

CONTEXTUAL UNDERSTANDINGS OF HOSPITALITY
MANAGEMENT DEVELOPMENT - A REALIST APPROACH

By

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Abstract

The aim of my thesis is to demonstrate how my research aids the academic understanding of the sub-disciplinary field of hospitality management development. I evaluate the extent to which the unique features of the UK hospitality industry and the characteristics of hospitality management influence the training and development regime of managers. I also explore the relationship of hospitality management development processes with organisational systems and how the nature of hospitality managerial roles and skills influence the development of managers in the UK hospitality industry.

I view management development from a contingent perspective, asserting that this evolves in response to both internal operating requirements and influences external to the organisation. I provide a critical analysis of key literatures in management development, culminating with the development of my own conceptual framework. I then review the nature of the hospitality industry, and hospitality management development as practised in the UK. This enables me to develop a theoretical framework for understanding management development practices in the British hospitality industry.

My commentary presents a critical reflection on nine of my academic writings in the sub-discipline of hospitality management development. From a realist research approach, I assess my contribution to this field, through reviewing my research journey as evidenced by the articles chosen for this submission. I seek to demonstrate progression in my understanding of hospitality management development, and the factors influencing its scope and character, through the development of the conceptual framework. I summarise my contribution to academic understanding within this area using three themes, namely *macro-environmental and industry structural influences, organisation environment dimensions and identifying development needs through exploring hospitality managerial roles and skills*.

Assessing the opportunities to develop this area of research further, I suggest a need for further study of management development processes at both macro-and micro levels of the industry; for investigation of the relational and subjective human aspects of hospitality management development; greater focus on individual management learning; and for more critical research studies which explore the operation of power and politics within hospitality management development.

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Chapter 1

Overview

1.1 Introduction

A PhD by publication (unlike a standard PhD) is a partly retrospective attempt to construct a coherent body of work, set within a critical contextual perspective. Therefore the narrative takes a different form from a traditional PhD study, which in contrast is normally conducted as a single in depth investigation into a specific subject, over a three to four year period.

The purpose of this thesis is to critically evaluate and submit for scrutiny a selection of my publications spanning the last 15 years, to support my application for the award of doctor of Philosophy. By offering critical self-reflection on these works my intention is to show how they promote a greater understanding of hospitality management development (HMD). This thesis also demonstrates the evolution in my thinking as it has matured from a conceptual base to applied research in a range of hospitality contexts. An additional feature of this academic commentary is a critique of the research methodologies used in these publications.

The thesis provides the platform to show how my research, set within a realist research paradigm, has evolved and developed during the course of this research journey. My interpretation of a realist research paradigm is outlined in section 4.3.1, and enables me to examine hospitality management development borrowing from both positivism and constructivism. In adopting a realist approach the methodology is directed by the aims of the research, rather than being bound by one particular paradigmatic domain.

In undertaking this critical analysis, I refer to features of epistemic reflexivity (Johnson and Duberley, 2005). This involves reflecting on my own personal philosophy of hospitality management development (HMD), the contexts

and research processes used to demonstrate my research ability and my academic analysis of HMD practice.

I explain the context of the research and introduce the range of publications being utilised to support this narrative. These are used to articulate a particular route in my research journey, highlighting the contribution to knowledge and understanding that I believe they make to this sub disciplinary field. I demonstrate how my understanding has evolved from a unitary analysis of HMD, to an approach that reflects its pluralist nature, and it being influenced by its contexts.

Within this chapter, I continue by presenting an overview of the aims and objectives of this dissertation. I also examine the methodological considerations addressed during my research journey, concluding with an overview of the structure of this submission. However to clarify the scope of this submission I would like to set out my use of the terms "management" and "management development" before explaining the context of the research.

1.2 Management

Management is identified by many authors including Handy (1987) and Storey (1989) as being a critical resource in unlocking the potential of an organisation. As such 'the development of managers iscritical to the development of the organisation as a whole' (Garavan, Barnicle and O' Sulleabhain, 1999: 195). However, there is much discussion and debate in academic writings and practice on the scope and meaning of the term management. Some writers distinguish between leadership and management, in terms of the conceptions they hold. For example, Zaleznik (2004) highlights differences, with managers seeking order, control and stability whereas leaders are able to cope with chaos and lack of structure, displaying more creative thinking.

In common with many scholars (Alimo-Metcalfe and Lawler, 2000; Barker, 2000; Bolden, 2004; Kotter, 1988; Raelin, 2004; Yukl, 1994), I see little distinction between the terms management and leadership. In line with

Russ-Eft, Berry, Hurson and Brennan (1996), I consider leadership as part of the everyday 'grassroots' behaviours of managers at all levels of management in an organisation. Indeed, Mumford and Gold (2004) argue that leadership is an integral feature of managerial work and that separating out leadership from management demeans the value and role of managers in organisations.

Other academics distinguish leadership as that part of management that focuses on 'people' (Sadler-Smith, 2006; Stewart and McGoldrick, 1996). Whilst others including Mintzberg (2004:11), consider leadership as the 'engaging' aspects of the practice of management, drawing on leadership, experience, intuition, judgement and wisdom. In this thesis, I use the term management to encompass both management and leadership literatures. I make no distinction between the two terms, but encompass leadership within the term management.

1.3 Management Development

The term management development (MD) can have different interpretations associated with it, depending on the perspective taken in using it in academic work and practice with its associated discourses having different meanings. This is discussed further in Chapter Two. Here I wish to clarify my interpretation of the term MD in this thesis.

I consider that the term MD encompasses training, education and learning practices that are intended to assist managers to realise their potential, either for personal or organisational benefit. I recognise that there are different schools of thought surrounding the academic study of MD, particularly associated with a differentiation between management learning and management development (Burgoyne, 1988; Lee, 1997). Theorists in the management learning (ML) arena focus on the learning processes used by managers and organisations in development (internal to individual), whilst the MD scholars are inclined to concentrate on structural and relational development provisions (external to the individual) (Cullen and

Turnbull, 2005). I consider that ML is a component of MD. This stance reflects the positioning of my research where the focus has been on the procedures and practice of HMD. Therefore throughout this thesis, I use the term MD to encompass ML.

1.4 Context of the Research

This thesis focuses on contextual influences on HMD in the UK. There has been much academic debate and discussion on the scope of the term hospitality and its relationship to tourism (Brotherton, 1999; Jones, 2004; Lashley, 2000; Morrison and O'Mahony, 2003). Within this dissertation I use the term hospitality to encompass the hospitality, leisure, travel and tourism industries. In doing so I adopt the approach taken by the hospitality industry's Sector Skills Council, People1st, which represents employers in 14 industries, ranging from hotels and restaurants, catering, pubs, tourist providers, visitor attractions to self-catering accommodation and membership clubs (people1st, 2006a). This interpretation has enabled me to include research into hotels, visitor attractions, and licensed houses, in this submission. Although a resultant outcome of this definitional stance is perhaps a fragmented and heterogeneous view of the industry, it provides fertile and diverse research contexts.

The hospitality industry is one of the fastest growing sectors globally. The World Travel and Tourism Council (WTTC, 2006) estimates that the travel and tourism industry generated jobs represent (8.7%) of total employment, growing to 9% of total employment globally by 2016. In the UK, employment in the hotel and restaurant industry was 1,962,000 in 2004 with an expected growth to 2,074,000 by 2014 (Wilson, Homenidou and Dickerson, 2006). Managers represent 29 percent of those employed in the industry, playing a vital role in the development and productivity of the sector. Comparative reports cite the UK hospitality industry as having lower productivity levels than in other countries. Despite the presence of degree level hospitality education in the UK for over 40 years, research reveals that

hospitality managers are less qualified than their non-hospitality counterparts, with fewer opportunities for development (People1st, 2006b).

Significantly, 61% of UK hospitality employers report difficulties in recruiting experienced managers (Kent, 2006). This makes the study of the development of hospitality managers timely, relevant and interesting.

Hospitality management has been studied and researched since the mid 1960s in the UK, claiming uniqueness and differentiation in terms of its contexts, skills and roles (Baum, 2006; Lashley, 2000; Wood, 1992). There are specific challenges to managerial practice in the hospitality sector, which results from the characteristics of *intangibility*, *perishability*, *heterogeneity* and *inseparability*. These are discussed more fully in Section 3.3 but in essence the combination of these are presented as being major influences on hospitality managerial practices. This thesis synthesises key research to articulate differences arising from macro and hospitality industry level contexts. In addition research into managerial roles and skills and HMD practices is evaluated with respect to how these influence HMD.

1.5 Overview of Submissions

The nine works chosen for this submission are drawn from a wider body of over twenty publications that I have either written or co-authored, since 1990. Appendix 1 contains the publications submitted for consideration in this thesis. Some of my work has not been selected for this thesis as it reflects particular detours from the main thrust of MD; is located outwith hospitality; or focus on wider aspects of Human Resource Development (HRD). They have also contributed to the development of the HRD body of knowledge, particularly in relation to perspectives of HRD. These have been instrumental in my own development in relation to both empirical research and theoretical advancement. However, they are not centrally relevant to hospitality management development. Although these works have been excluded from this submission, a brief summary of them is included in Appendix 2.

The selected articles reflect my contribution to promoting an understanding of one sub-field of HRD, namely hospitality management development, in three key areas, namely *macro-environmental and industry structural influences, organisation environment dimensions and identifying development needs* through exploring *hospitality managerial roles and skills*. Table 1 provides the list of publications being presented for this submission, two of these are singled authored and I am first author in five of the seven joint authored works. For each of the joint works submitted I have received written confirmation of my contribution to these papers from my co-authors, shown in Appendix 3.

Table 1 Title, Themes and Focus of Publications

Title	Theme	Focus of paper
<p>Paper 1 Watson, S. (1991) 'From A la Carte to Cafeteria Style Management Development. <i>International Journal of Contemporary Hospitality Management</i>, Vol. 3, No 4, pp 42 - 46</p> <p>Paper 2 Watson S. (1997) Management Development in the UK Hospitality Industry In Maxwell, G. Foley, M. & Lennon, J. (Eds). <i>Hospitality, Tourism & Leisure Management- Issues in Strategy & Culture</i>, London, Cassell</p>	<p>Macro environmental and industry structural influences</p>	<p>Links hospitality contextual factors to the practice of MD. Argues for a Holistic- systemic view of HMD.</p>
<p>Paper 3 Watson, S. and Litteljohn, D. (1997) Management Development: A Hierarchical Perspective. <i>British Academy of Management Conference Proceedings</i>, London, BAM</p>		<p>Scottish view of the practice of HMD Presents MD as short-term, low priority with dichotomous, contradictory purposes.</p>
<p>Paper 4 Watson, S. and Brotherton, R. (1996) Management Development: Minimising Conflict - Maximising Potential <i>Management Development Review</i>, Vol. 4, No. 9, pp 13-22</p>	<p>Organisational Environment Dimensions</p>	<p>Argues for focus of MD to be on the individual manager. Development issues regarding: Skills type and contexts Divergent purposes of MD Linking MD to operational systems</p>
<p>Paper 5 Brotherton, R. and Watson, S. (2000) Shared priorities and the management development process: A case study of Bass Taverns. <i>Tourism and Hospitality Research</i>, Vol. 2, No. 2, pp103-117</p> <p>Paper 6 Brotherton, R. and Watson, S. (2001) Licensed House Manager Skills/Competences and the Management Development Process in Bass Taverns. <i>Human Resource Development International</i>, Vol. 4, No.4, pp521-542</p>		<p>Integration of MD to business culture focusing on values and priorities in practice.</p> <p>Shared understanding of MD Focuses of MD in relation to managerial skills and contexts</p>

<p>Paper 7 Watson, S. and McCracken, M. (2002) No Attraction in Strategic Thinking. <i>International Journal of Tourism Research</i>, Vol 4, No. 5, pp367- 379</p> <p>Paper 8 Watson, S., McCracken, M. and Hughes, M. (2004) Scottish Visitor Attractions: Managerial Competence Requirements. <i>Journal of European Industrial Training</i> Vol. 28, No 1, pp 39-66</p>	Identifying development needs- Hospitality managerial roles and skills	Presents a gap between perceived need to be strategic and managers focus on operational skills Through exploring categories of hospitality skills, reveal the operational nature of manager's views.
<p>Paper 9 Watson, S., Maxwell, G. and Farquharson, L. (2007) Line Managers' views on adopting Human Resource Roles: the case of Hilton UK Hotels. <i>Employee Relations</i> Vol 29, No 1</p>		The importance of human resource skills for line managers. Insight into enablers and barriers and issues to be addressed in devolving Human Resource to line managers.

The three earliest pieces of work (Papers 1-3) provide an analysis of the status of MD in the UK hospitality industry, with a particular emphasis on identifying factors external to the organisation that impact on the content of and approaches to MD in the industry. At the time of writing there was little academic attention being given to contextual understandings of HMD. These papers address this void by drawing attention to the contingent nature of HMD, enabling influences on MD to be clearly identified.

In essence these papers form the starting point of my research journey, laying the foundations for subsequent publications. Although one of these papers was published outside the suggested time guideline of ten years for inclusion in a PhD by publication, it is included because it is pivotal to this submission. Firstly, it demonstrates the starting point of this research journey and secondly, its conceptual content provides the reader with an overview of contextual influences on management development in the hospitality industry. This is pertinent to my particular stance on viewing MD from a contingent perspective, as context specific (Doyle, 1995). Without its inclusion the intellectual journey outlined here would lack coherence.

The next three papers (numbers 4-6) examine MD practices in the UK hospitality industry, with a particular emphasis on exploring MD within the operating environment. The first paper presents conceptual frameworks for examining approaches to HMD. The second two papers explore MD practices in the licensed retail sector of the industry, applying the frameworks from the earlier paper.

The final three papers (numbers 7-9) draw attention to the importance of managerial skills in identifying development needs. Two of these papers examine managerial skills and management development in the visitor attraction sector of the industry. The final submission uses the hotel sector as its research context. One of these pieces of work (Paper 9) illustrates the importance of people management skills for hospitality managers.

In presenting these papers I am trying to build up an argument that a greater understanding of HMD can be realised through exploring the influence of both industry characteristics and the nature of hospitality management on the training and development practices of managers in this industry.

1.6 Aims and Objectives

The aims and objectives of this narrative are to demonstrate my understanding and contribution to knowledge in the area of HMD. I am attempting to build up picture of how my research journey has evolved my understanding of contextual influences and HMD practices through:

- A critical reflection on the literature on MD in general and HMD in particular, culminating in the presentation of my conceptual framework for making sense of this body of work.
- An evaluation of the UK hospitality contexts, with respect to influences on MD.
- A critical reflection of my work, demonstrating my contribution to enhancing understanding and knowledge in this field of work.
- An analysis and rationale for the research methodologies deployed in each publication.
- Synthesising my contributions to this area of study, identifying common threads, and highlighting further research opportunities.

1.7 Overview and Structure of the Submission

To provide a framework for this critical retrospective analysis of my work, Chapter Two integrates theory from MD and ML to build a conceptual framework for examining MD. I discuss a variety of perspectives, purposes, scope and boundaries of generic MD, including the role of the individual manager, to understand the academic knowledge base of MD. This leads to the proposal of a generic model of MD.

In Chapter Three, I present the historical roots of the term hospitality, identify various definitions of hospitality, explore characteristics of the hospitality industry and discuss managing hospitality operations and hospitality managerial skills. This analysis teases out what managers in the industry do or believe they do and what management academics report as industry practice. This is followed by an exploration of MD practices in the hospitality industry. These discussions inform the development of my theoretical framework for understanding HMD.

Chapter Four provides a critical review of the selected publications, to identify my contribution to knowledge and understanding. One key contribution, I believe is the development of the conceptual framework, which is then used to analyse my work. This chapter also acknowledges certain weaknesses in, and limitations of, my work. Here, I also consider methodological issues covered in my research journey, including a critical reflection on the various research methodologies used in my publications.

The final chapter provides a summary of the contribution that I believe my body of work has made to academic knowledge in, and understanding of, HMD, prior to identifying possible future avenues for research within this field of study.

Chapter 2

Developing a Management Development Conceptual Framework

2.1 Introduction

The aim of this chapter is to critically evaluate academic literature on MD in the UK. There has been much criticism of MD research literature regarding its limited scope and focus on discrete activities, and a lack of attention paid to the underlying issues influencing MD (Mumford, 1993; Storey, Mabey and Thomson, 1997). Garavan et al. (1999) contend that conventional views on what constitutes MD in the UK have taken too narrow a perspective, hindering the development of both theory and practice. They call for investigations of the underlying issues of MD, including the role of managers, their development needs, and organisational culture and contexts. In addressing some of these concerns, I synthesise the various academic literatures on MD, managerial roles, competency and skills, to develop a theoretical framework for studying and researching MD in practice. The chapter is divided into eleven sections, with the first five of these concentrate on exploring philosophical perspectives and contentions surrounding defining the concept of MD. Having presented a contingent framework of MD in section 2.8, I then examine external influences on MD in sections 2.9 and 2.10. In section 2.11, I explore research and literatures on MD processes, before presenting a conceptual model of MD.

