepping away and coming back.”. On the other hand Emma (pg 175), commented that the acquisition of a Master’s degree (during her time at the College), led her to take a sabbatical working as a consultant in connection with a development project for a major public service organisation and subsequently drawing upon the applied knowledge and skills gained from this experience in the delivery of project management courses at City College.

Future research might therefore examine the extent to which lecturers at other FE Colleges undertake sabbaticals and how this impacts upon their career sustainability and navigation.

4 (i) The perceptions of managers in relation to the support they provide to FE lecturers in their career and (ii) the identification of the training and development needs for managers

The role and approach of line managers in relation to career of FE lecturers was cited by several participants in this empirical research. For example Andrew (pg 195) felt that his meeting with the manager was unsatisfactory in relation to his career and Horace and Carl (pg 191/192), felt that the career related discussion with managers during their performance review was limited.

Future research might (i) identify the perceptions of FE college line managers in relation to the support they provide to FE lecturers in their career and (ii) identify whether line managers need any further management and/or career related training and development and/or other resources to help them to support FE lecturers in their career management.

SECTION 9.5 REFLECTIVE ACCOUNT

This reflective account will focus on how the process of undertaking the study has helped me to become a more competent researcher.

As part of my PhD study I completed a number of post graduate research training modules that proved to be valuable and I was duly awarded the University of Hull PG Certificate in Research Training. I had also taken the opportunity to attend research seminars/forums at other HE institutions which enabled me to deepen my knowledge and understanding about qualitative research methods.

In relation to the PhD I was aware that the thesis needed to be fit for purpose and structured appropriately in order to help and guide potential readers. In metaphorical terms, I endeavoured to structure the thesis to resemble a journey for the potential reader with stops and sign posting along the way. During my research I have devoted considerable time gathering, reading and sifting through, what I had to judge would be appropriate evidence, in line with the research questions.

Working to a study plan has always been essential. I obviously expected to face challenges and debate about the draft chapters submitted to my supervisors and to justify what I had produced. Subsequent feedback from my supervisors and discussions about the draft chapters tested my ability to assimilate and respond to questions, and to undertake further research and actions to clarify and enhance the structure and content of chapters.

Whilst participants' accounts of their career could potentially be far reaching and time consuming, the employment of a time frame and a topic guide (interview schedule) with this empirical research has been essential. As I continued to meet with participants and gather data I started to recognise generalities and content for potential themes emanating from the career accounts of participants and I embarked on some initial evaluation and thought processes associated with the data. In order to make sense of the data I usefully employed the framework analysis method to code material and consider appropriate themes and sub-themes which were subsequently modified. However, I was also conscious that in the process of data reduction and use of thematic analysis a more wholesome account of the career of participants could be lost, although equally I recognised that it was down to the skill

and judicious approach of the researcher to make sense of the volume of data for potential readers.

Having undertaken the interviews I was very familiar with the data and a substantial amount of time, patience and repetitive work was devoted to the interrogation of the data and subsequent presentation, analysis and discussion of the data, although I enjoyed producing these chapters. Time, care and thought had to be taken to include appropriate material and citations from participants in the presentation and analysis of the empirical data and the discussion chapter. Moreover, I also knew that it was important to interrogate the data and link the data carefully with the appropriate literature already cited in the chapters of the thesis.

As usual with academic work, sufficient time, thought and careful interrogation of all the content of chapters had to be devoted to produce valid conclusions and linking these conclusions to the main research question and research subsidiary questions.

Finally, in line with the spirit of the qualitative research approach employed in this study, it has been the perceptions of the participants that have made a valuable contribution to empirical research. The meaning that participants attached to their career and what sustained them during their career in an FE college context was central to the purpose and focus of this research.

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APPENDIX 1**City College Staff Survey 2014-15
(106 responses from a possible 223 academic staff)**

%	Question Response
52	Staff are encouraged to take risks to try new things without fear of failure
49	Complaints are seen as opportunities for improvement rather than threats
61	Managers are effective in making decisions about the organisation
55	Communication is effective in the college
73	Information about strategic and operational goals and performance are communicated effectively
94	Information about the college is readily available
62	Staff are given the information they need to do their job effectively
95	The college encourages feedback from all its customers
64	Complaints are dealt with effectively within the college
95	The college has a reputation for the quality of its provision
90	The college has a good future
63	Education is central to the management strategy of the college
64	Adequate resources are provided by the college for staff
71	Staff workplaces are adequate
72	Adequate resources are provided by the college for students
87	Equality of opportunity is embedded into the culture of the college
55	The college genuinely cares about the welfare of its staff
93	I am aware that the college has policies & procedures that support my rights & responsibilities
60	I feel valued in the college
93	I understand my role and contribution I am making to the goals of the college
59	My views are sought and considered
51	I feel I have job security
35	There is an opportunity for me to progress within the organisation
75	My line manager gives me the support I need to do my job effectively
88	I have the authority to do a good job
79	I get sufficient training to do my job effectively
86	I get feedback from my manager on the work I do
69	I would recommend the college as a good place to work
83	I am not thinking of leaving the college
68	I am treated fairly and with dignity and respect in the college
94	Staff work well together in teams
66	Staff views are sought and considered
69	Staff are involved in planning improvements and setting targets
76	Teaching and Learning and support staff have shared goals
91	Staff know what they are expected to do.
88	Staff know how well they are performing
72	Staff receive appropriate training to make them effective in their job
84	Staff are committed to improving all aspects of the college

(Source: City College 2015a)

APPENDIX 2

TABLE 4.1 CITY COLLEGE : GENDER DISTRIBUTION (BY DEPARTMENT) AS AT SEPTEMBER 1980

DEPARTMENT	F/T MALE HOD	F/T MALE P/L & S/L	F/T MALE LECTURER	P/T MALE	F/T FEMALE HOD	F/T FEMALE P/L & S/L	F/T FEMALE LECTURER	P/T FEMALE
ART & DESIGN	1	4	10	15	0	0	6	18
BUILDING	1	6	15	40	0	0	0	0
BUSINESS STUDIES	1	10	22	9	0	2	15	14
COMMUNITY STUDIES	0	0	6	4	1	2	19	26
ENGINEERING	1	14	24	25	0	0	0	0
LIBERAL & GENERAL STUDIES	1	2	15	17	0	0	0	21
SCIENCE & MATHEMATICS	1	2	10	16	0	0	0	10
TOTAL	6	34	92	111	1	4	34	71

F/T = Full-time academic staff - gender distribution (approximate figures) :

HOD = Head of Department : 6 male compared to 1 female

P/L & S/L = Principal and Senior lecturers : 34 male compared to 4 female

Full-time lecturers (lecturer grade 1 and II) : 92 male compared to 34 female

Total full-time academic staff: 132 male compared to 39 female

P/T = Part-time staff - gender distribution (approximate figures):

111 male compared to 71 female

(Source: City College 1980)

APPENDIX 3**TABLE 4.2 CITY COLLEGE: GENDER DISTRIBUTION AS AT OCTOBER 2014**

	MALE FTE	MALE %	FEMALE FTE	FEMALE %
MANAGEMENT	25.80	48.70	27.18	51.30
LECTURERS	94.12	52.30	85.81	47.70
TOTAL	119.92		112.99	

FTE = Full-time equivalent (salaried) staff

Areas of gender under-representation:

In the divisions of Construction and Engineering all salaried lecturers are male

In the division of Hair and Beauty and Holistic Therapies and Child studies all salaried staff are female

(Source: City College 2014)