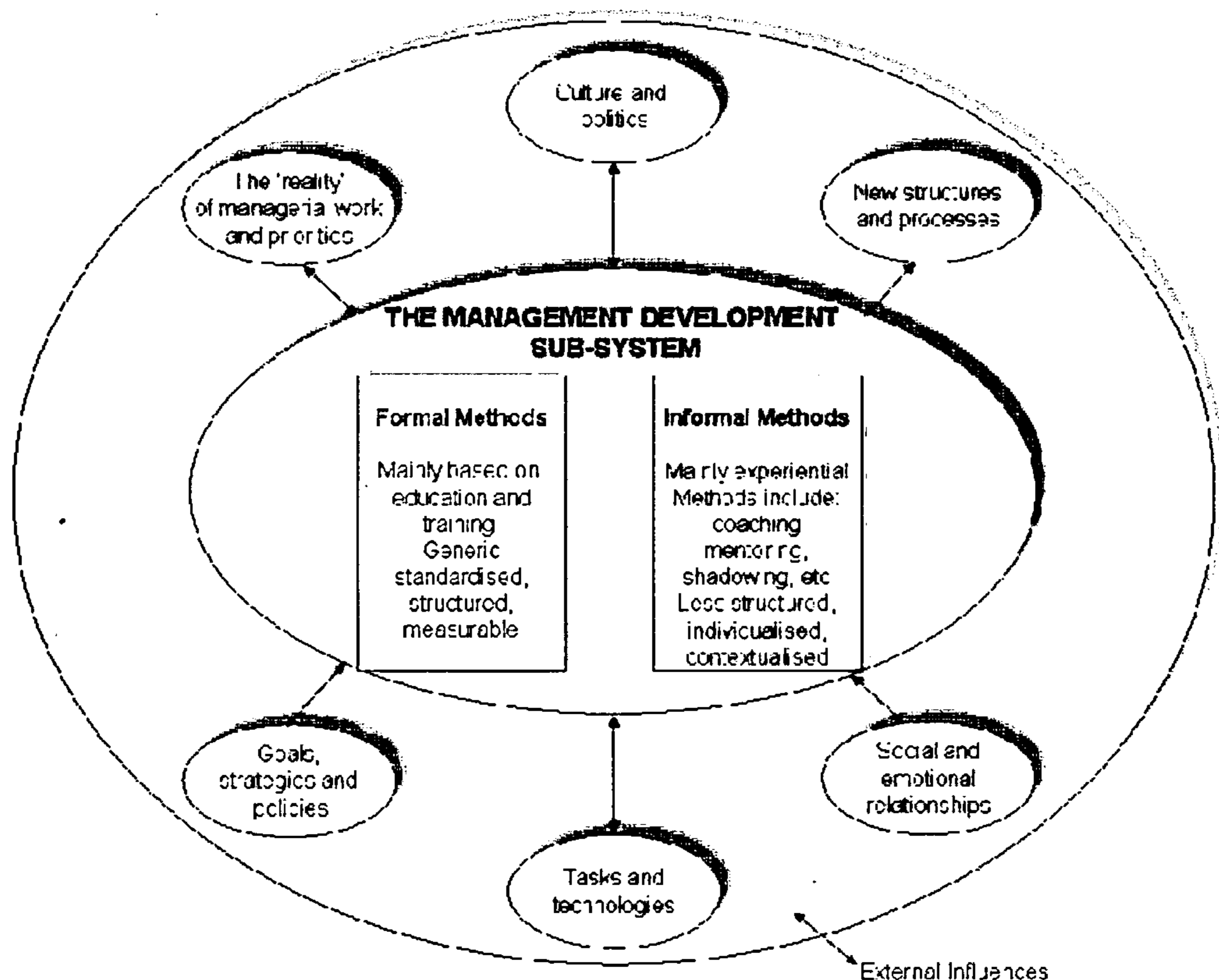
I explore the nature of recent theories and concepts of MD to identify what has influenced and shaped them. In a similar vein to Doyle (2004), Garavan et al. (1999) and Mabey (2002), I adopt a contingent view of MD, presenting it as a system with its own subsystems, located within internal and external operating environments. I argue that existing literature on MD is derived from diffuse sources that fail to address the contingent nature of MD in practice. With writers adopting different theoretical and philosophical assumptions in their research, MD is often seen as lacking theoretical

depth. I argue that a contingent approach to MD can embrace different perspectives, leading to greater understanding of this concept.

2.2 A Contingent Perspective of Management Development

In exploring the literature on MD approaches, I found that many commentators highlight its contingent nature, resulting in a diverse and complex concept (Hales, 1993; Doyle, 2004; Stewart, 1999). A useful starting point for analysing MD is Doyle's work. In seeking to understand the issues influencing management development, Doyle (2004) presents MD as an open system which accommodates both the functional complexities of managerial roles and the diverse needs of individual managers, as seen in Figure 1. Although Doyle's (2000) work focuses on organisational relational aspects, he sets his framework of MD within both organisational and wider external contexts. External factors include political activities and institutional frameworks, including regulatory and legal concerns influencing training and development approaches in organisations (Felstead and Ashton, 1995) and competitive shifts (Antonacopoulou, 1999). In support of this view, Wexley and Baldwin (1996) argue that MD is multi-faceted, that there is no one-best-way of doing MD. Rather it is contingent on managerial roles, individual needs and abilities, and the organisational context.

Figure 1 An Open System view of Management Development.



Doyle, M. (2004: 369) Management Development in Beardwell, I., Holden, L. and Claydon, T. (Eds) *Human Resource Management: A Contemporary Approach* 4th Ed, Harlow: FT Prentice- Hall

From a systems perspective, MD is viewed as both a process and a system, with *inputs* being transformed by the process of development into *outputs*. MD also interacts with organisational and environmental factors, and integrates with other subsystems, processes and procedures within the organisation. Indeed, many academic studies focusing on MD in practice at an organisational level highlight the contextual nature of MD (Garavan et al., 1999; Hitt, 1987; Mabey, 2002). Doyle (2004) argues that this perspective allows the influence of MD on an organisation to be realised with objective measures of its performance as a business system. In many ways, a system perspective portrays MD as a static, ostensibly objective concept. Although this makes it easier to analyse, it may not reflect the fluid and relational nature of MD in practice. Indeed, recent works on MD portray it as a dynamic, changing concept, lending itself to research from a range of perspectives (Cullen and Turnbull, 2005). Through examining the

philosophical assumptions implicit within academic writing on MD, I intend to clarify different definitions and understandings of this concept.

2.3 Philosophical Assumptions of Management Development

In this section I analyse definitions of MD through exploring their philosophical assumptions, to illustrate how these lead to different interpretations. In the literature, there is much discussion and debate on understanding MD through the provision of definitions. However, there is little agreement on the interpretation of the concept. For instance, some academic writers explore MD by articulating its theoretical underpinning. For example, Mabey (2002) in seeking to develop a theoretical framework of MD in the UK uses structural equation modelling to propose an exploratory model for examining MD in practice. Others fail to articulate their perspective leading to ambiguity in interpretation that limits understanding of the concept of MD. Having read numerous definitions of MD, I consider that by categorising these on the basis of philosophical assumptions, the different perspectives from which understandings of MD can be drawn can be revealed. These are summarised and illustrated in Table 2.

Table 2 Philosophical Perspectives of Definitions of Management Development

Philosophical Perspectives	Underlying Assumptions	Theoretical Approach	MD Theories/ models	Definitions
Ideological Assumptions				
Unitarist	Views society as unitary and homogenous. Organisations are cohesive co-operative systems	Managerial-normative-prescriptive (What should be done?) Descriptive (What is going on?) or interpretive (Why things happen). Universalism	'Parade' (Burgoyne and Reynolds, 1997) Functional Performance Competency Based	An attempt to improve managerial effectiveness through a learning process (Mumford, 1997) MD is concerned with ensuring the right mix of managerial competencies for the organisation to maintain or realign their competitive position in the future (Buckley and Kemp, 1989). Domain of management learning largely concerned with organisational activities to develop managerial competence (Wilmott, 1994)

Pluralist	Emphasis is on diversity and group interests; conflict seen as having a potential positive outcome.	Recognises different views of stakeholders. Descriptive (what is going on?) or interpretive (Why things happen)	'Arena' (Burgoyne and Reynolds, 1997; Clarke, 1999) Contingency Relational	Management learning as a domain that enables conflicting purposes and values in an organisation to be reinforced reconciled or proliferated (Burgoyne and Jackson, 1997). MD is concerned with building individual and management capability within an organisation (Sadler-smith, 2006). Contingency theorists consider that MD is influenced by its context particularly the organisational and cultural influences (Garavan et al., 1999). Focus on managing culture, politics, emotions and relationships that influence MD (Doyle, 1995).
Critical/Radical	Marxist social philosophy conflicting class interests that produce uneven power relationships.	Critical Theories- Post modern - challenging assumptions	'Battlefield' (Burgoyne and Reynolds, 1997)	Meta-definition of management development.... which either attempts to frame the reality of management, or influences how the reality experienced by managers is reframed, with the aim of contributing to the personal resource base of managers, and/or the intellectual capital of the organisations (Cullen and Turnbull, 2005).

Philosophical State of Being				
Parmenides	Being; objectivist; permanent	Systems theory-links with other systems	Views MD as an integral component of a wider organisational system, linked to the context and managerial roles (Doyle, 1995). MD at centre of organisation's philosophy and objectives (Hitt, 1987).	Embraces much more than education or training. It is the entire system of corporate activities with the espoused goal of improving the performance of the managerial stock in the context of organisational and environmental change (Lees, 1992). MD can be viewed as a process (consisting of planned and unplanned activities and experience) that helps managers in an organisation to develop their experience, ideas, knowledge, skills, relationships, and personal identity, so that they can contribute to the effective development of their organisation (Temporal, 1990).
Heraclites	Becoming; subjective changeable and emergent world view	Process theory-evolving nature of MD.	Presents MD as a change agent or as a means of continuing education of managers (Ashton and Easterby-Smith, 1979; Chia, 1997).	MD is a broader concept concerned with developing the individual rather than narrowly defined skills; a process involving the contribution of formal and informal work experience (Smith, Pell, Jones, Sloman and Blackwell, 1989). A dynamic capability or as a learned pattern of collective activity through which the organization systematically generates and modifies its routine in the pursuit of encouraging and developing managers to balance efficiency and adaptiveness (Espedal, 2005).

Anthropological Philosophy				
Emic	Anthropological roots- Intrinsic cultural distinctions that are meaningful to the members of a given society. Members of culture are judges of validity	Learning theory- focuses how learning occurs	Management Learning- as managers are receptive to learning- individuals have some control over their learning (Cullen and Turnbull, 2005).	The complex process by which individuals learn to perform effectively in managerial roles (Baldwin and Padgett, 1994).
Etic	Relies on extrinsic concepts and categories that have meaning for scientific observers. Scientists sole judges of validity	Process or functions that support learning	Management Development- provision of development to managers (Cullen and Turnbull, 2005)	MD process should be pragmatic embedded and practised within unique organisational context...major responsibility lies with the managers. It is now wider than acquisition of competencies for a particular role with the focus on the whole person (Garavan, et al, 1999).

The above table reveals three different groupings of philosophical assumptions. Firstly ideological perspectives, namely, unitary, pluralist and critical influence the manner in which MD practice is defined and researched by academics (Burrell and Morgan, 1979). Secondly, philosophical perspectives relating to MD's 'state of being' (following Parmenides or Heraclites) and finally, the nature of its anthropological roots (emic or etic ontology) are presented as influencing interpretation and understanding of both the academic study and practice of MD.

2.3.1 Ideological Assumptions

In reviewing early academic work on MD, I consider that much of this is derived from either a positivistic viewpoint, with an emphasis on validating, predicting and controlling, or an interpretive stance with a focus on understanding, explaining or interpretation through research. For example, Burgoyne's (1988) levels of maturity model attempts to interpret MD as an organisation-driven concept that progresses through various levels of maturity, as an organisation becomes more established and MD approaches become more developed. This model is derived from a normative, universalistic perspective, set within the context of understanding the needs of the organisation.

Over the last 25 years, I surmise there has been a move from a unitary perspective to a more pluralist viewpoint in more recent definitions that recognise the sometimes-contradictory dimensions of MD. In reviewing the literature of the 1970s and 1980s, Storey (1989) is critical of the tendency for universalistic perspectives to be adopted that ignore contexts. Doyle's (2004) model of MD is derived from a contingent approach. His emphasis is on managing the relational aspects of MD before addressing the structural processes and methods of MD. Presenting evidence from a range of studies, he calls for academic attention to be given to examining the strategic, environmental, structural, technical social, cultural, political and emotional aspects of development. Adopting a contingent perspective, Mabey and Thomson (2000) propose a best practice open systems model of MD that addresses causal relationships between internal and external

environments, MD policy, practice and impact. In a study of MD in 500 organisations, they conclude that this model can be used to understand the linkages between these variables and successful MD practices in the UK. In doing so, they help build both an academic understanding of MD and MD practices. I consider that these works exemplify the contingent nature of MD, the view of MD to which I subscribe. In addition, I think that these reflect the emergence of the pluralist perspective of MD, heralding an exposure of the complexities of MD, which can be identified in recent literature (Cullen and Turnbull, 2005; Doyle, 2004; Mabey, 2002). I consider that this pluralist perspective has encouraged a more holistic view of MD within the academic literature, covering research into contexts and dimensions of MD.

Critical theorists examine the power and political aspects of MD to aid understanding of how MD is used in practice. Clarke (1999) adopts a critical perspective in examining the political influence of management training and development. He argues that MD specialists have extremely limited power as individual managers play games and have a self-preservation focus when participating in MD activities. He contends that MD as a managerial instrumental tool is concerned with issues of order and predictability, acting as an advocate or guardian of behaviours that are necessary to achieve organisational goals.

An excellent example of how examining different perspectives of MD can lead to greater understanding can be seen in the work of Burgoyne and Jackson (1997), who propose alternative metaphors of 'parade,' 'battlefield' and 'arena'. The 'parade' metaphor represents a unitary perspective with MD being seen as focusing on the behavioural aspects of management, from an institutionalised perspective, that ignore political and power issues. This view of MD seeks to rationalise practices and procedures, legitimising these with stakeholders. It is built on the premise that there are common organisational objectives, about which there is little conflict. The role of MD is to serve these managerially derived organisational goals. In essence, this portrays the unitary perspective of MD. In contrast, the 'battlefield' metaphor

reflects the principles of a radical perspective with research into MD practices taking a critical stance. MD is built on there being contradictory interests between management and staff, with conflict being seen as inevitable. MD practices are designed to maintain the status quo, but also reproduce the prevalent social relations.

I consider that their 'arena' thesis is a useful perspective for examining MD in practice as it reflects my own theoretical position in respect to MD. Burgoyne and Jackson (1997) contend that the arena thesis portrays MD as having competing purposes, value and roles, highlighting the importance of understanding the politics of management learning through dialogue. They present this as 'a domain within which conflicting purposes and values within an organisation meet to be reinforced, reconciled or proliferated' (Burgoyne and Jackson, 1997:61). This approach can also be used as a platform to legitimise MD. In reflecting on the MD literature, I surmise that earlier definitions reflect a unitary, performance driven understanding, whilst more recent definitions embody a pluralistic and critical view of management development. However, there is less evidence of a critical perspective being taken in academic writings on MD.

2.3.2 Philosophical State of Being

Chia (1997) returns to the philosophical underpinning of two dominant western approaches to management learning as the basis for critiquing the limitations of management learning as understood by academics. He surmises that the philosophical basis of much of this work is built on an objectivist-permanent and unchangeable view of the nature of reality, derived from Parmenides' philosophy. He presents this as having a 'being' ontological stance, focused on objective reality. Chia perceives this as the dominant view in academic work on MD. The second philosophical base is derived from Heraclites' perspective. Its focus is on viewing the world as being subjective changeable and emergent. Within this perspective a 'becoming' ontology is seen, with a world-view focused on processes of change and flux. Chia presents this process philosophy as a vehicle for balancing the two opposing viewpoints, when examining academic works

on MD. In a similar vein, Lee (2001) in exploring the difficulties in defining of HRD draws on these philosophical roots to portray its fluid emerging nature. In this she calls for more critical research into the complexities of HRD, rather than attempting to constrain interpretations within the imposition of a definition.

These two perspectives are pertinent to understanding MD definitions as they illustrate how these can drawn from either static unchanging interpretations of MD, or from the future-oriented changing nature of MD. These influence the methodological approach taken to researching and interpreting MD.

2.3.3 Anthropological Philosophy

Building on these ideas, Cullen and Turnbull (2005) consider that many academic definitions of MD imply that it is driven by organisational rather than individual needs, being something that is done to managers, rather than focusing on managers having any personal influence on their learning. They present MD as a

‘metafield that emerged from a range of disciplines (primarily although not exclusively psychology, social science and management studies). These either attempt to frame the reality of management or reframe the reality experienced by managers, with the aim of contributing to the personal resource base of managers and/or the intellectual capital of the organization’ (Cullen and Turnbull, 2005:336).

This definition legitimises their contention that MD should be viewed as ‘multivocal and theoretically pluralistic’. They classify MD according to the anthropological philosophies of ‘etic’ and ‘emic’. The ‘etic’ axis encompasses research on MD initiatives when seen as externally driven. This perspective underpins national level studies on the provision of MD or studies that investigate trends in content, expenditure and or quantity of management development. The ‘emic’ axis focuses on internal

management learning with the emphasis on the reception of learning. Studies from this perspective emphasise how learning processes can be enabled or disabled by organisational cultures and values, and examine the actions of individual managers.

The above commentary highlights different perspectives from which MD can be viewed. It can be seen either from an objective stance, as something that is observable, measurable and relatively static, or from a subjective viewpoint, as changeable and emerging, which makes it more difficult to quantify and measure. The critical perspective considers MD as a manipulative managerial tool. Chia's (1997) 'being' or 'becoming' ontology can be layered onto the unitary, pluralist, or critical perspectives, increasing the paradigmatic lenses from which MD can be viewed. In using Cullen and Turnbull's (2005) emic-etic axis, two further considerations can be addressed when viewing MD from either a provision or reception perspective. This enables MD to be viewed through multiple lenses that can promote clarity in teasing out the assumptions and objectives of the range of actors involved in providing and consuming it.

Although my paradigmatic position is aligned with a pluralist stance, I have moved from a unitarist perspective that is reflected in my early work. My research has been concerned with exploring how development is provided to managers, reflecting a 'being' ontological slant, and an 'etic' orientation. However, an evolution in my understanding over recent years has occurred and I now consider MD as being a fluid and changing concept.

Academic and practitioner interpretations of MD are also influenced by how MD is viewed, by academics, consumers and providers of MD, in relation to both its purpose and the priority given to it by organisations. The next two sections explore literature that examines purposes and priorities of MD.

2.4 Purposes of Management Development

In attempting to provide further clarity on what is meant by MD, I explore the variety of purposes that it can serve. In the literature there is some debate and discussion on the explicit reasons or rationale for undertaking MD.

Many of these debates centre on whether MD is organisationally driven or individually centred, with more recent literature (Cullen and Turnbull, 2005; Doyle, 2004) portraying MD as attempting to reconcile the (sometimes dichotomous) needs of individuals and organisations.

In the literature, the dominant view is that MD is organisationally driven, but under this broad umbrella there can be various objectives (Storey, 1989), with purposes being either explicit or implicit. These objectives are centred around notions of controlling and shaping individuals and organisations; commitment; compensation and ceremonial; and socio-historical reasons (Lees, 1992). In relation to the organisational rationale for management development, Cullen and Turnbull (2005:340) categorise them as 'resource-based strategies' or 'tools of ideological control', highlighting the potential for managerialistic manipulation of MD. However, they also contend that such organisational rationales are often tacit and still little is known about reasons for investing in MD. Mabey and Salaman (1995) present four purposes of MD, based on different assumptions: functional - linked to performance; political reinforcement - focusing on reinforcing values and behaviours valued by top management; compensation - linked with rewards in that it views MD as motivational; and psychic defence, viewing MD as providing a safety valve, and assuming that managers are competitive and career aspiring. These works highlight the varied organisational purposes that MD can be seen to serve.

In attempting to bring further clarity to this arena, Stewart (1999) distinguishes between the focus and the purpose of management development. He argues that the primary focus of MD is either on the individual or the organisation, with the primary purpose being either on changing managers' behaviour or fostering their potential career progression. He presents a two-by-two framework for analysing these definitions, methods and MD approaches, to exemplify different purposes of MD. Although this is a useful diagnostic tool, I feel that he does not do justice to the complexities and contradictions concerning the purposes of MD.

In exploring both organisational and individual perspectives, Jansen, van der Velde and Mul (2001) promote a matrix for analysing MD, depending on level of attention it receives in relation to organisational and personal foci, the commercial environment and level of resources available. This typology adds to our understanding by highlighting the contingent nature of MD, revealing how purposes can vary in different commercial environments.

Lee's (1997) four different conceptions of MD applied to the notions of its identity and the end points of development, illustrate how differing academic and practical assumptions influence understanding of MD. In her model, identity refers to the extent to which an individual has control over their own development as opposed to this being shaped by others (unitary or co-regulated). The end point factor relates to whether the development has a known assumed end point or not. Lee then presents four roles or purposes of development (Table 3). She argues that these can be used when examining MD at individual, group or organisational level.

Table 3 Purpose of Management Development

Role/ purpose of MD approach	Characteristics
Maturation	Unitary identity and known end point. Development involves passing through inevitable stages.
Shaping	Co-regulated identity approach; development happens through planned stages, with the end point being negotiated
Voyage	Individual- unitary identity; development occurs through internal discovery, with no end point known.
Emergent	Social theorists' normal approach; development occurs through interaction with others, with an unknown end point. Co-regulated identity

Lee, M. (1997) *The developmental approach: a critical reconsideration* in Burgoyne, J. and Reynolds, M. (Eds) *Management Learning* London: Sage Publications

Although she concludes that there are some overlaps and limitations with each of the approaches taken, Lee's work, from a post modernist perspective, highlights the fluid and dynamic nature of MD and the different understandings generated from different positions and assumptions about its role and purpose.

Other authors address the tensions inherent in trying to manage MD and to meet the needs of more than one stakeholder (Woodall and Winstanley, 1998). Sadler-Smith (2006) distinguishes between purposes of MD as centred on either career development, or being oriented towards developing individual capacity or focusing on organisational competence. Indeed, Clarke (1999) critically reviews the mixed messages given to justify MD practices because the primary focus in organisations is on financial performance, not the needs of their managers. This can lead to senior management rhetoric about the rationale for MD. He argues that managers respond with 'public acceptance but private rejection' of MD activities. Clarke's work implies that all MD in organisations is undertaken with the purpose of enhancing its financial performance and those other stated or implicit reasons are rhetorical.

As can be deduced from the above discussion, the purposes of MD as claimed by senior company managers can be varied, explicit or implicit, and either controlling or enabling. In much of the research work the purpose of MD is not clarified by academics, or assumptions are made that ignore its underlying rationale. Much of this is derived from a unitary, etic, and 'being' perspective. More recent works adopt either a pluralist or critical stance that consider conflicting purposes of MD (Clarke, 1999; Lee, 2001; Stewart, 1999). Through delineating different organisational purposes, an etic perspective is evidenced in the work of Mabey and Salaman (1996) and Clarke (1999). Lee (1997) draws attention to both the changing nature of MD and the centrality of the individual manager, through presenting how different end points shape interpretations of MD. I contend that further research into rationales and purposes of MD could provide greater depth of understanding.

Associated with purpose, the priority given to MD can influence its practice within an organisation.

2.5 Organisational Priority given to Management Development

Inextricably linked to the stated purpose of MD is the priority that organisations give to it. There is evidence from the theoretical literature that an organisation's approach to developing managers and dealing with skills gaps influences company performance (Butler, Ferris and Napier 1991; Schuler and Jackson, 1987). My contention is that the priority given to MD will influence the nature of and approach taken to develop managers. The strategic priority given to MD can be assessed through exploring an organisation's MD policy (Mabey and Thomson, 2000). The existence of a formalised policy can highlight the degree of priority given, but the content of the policy can indicate how senior management view MD (Mabey, 2002). However, the mere existence of a MD policy does not necessarily mean that it is seen as a strategic priority, as it can also be a paper exercise that expresses intent rather than reflecting actual practice (Mabey, 2002).

Through exploring approaches to MD in practice, the priority given to MD can be further elaborated through various attempts to categorise organisational approaches to MD activities (Burgoyne, 1988; Mabey, 2002; Mumford, 1993). In essence these models adopt a universalistic perspective in attempting to develop typologies that can be used to categorise practices, irrespective of its contexts. However, these models are useful in exemplifying how priority can influence practice. For example, Mumford (1993) distinguishes between informal managerial/accidental processes; integrated managerial/ opportunistic; and formalised development/planned processes. Within this framework, when greater priority is given to management development, either integrated or formalised development approaches are evident. Informal or accidental approaches can result in a piecemeal view of MD being taken, having been given lower priority. In a similar vein, Burgoyne's (1988) level of maturity model conceptualises MD as a progression through six levels of maturity.

Within this framework, greater priority to MD is attributed as this becomes more integrated with the strategic objectives of the organisation and when MD can demonstrate business benefits. Garavan et al. (1999:198) argue that 'resource constraints, organisational policies or a focus on formalised, intensive management training programme' can lead to the adoption of a piecemeal approach, resulting in it being accorded low priority within the organisation.

I content that the priority ascribed to MD in organisations is likely to influence the resources allocated to it and the perceived value of participating in activities. In addition, the position and influence afforded by MD in an organisation can influence its priority. Through examining organisation priority the emphasis is on viewing MD as something that is done to individuals ('etic') for the benefit of the organisation. However, it may be that where MD is given low priority individual manager may take ownership of their development shifting to a ('emic') self-development approach (Cullen and Turnbull, 2005). Therefore research into how MD is prioritised can aid understanding of MD in practice. In addition the question of the ownership of MD is also significant.

2.6 Ownership of Management Development

Academic observers hold competing views on where responsibility for MD lies within companies. One view is that managers within an organisation should take responsibility for MD through assessing junior managers' needs, arranging for MD to be delivered and then evaluating its impact (Temporal, 1990). Within this stance HR specialists and line managers play a key role in determining practice, with MD processes influenced by the perceived roles and abilities of these stakeholders.

The opposing view is that individuals should have responsibility for their own development, analysing their own needs and deciding on their own development strategies (Doeringer and Piore, 1971; Marsick and Watkins, 1997). However, Mabey (2002) argues that there is some move towards organisational ownership of MD, even when a personal individualised agenda is adopted by participating managers.

Writers who take a pluralist view of MD are inclined towards the notion of shared responsibility, but this can lead to tensions and/or contradictions in the organisational priority given to MD. This approach can also emphasise the importance of exploring how power and politics are played out in relation to MD. To highlight the elements of shared responsibility, Doyle (2000) and Antonacopoulou (1999) suggest exploring MD from the viewpoint of different stakeholders. These include HR specialists and providers of training and development; line managers; senior management; colleagues and peers; and external specialist providers and professional bodies. Doyle (2000) argues that the three central players are the individual manager, the manager's immediate superior and the personnel specialist, with the other stakeholders playing supporting roles. The HRD specialists' ability to instigate development opportunities has a direct impact on MD approaches and practices (Walton, 1999). Mabey (2002) emphasises the fluidity of the dynamics between stakeholders and stewardship in MD in practice, suggesting that research is needed on aspects of stakeholders' roles in management development.

Although much of the organisational studies literature focuses on MD as a process that happens *to* managers, there is a shift of focus to the *individual managers*. Woodall and Winstanley (1998) identify a shift from passive learner focused development to facilitating the learning of managers, focusing attention on researching into how managers learn. This potentially shifts the emphasis of MD from something that is done to individuals ('etic') for the benefit of the organisation to an ('emic') self-development approach (Cullen and Turnbull, 2005). This could also herald a 'Heraclites' perspective (Chia, 1997), where MD is viewed as subjective and changing. This approach harmonises the interests of the organisation with those of the individual, who will usually be seeking career development within the organisation, and also enhancing their own C.V.s in case they want or need to look for opportunities outside the company.

The next section explores how the scope and boundary of MD are ill defined through analysing research into MD activities and their relationship with other HR and organisational procedures and processes.

2.7 The Scope and Boundaries of Management Development

There is little consensus amongst academics on the scope and boundaries of MD. Indeed, there is little agreement on what activities are actually included in the term MD. Some views encompass the selection of managers to be developed, succession and career planning, and the evaluation of outcomes from development activities. Woodall and Winstanley (1998), Mumford (1997), Armstrong (1993) and Torrington and Hall (1998) all see these as within the scope of MD, whilst Doyle (2004) presents selection, succession and career planning as human resource systems which influence MD and are influenced by it. This is a view supported by Mabey (2002) who, in seeking to develop a model to analyse MD practices, referred to these as HRM contexts. He concludes from a review of literature that MD is likely to be given more priority when succession planning, a fast track career development programme and career structures are in place.

I support Doyle's and Mabey's contentions that these HR activities are inextricably linked but for me they are not key elements within MD processes. I content that these influence the approach and content of MD in practice. From an academic/ theoretical stance, their inclusion pushes the boundaries of MD into the sphere of HRM and away from its HRD roots. I do recognise the need for interaction with HRM as I consider MD from a systems perspective, but I locate MD within the boundaries of an HRD academic base. In this respect I define HRD as concerning the principles and processes for management learning and development (Sadler-Smith, 2006). In essence, I consider that MD is concerned with identifying, delivering and evaluating MD activities.

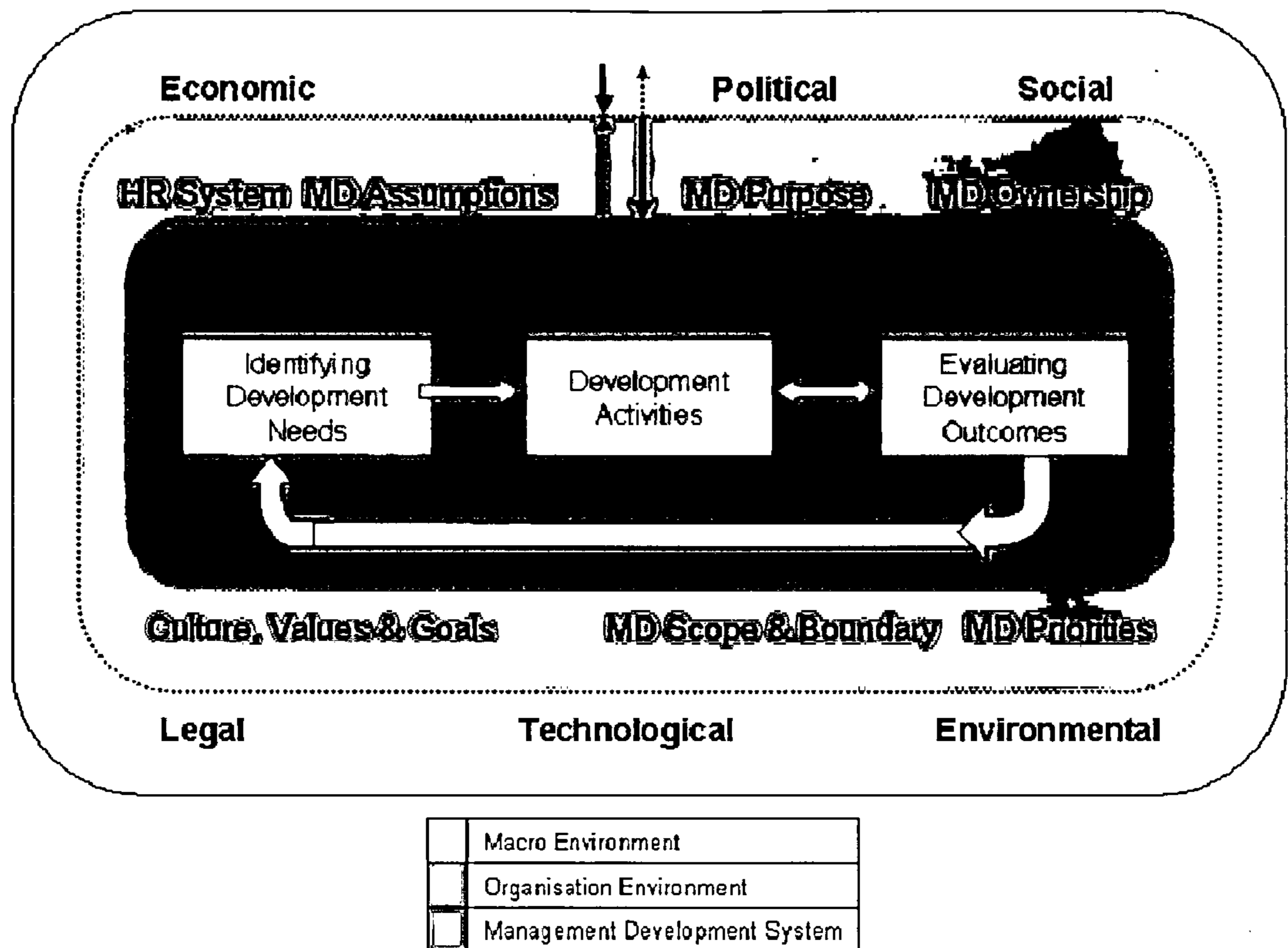
The aim of the above discussions is to highlight the complexity and contradictions inherent in understanding MD. I have attempted to demonstrate how different philosophical assumptions and interpretations of

the purpose, priority, ownership, scope and boundaries of MD lead to different, sometimes, conflicting views on MD. In doing so, I am arguing that we need to provide clarity on our positions on each of these when researching and analysing MD. In the next section, I present a framework for analysing MD that encompasses these influences on MD activities.

2.8 A Contingent Framework

As articulated in section 2.2 my interpretation of MD is derived from a contingent perspective, seeing it as being influenced by both external and internal organisational factors. Within the MD system, I explore development needs, examine development activities and evaluate the outcomes of MD. In identifying these development needs, I address occupational, individual and organisational needs, including managerial roles and competencies. Within development activities I draw attention to training, development and education, as well as the role of the individual manager. Issues concerned with measuring MD outcomes are discussed within evaluating management development. Figure 2 presents my contingent framework for analysing MD.

Figure 2 A Contingent Framework of Management Development



Within this framework, MD is presented as a system that operates within a specific organisational environment that shapes the way in which MD activities are conducted. The key dimensions of assumptions, culture, values, goals; scope and boundary; priorities; ownership; and HR systems influence MD activities. In turn the macro-external environmental factors impact on the organisational environment and approaches to MD.

2.9 Macro-external Factors

The influence of external factors on MD provision is addressed by Mumford and Gold (2004) and Garavan et al. (1999). Indeed, Thomson et al. (2001) take a macro view of MD practices across Europe arguing that socio-historical contexts impact on the organisational provision of them. External influences include political, economic, social, technological, environmental and legal (Johnston and Scholes, 2002). However, there is some debate in the literature regarding the extent to which external macro-level factors actually have a direct impact on MD practices. Evidence from UK firms

suggests that there is a strategic discontinuity in MD practice, symptomatic of its isolation from external influences and a lack of concern with organisational strategic goals (Mabey, 2002). However, Doyle's (1995, 2000 and 2004) work highlights the influence of both internal and external contexts on the way in which MD is managed.

I would argue that economic external factors influence the perceived importance and availability of MD within an organisation. The political view of the importance of development and training can raise the profile of MD as both an integral business activity and a requirement for personal growth. Legislative and environmental factors can impact on the content of development programmes. Finally, technological and social factors influence the demand for development opportunities to meet changing skills and knowledge needs.

However, although these external factors influence MD practices, the organisational environment will mediate their impact.

2.10 Organisational Contexts

Much of the MD literature locates it both theoretically and practically, in the organisational setting (Hitt, 1987; Mumford and Gold, 2004; Ready, Vicerre and White, 1994). Approaches to MD reflect the structure of the organisation, its culture and values and the support mechanisms that are in place, particularly the human resource system (Thomson et al., 2001). Indeed, Mabey (2002) uses structural equation modelling to analyse data from 500 UK organisations, proposing that the HRM infrastructure plays a mediating role between strategic contextual influences and MD practices.

Doyle (2000) argues that the relationship between the corporate environment and a range of organisational systems inhibits or constrains the effectiveness of MD. He demonstrates causal factors that undermine the efficacy of MD, including lack of clarity regarding its ownership, priority and link with the company's strategic objectives, values, attitudes and credibility. He questions the legitimacy of using MD as a strategic tool to develop managers due to these influences and constraints from rapidly

changing contexts. He also criticises the focus in MD on the process of 'doing' training, arguing that in practice it is often piecemeal and fragmented, consisting of off-the-shelf initiatives that may be largely irrelevant to the actual organisational and managerial contexts. He considers that more research should be undertaken on such contextual complexities, including meeting the needs of managers from diverse employer backgrounds, for example public sector, multinational companies and the professions (Doyle, 2004).

Within a contingent perspective, the manner in which MD processes and procedures are implemented will be influenced by its contextual settings. Therefore in attempting to bring understanding to this contradictory and ambiguous notion, it is useful to utilise external and internal considerations to frame the discussion on MD processes and procedures, particularly in assessing the industry sector and organisational settings. In the next section I analyse the processes and procedures of MD within the concept of an MD system.

2.11 The Management Development System

Within the MD system, various academic writers have attempted to categorise processes and procedures in different ways. I draw on the principles of the systematic training cycle, namely identifying training needs, designing training solutions, implementing training and evaluate its effectiveness, all as key steps within MD (Pedlar, Boydell and Burgoyne, 1996). I have chosen to categorise these into three basic activities, namely identifying development needs; organising and implementing development activities; and evaluating development outcomes. Within these activities, I seek to integrate related processes and procedures.

2.11.1 Identifying Development Needs

Many academic writers include identifying the training and development needs of managers as a primary process within MD (Mumford, 1993, Woodall and Winstanley, 1998). Boydell (1983) conceptualises a framework

for identifying training needs at three interrelated levels, the organisation, the job or occupation and the individual. This framework is widely applied and advocated as an appropriate way to categorise training needs. I apply this framework to discussions surrounding MD needs, by first addressing occupational/ job needs.

'Performance in any particular job or occupation depends on a complex set of factors. However, it is reasonably well recognised that one set of factors is applying a given 'body of knowledge' and a range of skills associated with the job or occupation' (Stewart, 1999:149).

Within this approach, the view is that it is possible to identify those attitudes and skills that are required for successful performance, which forms the basis of identifying training and development needs at the occupational level. In the case of management, there are two distinct schools of thought framing the identification of managerial skills (Scarborough, 1998). The first is the 'empiricist' perspective, which attempts to address the question: What do managers do? This work is exemplified by studies of effective managers' roles and behaviour such as those undertaken by Kotter (1990), Mintzberg (1973) and Stewart (1979). These writers develop rich descriptions of managerial behaviours and practices, classify them according to the functions they perform, and propose prescriptive theories of what managers should do.