APPENDIX 4**TABLE 4.3****PROPORTION OF FEMALE STAFF IN FE COLLEGES IN ENGLAND FOR THE PERIOD 2014-15**

	ALL STAFF %	PART-TIME STAFF %
SENIOR MANAGERS	52	58
TEACHING STAFF	59	65

(Source: Education and Training Foundation 2016:14)

APPENDIX 5

TABLE 4.4 THE PERCENTAGE OF FE COLLEGE FEMALE STAFF (IN ENGLAND) BY MAIN SUBJECT TAUGHT

SUBJECT TAUGHT	% OF FE FEMALE STAFF (TO NEAREST WHOLE PERCENTAGE)
Business Administration, Management & Professional	60
Construction	0
Engineering	10
English, Languages & Communication	80
Hairdressing & Beauty Therapy	100
Health, Social Care & Public Services	80
Hospitality, Sports, Leisure and Travel	50
Humanities	70
ICT	40
Mathematics & Science	60
Retailing, Customer Service & Transportation	90
Visual & Performing Arts & Media	60

(Source: Education & Training Foundation 2016:39)

APPENDIX 6

INTERVIEW SCHEDULE FOR THE FIRST STAGE INTERVIEW

One generative narrative question:

Participants were asked to talk about their career prior to joining City College, during their time at City College and (if relevant) their exit from City College

At the end of the interview participants were asked to think about the extent that they had navigated their career in preparation for the second stage interview.

INTERVIEW SCHEDULE (TOPIC GUIDE) FOR THE SECOND STAGE INTERVIEW

Topics and interlocking themes:

The potential topics and interlocking themes that the interviewer explored in line with the purpose of the study and major research question included the following:

- 1 Career navigation (individual as agent)
- 2 Career navigation (organisation as agent)
- 3 Person-organisation fit (individual values and organisational values)
- 4 Support for individual career planning and development
- 5 Other considerations such as personal, social and economic factors that impact upon personal sustainability and career agency.

APPENDIX 7

ETHICAL APPROVAL LETTER (COPY)

University of Hull
Hull HU6 7RX
United Kingdom
+44(0) 1482 346311
www.hull.ac.uk

**Centre for Educational
Studies**
T 01482 465988
E.j.lison@hull.ac.uk

**ETHICAL PROCEDURES FOR RESEARCH AND TEACHING IN THE FACULTY OF EDUCATION
PERMISSION TO PROCEED WITH RESEARCH: ETHICAL APPROVAL**

Reference Number: 13/366

Name: Kenneth Williams

Student No: 201107705

Programme of Study: PhD

Research Area/Title: The career experience of Further Education lecturers

Image Permission Form N/A

Name of Supervisor: Dr David Plowright

Date Approved by Supervisor: 7 July 2014

Date Approved by Ethics Committee: 10 July 2014

APPENDIX 8

PRO-FORMA INVITE LETTER TO PARTICIPANTS

Kenneth Williams

Faculty of Education

University of Hull

Cottingham Road

Hull HU6 7RX

Contact address via Email: k.williams@hull.ac.uk

Date:

Participant address/email address

Dear...

I am currently a part-time PhD (Education) researcher, at the University of Hull, and would like to invite you to participate in a research study that I plan to undertake.

The purpose of the research is to gather information and the respective views of participants, in relation to their career in Further Education, including the factors that impact upon their career journey. It is hoped that practitioners will enjoy reflecting, and talking about their career experiences. It is anticipated that the research will highlight themes emanating from the study, that could be of value to practitioners and policy makers in Further Education and of interest to the wider research community.

If you decide to participate, I would arrange an initial welcome meeting with you to re-confirm and clarify the contents of this letter. During the first meeting may I request that you bring your CV or profile with you. If possible could you also bring along some visual image, such as a couple of photographs, that might spark off conversation and reflect an aspect of your career journey (eg a photograph of your graduation ceremony or other achievement; a celebration with family/friends; a journey... indeed almost any scene will suffice). I will then invite you to discuss key aspects/milestones, in relation to your career. I will use a form (that incorporates potential prompts/topic areas), which is designed to help jog your memory and capture the key points you mention about your career journey. I will not retain the visual image (eg photographs), that you bring along to the meeting.

A follow up meeting will then be arranged, and would take the form of an interview to discuss your career in Further Education, in more depth. Subject to your approval, this discussion would be recorded and subsequently transcribed.

It is anticipated that these meetings would amount to approximately 3 to 4 hours of your time in total (in two separate stages during 2014-2015), at a mutually convenient date/time/venue.

Throughout the research process, data that is collected would be anonymised, so that you cannot not be identified in the research study or any publication e.g. instead of using your actual name a fictitious name would be used. Data will be collected using manual and electronic methods and secured appropriately e.g. in a locked filing cabinet.

The process will also provide you with the opportunity to retain and read any data that you have provided e.g. transcripts of the interview, with the opportunity to make amendments.

A summary of the research study would also be made available to you.

Subject to the safeguards mentioned above, as the author of this research I would retain the right to use the information and data that has been collected, in the research study, and publications such as academic journals.

You will have the right to withdraw from the research process at any time and a debrief would also be offered. If you decided to withdraw, then any data collected would be destroyed. If you decide to withdraw from the research process then please let me know via email.

If you did have any concerns about the conduct of the research study, then you would have the right to contact the Secretary, Faculty of Education Ethics Committee, University of Hull, Cottingham Rd, Hull, HU6 7RX, Tel No (+44 (0) 1482 465988; fax (+44) (0) 1482 466137

I do hope you will participate in the research study and if you decide to do so, would you please complete the Participant Consent Form attached below.

Many thanks.

Yours ...

K Williams

PhD (Education) Researcher,

Enc: Participant Consent Form

APPENDIX 9**PRO-FORMA PARTICIPANT CONSENT FORM**

I confirm that I have received and read the attached invite letter outlining details about the research study to be undertaken by Mr Kenneth Williams (University of Hull).

I understand that the purpose of the research is to obtain information and the respective views of participants, in relation to their career in Further Education, and the factors that impact upon their career journey.

I hereby agree to be a participant in this research study.

I agree/understand that:

The aims, methods, and anticipated benefits, and possible risks of the research study, have been explained to me.

I voluntarily and freely give my consent to my participation in such research study.

I understand that all data provided and used for research purposes, will be confidential, anonymous and secured appropriately.

I understand that the anonymous data will be used in the research study and may also be reported/published in scientific and academic journals.

I understand that the aggregated results will be used for research purposes and may be reported in scientific and academic journals.

I am free to withdraw my consent at any time during the study, in which event my participation in the research study will immediately cease and any information obtained from me will not be used.

I confirm that I have read and understand the information provided in this Consent Form and hereby confirm that I consent to my participation in this research study.

Signature:

Date:

Name (Block Capitals):

Address:

Contact Email address: k.williams@2011.hull.ac.uk

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Appendix 10

Table 5.3 Biographical Analysis: Research Participants 2014-15

Name (pseudonym)	Gender	Age (approx)	Roles	FE	HE	School	Industry	Self-Emp	Cons	Sabbatical
Andrew	Male	40+	L	X			X			
Belinda	Female	50+	L	X			X			
Carl	Male	30+	L	X			X			
David	Male	30+	L/M	X			X			
Emma	Female	50+	L/M	X			X	X	X	X
Fran	Female	50+	L	X			X			
Geraldine	Female	50+	L/M	X			X			
Horace	Male	50+	L	X			X	X		
Ivy	Female	60	L/M	X		X			X	
June	Female	40+	L	X			X			
Kerry	Female	50+	L/M	X		X				
Louise	Female	60+	L/M	X		X				
Mary	Female	60+	L	X		X	X			
Nancy	Female	50+	L/M	X			X			
Oliver	Male	40+	L	X			X	X	X	
Paul	Male	40+	L/M	X			X			
Quinton	Male	30+	L	X	X	X				
Robert	Male	40+	L	X			X			
Sue	Female	60+	L/M	X		X				
Tim	Male	50+	L/M	X	X	X	X			

BACKGROUND INFORMATION AND KEY TO TABLE 5.2

Twenty participants drawn from a range of subject areas including Administration; Business; Communication; Construction and related areas; Economics; Education; English; Geology; Geography; Hairdressing and Beauty Therapy; Information Technology; Languages; Law; Management; Mathematics; Media Studies; Skills for Life; Sport and Leisure; Travel and Tourism.