The second school is 'essentialism', characterised by attempts to uncover the 'essence' of management, and its relationship to the underlying functions that managers do, such as exercising control over labour. Its advocates adopt universalistic principles, believing that a set of universally applicable management competence criteria and standards for management activities and behaviours can be developed, irrespective of functions or organisational settings (Training Agency, 1988). For example, Thomson, Stuart and Lindsay (1996) note that there has been much academic interest in the identification of a generic list of managerial competencies. They argue that the similarities between writers' lists of

managerial competences, and evidence of overlaps in these support a belief in generic competence. However, other commentators such as Burgoyne (1989), Herriot (1988), and Jacobs (1989) have expressed concerns regarding the limitations and narrowness of the universal approach (Hamlin and Stewart, 1990).

My position on management theories lies somewhere in between these two extreme views. I content that both can bring understanding to how managers operate. Although I think that managerial skills knowledge and competences are contingent on the specific location, some general, universalistic competences, can be seen as the starting point to understanding managerial roles. In essence, I would argue that some universal managerial skills exist, like influencing, leading, motivating, but that the way in which these are used will be shaped by their context.

In the UK, the Management Charter Initiative (MCI) led the drive to establish a generic set of standards and qualifications based on the types of activities that managers are expected to perform effectively. This occupational standards model developed agreed classifications of what managers 'do', as evidenced by the skills, knowledge and understanding needed by managers, rather than determining what management 'is'. The ability of a manager to function successfully in the workplace is then measured against these competences. However, one of the criticisms of this approach is that as it focuses on job-specific tasks, it devalues knowledge and fails to consider underpinning personal behaviours (Cheetham and Chivers, 1996).

This work has since been enveloped by the work of the Council for Excellence in Management and Leadership on National Occupational Standards for Management and Leadership (Sadler-Smith, 2006). The Management and Leadership Network presents a framework for categorising the key skills as: managing self and personal skills; providing direction; facilitating change; working with people; using resources; and achieving results (www.mln.org.uk/integratedmgmt.asp 21/4/06).

However, these competency-based approaches to MD have been heavily criticised for being too rigid, functional and behavioural (Stewart and

Hamlin, 1992). Other critical comments include its over simplification of managerial work through de-contextualising the activities of managers and undermining the complex and contingent nature of management (Canning, 1990). However, despite these criticisms, the use of the principle of identifying and categorising managerial skills and abilities is still seen as a useful approach to identifying MD needs, with evidence of its use in many sophisticated companies (Boxall and Purcell, 2000).

Other writers have espoused the belief that managerial competencies are context specific to a particular organisation. For example, Garavan and McGuire (2001) express misgivings about the concept of the universally effective manager and the notion that managerial skills and behaviours, behavioural competencies, and criteria of managerial effectiveness, are generic. Likewise, Doyle (1995) argues that the practice where organisations develop their own framework challenges the unitary assumptions of competency-based approaches to MD.

However, irrespective of whether the universalistic or (essentialist) contingent perspective is adopted, examining their roles, skills and competences does provide a basis for identifying managers' learning and development needs. Individual assessment is often predicated on some form of competency framework, with some degree of self-assessment and/or peer assessment.

At an individual level one of the most common means of assessing training and development needs is through the use of performance appraisals. This generally enables input by both the individual and their immediate supervisor in agreeing development needs, which can be translated into a personal development plan. Despite criticism of the way in which the principles of appraisal are often implemented, it is still widely used as a means of assessing individual needs. Other means of assessing these needs include assessment/ development centres that measure an individual manager's ability against agreed criteria, and the use of informal means including observation and providing feedback on performance. Some commentators contend that self-assessment is a discrete approach, with

self-observation and self-analysis used as a mechanism within this, whilst others see this as being integrated with other techniques including performance appraisal and assessment centres (Reid, Barrington and Brown, 2004). However, the current focus on personal development planning is raising the profile of self-assessment, as a way of identifying MD needs (Sadler-Smith, 2006).

At an organisational level development needs can be identified through a process of auditing (Woodall and Winstanley, 1998). This enables the inputs, processes and outputs of MD to be evaluated in relation to specified purposes associated with improving performance, learning or behaviour.

Organisationally driven means of identifying development needs imply an objective perspective (Chia, 1997), with an 'etic' focus (Cullen and Turnbull, 2005). The assumption being that development needs are identified to meet the needs of the organisation, with the purpose of shaping development activities to meet these needs. However, other processes are able to accommodate a pluralist perspective, depending on the philosophical assumptions influencing the view of MD in the organisation and the degree of power and control enjoyed by individual managers. This also depends on the extent to which development needs are seen as being socially constructed and agreed, rather than objectively derived from organisational objectives or job profiles. Indeed, I would argue that the identification of development needs should be more fluid and dynamic, as increasingly, learning and development are seen to have a place throughout individual careers, rather than applying only at pre-entry and other discrete points during ones working life (Doyle, 2004). Sadler-Smith et al.(2000) also argue that rapidly changing social, economic and political environments need lifelong learning to enable individuals to remain competent and to enhance their opportunities for personal mobility in the labour market. This would require the identification of development needs from an 'emic' perspective rooted in a Heraclites' philosophy. This would encourage individual managers to have a greater say in their own learning needs, rather than them being determined by organisational agendas.

2.11.2 Management Development Activities

Garaven et al, (1999) and Wexley and Baldwin (1986) consider that MD encompasses management *education*, management *training*, and on the job experiences. Definitional differences between the terms of *training* and *education* focus on the nature of activities and their purposes, with education being viewed as being general and developmental, and training as vocational and specific.

Management education encompasses a range of formalised management programmes including the MBA, undergraduate degrees, postgraduate specialist degrees, certificates and diplomas and executive education. Very often educational programmes are run on a pre-entry basis, designed to give future managers knowledge and understanding of principles of management subjects. However, recently the appropriateness of both content and delivery of management education programmes, including the MBA, has been criticised (Mintzberg, 2004). Mintzberg sees much of management education as being too remote from the workplace and lacking in currency. He is critical of its focus on economics and finance, with limited attention paid to the people dimensions of management, a critical attribute of successful managers. He surmises that MBA programmes are giving a false impression of management practice, which is undermining organisational performance.

Partly in response to dissatisfaction with the generic, inflexible nature of many academic programmes, there has been a significant development in the number of corporate universities in the UK. A corporate university is an educational entity that is a strategic tool designed to assist its parent organization in achieving its mission by conducting activities that cultivate individual and organizational learning, knowledge and wisdom (Allen 2002).

Doyle, (2004) estimates that there are over 200 UK-based organisations with corporate universities with over 1000 in the USA. A corporate university enables an organisation to integrate learning and development activities to organisational contexts and needs, and can help raise the

profile and status of HRD. However, there are also concerns regarding the motives surrounding the development of corporate universities, whether political or driven by public relations considerations (Prince and Beaver, 2001). In much of the literature, including Blass (2001) and Walton (1999), attention is paid to concerns over the use of the term university, particular focusing on issues surrounding academic freedom, usefulness and level of knowledge. Although there is evidence of firms collaborating with traditional universities through their validation of educational programmes, and the potential benefit of linking education to experiential work-based learning, there is little analysis on the impact of this approach on MD practices (Walton and Martin, 2004).

There is a vast range of training and learning methods available to MD providers and managers that can be categorised in various ways. These can be classified on the basis of where they are located, whether on or off the job, whether formal or informal. Stewart (1999) categorises methods based on the purpose being related to either managerial behaviour or progression, and whether the focus is on the individual's or the organisation's needs. For example, coaching can be classified as having an individual focus associated with behaviour, whereas mentoring and secondments are related to career progression. In-house courses could be classified as meeting organisational needs, with the purpose of either changing behaviour or progression. Other explicit forms of MD include role-plays, planned experiences, secondments, job rotation and external courses. Informal methods encompass learning from experience, mentoring, exchanges, projects and taking on extra responsibilities.

Although MD can be seen as an integrative term that embraces management training, education and experience, Woodall and Winstanley (1998) identify a blurring of the boundaries between formal and informal development and education, with these often occurring concurrently. In his model, Doyle (2004) distinguishes between formal and informal MD processes, but notes that the distinctions between these are becoming more blurred, with a focus on individuals having to adopt learning for life ideology.

In addition, there is a movement within many professional management associations, to encourage individuals to record their learning and develop learning plans, resulting in the formalisation of informal learning, which further blurs the boundaries between formal and informal development methods (Sadler-Smith, 2006). As well as focusing on how managers learn, attention is now being given to the environmental supports available to enhance manager-centred learning. These include the organisational culture, interpersonal and organisational frameworks and processes (Woodall and Winstanley, 1998). Personal development plans and logs and learning contracts are proposed as tools to help individuals to manage their learning, placing greater emphasis on individuals taking greater responsibility for their own development (Sadler-Smith, 2006). This potentially shifts the emphasis of MD from something that is done to individuals ('etic') for the benefit of the organisation to an ('emic') self-development approach (Cullen and Turnbull, 2005).

2.11.3 Evaluation of Management Development Outcomes

The evaluation of MD is important, as its outcomes influence both individual and organisational performance and capability. In addition the ability to demonstrate the positive effects of MD can raise its profile within an organisation. However, its evaluation is often criticised as being under-developed in both research and practice (Garavan et al., 1999; Mabey, 2002; Sadler-Smith, 2006).

A frequently used way of measuring MD in practice is to focus on quantitative measures, including the average number of days of formal and informal training received by managers, the amount of money spent on MD within an organisation, its possession of a MD policy and its commitment to meeting external management standards and qualifications (Mabey and Thomson, 2000). However, this reliance on quantitative measurements can bring failure to measure the effectiveness of management development. This applies to both personal and organisational learning, focusing on measuring inputs, activities and immediate outcomes, rather than longer-term benefits. Ashton et al. (1975) surmise that research and operational

work on analysing MD involves three levels of evaluation: managers' reactions to training; its effect on management performance; and organisational assessment of MD systems.

Although the literature promotes the need for evaluation, the absence of a specific MD framework or theoretical model for doing so makes the articulation of causal relationships between MD and organisational success difficult. In evaluating MD practice, general training and development frameworks, such as Phillip, Kirkpatrick or Hamblin are used (Stewart, 1999).

Garavan et al. (1999), in reviewing the literature on MD, cite the work of Smith (1993) who identifies problems with evaluation as being the lack of experimental control, poor integration of methods and the difficulty of maintaining objectivity. However the contextual, relational nature of the concept of MD makes the use of a scientific, single objective generic formulaic approach to evaluation quite inappropriate. Indeed, Stewart (1999) contends that the realist functionalist paradigm of many measurement techniques makes them unsuitable for evaluating the outcomes of MD. Garavan et al. (1999) advocate that evaluation should adopt a fluid, holistic, contextual approach, integrating internal and external dimensions of MD. This would encourage emphasis on behavioural outcomes relative to both organisation context and individual needs.

The intention of the above commentary is to demonstrate the complexities of MD processes. Through engaging in the academic literature on identifying, delivering and evaluating MD development an understanding of its constituents is presented. The way in which these constituents are shaped is dependent on their contexts. In addition the philosophical assumptions underpinning how these are explored influence interpretations and subsequent understanding of this concept. Through this discussion I attempt to justify their inclusion in my theoretical framework for researching the concept of MD.

2.12 Towards a Theoretical Framework for Analysing Management Development

Because of the concerns already illustrated, MD is widely seen by academic commentators as lacking in coherency, theoretical roots and clarity. Cullen and Turnbull (2005:336) argue that rather than seeing MD research as being 'disorganised and atheoretical, view it as multi-vocal and theoretically pluralistic.' In this way greater understanding of MD can be realised. This a view to which I subscribe, and which I have attempted to reflect in this thesis.

Having critically reviewed academic definitions of what MD is, I surmise that it is indeed a complex matter, with theorists from a range of philosophical perspectives voicing divergent definitions, and articulating different features of it. Although this can lead to difficulties in reaching universally accepted definitions it also provides fertile ground for analysis from various lenses and perspectives to assist our understanding of the nature and characteristics of MD.

The uncertainty over definitions is attributable to the different perspectives taken by writers when addressing MD. Individual academics tend to write from one perspective, all too often without stating which it is. Some take a structural perspective, viewing MD as a function (Sadler-Smith, 2006); others see MD from a process perspective, while yet others analyse it from philosophical perspectives. Doyle (2000) highlights the lack of studies that consider relational rather than process aspects of MD, or that take either a critical or realist stance. He argues that research from these perspectives would enable a more holistic, systemic view of MD to emerge.

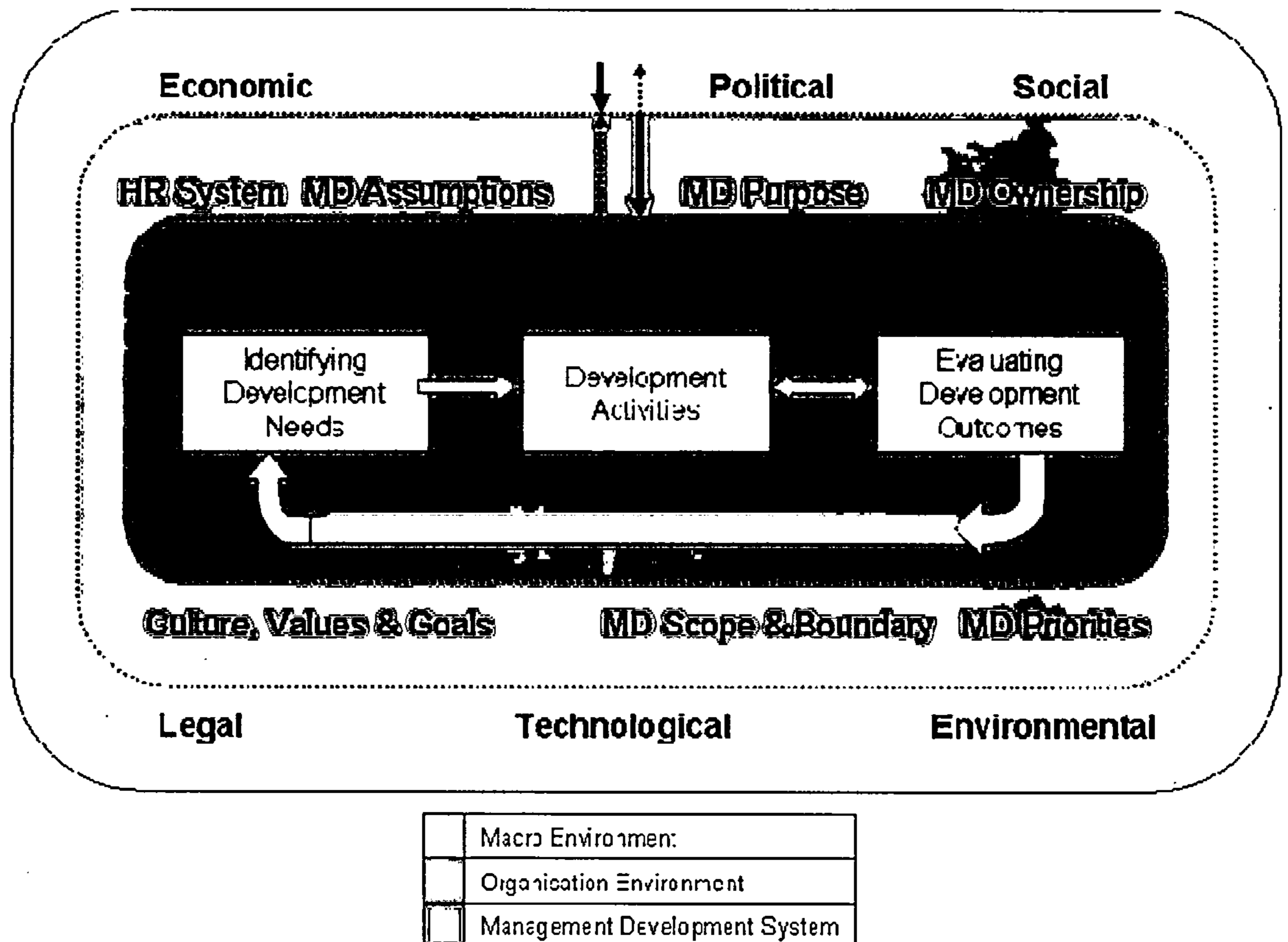
As indicated earlier, I take a pluralist perspective to explore MD, seeing it as having competing interests and potential conflict. I portray the components of my contingent theoretical framework in Figure 2. The macro environmental influences include political, economic, social, technological, legal and environmental factors. With respect to internal influences, these are consistent with Mabey's (2002) HR and Doyle's (2000) system perspective with the inclusion of HR, and organisational culture, values and

goals. However, I also include MD's purpose, priority and ownership within this framework, as I consider that these impact on how the MD is interpreted, both theoretically by academics and in practice by managers in industry.

I have argued that the purpose of MD can be multi-dimensional, with potential conflicts between organisational and individual needs, implicit and explicit rationales, and shaping or controlling behaviours. However, primarily I consider MD to be a managerial function that attempts to ensure that managerial skills and capabilities can meet organisational goals, but with individual managers taking responsibility for their career development needs, reflecting an 'etic' philosophy (Cullen and Turnbull, 2005).

I contend that the MD system encompasses the processes of identifying development needs and development activities, and evaluating MD outcomes. My theoretical focus is on the training, development and education of managers, with selection and career management aspects being supporting HR activities, which I include within the organisational environment.

Figure 2 A Contingent Framework of Management Development



This framework has been informed by the preceding discussion, based on a review of the literature and research on MD in the UK. It builds on previous contingent models, adding the lenses of purpose, scope and boundaries of MD, to provide a vehicle to encourage a comprehensive analysis of MD. I also build on previous work, by articulating how philosophical assumptions underpin interpretations of MD, extending our understanding of this topic. The framework provides a vehicle for exploring key influences on and components of MD from a range of perspectives.

In developing this framework, I am conscious of the complex nature of MD, with conflicting interpretations potentially leading to different understandings. I attempt to simplify these complexities, but have also tried to ensure that the framework is comprehensive in its consideration of the nature of MD and the range of influences that shape it. This framework can be applied in different contexts to identify specific industry, sector and organisational considerations in understanding management development.

The next chapter applies this generic framework to the case of the UK hospitality industry through exploring its contextual specificities and their influence on our understanding of MD practices.

Chapter 3

Contextual Understandings of Management Development in the UK Hospitality Industry

3.1 Introduction

This chapter sets out to review the academic literature on the nature of hospitality, and the structure and characteristics of the UK hospitality industry that influence approaches to MD. The intention is to synthesise theories, concepts and concerns that affect HMD to help develop its knowledge base. In this chapter, I argue that the hospitality industry contexts have a major influence on HMD in practice. Through exploring different interpretations of the concept of hospitality, hospitality management and the nature of the British hospitality industry, specific influences are highlighted. This provides the backcloth to the subsequent discussions on HMD practices, which draws attention to gaps in the literature and a predominantly unitary perspective to research in this area. The chapter concludes with the application of the generic MD model (Figure 3) to the hospitality industry, through proposing an embryonic conceptual framework for analysing HMD practices in the UK that locates industry contexts as a major dimension.