At the time of the research study six participants had left City College. Four of these participants Kerry, Louise, Sue and Mary had taken retirement/early retirement (three of these participants had retired in recent years) and the other two participants, Tim and Quinton, had secured posts in the higher education sector.

Age = Approximate age band

Roles: L/M = Lecturer/Management roles undertaken at City College

FE = Further Education experience (including City College)

HE = Higher Education experience (two participants had left City College to move into HE)

School = Previous experience in secondary schools (including one participant who undertook a voluntary placement in a secondary school).

Industry = Industrial/commercial experience

Cons = Participants with previous/current consultancy or related experience

Sabbatical = Sabbatical (participant had previously undertaken a period of employment with another organisation)

Self Emp = Participants with a period of previous/current self-employment

APPENDIX 11**BIOGRAPHICAL PORTRAITS FOR EACH PARTICIPANT****Pseudonym and approximate age range****Andrew (40+)**

Andrew obtained a MA and worked in the service sector for some years. He was asked to teach at his local FE college and later on he secured a full-time post at the same college and also studied part-time for a teaching qualification. He relocated and obtained a lecturer post at City College and during his time at the College he was promoted to team leader. He enjoys working in the FE environment and is also involved in community activities.

Belinda (50+)

Belinda worked part time and studied for a degree and then completed a teaching qualification (on a part-time basis) at City College. Belinda was offered a part-time job at City College and subsequently secured a full-time post, and has worked at City College for many years. She obtained a MA on a part-time basis. She is fell in love with her subject specialism whilst at school and enjoys being creative.

Carl (30+)

Carl has a degree and spent a few years working for a large firm and part of his job role included training. The training and development side of his work engendered an interest in people development and he studied for a PGCE. He secured a full-time lecturer post at City College and enjoys his job role and related challenges. Carl also feels that striking a balance between life and work is important.

David (30+)

David worked in the secondary sector of the economy and studied part-time for a vocational course. He eventually secured a teaching post at City College and then a management post. During his time at City College he studied on a part-time basis for a teaching qualification and a degree. He has a genuine interest in people and their well-being.

Emma (50+)

Prior to joining City College Barbara ran her own business in the service sector and also did some part-time teaching in FE colleges (including City College). She wanted to pass on her knowledge and eventually secured a lecturing post at City College and then a management post. Emma has a first degree and studied for a MA (part-time) and undertook a work place sabbatical during her time at City College. In the future Emma would like to build upon the work she has undertaken with curriculum bodies.

Fran (50+)

Fran worked in the service sector for a number of years. She obtained a post at City College working as an assessor and lecturer and during that time completed a teaching qualification on a part-time basis. Fran was keen to develop her knowledge and skills and gained additional qualifications that helped her in her teaching role and career.

Geraldine (50+)

Geraldine had spent many years in the service sector and felt that she had a lot of experience. She studied for a teaching qualification at City College on a part-time basis and subsequently secured a lecturing post and then a management post at City College. Geraldine has worked at City College for many years and as time passes she feels that she wants to strike more of a home-life balance (including more time with her family) in her career.

Horace (50+)

Horace spent a number of years in the service sector in a demanding role and has a degree. He studied part-time for a teaching qualification and subsequently obtained a lecturer post at City College. He went into teaching because he felt he had a lot of experience and likes to work as a member of a team. Horace has been involved in curriculum development projects and also has other outside interests.

Ivy (60)

Ivy completed teacher training at university and worked in secondary schools before she joined City College. Subsequently she pursued a MA on a part-time basis and also secured a management role at City College. Ivy has worked at City College for many years and experience working as a consultant in her particular specialism.

June (40+)

June studied for a degree and spent several years working in the service sector, although she had often thought about a teaching career. She secured a post at City College and loves teaching. June has a genuine interest in developing her subject expertise and wider aspects of education. She has family responsibilities and managed to study for a teaching qualification on a part-time basis.

Kerry (50+)

Kerry completed a teaching degree and spent a number of years working in a secondary school. She eventually relocated and then looked for posts in schools and colleges. Kerry obtained part-time work teaching at City College and subsequently obtained a full-time lecturer post and then a management post at City College. She was involved in the City College/University partnership mentoring

scheme (as a mentee) whilst she was at the College. Kerry had planned to take early retirement and eventually left City College to pursue a wide range of interests.

Louise (60+)

Louise always wanted to be a teacher from an early age and after completing her degree and PGCE she taught in a secondary school. She was offered part-time work at City College and in later years she secured a management post. During her time at the College she was involved in curriculum development and enjoyed her time at the College and working with the people there. As time passed Louise decided to retire from the College for personal reasons.

Mary (60+)

Mary worked in the service sector and after teacher training, obtained posts in secondary schools (including a head of department post). She moved area and was looking for another teaching post. She felt that her experience in schools had helped her to secure a post at City College and always maintained high standards during her teaching career. Mary worked at City College for a substantial number of years and eventually decided to retire.

Nancy (50+)

Nancy completed a degree and worked in the service sector for some years. She studied for a PGCE on a part-time basis and after moving area initially obtained part-time work at City College. She felt she had a lot of specialist knowledge and liked a challenge. Later on she secured a management post at City College.

Oliver (40+)

Oliver completed vocational qualifications and worked for a small firm and later on set up his own business. He worked part-time at City College and studied for a teaching qualification and higher level qualifications on a part-time basis. Eventually he secured permanent work at City College. He is very proud of student achievements and has always been keen to drive up standards in education and has undertaken work as a verifier for a major awarding body.

Paul (40+)

Paul completed a degree, a PGCE, and worked as an instructor for some years and then obtained a post at a college. He joined City College and some years later secured a management role. He has a strong interest in curriculum development work and completed a Masters degree.

Quinton (30+)

Quinton studied for a degree and had also worked in the retail sector for a while. He undertook a placement at a school and obtained part-time work teaching in FE colleges. He secured a full-time post at City College (that included a team leader role) and also completed a PGCE and a MSc on a part-time basis. He was looking for further challenges and eventually decided to move into the HE sector.

Robert (40+)

Robert completed a degree and a PGCE. He was not initially thinking about working in FE colleges until he did his teaching placement at an FE college and enjoyed the experience. He obtained a part-time post in an FE college and then obtained a post at City College. Robert also thought that a lot of teachers undervalue the skills they possess.

Sue (60+)

Sue completed a teaching qualification and worked in secondary schools for several years. She stopped teaching to have a family and obtained some part-time work at City College, then secured a full-time post. Later on Sue also secured a temporary management post at City College, although she was not sure she wanted another management role. She completed a MA on a part-time basis and always looked for challenges. She spent many years at City College and enjoyed it. However, she also felt there was more to life and eventually decided to retire.

Tim (50+)

Tim worked in the service sector, obtained a degree and qualified as a teacher. He taught in a school and in FE. He spent several years at City College and obtained a management post. Tim had always wanted to undertake higher level research and completed a MA on a part-time basis. He eventually moved into the H.E. sector and has taught at a couple of universities and during that time gained a PhD.