3.2. The Concept of Hospitality

The origins of the term *hospitality* can be traced to ancient times, with its roots in Proto-Indo-European hypothetical language. It is derived from the term *ghos-ti*, meaning stranger, guest and host (O’Gorman, 2005). The American Heritage Dictionary (2001) defines *hospitality* as ‘the cordial and generous reception of or disposition towards guests; also, an instance of cordial and generous treatment of guests’ (cited in O’Gorman, 2005). Through an etymological analysis of the use of the term *hospitality* O’Gorman (2005) sees it as an honourable tradition that is fundamental to

human existence and central to human endeavour. He found reference to notions of reciprocity, duty and traditions and linkages to paying homage to the gods in Greek and Roman times. His work reveals *hospitality* to be a vital and integral part of ancient society, with codes of conduct on the treatment of guests, the provision of hospitality in celebrations, its use in the building of friendships and alliances, and recognition of its role in the development of societies.

In the ancient world, hospitality was provided in private homes to travellers, friends and colleagues. Commercial places of hospitality were originally provided to house and feed travellers from lower classes, who did not have the connections to be accommodated in private homes. Increased travel amongst lower classes intensified the demand for quality hospitality provision during the 5th and 6th centuries, leading to diversification and stratification in commercial provision (O’Gorman, 2006a). Stratification soon emerged with different levels of hospitality based on private, civic or business provision, and the guests’ status in society.

This led to legal governance, contractual relationships and the emergence of hospitality management in civic and business setting, with responsibility for protection and proper treatment of guest/ stranger in 8th and 9th centuries in Europe (O’Gorman, 2006a). Different hospitality environments were developed to meet the needs of guests in terms of the provision of food, drink and accommodation and appropriate welcoming behaviours. So the origins and linguistic use of term *hospitality* has a rich heritage, with these roots influencing its current use that encompasses a range of services and products offered to guests.

With little reference to these roots, more recent attempts have been made by various academics to define the concept of *hospitality* as either a commercial sector and/or as a distinct practice, by articulating those characteristics associated with the provision and delivery of *hospitality*. For example, Burgess (1982), Cassee and Reuland (1983) and Hepple, Kipps and Thomson (1990) concentrate their efforts on providing definitions that address the specific product and service components of hospitality, like

those found in ancient texts. Burgess (1982) focuses on the social psychology of mutuality and reciprocity, emphasising the exchange process between the provider and recipient of *hospitality*. Cassee and Reuland (1983:144) define hospitality as 'a harmonious mixture of food, beverage, and/or shelter, a physical environment, and the behaviour and attitude of people.' In a similar vein, Cassee and Reuland (1983) argue that *hospitality* is an exchange process comprising the three elements of products, employee behaviour and the physical environment, viewing the study of hospitality as being multi-disciplinary and informed by social sciences. In essence these holistic definitions encompass the same components of hospitality as those identified in historical texts.

Other academics, including Jones (1996), Pfeifer (1983) and Tideman (1983), take a more economic perspective in defining *hospitality* as the services of providing accommodation and sustenance to people away from home. This is similar to O'Gorman's (2005) classification of hospitality services from ancient texts.

Criticism of both the 'holistic' and 'economic' perspectives has been levied by Brotherton (1999), who argues that the definitional terms of the holistic perspective are too vague and that the economic/commercial perspective concentrates solely on one side of the exchange process. He argues, when defining hospitality, that there is a need to encompass the nature of and motives for providing hospitality, as these are influenced by religious, political, social and economic factors. More recent analysis of the meaning of hospitality distinguishes three domains of enquiry as private, social and commercial, to frame our understanding of the concept of hospitality. Lashley (2000) argues that a greater understanding of managing the hospitality experience will emerge if consideration is given to all three perspectives.

The private domain embraces the provision of food, drink, accommodation and the host /guest relationship. The social domain encompasses the social settings within which hospitality occurs, in addition to the social influences on the production and consumption of food, drink and

accommodation. In contrast, the commercial domain identifies hospitality as an economic activity, encompassing both private and public sector. Although this analysis reflects the historical stratification and diversification found by O'Gorman (2005), Slattery (2002) argues that Lashley's three domain approach implies a devaluing of the commercial domain of hospitality.

Despite the concept of hospitality being inherently linked to societal needs and human endeavours with a long history, there is little academic agreement on its current scope, role and nature. Although this can reflect a lack of academic maturity, it is similar to other emerging fields of study, for example Human Resource Development, where there is much debate about the need for definitions and a lack of agreement on its scope and content (McGoldrick, Stewart and Watson, 2002).

Jones (2004), comparing leisure studies and hospitality draws on similarities in relation to their length of time in existence as a field of study, the number of academics in these fields and the number of journal publications. However, referring to the work of Botterill (2000), he is critical of the lack of underpinning disciplines in hospitality that, he argues, has led to a field of study with no critical theory. Indeed, although Jones (2004) articulates various schools of thought surrounding the understanding of hospitality in the UK, namely hospitality science, hospitality management, hospitality studies, hospitality relationship and hospitality systems, he presents a picture of much hospitality research being pragmatic, fragmented and lacking in theoretical underpinning. He calls for a stronger theoretical basis and articulation of the researcher's philosophical position to enhance interpretations of hospitality and to build theories of hospitality.

My own theoretical perspective is predominantly located within the management domain, with my research work focusing on managing hospitality within a commercial environment, utilising organisational studies theories and concepts. My interest is to define hospitality, through understanding both the characteristics of the provision of hospitality, and the context of hospitality business, both of which influence how it is managed.

My philosophical position reflects a pluralist ideology, a being Parmenides' philosophical state and an etic focus.

3.3. The Characteristics of Hospitality

In differentiating the hospitality industry from others, its key characteristics of *intangibility*, *perishability*, *heterogeneity* and the *inseparability* of production and consumption are cited as distinguishing characteristics of the service industry (Zeithaml, Parasuraman and Berry, 1985).

Intangibility relates to the performance or experiential aspect of service, with the quality of the performance or service experience being evaluated on the customer's own subjective basis. Therefore service quality becomes a major concern for managers. *Perishability* relates to the issue that services cannot be stored and used again. For example, unoccupied rooms, unused airline seats and under-utilised restaurant capacity cannot be saved and re-used. Fluctuations in demand and seasonality make it difficult for hospitality providers to accurately synchronise supply with demand. *Heterogeneity* is related to the potential for a high variability in the perceived quality of service. *Inseparability* concerns the simultaneous production and consumption of most services. Unlike goods, services are sold first, then produced and consumed at the same time, for example, a meal in a restaurant. This can include the direct involvement of the customer in the service encounter and hence customers become part of the service experience (Mudie and Cottam, 1999).

In a similar vein, Slattery (2002) focuses on hospitality experiences as being integral to the hospitality industry. Rather than the mere supply of food, accommodation and drink, hospitality providers are supplying facilities and service, i.e. an experience. For example, a birthday meal may include waitresses and waiters singing Happy Birthday as part of the meal experience. Associated with this is the *immediacy* characteristic that draws attention to the issue that purchasers consume products within the venue, at the time of purchase. Although some restaurants sell take-away meals, these are seen as ancillary services to hospitality by Slattery (2002).

Maier and Stafford (2000) add another characteristic of *ownership* as a distinguishing feature of the hospitality industry. They consider that purchase of service by the customer does not provide ownership, but merely use or hire. Although this may be true of some services provided like accommodation, airline travel and visitor attractions, it does not apply to services that involve consumption of food and drinks.

These characteristics, as discussed above, are often presented as its distinguishing features, which legitimise the practice of hospitality management as being different from other service businesses and industries. In my view, the integral role of employee behaviour on the service provision, as highlighted by Cassee and Reuland (1983) and Slattery (2002), is a differentiating feature that affects the practice of hospitality management. In essence these features result in hospitality managers having to be able to manage systems and people, react quickly, manage crisis and have excellent communication skills. MD practices need to be able to ensure that development opportunities are available that enable these skills to be developed.

3.4 Managing Hospitality Operations

Wood (1994:116) in examining research on hospitality management and careers concludes that 'hospitality managers spend much of their time interacting with others, particularly staff and guests.' The characteristics of hospitality present both productivity and service delivery challenges.

Perishability focuses attention on maximising the utilisation of accommodation and peak demand. *Seasonality* is a major explanatory factor for the cyclical nature of the industry and the perception of hospitality employment as predominantly short-term, casual and transient in nature. The *hiring* nature of the purchase has implications on the limited length of time to make an impression, and the lack of attachment the customer has to the product, as it is not owned. This also focuses attention on marketing of services, customer care and service quality (Kandampully, 1997).

Intangibility and *heterogeneity* provide service delivery challenges, emphasising the pivotal role played by employees in the service delivery.

This highlights the significance of the effective selection, training, development and retention of staff. In support of this, the people skills are often cited as being of critical importance in hospitality management (Baum, 1990; Guerrier and Lockwood, 1989).

Inseparability, a further distinguishing feature of hospitality management, emphasises the ability to ensure the simultaneous success of both the production and consumption of the hospitality experience. This leads to a need for managers to understand the diversity and complexity of the characteristics of the hospitality industry (Slattery, 2002). The content and approach to HMD has to accommodate opportunities for managers to develop abilities to deal with these characteristics.

Research into hospitality managerial competences and characteristics in the UK has developed over the last 30 years (Baum, 1990; Ladkin, 1999; Watson and McCracken, 2002). Although Baum (2006) opines that differences in managerial competency frameworks can be associated with different sectors, much of this work manifests a functionalist perspective, which can be of limited value when a contingent perspective is adopted.

Within a contingent perspective, the roles and skills of managers will impact on the approach to and content of HMD practice. Therefore understanding the debates and discussion on managing within hospitality organisations is important. In the literature there is evidence of concerns regarding the nature of hospitality in terms of roles and skills, with writers taking either a universalistic or an empiricist approach in their research. For example, Ladkin (1999: 70), adopts an empiricist perspective when examining what hotel managers actually do, asserting that 'four principal roles of entrepreneur; cost controller; marketer, and service and quality control assurance', can be identified. In contrast, Brophy and Kiely (2002), adopt a universalistic approach, in seeking to develop a competency framework for middle level hotel managers clustered competencies by mapping these to the key results areas of customer care, quality and standards, managing staff, achieving profitability and growing the business.

One of the enduring concerns in the literature is research that specifically attempts to delineate the range of skills and competencies of hospitality managers (Gamble, Lockwood and Messenger, 1994; Ladkin and Riley, 1996). Much of this work draws attention to the balance between the operational and managerial nature of hospitality management (Carper, 1993). Indeed, Wood (1994) highlights the operational, reactive and active nature of hospitality management, presenting it as less systematic and more unpredictable than non-hospitality management.

One of the characteristics of hospitality management is the centrality of food and beverage skills and knowledge (Ladkin, 2000). She summarises literature on hospitality managerial skills to illustrate the importance of technical rather than managerial skills. Ladkin found that gaining experience in food and beverage is advisable when following a career to hotel general manager. In support of this, Connolly and McGing (2006), researching industry's appreciation of graduates in Irish hotels, report a 'strong preference to hire people with strong practical skills' (p54).

However, Ladkin (2000) also reports that there is an increasing emphasis on managerial skills, evidenced by management training and education in generic business skills. Harper, Brown and Wilson (2005), researching hotel general manager careers, highlight a consensus by managers on the need to adopt a business rather than an operational perspective. In addition, Raybould and Wilkins (2005) in summarising the literature on hospitality skills, contend that increased competition and complexity in the industry has reduced the importance of technical and operation skills, in favour of leadership, corporate and strategic skills.

Much of this debate on the nature of hospitality management is predicated on two diverse perspectives. The first is a professional perspective that considers hospitality management to be a profession that requires specific education and training, and adherence to its own idiosyncratic codes of conduct (Mohr, 1982). For example, Brotherton (1999) considers the importance of managing the hospitality exchange as being a central element of hospitality management being viewed as a profession.

The second perspective sees the management of hospitality operations as involving similar managerial skills and competences to other business managers, with the context of the business being the differential factor. From this view, the 'hands on', operational characteristic of the hospitality industry is seen as being detrimental to the industry (Wood, 1994).

The professional perspective can create a rather myopic view of issues that limits the perceived solutions available, as there is the desire for separate education and development that restricts learning from other industries and practices. However, this approach can also enhance the development of professional standards that could raise the standing of hospitality management within the UK. For this reason, I consider that attention should be given to both the professional and business perspectives in MD. This would encourage a balance between understanding the characteristics of the hospitality industry, the needs of managers and business-related knowledge and understanding. Therefore, my view is more aligned to the contingent, pluralist rather than a universalistic perspective of management, set within a business hospitality management paradigm.

3.5 The Characteristics of Hospitality Management

Managerial positions represent almost thirty percent of those employed in the industry. However, despite the presence of degree level hospitality education in the UK for over 40 years, hospitality managers are seen as being less qualified than their non-hospitality counterparts. Comparative reports cite the UK hospitality industry has having lower productivity levels than in other countries (People1st, 2006c). Female managers are well represented in the industry, but fail to progress from middle management to top management in commensurate numbers due to inflexible working practices and the long hours work culture (Doherty, 2004).

The recruitment and retention of managers in the hospitality industry has been poor, with limited career structures, low pay and unsociable hours (Keep and Mayhew, 1999). Indeed, the image of hospitality management

as a career in the UK is poor, resulting in it being viewed as a low priority career choice. This is despite the presence of Springboard, which was set up in 1990 as an industry-wide organisation designed to raise the profile of the industry and to encourage young entrants to consider hospitality as a first career option. The view of hospitality as a career choice is still hampered by poor perceptions of its conditions of employment and career opportunities (Rossiter, 2005). Students and graduates working in the industry leave in large numbers to use their skills in other service industries (Baum, 2006).

Wood (1992) indicates that despite the availability of degree level hospitality management programmes for over 25 years, resultant improvements in practices and conditions for employees have not materialised. Although this could be as a result of the highly competitive nature of the industry, with low wages, poor working conditions and high staff turnover, Wood (1992) implies that this is due to a lack of managerial ability to reflect on and improve management practices.

Self-evidently, the characteristics of the UK hospitality industry also shape its MD practices. In particular the volatile labour market presents challenges to organisations to be able to provide systematic, synchronised MD opportunities. The operational nature of the managerial roles focuses attention on immediate concerns rather than long-term development needs. The next three sections explore the structure of the industry, its labour market position and image, and industry values and culture, in relation to MD practices.

3.6 Structural Issues within the UK Hospitality Industry

There is a lack of agreement on what actually constitutes the commercial terrain of the hospitality industry, making the definition of the industry difficult. Slattery (2002) argues for a broadening of the term hospitality from the traditional view of the supply of accommodation, food and drink to encompass organisations that supply hospitality through leisure and sports venues. This would include casinos, theme parks, attractions, theatres, and hospitality in travel venues, including airports, stations and other transport

sites. Slattery also argues that the activities encompassed by hospitality organisations are complex and diverse, stretching beyond a narrow focus on the provision of accommodation, food and drink. Likewise, he considers the industry should encompass subsidised hospitality including workplaces, healthcare, education, military, custodial and retail venues. This would expand the notion of what constitutes a hospitality business. Although Slattery's (2002) typology encompasses both the civic and business classifications found by O'Gorman (2005) in his historical analysis, it could also lead to further diversification within the industry, as delineated by academics.

As indicated in Chapter One, I use the term hospitality to encompass the hospitality, leisure, travel and tourism industries, as defined by the Sector Skills Council (People1st, 2006a). Within the UK, the hospitality industry employs over 1.9m people and generates four percent of the UK's GDP (Roper and Litteljohn, 2004). A characteristic of the industry is the diversity of organisational types, their size, ownership and geographical spread, resulting in differing operating systems and a lack of coherency within managerial practices (Jones, 1999; Slattery, 2002). Consequently, it is difficult to view the industry as a homogenous entity, which can result in a fragmented approach to HMD.

There are over 180,000 establishments, in the UK hospitality industry, seventy six percent of which employ less than ten people (People1st, 2006). Small organisations are fundamentally different from large ones, leading to different management practices, processes and attitudes to training and development (Storey, 1994; Thomas, 1998). Jameson and Holden (2000) focus attention on the importance of hospitality small to medium sized enterprises (SMEs) in providing opportunities for graduate employment, with the decline in the number of large organizations offering graduate training programmes. However, their findings highlight the failure of most SME's to recognise the knowledge and understanding that hospitality graduates can bring to the industry. The predominance of the (SME) sector where MD is typically less formalised, provides particular challenges for HMD (Jameson and Holden, 2000).

In addition, although synergy is found in vertical and horizontal ownership in hospitality, resulting in operators running businesses in more than one sector of the industry, different organisational contexts require different managerial skills. For example, the skills and knowledge required to run a visitor attraction are different to those required to run a chain of fast food restaurants. Slattery (2002) argues for the ability to manage portfolios at corporate level and an understanding of supply-chain management, as a result of the continued dominance of corporate chains, stressing the importance of the corporate context.

Due to the diversity of the industry, many sub-sector associations exist to promote these sectoral interests. For example, the British Institute of Innkeepers was established in 1981 as the professional body for the licensed retail sector in the UK. It represents over 17,500 members and offers a range of qualifications through its own awarding body. It promotes the training and development of employees and managers, through its own courses and the establishing of annual training awards (www.BII.co.uk, 13.07/06). Other similar professional associations within the hospitality industry include the Tourism Society, the Institute of Travel and Tourism, the Tourism Management Institute and the Institute of Leisure and Amenities Managers, each with their own agendas and operating frameworks. Some of these have agreed levels of managerial qualifications and others have not.

The professional body for hospitality managers in the UK, the Hotel and Catering Institutional Management Association (HCIMA) was established in 1971 from the merger of the Institutional Management Association (1938) and the Hotel and Catering Institute (1949). Initially it was instrumental in developing a 'corpus of knowledge' that constituted the underpinning knowledge for managers. It also developed training courses and professional examinations that became recognised standards of education. However, in my opinion, this professional body appears to lack the ability to act as a key strategic influencer in respect of HMD.

Hospitality education and training are generally not mandatory, resulting in no agreed body of knowledge being considered essential for becoming a hospitality manager. Although the HCIMA launched its voluntary CPD

approach in 2004, little progress has been made in implementing this (Rossiter, 2004). There is some discussion on establishing licences to practice, which could enhance the professional standing of hospitality management, but this is likely to be a politically charged issue, as it could hinder the emergence of new organisations entering the market place (HCIMA, 2005).

In other specialist management occupations, like accountancy or Human Resource Management, the professional associations have greater involvement in the development of their managers. The corpus of knowledge forms the basis of their educational qualifications, reflecting minimum standards of practice and greater involvement in CPD activities. This is lacking in HMD with a result managers can receive little or no development (People!st, 2005).