APPENDIX 12

EXAMPLE: INTERVIEW NOTES AND TRANSCRIPT WITH CODING FOR THE INTERVIEWS (STAGE ONE AND STAGE TWO)

PARTICIPANT'S NAME: 'LOUISE'

INTERVIEW STAGE 1: NOTES AND CODING

<p>Welcome - introductions and re-clarification about the purpose of the study and interviews and participant consent (per letter and consent forms)</p> <p>Participant mentions significance of photographs in terms of her career:</p> <p>The first photograph : the beginning of my career in teaching – the PGCE group at the university. Second photograph- a celebration with family about the time of the end of my career at City College.</p> <p>Participant asked to talk about her career prior to joining City College; during her time at City and (if relevant), her exit from City College.</p> <p>Pre-entry (prior to starting at City College)</p> <p>Wanted to be a ... teacher from about age 11</p> <p>Grammar school ... lesson "hooked" me ...from then on</p> <p>I was always going to teach, and the teacher was my "hero".</p> <p>I was given a ...exercise to do at home at age 11. I never faltered. I took GCE O levels in ... and enjoyed ... in the 4th year. A levels in ... but dropped ... for History.</p> <p>I went to University to take a degree in...</p> <p>I thought about doing teacher training first. I discussed</p>	<p>CODES</p> <p>Early career thoughts; always going to teach; lesson hooked me; teacher was hero;</p> <p>Early career influences- subjects GCE 'O' and 'A' levels</p> <p>Career decisions/prior experience – university then teacher training</p>
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<p>this with my teachers and decided to take university degree first, then do PGCE</p> <p>At the end of my first year at university I went to Spain. I always likedI could take a special subject and ... was offered and in view of my A level history I chose to join this class.</p> <p>Things just seemed to happen.</p> <p>I did seasonal work in summer.</p> <p>I did a PGCE placement at K G school inand I was offered a job by the Head following the placement at the school teaching ...</p> <p>I taught at the secondary school for six years</p> <p>Entry to FE/City College</p> <p>About 1988 I entered FE by accident</p> <p>I had a family and thought about teaching part-time in a secondary school. I was taking an evening class and I was offered work by a lecturer at the local college to teach an evening class. Then I was offered more work and progressed to teaching two days. The teaching also included BTEC National ...and ...groups – teaching ...and a post A level group.</p> <p>Mid - say 1990's onwards at City College</p> <p>Quite significant - teaching Dip HE students about to go to University. I also taught A level evening class in ...</p> <p>Significant ... groups then ... mainly ladies ; quite gentle some from private institutions. My hours increased teaching on the Dip HE and I was teaching about three days a week – different type of teaching. Dip HE students had not quite got A levels...a 2nd chance. I always thought that was good...</p> <p>The College was a different type of organisation – going to ...Uni Exam board I moved to 0.5 contract., by</p>	<p>Experiences seasonal work</p> <p>Experiences teaching at secondary school 6 years</p> <p>Entry FE by accident</p> <p>Family commitments; offered part-time work at City College; p/time hrs increased.</p> <p>Teaching – different groups/subjects – different courses levels</p> <p>Teaching higher level courses; working hrs increased; different type of teaching Work pattern – 0.5 contract, 3days week</p> <p>College org -different</p> <p>Husband career (he had heavy job) dual career family</p>
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<p>choice, from 2.5 to 3 days a week. My husband had heavy job. Fridays free.</p> <p>About 2004 I became Curriculum Leader (management post) until 2010.</p> <p>Exit from the College 2010</p> <p>During my last six years I was Curriculum Leader (then renamed Head of Division). The strange things was that when I took over the A level FE courses there were a large number of evening classes. In the first three years evening classes dwindled – funding cuts – costs increased, funding reduced. Was it funding or incorporation? Things got tighter. I , ‘lost’ some... of the GCSE classes</p> <p>Management role. My backdrop was in specialism and I had a PGCE I had experience teaching and retrained for ...so I felt had attributes and experience. Mr X originally from the Sixth Form college and Mr Y from FE were the heads of dept respectively. The head of the whole division wanted to combine posts... Mr Y retired and Mr X didn’t want to take on the whole lot so the post was advertised and I applied and got the job as Curriculum Leader (CL)</p> <p>CL role. I felt at the time it was the right thing to do. I had thought about things – my potential, and also personally to prove I could do it. Should it be someone new or me? I thought about it a long time. I could work full-time now and it would help my pension. I discussed it all with husband and I felt it was the right thing to do. In later years I decided for personal reasons to take retirement.</p> <p>I believe that overall that things happen and that things</p>	<p>Progression – mgt post City College (CC) –</p> <p>Mgt role- last six years CL</p> <p>Funding cuts. Impact of incorporation? Reduction in number of classes.</p> <p>Prior experiences specialism; teaching; retrained had experience attributes for mgt post</p> <p>Mgt post (CL) – right thing to do. Prove I could do it. Would help pension.</p> <p>Career decision/influences: discussed career move (mgt post)with husband</p> <p>Career decision – retirement – personal reasons</p> <p>Serendipity – career- things happen come</p>
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<p>come together</p> <p>In the management role I found that managing people was rewarding but difficult. I had known some people for ever, so it was not easy. That was hard and sometimes there were disagreements. It was hard but I managed. People can be a bit demanding, although doing reports and timetabling was not a problem.</p> <p>Further thoughts</p> <p>I started at College with narrow view of FE. My eyes opened to the variety the opportunities and potential in FE for both students and staff .Sometimes FE is underestimated by the wider society, Remember Wilt book about FE – alternative in the 70’s.</p> <p>My recollection about incorporation was that it was mainly financial and petty – but overall the day to day work continued and always will. Sometime decisions at a higher level eg axing Dip HE and there was no work for me and others, so I decided to re-train in ...(about 1997) to secure work. I’m not sure whether this was a direct impact of incorporation or a co-incidence. Then the ... department diversified to include the ... course, full-time as well as the part-time.</p> <p>About 1999 the ... programme was also offered ... It was a huge change. We recruited about 30 students in the first year and by 2003 there were about 54 students taking the course. I was heavily involved, writing the ... specification with a colleague.</p> <p>Personally there were two major things in my career:</p> <ol style="list-style-type: none"> 1 On the A level course the students wanted to continue, so we offered the post A level Institute 	<p>together.</p> <p>Mgt role rewarding (managing people) but difficult (disagreements with people); doing reports/time tables not a problem</p> <p>FE – started with narrow view of FE but FE – eyes opened: variety/opportunities/potential Sometimes Fe under-estimated by society</p> <p>Incorporation – some things financial and petty; decisions at higher level re axing courses; no work for me and others Retrained to secure work. Dept diversified.</p> <p>Curriculum change; new courses (huge change); growth student numbers; heavily involved writing course specification</p> <p>Curriculum development – new courses</p>
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<p>... Diploma courses, at intermediate and final level. This was big for me – the academic stretch to find materials to teach.</p> <p>2 Academic Dutch teachers – on the ...programme teachers came to the college every half term ; 3 to 6 visits or so per year...250 teachers. The course comprised of team building and I had to organise visits and exchanges</p> <p>Conclusion; I believe things happen and come together. Major decisions about which A level subjects I should take and I put a lot of thought into this. I applied to Oxon and Durham universities but I went to N... It was the right place. Overall it was all about the people, the people I worked with. At the end of the interview Louise was asked to think about the extent that she had navigated her career in preparation for the second stage interview.</p> <p>END OF THE NOTES FOR INTERVIEW STAGE 1</p>	<p>offered; academic stretch to find materials to teach with</p> <p>Course demands – organising visits/exchanges.</p> <p>Things happen come together (career)</p> <p>Career decisions whilst at school – choosing A level subjects and university</p> <p>Sustaining factor - overall about people i work with</p>
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INTERVIEW STAGE 2 - NEXT PAGE