3.7 Labour Market and Industry Image Issues

In the UK, the hospitality industry is a major employer, which is expected to grow over the next 10 years (Wilson, Homenidou and Dickerson, 2006). The workforce is characterised by a reliance on a young (34 percent are under 25 years of age) and mobile part-time workforce (54 percent work part-time, with a further 10 percent on a casual or temporary basis). Over 17 percent of employees are from overseas with 11 percent of employees from ethnic minorities based within the UK (People1st, 2006b). Women constitute 67 percent of the workforce, with two-thirds of them working on a part-time basis (People 1st, 2006b).

The industry is characterised by low pay and a low level of trade union density and activity. Seven percent of workers have their pay agreed by collective bargaining arrangements and 7% of hospitality organisations recognise a trade union (Bland, 1999; Cully, Woodland, Reilly and Dix, 1999). Traditionally, the determination of pay has been a managerial prerogative with considerable latitude to adjust wages and work to meet fluctuations in demand (Adam-Smith, Norris and Williams, 2003; Lucas, 1996). In examining the impact of the introduction of the national minimum

wage (NMW) on hospitality workers in the Portsmouth area, Adam-Smith et al. (2003) conclude that this has reinforced prevailing reactive, labour management practices that exist to meet customer demands and minimise labour costs.

Turnover in the hospitality industry has traditionally been considered high, and is estimated to be twice the national average (People1st, 2005). Some concerns are raised about the willingness of hospitality managers to accept this situation as symptomatic of the industry's labour market, almost abdicating responsibility for staff retention (People1st, 2005; Wood, 1994).

However, the industry is associated with long, unsociable hours and poor working conditions. Indeed, reference to poor work conditions can be found in George Orwell's work in the 1930s, in which he describes the social deprivation and long hours' culture when working as a dishwasher in a hotel in Paris. In contrast, the industry is also portrayed as glamorous, challenging and creative, particularly in working in up-market hotels and airlines (Bemelmans, 1942 and Eaton, 2002), cited in Baum (2006). Despite efforts to improve conditions, a realistic portrait of contemporary employment lies more in line with Orwell's portrayal than in glossy magazine adverts (People1st, 2006a).

The management of employees in the hospitality industry is often cited as informal, being shaped by both its product and labour markets, with evidence of organisations failing to adopt good practice models of HRM (Keep and Mayhew, 1999). Research examining HR practices in the hospitality industry have reported these as largely lacking in sophistication (Kelliher and Johnston, 1997; Price, 1994). Riley (1996), exploring the nature of hospitality internal labour markets in the UK reports weaknesses concerning unspecified hiring standards, multiple entry points, little training, unsophisticated promotion procedures and low skills requirements. In investigating the relationship between HRM and employee commitment in UK hotels, McGunnigle and Jameson (2000) report a lack of sophisticated selection and recruitment approaches, but strong training and development systems. In concluding their research, they question the extent to which

there is genuine support for the rhetoric of HRM in the UK hotel industry. However, although Hoque (1999) argues that there is an increased level of HRM practices within large UK hotels, and Kelliher and Johnston (1997) report some evidence of 'green shoots' of change, the over-arching evidence from research into the management of employees is typically adhoc and reactive (Brown and Crossman, 2000). This could be due to the latitude that hospitality managers appear to have in determining work conditions and arrangements, even when formalised procedures are in place. Therefore, further research into the nature of HR systems would help understanding of hospitality contexts influencing MD.

Despite strategic government led involvement in training, the industry is still perceived, by academics and potential new recruits as having limited, continuous opportunities for training and development (Wisdom, 2005). Government involvement in promoting industry level training and development can be traced to the establishment of the Hotel and Catering Industrial Training Board (HCITB), as a result of the enactment of the Industrial Training Act in 1964. The HCITB implicitly encouraged larger organisations to provide formal training programmes (Reid, Barrington and Brown, 2004). In addition the Board provided sponsored training opportunities for the SME sector of the industry. Having gone through various business reinventions it has recently emerged as People1st, the government sponsored, Sector Skills Council for the hospitality industry, in May 2004.

People1st's aim is to enable employers within the hospitality, leisure, travel and tourism sector to improve their profitability, staff retention and appeal by delivering world-class productivity and customer service. Its remit is to encourage learning of a high standard in the industry and to enhance the uptake and interest of organisations in government initiatives, like modern apprenticeships, annual training awards and national training targets. However, despite this presence, the UK hospitality industry's image is poor with HMD practices appearing to be sporadic and of varied standards.

3.8 Hospitality Industry Values and Culture

While examining hospitality characteristics and industry structure and labour market provide some insights into factors influencing MD, values and cultures also impact MD. These can influence accepted norms and practice with regard to managing hospitality firms, which in turn influence content and processes of HMD.

In examining hospitality organisational cultural issues, Wood (1994) defines them as attitudes, values and practices that are particular to an organisation. He highlights the difficulty of making generalisations across such a diverse industry, but points to three pertinent cultural features, namely, informal rewards, individualism and managerial autonomy, as characterising the hospitality Industry. Informal rewards relate to the industry-tolerated practice where individuals supplement their formal income with tips, petty theft, and subsidised food and accommodation. Individualism relates to the competitiveness between staff, and geographically isolated working that occurs in many sectors and departments of the industry. Managerial autonomy concerns the nature of hospitality management being characterised by the hands on, interactive style of managing in hospitality establishments.

Indeed the literature on culture and values in the hospitality industry presents opposing perspectives. Some works highlight the social, supportive, collegiate environment (Kyriakdou and Gore, 2005). In contrast, other writers present insularity, exploitation and isolation, as features of the hospitality industry (Guerrier, 1987). Whilst the diverse, fragmented isolated structure of the industry limits the applicability of industry wide shared cultures and norms, examining the range of these is pertinent to understanding practices in the industry. However, I consider that values and culture are also contingent on organisational level locations, colleagues and managerial views.

In synthesising the above discussion on the UK hospitality industry structures, labour markets, image, values and cultures I conclude that

together these impact on hospitality management. Specifically, the diverse, fragmented structure encourages a propensity to rely on atypical workers, who experience poor working conditions and low pay. This leads to a poor industry image, with many individuals only remaining in the industry for short periods of time or if they have no other employment options. The lack of sophisticated HR procedures and low levels of unionisation provide management with much latitude over employment practices in addition. These conditions lead to the two divergent views of values and cultures portrayed in the literature as ways of dealing with these conditions, either through adopting paternalistic or autocratic approaches in management (Edgar and Watson, 1996).

In seeking to understand HMD practices, the next three sections provide an overview of the historical development of HMD, the scope and limitations of this research and its inherent philosophical assumptions.

3.9 Hospitality Management Development

3.9.1 Hospitality Management Development Practices

Historically, HMD has taken an ad hoc, piecemeal approach with development being typically seen as something that only occurs early on in a manager's career (Wood, 1994). MD consisted of informal experiential learning, with management trainees learning through secondments into various departments to develop an understanding of the skills and competences required in managing each area. This could involve work shadowing, coaching and mentoring providing individualised and contextualised development (Doyle, 2004).

The advent of the HCITB in 1965 resulted in this experiential approach being supplemented with formalised training programmes and part-time educational courses that enabled practicing hospitality managers to gain a qualification, while working. Formal methods were used to deliver training either at the workplace or away from it including lectures, projects, games and simulations, and role plays; seminars; case studies, vignettes or critical incidents; outdoor activity programmes; guided reading and presentations (Winstanley and Woodall, 1999). Much criticism has been levied at formal

MD training methods for being abstract, artificial and removed from the context of the managers' work, resulting in problems in their application of this learning in the workplace (Burgoyne and Stuart, 1991; Mumford, 1999; Robert, 1995).

Formal MD programmes tended to be the preserve of large successful organisations, due to the resources required to support these. With the advent of hospitality diploma and degree programmes from the early 1970's, such organisations began offering shorter graduate training programmes, using the same formula of experiential and formal learning. Guerrier (1987) distinguished these managers from the traditional manager by their hospitality management qualification and their 'fast-track' approach to their career. She questions the insularity of this approach in terms of maintaining deeply held attitudinal beliefs on managers' careers. These two approaches became the cornerstone for HMD for nearly 40 years, resulting in a traditional bureaucratic model of development (Ruddy, 1990, cited in Harper et al., 2005).

The focus of much of this MD, even in large corporations, where training was encouraged, was on early career managers with only limited ad hoc development for other managers. This led to MD being seen as fragmented and piecemeal, with little attention being given to continuous development (Wood, 1994). Indeed, the demise of many graduate MD programmes in hospitality due to financial resource constraints in the early 1990s may have embedded this adhoc, piecemeal approach further. This is further fuelled by the importance of the SME sector in the industry, where MD is less formalised (Jameson and Holden, 2000). However, as I consider that there is limited research on MD activities in the UK hospitality industry, this view is difficult to substantiate.

Watson and Litteljohn (1992), differentiate between tactical and strategic level managers. Tactical level managers operate in ways that are sensitive to the local environment whereas at a strategic level, managers are required to think 'globally' and strategically, placing different demands on the MD practices each group requires (Watson and Litteljohn, 1992). The argument

here is that the development needs of tactical and strategic level managers are different.

Changes in organisational structures, due to the economic recession and increased competition resulted in flatter and leaner organisations in the early 1990s. This led to the removal of levels of managers in organisations that pushed more responsibility down to first line managers. This has influenced the range of skills and knowledge base required by hospitality managers (Gilbert and Guerrier, 1997; Watson and D'Annunzio-Green, 1996). As there are no longer stepping-stones for managers to move up a hierarchical career ladder, greater emphasis is placed on managers taking responsibility for their own development in many large hospitality organisations (Watson, 1991). Within the SME sector the informal approach to MD has traditionally placed responsibility for development with individual managers. Another recent trend has been for line managers to take on more responsibility for HR, often working in partnership with HR specialists, increasing their required knowledge and skills base further (Maxwell and Watson, 2006).

In synthesising the research into HMD, I conclude that this has been conducted from a unitary organisationally driven perspective. Whilst it would appear that there have been some drives to enhance the quality of hospitality managers, by professional associations, these have not been sustained. Research into labour market issues and managerial skills development report an emphasis on early career development, high levels of management turnover and sporadic delivery of development opportunities. While there is a dearth of research into organisational approaches to MD it appears that industry structure and labour market characteristics may limit an organisations' ability to develop hospitality managers. However, within this literature review, I have not addressed the role of hospitality education within HMD. The next section specifically addresses the nature of the UK hospitality education and its impact on the approach taken to develop managers.

3.9.2 Hospitality Education

Historically, the approach taken to the education of hospitality management students in the UK has been from a contingent vocational philosophy, resulting in an industry -related curriculum, with a period in work-based learning often provided as a component of student education. This focus on vocational needs was heavily influenced by the professional body, the HCIMA. With the development of a nationally recognised curriculum practising hospitality managers could study at local colleges, accruing credits leading to either a certificate or diploma level hospitality professional qualification. The focus of these courses was on the individual, and learning needs in the workplace (Reid et al., 2004). Further Education colleges also offered supplementary diploma and certificate level education focusing on the technical aspects of hospitality, like Front Office, Food Production and Food and Beverage Service. The National Vocational Qualifications Framework that identifies occupational standards for technical and managerial jobs now incorporates these courses.

As in other industries, education providers deliver degree level programmes in hospitality to individuals prior to them taking up a management post. The first UK hospitality degree level programmes were offered at the University of Surrey, which started in 1964 and the University of Strathclyde, starting in 1965 (Airey and Tribe, 2000). They presented hospitality management education as multi-disciplinary, utilising knowledge from generic management areas including operations, strategy, human resources, finance, marketing and information management. These programmes are also committed to meeting the industry's needs through practical skills development, industrial placements and teaching applied hospitality management skills. Airey and Tribe (2000) note that little attention has been given to the liberal aspects of hospitality education, resulting in a vocational/action paradigmatic orientation. Morrison and O'Mahony (2003) and Morrison and O'Gorman (2006) argue that education in the liberal aspects of hospitality studies can contribute to greater depth and understanding of hospitality in new graduates.

Educational institutions are being forced to cut costs and seek ways to streamline their operations resulting in less attention being given to sector-specific professional development aspects of the curriculum, such as food and beverage related practical modules (Baum, 2006; Ladkin, 2000). There is some concern amongst hospitality academics that this is leading to a loss of identity, with hospitality becoming subsumed within general management education, making the curriculum less applicable to industry's needs. This is putting pressure on industry to provide its own practical vocational training for new graduates (Harper et al., 2005).

The recent government drive to increase the number of young people continuing to full time higher education (50% of 18 year olds) has markedly increased the supply of hospitality graduates. In 1999, Jameson and Holden estimated an annual output of 2,000-3,000 graduates from UK hospitality management programmes. However, with uncertain economic conditions, organisational downsizing, delayering and outsourcing, these graduates are less likely than their predecessors to obtain traditional graduate positions (Hawkins and Winter, 1996). This is leading to graduates being 'employed in sub-degree level occupations, illustrating the growing gap between the value of degrees and their market value in real transactional situations' (Deer, 2004:210).

Connor and Pollard (1996) argue that graduates face a competitive, less predictable labour market, with fewer places on graduate training schemes, as many organisations are no longer providing them. Many hospitality graduates secure positions as first-line managers or supervisors and then seek opportunities to broaden their experiential learning either within or out with the organisation (Ladkin, 2000). I think that there are two potential concerns that this research is highlighting. Firstly, there is a mismatch between industry's expectations of the skills of graduates and the actual output from educational establishments. Secondly, is the impact of this approach to development practices on new recruits to the industry. As educational providers offer different programmes, graduates come into management positions with different skills and knowledge, which may not equip them for taking on a managerial role without further raining and

development. This can result in new managers leaving the industry unless appropriate development opportunities are available to them.

Jameson (1996) highlights the recurring debate between education and industry concerning the perceived mismatch between hospitality graduates' knowledge and capabilities and industry needs. However, she does point out the dangers of treating both the industry and graduates as homogenous entities. Both Jameson (1996) and Peacock (1996) argue that there is a lack of attention given to the SME's sector in hospitality degree programmes, even although this sector provides employment for many graduates.

The challenge for hospitality educators appears to lie in finding a balance between vocational and reflective perspectives, enabling students to develop a critique of the wider world of action relating to hospitality management, while also developing the skills and knowledge needed to put critical ideas into practice (Airey and Tribe, 2000).

One of the weaknesses of this debate is the lack of attention given to postgraduate level education. Although postgraduate qualifications in hospitality management have been available in the UK for over 25 years, little academic attention has been given to analysing their approaches, content or impact on hospitality MD. Litteljohn and Morrison (1997) in reviewing hospitality management education in the UK for the Council for Hospitality Management Education report that there were fewer than 1,000 postgraduate students studying hospitality related programmes in the UK. Recent developments in hospitality postgraduate level programmes may enhance these numbers. These include the offering of MBA with hospitality specialisms, as at the University of Surrey; joint industry education programmes as offered by Nottingham Trent University and executive level programmes also provided by the University of Surrey.

In addition, there are part-time study opportunities which link the educational aspects of management to business needs, obscuring the boundaries between 'education' and 'development'. Co-operative ventures between education providers and industry and the use of the concept of a

corporate university as the umbrella for delivery of hospitality education programmes are evidenced throughout the industry (Adams and Wallace, 2002; Teare and O'Hern, 2000). In a similar vein, Sigala and Baum (2003) highlight the importance of strategic alliances in delivering quality education. Adams and Waddle (2002) conclude that

'The virtual university concept is viewed as the optimum route to effective workplace learning, offering real and clearly demonstrable potential for strong return on investment for the business. The concept reflects a number of realities: the workplace is the most significant area of learning for managers, in the organization people are key to business success and that workplace learning is a prime vehicle for corporate and business development' (p 20).

Indeed, although the emergence of corporate universities and co-operative education-industry initiatives within the hospitality industry may be as a result of the failure of UK education programmes to produce graduates with the profile desired by industry, this can also provide opportunities for education and industry to enhance HMD. Education can concentrate on providing hospitality understanding and knowledge, through the exploration of theories and concepts whereas industry can provide experiential learning to develop skills and provide opportunities to apply theory to practice. However, working together brings synergies in expertise and more structured accredited learning opportunities. A limitation of this approach is that it relies on continuous long-term organisational support for HMD, which has been traditionally lacking in the UK hospitality industry, especially in SMEs.

3.10 The Scope and Limitations of Hospitality Management Development

The majority of the literature on hospitality MD presents it as an organisationally driven process (Baum, 1989; Brophy and Kiely, 2002; Watson and Brotherton, 1996). There is a prevalent assumption underpinning research into HMD that its purpose is to improve the performance of the organisation, even when this is not explicitly stated.

There is limited clarification on the scope and boundaries of MD in much of the hospitality literature. There is a focus on career issues within hospitality MD (Jameson and Holden, 2000; Ladkin and Riley, 1996; Ladkin, 2000) coupled with concern about the educational input to MD (Kaplan, 1982; Morrison and O'Gorman, 2003; Rimmington, 1999). D'Annunzio-Green's (1997) work includes management selection and career management within her analysis of MD, arguing that these are integral aspects of MD, due to the complexities of international assignments.

I have found little analysis of management training and development practices in the UK hospitality industry. Although there are generic studies into the nature, scope and boundaries of MD in the UK, there is no substantive research in the hospitality industry.

Despite a rhetorical emphasis within the literature on continuous professional development, declining hierarchical development opportunities, and the demise of graduate training programmes, little substantive research could be found on the issue of individual responsibility for development, or the use of personal plans and logs. In addition, the extent to which companies prioritise MD also receives little attention from hospitality researchers, although in practice there is some evidence that MD is given priority in times of financial success, but will be given less priority in times of economic recession (Baum, 2006).

In recent years, there has been an increase in research that addresses the use of technology in developing managers, particularly in relation to workplace learning (Hudspith and Ingram, 2002; Teare, 1997; Winch and Ingram, 2002). These articles highlight the relevance and the strategic role of MD, but also encompass the role of workplace learning in developing managers.

The manner in which individual needs are identified has also received little attention in the research. Some mention of the use of assessment centres and performance appraisal as formal means of identifying development needs can be found (Brownell, 2005; D'Annunzio-Green, 1997). There is also a lack of research on how organisation level development needs are

analysed. There is some reference made to the use of audits, the analysis of strategic plans, customer feedback and business reviews as prescriptive approaches available for use in the industry (Robert, 1995).

Again, there is limited research on the evaluation of MD in the hospitality industry, although Hudspith and Ingram (2002) highlight the importance of evaluation of MD at regular intervals during and after learning. Adams and Wallace (2002) explore how the evaluation of MD is used to demonstrate its value to the individual manager and the organisation, through the analysis of both hard and soft benefits of MD delivered via a virtual university.

Some work has been carried out on the evaluation of hospitality management education throughout the last 25 years. Much of this work refers to students and industry's expectations of education and on evaluating graduate careers (Garavan et al, 1999; Jameson and Holden, 2000; Purcell and Quinn, 1995).

Therefore, despite assertions that HMD is critical to the UK hospitality industry, relevant research is limited, prescriptive and narrow in its scope. The concept of hospitality, the nature of the industry and its workforce, provide opportunities to enhance our understanding of HMD through broadening our exploration of these under-researched aspects of HMD. In addition, researching HMD from differing philosophical bases can also enhance our understanding of MD practices in this industry.

3.11 Philosophical Assumptions of Hospitality Management Development Research

In analysing the philosophical assumptions underpinning much of the research into HMD, I consider that the majority of writers either explicitly or implicitly adopt a unitary perspective (D'Annunzio-Green, 1997; Guerrier, 1987; Jameson, 1996). Examples of this approach can be found in my early work (Litteljohn and Watson, 1990, and Watson, 1991), where I take a managerial normative prescriptive stance when exploring external factors influencing MD. Associated with much of this work is a 'being' Parmenides' philosophical assumption, which considers MD as static, observable and

able to be researched from a positivist research position (Chia, 1997, Lee, 2001). However, this philosophical persuasion is similar to early research into generic MD (Cullen and Turnbull, 2005). Indeed, much of the early work on hospitality MD reflects Jones' (2004) concerns about the lack of theoretical and philosophical underpinning in hospitality research.

The other predominant characteristic of the HMD research is a tendency to view MD from an 'etic' philosophy (Cullen and Turnbull, 2005). Examples of this approach can be found in something that is done to managers, assuming that managers have little control over their own development (Jones, 1996; Johns and McKechnie, 1995). An exception to this approach is found in much of Richard Teares' work on managerial learning (Teare, 1998; Teare and O'Hern, 2000; Teare and Neil, 2002) which considers the needs of individual managers, and focuses on managerial ability to learn from experience, reflecting an 'emic' philosophy (Cullen and Turnbull, 2005).

The competency frameworks and the work addressing hospitality managerial skills also adopt a unitary functionalist perspective (Baum, 1990; Gilbert and Guerrier, 1997; Purcell and Quinn, 1995). There is some evidence of a pluralist perspective being adopted in more recent works on MD (Brotherton and Watson, 2000; Raybould and Wilkinson, 2005), predicated on an 'etic' perspective and a 'being' ontology (Chia, 1997). There is a dearth of research derived from a Heraclites perspective that sees HMD as a changeable and fluid concept.

A real weakness in this field of study is a distinct lack of studies from a critical perspective. Although Francis and D'Annunzio-Green (2004) take a critical perspective when analysing different discourses surrounding HR and employment practices, their focus is on how this influences managerial behaviours in the realm of sense making, rather than on MD per se. In a similar vein, Wood (1994) adopts a critical perspective in reviewing working conditions and employment practices in the industry. However, these are rare examples within a corpus of generally descriptive work.

Botterill (2000) decries the focus on scientific, positivist paradigms in hospitality research and requests hospitality researchers to seek alternative views of truth and reality to help deepen our understanding of hospitality. Within the literature on the hospitality industry there is some discussion on the philosophical roots of hospitality management education (Airey and Tribe, 2000; Lashley and Morrison, 2000), but little research has explicitly addressed the philosophical assumptions underlying HMD. Indeed, the criticism levied by Jones (2004) regarding a lack of perspectives and a focus on normative, prescriptive analysis in hospitality research is evident in much of the HMD academic writings.

Therefore, I consider that these narrow philosophical orientations limit understandings of HMD contexts and concerns. Research from a 'becoming' ontology and 'constructivist' epistemology could provide alternative interpretations. In addition, a critical research perspective would raise our level of comprehension of this dynamic phenomenon, beyond mere under-theorised descriptions.

3.12 An Embryonic Framework for understanding Hospitality Management Development

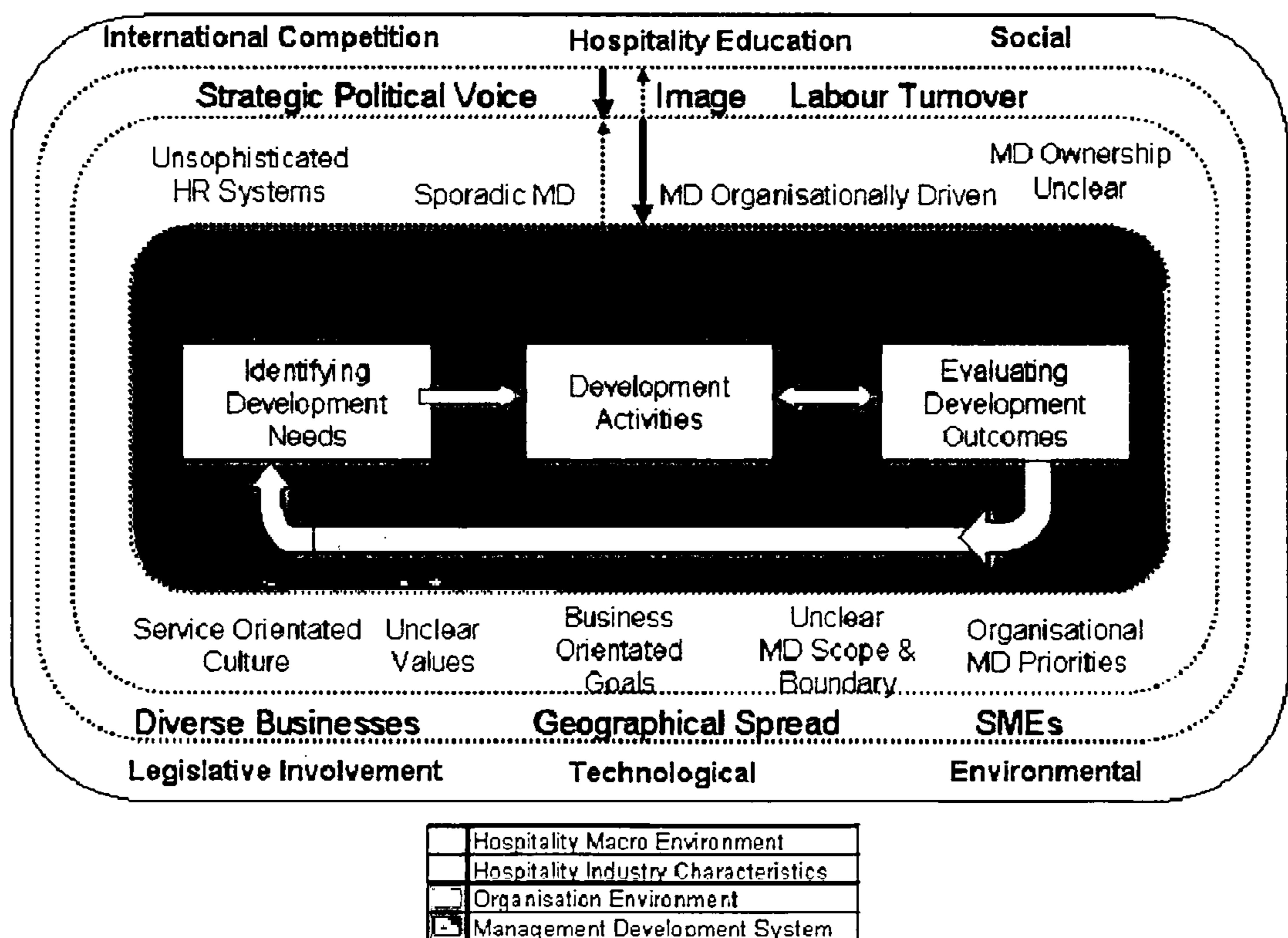
Throughout this review of hospitality literature I have sought to illustrate how the nature of the concept of hospitality and the characteristics of UK hospitality industry contexts influence both research into and the practice of MD.

I contend that macro level influences, cultural values and the nature of hospitality management affect the traditional approach to MD that has been preoccupied with operational concerns. In addition, radically different approaches to MD can be identified between large corporate chains and SME's. The weak strategic bodies within the hospitality industry and a vocationally oriented education system pose no challenge to the insular nature of HMD. It appears that there is little discussion between the various strategic players about the shape of management education within the hospitality industry. The presence of a range of professional and trade associations each with their own agenda, but very often with overlapping

interests, reduces the industry's ability to speak with one voice in seeking to influence internally and externally. Indeed there is no unified voice on what differentiates hospitality managers from other managers and what MD should encompass.

Organisational influences focus on addressing structural and functional concerns, with less attention being given to understanding the relationships between cultural values, beliefs and MD practices. Indeed there is a dearth of research on these aspects of HMD. To illustrate these influences I present a revised theoretical framework in Figure 3.

Figure 3 An Embryonic Framework for Understanding Hospitality Management Development



Here, I build on the theoretical framework presented in Chapter Two to reflect the key considerations that I surmise from this review to aid understanding of hospitality contexts. I add a further element, namely hospitality industry structures, which enable the key characteristics of the industry that influence HMD to be considered. Key features of the industry,

namely, its geographical spread, the diversity and the range of organisational types represented within it, influence both organisational contexts and MD practices. In addition, the proliferation of SMEs makes a sustainable unified approach to HMD difficult to achieve. Historically, hospitality professional bodies and associations in the UK have been disjointed, lacking the ability individually to influence government policy in relation to either funding or educational direction. The role that these currently play in helping to shape the development of managerial skills is limited, as there is no unified hospitality voice speaking on behalf of the hospitality industry.

In addition, the role of hospitality education in MD in producing hospitality graduates is changing, as a result of funding restrictions, increased student numbers and uncertainty over appropriate content of hospitality education. Therefore HMD will be influenced by the nature of these educational outputs. However, there do appear to be opportunities for education to participate in HMD through joint ventures with hospitality organisations.

The final characteristic I have included in this model is the industry's image. This refers to the image of long work, poor pay, limited career opportunities and high turnover, which influence HMD opportunities..

Understanding how organisational contexts influence MD systems can add further depth to this field of study. Organisational cultures, values, and management priorities and the supporting HR systems impact on companies approach to MD. In addition, an understanding of MD purposes, its priority and scope are important factors in shaping HMD. Although there is some limited research into these aspects of the hospitality industry, little is understood about the manner in which these influence HMD.

In terms of the MD system, the three major components of identifying development needs, development activities and evaluation are presented as core activities of MD. Research into these components of development, including identifying development needs, the role played by individual managers in learning, and the evaluation of development outcomes for both organisations and individuals is limited.

Although this framework can provide a comprehensive overview of the influences and constituents of HMD, this alone will not encourage a better understanding of HMD. Research is needed from a range of philosophical and theoretical perspectives. Researching HMD using various paradigmatic lenses, including contingent, unitary, pluralist and critical approaches can aid greater understanding.

In reflecting on the challenges I have faced in crafting this chapter, I realise that I have attempted to present hospitality MD as being something rational, bound and static. In essence I have worked from a 'being' ontology (Chia, 1997, Lee, 2001). However, if I adopt a 'becoming' ontological stance, then my concerns around trying to provide an inconclusive but bounded framework are reduced (Chia, 1997). I now view this framework as embryonic, dynamic and fluid. It is a starting point, rather than an end point in contributing to a better understanding of HMD.

The next chapter provides a synthesis and critical analysis of my chosen articles and research outputs to display how these have contributed to understanding of HMD and my ability to use research tools. I impose this embryonic model on my work to frame the analysis and to locate my contributions to understanding HMD.

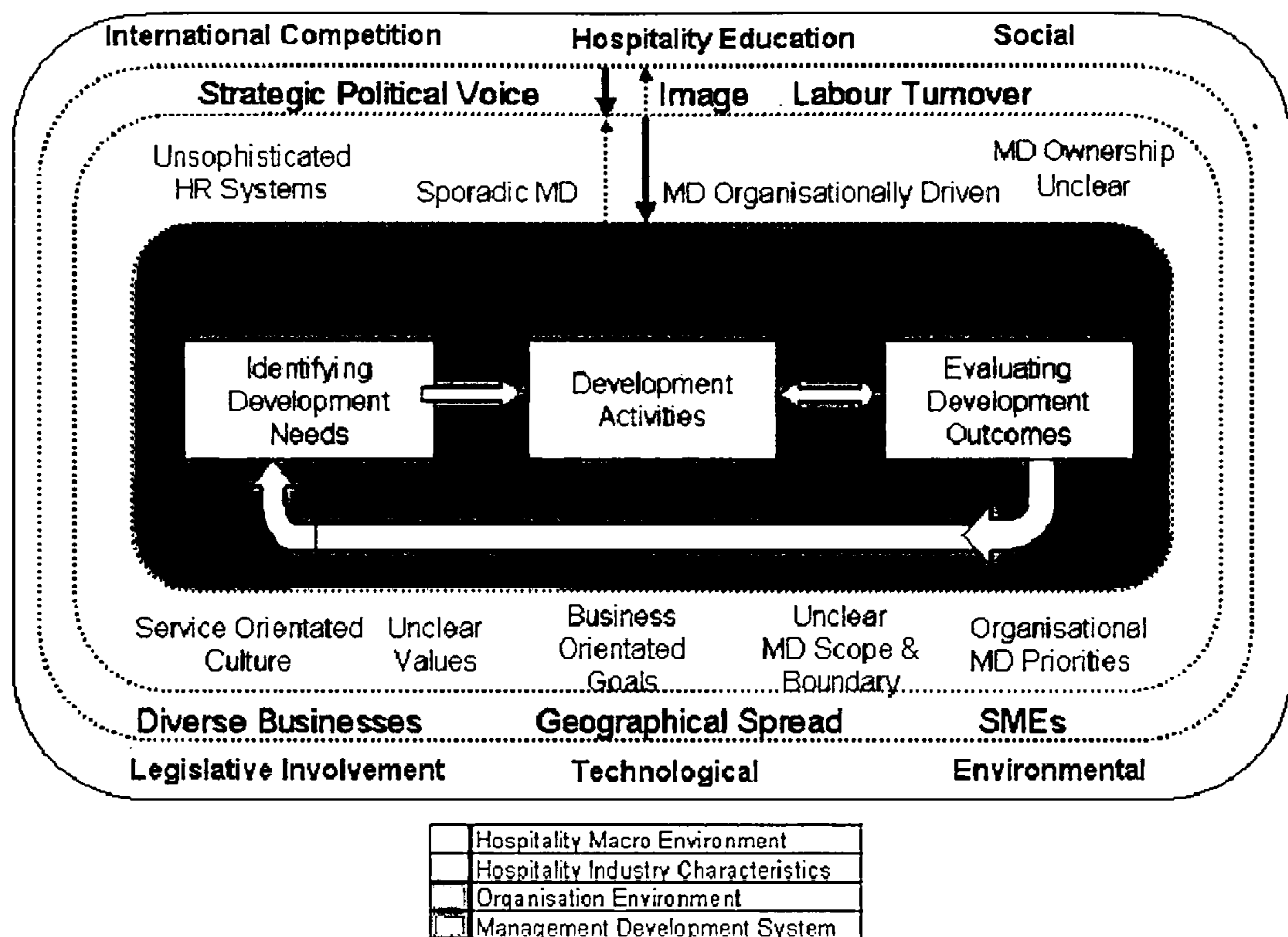
Chapter 4

Synthesis and Critical Analysis of Publications

4.1 Introduction

The aim of this chapter is to critically evaluate a selection of my publications spanning the last 15-years, to substantiate my claim for the award of doctorate of Philosophy. First I explain my overall research stance prior to presenting the reflexive analysis of my work. I demonstrate an evolution in my thinking from a conceptual base in earlier works to application in a range of hospitality contexts. In doing so, I reveal an awareness of research methodologies, through the use of a range of research techniques and approaches. I impose the conceptual framework presented in Chapter Three (Figure 3) on my publications to frame my analysis and discussion. This provides the platform to show how my research, from a predominantly post-positivist perspective (Denzin and Lincoln, 2005), has evolved and developed during my research journey. In the final section of this chapter, I present a self-critical summary of key strengths and weaknesses of the body of work presented in this thesis. I conclude with a synthesis of the particular contribution of my works to hospitality management development (HMD).

Figure 3 An Embryonic Framework for Understanding Hospitality Management Development



4.2 Overview of the Publications

The nine articles I have chosen for this submission reflect my contribution to understanding of HMD within key areas. Table 4 provides an overview of these key themes in relation to the presented papers. Firstly, papers 1,2,3 focus on an analysis of the **macro environmental influences and industry structures** impacts on MD in the UK hospitality industry. These address the macro-environment layer of the model. I critically reflect on these articles to show how they have contributed to an understanding of environmental issues influencing both the content of and approach to HMD. Two of these publications are conceptual, utilising secondary desk research to provide contextual details and industry examples. A conference paper is included within this theme to provide evidence of empirical research.

In exploring some of the **organisation environmental dimensions of HMD**, papers 4,5 and 6 address MD practices. I include one theoretical article on HMD processes, in which I propose frameworks that can be used to further examine HMD. Aspects of these are then applied to an organisational context in papers 5 and 6. Paper 5 explores the relationship between the case organisation's MD system and its operating environment, with paper 6 addressing perceived divergence and coherence in the skills and competence dimensions of the MD approach.

My work then concentrates on **identifying development needs** through examining managerial role and skills dimension of MD systems. Paper 7 frames MD in relation to external and industry structural influences, before addressing managerial skills in the Visitor Attraction sector of Scottish Tourism. Papers 8 and 9 evaluate the importance of people skills, customer care and quality in the hospitality industry (Guerrier and Lockwood, 1989). In essence these draw attention to the range and balance of hospitality management skills. In addition to demonstrating a coherent body of work, the papers selected reflect a range of research data collection and analysis methods.

Table 4 Key Themes, methods and contributions to understanding of publications

Theme	Research methodological approach and methods	Contribution to theory/ understanding	Philosophical Underpinning
Macro environmental and industry structural influences	Papers 1 & 2 Theoretical	Changing hospitality contextual factors requires shift to individual driven rather than organisational oriented MD	Pluralist, Etic, Parmenides
	Paper 3 Post-positivist self-administered postal survey	Hotel MD is a short-term, low priority activity with dichotomous purposes.	Pluralist, Etic, Parmenides
Organisation Environmental MD Dimensions	Paper 4 Theoretical	Argues for a move to individual manager centred activity.	Etic, Pluralist, Heraclites
	Papers 5 & 6 Post-positivist case study- Surveys- inductive and deductive. Triangulation of data to establish shared views	Integration of MD to business culture focusing on values and priorities in practice. Focus of MD in relation Shared understanding of managerial skills and priorities	Pluralist Etic Parmenides
Identifying development needs- Hospitality managerial roles and skills	Papers 7 & 8 Post-positivist-large scale survey Semi-structured interviews-inductive Large scale sector survey- deductive Time- frame	Gap between perceived strategic skills needs and a focus on operational skills. Categorisation of hospitality skills. Operational nature of manager's views.	Pluralist Etic, Heraclites
	Paper 9 Post-positivist Organisation level case study-shared views Data triangulation	Insight into enablers and barriers and issues to be addressed in devolving Human Resource to line managers.	Pluralist, Etic, Heraclites

4.3 Research Methodological Overview

All the papers presented, with the exception of the book chapter (Paper 2), have gone through a double blind referee process. This chapter was, however, peer reviewed by the editors of the text. The works presented in this thesis reflect conceptual development, qualitative and quantitative data collection from individual case organisations and sector wide studies. The methodologies and techniques used have been driven by the research aims and questions. Rather than adhering to a single ontological and epistemological research stance, such as positivism or social constructivism (Burrell and Morgan, 1979), my work is characterised as being concerned with the pragmatic answers to particular questions and I feel comfortable in borrowing from different research paradigms. In this respect I adopt a realist perspective (Johnson and Duberley, 2005; Saunders, Lewis and Thornhill, 2006).

In support of this approach, critical realists argue that the classic dichotomy between positivism and social constructivism represents a false position. Pure positivists are hard to find in practice, and getting beyond the rhetoric in a phenomenological ontology is challenging (Baskhar, 1989; Coffey and Aitkinson, 1996; Sayer, 2000). Guba and Lincoln (2005), discussing controversies, contradictions and confluences in research paradigms, argue that over the past ten years there has been a blurring of the boundaries between paradigms, resulting in interbreeding and commensurability across paradigmatic boundaries. However, the papers presented in this PhD reflect a preference for a pragmatic ontology and a direct realist epistemology (Saunders et al., 2006). This position has been influenced by my managerialist axiology (Section 4.3.1), resulting in the adoption of a post-positivist research approach in the papers included in this submission.

4.3.1 Management Research

Although management research predominantly draws on research methods that are derived from the social sciences, Easterby-Smith,

Thorpe and Lowe (2002) present three inter-related distinctions that influence how management research is conducted. These include the eclectic nature of management practice, leading to disciplinary tensions, in relation to the choice of research perspective. Access issues and restrictions to research contexts, due to power and time constraints of management influence managerial research. In addition, the nature of the outcomes expected from management research, reflecting attention to both thought and action, impact on the nature of research into managerial issues.

Therefore the nature of management research influences the research perspective, the choice of methods and the manner in which results are discussed. Management research presents challenges to researchers who are paradigmatically anchored to a single research perspective. It does encourage collaboration in research, since multi-disciplinary and cross-disciplinary approaches provide greater understanding of the phenomena being researched. My papers reflect a paradigmatic liberty, cross and multi-disciplinarily approaches and consideration of practical outcomes, reflecting the managerial context of my research.

4.3.2 Research Philosophy

There are numerous discussions and debates within the social science and management literatures distinguishing between positivism and constructivism as frames of reference in research. It is argued by research academics that the philosophy adopted influences the way in which we develop knowledge and the nature of that knowledge (Johnson and Duberley, 2005; Saunders et al., 2006). The research philosophy is influenced by ontology, epistemology and axiology. Ontology refers to the way that we view the world, in particular how we view reality.

Epistemology refers to the assumptions we use to study what we perceive as truth, and axiology refers to the values that we bring to the research process.

Ontological choices in social science and management research are often represented as a dichotomy of two extremes, namely objective rationalistic realism and subjective, relativistic nominalism (Burrell and Morgan, 1979, Denzin and Lincoln, 2005 and Easterby-Smith et al., 2002). Traditional realists view the world as objective, with concrete facts and truth being established through association between observations and the matter being viewed. In contrast, subjective relativistic nominalists consider reality as an expression of how individuals' label and name concepts. Distinctions can be made between traditional realism and transcendental or critical realism (Bhaskar, 1975). Critical realism transcends both ontological extremes through recognizing both the social conditions and the human construct consequences of reality. Saunders et al. (2006) distinguish between objectivism, subjectivism and pragmatism in relation to ontological influences, locating their discussion on realism under epistemological influences. Within this they differentiate between direct and critical realism. 'Direct realism assumes what we experience through our senses portrays the world accurately', whilst critical realism argues that these are only sensations, not the real thing and reality is a result of social conditioning (Saunders et al., 2006: 5). My ontological position sits within the pragmatic/ critical realism stance (Johnson and Duberley, 2005).

Epistemology relates to the assumptions we use to study what we perceive as truth. The two extremes in epistemological terms are positivism and social constructivism or phenomenology. From a positivist perspective the researcher and research object are viewed as independent entities. The researcher is capable of studying objectively without influencing or being influenced. In a constructivist epistemological frame of reference, the researcher is viewed as the research instrument. The researcher and researched are interactively linked so research findings are created as the research process proceeds.

Realism or relativism in social science and management still hold objectivity as the ideal, but the separation between the researcher and the object is largely abandoned. The researcher attempts to transcend

subjectivity by building theory and reflecting setting and testing. Saunders et al. (2006) consider that realism assumes a scientific approach to the development of knowledge. They also distinguish between the unchanging nature of the direct realist's perspective and the critical realist's view of a constantly changing world that requires multi-level studies to understand the nature of the phenomena being researched (Johnson and Duberley, 2005).

Axiology refers to the values that we bring to our research approach and will influence every stage of the research process. The choice of our research approach is a reflection of our value system. Although these values are personal to each researcher, through articulating our values we can give greater understanding to our research approach Saunders et al. (2006).

All of these philosophical concepts are interlinked in determining a research methodology (Bryman 1988; Burrell and Morgan, 1979; Denzin and Lincoln, 2005). In articulating the methodological implications of the ontological, epistemological and axiological differences, I have adapted the assumptions about social science made by Burrell and Morgan (1979), Easterby-Smith et al. (2002) and Saunders et al. (2006) to generate the following distinctions between the three traditional research paradigms, as outlined in Table 5.

Table 5 Methodological Perspectives

Paradigm	Positivist	Pragmatic/ Post-positivist	Social Constructivism
Ontology	Rationalism/ objective	Critical Realism/ Pragmatic	Nominal/ subjective
Epistemology	Positivism	Relativism/ critical realism	Constructivism
Axiology/ Human nature	Determinism	Contextualism	Voluntarism
Methodology Aim	Discovery	Exposure	Invention
Starting point	Hypotheses	Suppositions	Meanings
Design	Experiment	Triangulation	Reflexivity
Techniques	Measurement	Survey	Conversation
Analysis/ Interpretation	Verification/ Falsification	Probability	Sense-making
Logic	Causality	Correlation	Understanding
Methodological approach	Analytical	Systems	Actors
Research methods	Nomothetic Quantitative	Reflexive Post-positivism Grounded theory Content analysis	Ideographic Interpretivism Action-research Qualitative

Adapted from Burrell and Morgan (1979); Denzin and Lincoln (2005); and Easterby-Smith et al., 2002)

In the above discussion I have sought to articulate the ontological and epistemological assumptions that underpin the research paradigms of positivism, post-positivism and social constructivism, which are often regarded as regulatory frames of reference for research (Burrell and Morgan, 1979). As none of my work adopts a radical perspective, I have

not included any discussion on radical structuralism or radical humanism research paradigms that form the basis for critical theory and postmodernism (Alvesson and Deetz, 2001; Burrell and Morgan, 1979).

In addition, it should be noted that these concepts are only ideal types, so that when it comes to actually undertaking research these differences are not as distinct as outlined above (Symons, 1996). Many studies use mixed approaches by backing up quantitative results through qualitative studies or vice versa (Easterby-Smith et al., 2002). This enables the strengths of the different methods to be harnessed, compensating for their shortcomings.

4.3.3 Post-positivism

As indicated earlier, the research perspective adopted in my research is post-positivism (Denzin and Lincoln, 2005). Dougherty and Pfaltzgraff (1997: 35) use the term “postempiricist” for post-positivism, and the terms “rationalism” and “reflectivism” are sometimes used for positivism and post-positivism respectively, but the latter are more common in the literature (Smith, 1998).

Post-positivists observe that all events are subject to interpretation, with the interpreter’s own situation, context, and language often determining how an event is characterized and explained. In addition, post-positivists challenge the notion that we can objectively know or access reality by relying on methods drawn from the hard sciences. They turn their back on the idea that there are universal laws that are objectively discoverable and argue that reality can never be fully understood (Guba, 1990). However, post-positivists do recognise patterns in the way positivists describe and theorize, but are aware of the shortcomings of nomothetic research methods. As they consider that there are multiple realities, post-positivists will use multi-methods and triangulation to produce a holistic understanding and explanation (Denzin and Lincoln, 2005).

In assessing their work, post-positivists evaluate it on its ability to generate theory, the extent to which it is empirically grounded and its ability to produce findings that are generalised or transferred to other settings (Martin, 1999). However, critics often belittle post-positivist methodology as mere “interpretivism,” which lacks any standard of judgment and could lead to “a form of epistemological anarchy” (Dougherty and Pfaltzgraff 1997: 36). The nature of management research lends itself to the philosophical underpinnings of the post-positivism paradigm.

My axiological perspective values research grounded in industry practice, encouraging a pragmatic ontology that is consistent with the notion of potential commensurability among paradigms (McGoldrick, Stewart and Watson, 2002). I am at ease with borrowing from positivist and constructivism paradigms to bring understanding to the research. I can see the value in combining quantitative and qualitative data and am as comfortable in drawing inferences from unstructured interviews with small samples, as with analysing survey data (Silverman, 2000).

4.4 Critical Reflection on Publications

In critically reviewing the selected papers, I adopt the principles of ‘reflexivity’ (Guba and Lincoln, 2005:210). This involves critically reflecting on my choice of research problem, my relationship with research collaborators, and my position and approach as a researcher, enabling me to reveal or expose distinctive features and weaknesses in my research journey. Table 4 (page 81) provides a summary of the key themes, research methods and contribution to understanding of HMD of the selected papers presented in this thesis. Using a reflexive process, in the sections below I systematically analyse each of the nine papers addressing five key aspects:

- the focus and research aims of the publications;
- research methodology, including data collection and analysis;
- particular contribution to theory and understanding;
- critical reflection on the article, including the research approach, and
- my individual contribution in joint publications.

4.4.1 Macro Environmental and Industry Structural Influences on Management Development in the Hospitality Industry

Paper 1 Watson, S. (1991) From a la carte to cafeteria-style management development. *International Journal of Contemporary Hospitality Management*, Vol 3, No.4, pp 36-42.

The macro environmental factors influencing MD in the hospitality industry were explored through an analysis of European external influences in this paper. The aim of this paper was to examine influences on HMD practices in the UK

This theoretical paper used secondary sources to examine both MD practices and the external environmental influences. My literature search included articles relating to human resource considerations of membership of the European Union. This allowed me to explore influences from this environment in relation to cultural, financial, legal and social factors, presenting an analysis of how these factors influence both approaches to, and content of MD in the UK hospitality industry.

I addressed implications on hospitality managerial roles and the content of MD programmes, proposing the inclusion of cultural awareness training and development and attention on mobility and relocation of hospitality managers. In relation to organisational structural issues, I also highlighted the flattening of managerial hierarchies, influencing the role of hospitality managers. I speculated that this was leading to a bi-polarisation of knowledge base, distinguishing between the knowledge and skills required by tactical and strategic level hospitality managers.

This conceptual paper discussed MD from a managerial unitary perspective, demonstrating how macro and industry level contexts can influence HMD practices. However, I did distinguish between MD approaches and content, demonstrating an understanding of hospitality managerial skills as a critical component in MD systems. In addition, I began to articulate a systems view of MD (Doyle, 2004) through locating

my discussion of MD processes within the operating organisation and human resource management systems (Mabey, 2002). This approach enabled me to demonstrate a relationship between organisational structures, human resource systems and MD (Garavan et al., 1999; Mabey, 2002).

This publication made a contribution to understanding HMD in two key areas. Firstly, by drawing attention to the managerial roles by proposing a two-tiered approach to MD. The second theme relates to the strategic shift of HMD, moving from a structured approach to a flexible, wider provision of MD opportunities (i.e. from a la carte to cafeteria style). Both of these themes have proven to be sustainable features of HMD.

In reflecting on this paper, I gave little consideration to my personal interpretation of what I view as the main constituents of HMD. Key dimensions of MD are presented, but little analysis of these is undertaken. However, the link between MD and business strategy was explored and the influence of managerial skills and capabilities on business development was implied. In comparing the ideas in these papers to generic MD concepts, I demonstrated a currency in relation to similar concerns and suggestions regarding approaches to MD to those of Hitt's (1987) open -system and Doyle's (1995) holistic approach.

In my work, however, the focus was on description rather than analysis of MD issues, but there was a strong applicability focus. In reflecting on the limitations of this paper, I can see that the analysis was rather naïve, with a lack theoretical underpinning. However this was also a reflection of the state of research within this relatively underdeveloped field of hospitality, in the early 1990s.

Paper 2 Watson, S. (1997) Management Development in the UK Hospitality Industry. In Maxwell, G. Foley, M. & Lennon, J. (Eds) *Hospitality, Tourism & Leisure Management- Issues in Strategy & Culture*, London, Cassell

The aim of this chapter was to propose a move from the procedural focus to a conceptual focus, arguing that this enabled a greater understanding of the complexities of MD to be realised. In line with generic MD academic work, I drew attention to the purposes of MD as being related to successful performance in the workplace (Armstrong, 1993). Again the macro environmental, industry structural and organisation operating issues were explored and discussed in relation to both approaches to and content of MD, highlighting strengths and weakness in HMD practices.

This submission was drawn from secondary research sources, developed from a theoretical perspective, with examples derived from desk research.

In relation to contributing to understandings of HMD, I identified key issues for education, industry and individual managers. In doing so I distinguish different stakeholders within HMD and also addressed their respective roles in relation to MD practice (Antonacopoulou, 1999; Doyle, 2000). In essence I was arguing that HMD is an organisationally driven activity that is shaped by its internal and external environment.

In critically reflecting on this paper, my view of MD was managerialistic and prescriptive. Although there was a pluralist perspective taken in addressing stakeholder roles, this was not evident when addressing the purpose of MD. I provided only limited discussion on the dimensions of MD processes, failing to articulate my theoretical perspective of what I viewed as HMD. However, there are two strengths to this work that I would like to highlight. Firstly, a holistic perspective to MD was taken and secondly, I set the commentary on HMD within the broader generic MD concerns and debates. At the time of writing, I was one of only a few UK hospitality academics taking this approach to examining HMD.

Paper 3 Watson, S. and Litteljohn, D. (1997) Hotel Management Development: A Hierarchical Perspective. *British Academy of Management*, London, BAM Conference Proceedings

In exploring HMD I used the conceptual basis explored above, to examine MD practices in the top 20 hotel companies operating in Scotland. This was written as a conference paper and presented at the British Academy of Management. The aim of this empirical work was to explore research contentions in the arena of HMD, drawn from the literature and secondary desk research. This research examined HMD practice in relation to both its content and approach. These contentions explored in this paper were that:

- MD is philosophically different from management training.
- MD is an integral component of organisational development
- MD processes are wider in scope and content than previous provision.
- Individual managers take responsibility for their own development.
- Hospitality MD focuses on Productivity, Quality and Information Technology.
- There should be a balance between 'soft' behavioural and 'hard' technical dimensions of management skills.
- Management recruitment, selection and loyalty will be a key business component, and
- Differences in MD processes will be evident as managers ascend the organisation

The research established the extent to which hotel companies related their MD practices to the Scottish environmental context and explored differences in MD processes at various levels of the organisation. In undertaking this research we addressed internal dimensions of MD processes, but setting this discussion within an open systems perspective of MD (Doyle, 2000).

A deductive approach to this research was taken, using a self-administered survey instrument to glean data from Human Resource experts in the industry. The quantitative data was analysed using descriptive statistics, due to small sample size, with thematic analysis

undertaken on the qualitative data. The research design demonstrated a unitary managerial perspective by asking Human Resource Managers to complete the survey, who may have a vested interest in portraying a positive picture of MD in their organisation. I also think that my approach to this research resulted in a rather broad overview, rather than a focused study, that would have revealed greater understanding of MD practices. However, as there was little known about this area, this research helped to map out the territory for more detailed work.

Although there are limitations to the conclusions that can be drawn from this survey-based research, because of its limited sample size, it provided useful indications of hotel companies' MD in practice. It was derived from literature and built on my previous theoretical work, and contributed to understanding of MD practice in Scottish hotels.

The findings revealed confusion between development and training, with little differentiation in the use of these terms. In examining content of MD provision, the research revealed a focus on short-term skills training. Few differences in delivery, content or processes to MD were identified as individuals ascend the organisation were revealed from the survey. We highlighted the plurality of MD purpose, through recognition of it trying to realise both individual and organisational potential, but individuals were failing to take responsibility for their own development. However, this research concluded that MD was a low priority activity in line with Wood's (1994) contention of there being a lack of continuous integrated development for hospitality managers. In these ways it made a contribution to understanding HMD practices.

In reflecting on this paper, the broad nature of the areas covered in the survey instrument resulted in a study that lacked depth. The decision to survey HR managers may have resulted in a bias in the data, with only a managerial unitary perspective of MD being provided. This could have been balanced with data being derived from line managers to obtain a more impartial study.

I was the main contributor to this article, compiling and administrating the survey instrument and data analysis. We wrote up the findings jointly based on my initial analysis, and I finalised, submitted and delivered the conference paper. The results from this empirical work were not published, mainly due to the small sample size and the limited scope of the analysis.

4.4.2 Organisational Environment Dimensions of Management Development

Paper 4 Watson, S. and Brotherton, R. (1996) Management Development: Minimising Conflict - Maximising Potential. *Management Development Review*, Vol. 9, No. 4, pp 13-22

This paper explored the role of HMD in maximising individual and organisational potential. We highlighted new understanding of the concept of HMD by considering its systemic nature, its priority in the organisation, its breadth and scope and the role of key players in the process.

The arguments and discussions presented in this theoretical paper were informed by generic MD and hospitality literatures. These included works addressing hospitality education, training and development and operations management. We also used our own previous works as foundations on which to build our ideas and frameworks.

We proposed an ideal of MD as a continuous, dynamic process designed to maximise both individual and organizational potential in terms of promoting individual competence, confidence and capability. We defined our position regarding MD as being performance driven, but argued that if MD was to be viewed as a holistic concept, then the focus would shift to the individual, with its purpose becoming 'realisation of individual potential'. Woodall and Winstanley (1998: 5) identify the importance of an individual's willingness and ability to learn and change, as a prerequisite for successful MD. We added the notion of confidence as influencing a manager's ability to learn. We also explored the hierarchical nature of MD

provision, and the changing skills mix required by individual managers as they progress in their careers.

Our paper added to understanding of the nature of HMD, through exploring the duality of purposes, analysing key stakeholders' roles, the skills content and balance, and the performance dimensions of HMD processes.

In critically reflecting on this paper, we were beginning to display a greater understanding of both the purpose and complexities of MD. We also began to move from a unitary perspective to a pluralist perspective, becoming less managerialistic in our interpretation of both the purpose and nature of MD. At the time of writing this paper, many of the generic MD articles were addressing procedural aspects of MD, without clearly exploring fundamental MD components (Armstrong 1993; Torrington and Hall, 1998). Although, other academics like