<p>had a family and husband with a demanding job, I did not want to actively seek promotion in other places, I was very happy with proximity of the college with the type of working I was doing (pause) and not such much of what I was earning, but I was earning</p> <p>K yes</p> <p>K and what about erm...so you were happy with what you were doing and you were not necessarily seeking promotion up the ladder is that right?</p> <p>R that's right</p> <p>K What about sort of opportunities erm cross college or within the dept did..think of anything like that in terms of how you navigating to what you wanted</p> <p>R not really</p> <p>It was a small dept had gone as a ...teacher although background was ...</p> <p>K yes</p> <p>R erm because they were looking ..actually beg your pardon my first introduction was a ... evening class, but that led on to a day time ... class which is what I preferred, to work day time rather than evening</p> <p>So evening class was a stepping stone if you like</p> <p>K yes</p> <p>R because it was a small dept there were there were only a limited number of classes at that time</p> <p>K right</p> <p>R and as a ... teacher I taught them</p> <p>It was when there were changes within the dep't that</p>	<p>PERSONAL: HOME /FAMILY/GENDER JOB DEMANDING PROMOTION – NOT ACTIVELY SEEKING PROMOTION LOCATION – COLLEGE JOB = HAPPINESS EARNING</p> <p>OPPORTUNITIES- NOT SEEKING CROSS COLLEGE OPPS DEPT SMALL</p> <p>WORK PATTERN; EVENING THEN DAY;PREFERRED DAY</p> <p>COLLEGE - SMALL DEPT; LIMITED NUMBER CLASSES</p>
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<p>and navigated it with you or for you</p> <p>R that's right</p> <p>K it came from that?</p> <p>R it did</p> <p>R and we, I was ,had stopped teaching evening classes I was running day classes but then we lost an A level ... teacher evening class teacher</p> <p>K yes</p> <p>And ...did not have anyone to put in so I took on half of it with another colleague and gradually took on the whole of the evening class</p> <p>So it was need</p> <p>K yes so it's fair to say that you responded really</p> <p>R yes</p> <p>K to what was going on to the changes</p> <p>R yes</p> <p>But then there would be not just from within the college and the dept, the students, some of my A level students wanted to go further</p> <p>K yes</p> <p>R so they said can we take post A level</p> <p>K oh right</p> <p>R and once we got enough to run a class we put on post A level class</p> <p>K so demand came from them</p> <p>R as well</p> <p>K and you followed that through obviously because they mentioned it</p> <p>R yes that's right yes</p> <p>K and did you want to follow it through as a as a curricula, as a challenge</p> <p>R as a challenge, as a challenge, there's a slight masochistic strike in there somewhere, it would have been easier not to but</p>	<p>CURRICULUM IMPACT – LOSS OF CLASSES; DEMAND</p> <p>COURSE DEMAND; STEP IN TO TEACH CLASSES (NEED)</p> <p>CURRICULUM OFFER; DEMAND FOR TYPE OF COURSE</p> <p>CURRICULUM OFFER; DEMAND FROM STUDENTS FOR POST A LEVEL COURSES</p> <p>CURRICULUM CHANGE; COURSE DESIGN; CHALLENGE</p> <p>CURRICULUM – PRECEDENT FOR NEW COURSE;</p>
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<p>secondary school if we hadn't moved erm if I'd still been in that position, I would have sought, actively sought promotion and progression through the school, I had already gone for the, in those days it was scales</p> <p>K yea yes</p> <p>R scale 1 scale 2 scale 3 I'd already gone for the next scale</p> <p>K oh right</p> <p>R erm and</p> <p>K So you were quite</p> <p>R I wasn't ambitious,</p> <p>K you weren't?</p> <p>R or not (pause) not, or not consciously ambitious</p> <p>Khm hmm</p> <p>R but you do feel that you can do a job</p> <p>K yes</p> <p>R and you also look at the money and the mortgage</p> <p>K yes yea yea you would...</p> <p>R and so you know I would have gone through that</p> <p>R and I think if I had continued in a secondary school I would have taken time out to have a family, but I would have gone back, and would have hoped to have reached a not a very senior position but you know a senior teacher sort of position</p> <p>K yea</p> <p>Pause silence</p> <p>R in a way that went on the back burner</p> <p>K hm</p> <p>R erm I went to college it was a nice job I enjoyed</p>	<p>CAREER NAV: RELOCATION; OTHERWISE SOUGHT PROMOTION IN THE SCHOOL</p> <p>PROGRESSION – MOVE UP SCALES GONE FOR NEXT SCALE IN SCHOOL IF STAYED THERE</p> <p>NAV – NOT CONSCIOUSLY AMBITIOUS</p> <p>JOB – FEEL CAN DO IT</p> <p>NEED/VALUESMONEY/MORGAGE</p> <p>FAMILY/PROMOTION – IF REMAINED AT SCHOOL WOULD HAVE TAKEN TIME OUT TO HAVE A FAMILY; AIM FOR SENIOR POST (WENT ON BACK BURNER)</p> <p>COLLEGE ENVIRONMENT – TEACH AT COLLEGE;</p>
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<p>R and that's what I thought I was going back into; well things always change but FE was a totally different environment</p> <p>K yes</p> <p>R different students, different types of teachers, different curriculum so it was a challenge every year (quietish ha ha) to do all the different things that we did</p> <p>K so erm the nature of the org the, perhaps the complexity, if I use that word,</p> <p>R hmm</p> <p>K that's what you are saying there</p> <p>R yes</p> <p>K that that was the difference</p> <p>K whereas, perhaps if if I'm right, in the school it was different</p> <p>R yes in a school it was different, there aren't the financial restraints in some ways, you have a certain number of students you offer this and you educate them through to fifth, sixth form</p> <p>K all right</p> <p>R its set and you know the structure</p> <p>K yeas</p> <p>R much more readily and there's little deviation</p> <p>K I see</p> <p>R now in FE</p> <p>K yes</p> <p>R there was more winning so many students, to be able to do that, we are not getting students to be able to do that, we need to be able to do</p> <p>K so demand</p> <p>R demand, demand from students, demands imposed by the finances of the college and also because you 're dealing not with the rigid GCSE</p>	<p>FE ENVIRONMENT; DIFFERENT TYPE OF TEACHERS; DIFFERENT CURRICULUM; CHALLENGES; DOING DIFFERENT THINGS</p> <p>SCHOOL ENVIRONMENT: DIFFERENT TO FE; SCHOOL NOT THE SAME; FINANCIAL CONSTRAINTS; CERTAIN NUMBER OF STUDENTS SEE THROUGH TO FIFTH/SIXTH FORM</p> <p>SCHOOL STRUCTURE; LITTLE DEVIATION</p> <p>FE ENVIRONMENT; COMPETITION FOR STUDENTS</p> <p>FE ENV DEMAND LED; DEMAND FOR STUDENTS; DIFFERENT COURSES</p>
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<p>and A level structure,</p> <p>K yes</p> <p>R with all the different exam boards</p> <p>K yes</p> <p>R and erm the govt's funding what can you get funding for, is this qual funded? is that qual funded?</p> <p>K yes , that's very interesting. Now , so you are in this educational environment, the school and then FE college.</p> <p>R yes yes</p> <p>K in terms of your whole career whatever career means to you which well come to in a moment, But here we appear to be sharing and talking about career in a certain way. Had you ever pondered about, erm, navigating your career into some other industry, going elsewhere, at any stage, when you were at college for example or</p> <p>R No, erm, although like most teachers, I had a love hate relationship with teaching</p> <p>K yea</p> <p>R pause, I think it was what I could do</p> <p>K right</p> <p>R effectively, (pause) ...I did in my sort of gap time, consider being a tour guide with languages</p> <p>K oh right</p> <p>R but I don't think, I think there was a few things stopping me, one was confidence erm and also because it's not easy to do that sort of thing, not change you know, so I became a voluntary ... guide instead and that's fine...and it taught me I don't want to do this all the time, I'd rather be in the classroom</p>	<p>FE /CURRICULUM– DIFFERENT EXAM BOARDS</p> <p>FE FUNDING FOR COURSES</p> <p>NAV – NOT CONSIDERED MOVING ELSEWHERE; LOVE HATE RELATIONSHIP WITH TEACHING</p> <p>TEACHING (JOB) WHAT I COULD DO</p> <p>NAV; HAD CONSIDERED BEING TOUR GUIDE</p> <p>NAV; LACK OF CONFIDENCE; NOT EASY TO CHANGE JOB; VOLUNTARY GUIDE OK PREFERRED BEING IN CLASSROOM</p> <p>NAV EXPERIENCE:PRIOR EXPERIENCE; TOUR GUIDE VOLUNTARY ENJOYABLE; NOT AS PERMANENT JOB (JOB TASTING)</p>
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<p>K in that environment, educational</p> <p>K erm had you considered err, because you mentioned a particular college that you where at for quite a while, had you considered another college in the area?</p> <p>R you don't get them close by</p> <p>That would have involved a big effort in travel</p> <p>K yes</p> <p>R and you know years roll by</p> <p>K yes</p> <p>R and you don't notice and if you are doing something different every year it just</p> <p>K yes so that's interesting, something different every year</p> <p>R just about</p> <p>K and this seems to be a sort of a theme that's coming through</p> <p>R hmm</p> <p>K this variety</p> <p>R yes, yes, the only course, I think, that I taught for a long, the longest was probably erm ... and ... and I taught that for ten years. I taught A level evening class ... for about 8 years , no 1992 (pause) . Oh, longer! 14 years,</p> <p>K what was that?</p> <p>K A level evening class ... A level ... evening class</p> <p>R did that for 14 years</p> <p>K that's a long time</p> <p>R hmm but you see the Dip HE only lasted (pause) about 6 years, can't remember exactly</p> <p>K no</p> <p>R but about 6 years</p> <p>K hmm so the organisation for example erm, (pause) you may have already said this</p>	<p>NAV; TRAVEL CONSIDERATIONS; PROXIMITY OF OTHER COLLEGE; EFFORT</p> <p>FE ENVIRONMENT: TIME PASSES BY NOT NOTICEABLE; DOING SOMETHING DIFFERENT EVERY YEAR</p> <p>JOB ROLE (LECTURER) - TAUGHT ON A COUPLE OF COURSES FOR LONGER PERIOD OF TIME</p> <p>COURSE DURATION – ONE HE COURSE LASTED SIX YEARS</p>
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<p>R hmm</p> <p>K in what you have already narrated , how would you sum up that the organisation was, was, the career agent rather than you</p> <p>R I think that would be fair</p> <p>K the organisation</p> <p>R I think the organisation was the career agent, yes, I could have opted out at any time</p> <p>K yea</p> <p>R but I chose not to</p> <p>Pause</p> <p>K because?</p> <p>R not just the fact that the work was varied, but also I felt very comfortable with the people with whom I was working with and at that time, although there were changes, good things and bad things, the college always had a very pleasant environment, it had a pleasant feel</p> <p>K yea</p> <p>K so in what way has the college ermm, in addition to what you have said, supported you?</p> <p>R I, I</p> <p>K how</p> <p>R I would say I have a great debt to the college really, the college allowed me to improve my, gave me academic knowledge and skills, by allowing me to take on courses, like the post A level ...</p> <p>It gave me the opportunity to travel, with the college, I went to France and Spain and I went to Holland</p> <p>K hmm</p> <p>R it gave me the opportunity to meet a huge variety of people, of all ages, of all walks of life</p>	<p>NAV:ORG AS AGENT BUT COULD HAVE OPTED OUT</p> <p>COLLEGE ENV; FE VARIETY; DID NOT WANT TO OPT OUT; COMFORTABLE WITH PEOPLE, DESPITE CHANGES IT WAS PLEASANT ENV; PLEASANT FEEL</p> <p>COLLEGE ENV/OFFER; OPPORTUNITIES TO IMPROVE KNOWLEDGE/SKILLS; TAKE ON COURSES; TRAVEL</p> <p>COLLEGE ENV; OPPORTUNITY TO MEET VARIETY OF PEOPLE AND REACH POTENTIAL</p>
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<p>R hmm I do remember one sort of appraisal, were people from other depts came and looked at our classes</p> <p>K yea</p> <p>R and they didn't really understand what we were doing, which didn't seem to work. My immediate line managers were always very supportive</p> <p>K hmm</p> <p>R and helpful</p> <p>K hmm</p> <p>R and, in both a formal and informal way</p> <p>K yea</p> <p>R in fact they were probably less formal than many</p> <p>K yea</p> <p>K so..</p> <p>R but I used to, I appreciated at one point, erm, when another system was put in place, and I had a monthly meeting , a rather more formal documented meeting</p> <p>K oh yes, the monthly meeting</p> <p>yea</p> <p>R with the line manger at the time</p> <p>K yea</p> <p>who was not sort of my immediate line manager, but the next one up and she was very helpful</p> <p>K hmm</p> <p>R and I appreciated the fact that she kept sort of quite good notes and we referred back the next month, and so she could say right. What you were going to do this month was</p> <p>K like your action</p> <p>R yes my actions, and I would say I've done that,</p>	<p>APPRAISAL/MGT SUPPORT: ONE SYSTEM INVOLVED MGR FROM ANOTHER DEPT BUT DID NOT UNDERSTAND WHAT WE WERE DOING; LINE MGR SUPPORTIVE</p> <p>MGT: LINE MGRS SUPPORTIVE (FORMAL/INFORMAL); PROBABLY LESS FORMAL</p> <p>MGT; LINE MGT APPRECIATED MONTHLY LINE MGT MEETING</p> <p>MGT; LINE MGT MEETINGS; MGR KEPT NOTES; FORWARD PLANNING</p> <p>MGT: PLANNING ; ACTIONS/TARGET SETTING – IF MET FELT GOOD</p>
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<p>and that always made you feel good you know,</p> <p>R (little laughter)</p> <p>K yea, yes</p> <p>K so that was like the regular meetings and the appraisal was something like more like a yearly meeting</p> <p>R observation, tended do be an observation</p> <p>K yea</p> <p>K rather than a discussion?</p> <p>R oh right</p> <p>R oh yes that came in later didn't it</p> <p>K yea so you you</p> <p>R I found that less helpful really than the monthly (pause)</p> <p>K yea</p> <p>K what I was getting at there was that at any point the formal appraisal, erm, whatever shape that took, you may be talked about your strengths and weaknesses or something, and your future, whether that, in any way assisted you with your career development</p> <p>K that type of er</p> <p>R not in the long term</p> <p>K right</p> <p>R in the short term , for example, when I first became C Leader</p> <p>K yea</p> <p>R I felt that I needed a little more management training, so at one of the appraisal's I said that this was a bit of a weakness</p> <p>K oh right</p> <p>R and I was sent on a course</p> <p>K oh I see yes</p> <p>R so there were things like that for career</p>	<p>APPRAISAL: RECALLED OBSERVATIONS</p> <p>APPRAISAL: THOUGHT DISCUSSION CAME LATER ON</p> <p>APPRAISAL: OBSERVATIONS LESS HELPFUL THAN MONTHLY LINE MGT MEETINGS</p> <p>APPRAISAL: COULD NOT RECALL APPRAISAL FOR LONGER TERM PLANNING (FUTURE)</p> <p>APPRAISAL: RECALLED FOR SHORT TERM NEEDS SUCH AS MGT TRAINING WHEN APPOINTED CL</p>
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<p>didn't</p> <p>K so just explain, maybe enlighten me on that</p> <p>R performance management is, comes more to my mind when I think of the latter years, when I was a curriculum leader and head of department and erm I think before that</p> <p>K hmm</p> <p>R there was very little formal</p> <p>K yea</p> <p>R performance management and</p> <p>K so did the performance management in the latter years then, how, what impact did it have on you and your career, did it</p> <p>R (little chuckle) if anything, may be made me think (chuckle) oh I'm not sure whether I want to do this (chuckle)</p> <p>K yea</p> <p>K why?</p> <p>R because , it never seemed as supportive, it seemed more of a threat, than of a help</p> <p>K hmm</p> <p>pauses</p> <p>K so what sort of things in that, would capture what performance management meant, what were they asking you?</p> <p>R a ah, well, it's this is something that I can't remember very well</p> <p>K yea</p> <p>R blotted it out, but I think, when I think about performance management meetings, its erm it was business performance management and , it was, what is the forecast for the A level results for this year,</p> <p>K yea yea</p>	<p>PERFORMANCE MANAGEMENT: RECALLED IT IN LATER YEARS AS CL; LITTLE FORMAL PERFORMANCE MGT</p> <p>PERF MGT: AS CL – MADE ME THINKG NOT SURE ABOUT DOING THIS; PMGT DID NOT SEEM SUPPORTIVE, MORE OF A THREAT</p> <p>PERF' MGT: CAN'T REMEMBER IT VERY WELL</p> <p>PERF' MGT; MEASURES: RECALLED IT WAS ABOUT FORECASTING RESULTS; COURSE NUMBERS; DROP OUT RATE (SEE INTERVIEW 1)</p>
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<p>R or what are the numbers like in such and such a course,</p> <p>K yea</p> <p>R what's the drop out rate</p> <p>K yea</p> <p>R it, that's what comes to mind</p> <p>K yea, oh that sort of thing,</p> <p>R it's not so much measuring the success of the dept</p> <p>K hmm</p> <p>R it's not so much what can we help the staff with</p> <p>K and erm so given that say in the latter years, are you saying that it didn't impact upon you to the degree that you wanted to leave that role, it was there</p> <p>R it was there, and it was a bit that I didn't like, it and it was something that caused me worry, but I have to say that I had good staff and a good dept and we were doing well</p> <p>K right so</p> <p>R there was one small area that wasn't doing so well</p> <p>K yea</p> <p>R but erm it was ok it was ok</p> <p>K hmm</p> <p>Ok so you have covered there, erm, two topic areas that I was wanting to explore</p> <p>R hmmm</p> <p>K so I just sort of run a bit slower. So, you have talked a bit about you</p> <p>R ha ha</p> <p>K as the agent and the organisation as the agent, and I think</p>	<p>PERF' MGT MEASURES: NOT SO MUCH MEASURING THE SUCCESS OF DEPT AND HELPING STAFF</p> <p>PERF' MGT CAUSE ME WORRY; BUT GOOD STAFF AND DEPT DOING WELL, EXCPET ONE SMALL AREA</p> <p>PERF' MGT: BUT IT WAS OK</p>
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<p>R hmm hmm</p> <p>K I've got the jist of where you are coming from, with pockets of mini themes within that, that's coming through, to me.</p> <p>R ha ha</p> <p>K Is there anything in that now that that you would like to add? Or do you feel that you have explored that, because you have explored now, this bit about the school, where it was more planning, and the college if you like, and even wider, you've mentioned that you wanted to stay there really</p> <p>R yes I enjoyed being at the college there were lots of things not right and lot of things that were right, overall I enjoyed being there</p> <p>K is that what sustained you?</p> <p>R yea I think so, I said before it's the people around, it's always the people that help</p> <p>K yeas</p> <p>R you, that make it better</p> <p>K yea</p> <p>R but you know before you said about changing career, well to a certain extent becoming head of dept was a big career change</p> <p>K hmm</p> <p>R there was less teaching, there was more administration, more organisation,</p> <p>K hmm</p> <p>R and probably that used skills that had been there previously</p> <p>K oh right</p> <p>R in a minor way because you have to be organised to be a teacher</p> <p>K yea</p>	<p>SUSTAINING FACTORS: ENJOYED BEING THERE; LOTS OF THINGS RIGHT/NOT RIGHT, BUT OVERALL ENJOYED IT; PEOPLE AROUND YOU, THAT HELP</p> <p>COLLEGE; PEOPLE MAKE IT BETTER</p> <p>MGT ROLE BIG CAREER CHANGE; LESS TEACHING, MORE ADMIN', PREVIOUS SKILLS – DRAWING ON THESE</p> <p>TRANSFERRABLE SKILLS: HOD AS TEACHER NEED TO BE ORGANISED; ADMIN'</p>
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<p>R I think it did</p> <p>K one of the main principle values of the organisation</p> <p>R I think it did yes</p> <p>K Are there any other values of the organisation and/or your own values that you might want to capture? It may well be that you have mentioned these values in all of the narrative, but is there anything that stands out in terms of</p> <p>R hmm</p> <p>K the values of the organisation and your own values</p> <p>R I'm trying to think. You know the student came first, but behind that, there's a sense of, not sure pride, but a sense of honesty</p> <p>K hm</p> <p>R And fun. Being a fun place to work</p> <p>K little laughter</p> <p>K throughout?</p> <p>R throughout</p> <p>K so that was like the values you felt it had</p> <p>R it's just hard work, do your job</p> <p>K yes</p> <p>R hm</p> <p>K but of course it can make a difference, that sort of</p> <p>R Well, I think that's it</p> <p>K that underlying ethos</p> <p>R I mean, we could be as cynical as the next</p> <p>K yes</p> <p>R within our little group, but that didn't , but we weren't really like that</p> <p>K no (ha) no</p> <p>R everyone makes their comments, but I think</p>	<p>VALUES: STUDENTS COME FIRST; BEHIND THAT PRIDE AND SENSE OF HONESTY</p> <p>VALUES: BEING A FUN PLACE TO WORK</p> <p>VALUES: HARD WORK TO DO YOUR JOB</p> <p>VALUES: WE WHRE NOT REALLY CYNICAL – WE BELIEVED IN WHAT WE WERE DOING</p>
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<p>deep down everyone believed in what they were doing</p> <p>K Yes I mean when you filled in (pause) You've already explained the thought, the clear thought you put into this application for the CL, and what they wanted, the job spec, the job description, person spec</p> <p>R hmm</p> <p>K I supposed something along the lines, there would be some preamble on values?</p> <p>R do you know I can't remember</p> <p>K that didn't stand out?</p> <p>R Obviously not</p> <p>Laughter</p> <p>K But you have responded. I think what I was asking about that</p> <p>R yes I think often it's a subconscious thing</p> <p>K If you were to, if for example you were to move to another type of industry</p> <p>R yes</p> <p>K as an example, if you spotted something that you liked, would you think about, would I fit in with that place, the ethos, the values. Would you work there, because the organisation has a reputation, or way of doing things. Would you work for that, because you said that the organisation was a fun place to work, a sense of honesty was there, the students were. So something came out, would you look</p> <p>R I don't think, it's a bit difficult to say</p> <p>K yes it is</p> <p>R I only ever really, applied for a couple of jobs</p> <p>K yes yea</p> <p>R that's a hard one for me</p>	<p>VALUES: CAN'T RECALL READING/NOTICING VALUES FOR THE CL POST</p> <p>VALUES AND ORG: THINK IT'S A SUB-CONSCIOUS THING</p> <p>VALUES: ORG AND ROLES – DIFFICULT TO COMMENT</p>
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<p>K yes</p> <p>R rather than a job anyway. So and in a way becoming a teacher you cover a lot of those things</p> <p>K hmm</p> <p>K and do you think that teaching as a profession in FE, would you regard it, is it still looked upon that way? Has there been any change?</p> <p>R well I think that</p> <p>K in that word or what it means</p> <p>R well to be honest, my, I think one of the impressions people had of the FE teacher was that they went to work, got paid, and not much else</p> <p>K yes right</p> <p>R and I'm not sure, if that is still the same. I don't think it is because FE colleges do more than they used to, and help and service a wider sector of the community</p> <p>K Do you think that because there is so much diversity within FE people feel they've been a little bit... because they have to do it all, these different things. Do you think that's impacted upon</p> <p>R hmm it may, yes I think you may get some people if they are very academic, feel a bit disillusioned, being in FE</p> <p>K yes</p> <p>R because it isn't just academic, it's a lot more than that</p> <p>K ok I think bringing things to a close, and giving you the opportunity to add anything. Is there anything else you'd like to comment on in terms of any support for your career planning and</p>	<p>MEANING OF CAREER: IMPRESSIONS OF OTHERS; TEACHERS WENT TO WORK,GOT PAID</p> <p>FE LECTURER ROLE: INITIAL IMPRESSION WORK FOR MONEY NOT SURE THIS IS THE SAME BECAUSE FE COLLEGES DO MORE THAN THEY USED TO AND HELP AND SERVICE A WIDER SECTOR OF THE COMMUNITY</p> <p>FE ENV: LECTURER ROLE; SOME ACADEMICS MAY FEEL DISILLUSIONED IN FE BECAUSE IT ISN'T JUST ACADEMIC, IT'S MORE THAN THAT</p>
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development from the college or the wider community? You've already mentioned various things like the college and you mentioned opportunities. Is there anything else?

R There's just one thing I mean to say before. When I said there was no mentoring. When I started the CL job, I did have a mentor, another CL for a few months.

K oh did you?

R That's just because I had forgotten to say

K yes

K was that, how did you find that?

R Helpful, helpful and I continued to ask questions for many months after the mentoring finished, and we all helped each other anyway.

R nothing else other than that.

K Just one other thing. The college erm, implemented (the college you were at latterly), had observations, but implemented a new scheme. I don't know if you were familiar with that

R hmm

K when you would engage in projects rather than being observed

R that was just coming in as I left, I did not have any experience of it, but thought it was a good idea

R I always found being observed a very stressful experience and yet I love observing classes, which is silly really

R you know the teaching

K yes

K I think you have covered a very wide range and some of the things I wanted to explore. Is there

MENTOR: ALSO HAD A MENTOR WHEN STARTED IN CL ROLE FOR A FEW MONTHS

MENTOR: FOR CL ROLE HELPFUL; CONTINUED TO ASK QUESTIONS FOR MANY MONTHS AFTER INITIAL MENTORING FOR CL ROLE

PLC: DID NOT HAVE EXPERIENCE OF THE SCHEME BUT THOUGHT IT WAS A GOOD IDEA. FOUND BEING OBSERVED MYSELF STRESSFUL, BUT I LOVED OBSERVING CLASSES

anything else you would like to say.

R I think we can bring it to a close, thank you.

K Thank you for your time.

END OF THE TRANSCRIPT FOR INTERVIEW

STAGE 2

APPENDIX 13

TABLE 5.4: ANALYSING THE DATA: THEMES AND CODES

MAIN THEME	SUB-THEME	CODES
Career sustainability and navigation	Drawing upon, developing and renewing experience, knowledge, skills, and expertise	Experience in different sectors (industry, commerce, education, voluntary, entrepreneur) Teacher training (PGCE/Cert Ed etc) Sabbatical/placements Movement within/across sectors Reasons surrounding career moves School: FE curricula Degree of risk and rewards Community aspects Personal and well-being factors
Career sustainability and navigation	Career opportunities and issues	FE context plus/minus points College organisation structure; impact of restructuring events at Opportunities for promotion/progression Roles responsibilities Contrast between School : FE organisation/progression routes Degree of control (over job)
Career sustainability and navigation	Personal factors that impact on the lecturer's career	Friends, community Status and family related considerations; (dual career family) Life style: location, housing, transport; schools, job prospects Pattern of work (e.g. part-time; proportionate; full-time)

MAIN THEME	SUB-THEME	CODES
Career sustainability and navigation	Key features of the lecturer's job role including issues and challenges	Roles and responsibilities Negotiating timetable (e.g, subject taught) Type of teaching Subject expertise Range and level of courses Student cohort Assessment methods Relationships Changes to course specifications (link to curriculum change) Challenges; coping; proactivity
Career sustainability and navigation	Curriculum development change and creativity	Positive/negative impact associated with changes to the curriculum Curriculum development Nature of professional learning communities (PLCs) and observation of teaching/learning (OTL) Suitability of PLCs in relation to subjects Positive/ negative impact of PLCs communities Differences/issues between teaching on courses and levels(e.g. A level and vocational courses; higher); Funding issues
Career sustainability and navigation	Personal and professional learning and development	Pursuit of personal/professional development: benefits; links to training and learning and career College support for training and development Type of informal learning; merits (personal; job related)

MAIN THEME	SUB-THEME	CODES
Career sustainability and navigation	Career management: self-awareness, planning, decision-making	Career decision-making; intentions; plans; Career self-awareness; degree of ambition; proactivity Experience/skills Opportunities Personal factors; risk and reward factors Nature of job roles/responsibilities/demands Monetary; non-monetary factors; life work balance Support of the college e.g: training and development; mentoring Self-development CV/profile/training records (links to values; performance reviews)
Career sustainability and navigation	Personal and professional values; organisational values and life work balance	Relationships Work ethic and reliability Student success/achievement Professionalism; integrity; respect; care; honesty; morals; dependable; capability Social responsibility College reputation Standards; providing a service Making a difference Monetary values Constraints; pressures Person-organisation fit :college values and individual values Impact of performance targets Aspects relating to life work balance Reconciling individual values with college targets (links to performance management; career management)

MAIN THEME	SUB-THEMES	CODES
Career sustainability: performance management	Appraisal/performance reviews and performance management measures. Relationships and management approaches	<p>Type of appraisal/performance review schemes</p> <p>Positive/negative impact of performance reviews</p> <p>Career discussions/action planning</p> <p>Performance measures: student outcomes</p> <p>Tracking students and impacts (time; work demands; teaching/learning)</p> <p>Recognition of need for targets</p> <p>Approach/style of managers</p> <p>Mentoring (formal/informal)</p> <p>Support of managers</p> <p>Skills/experience of managers</p> <p>Line management meetings</p> <p>Need for management training.</p>

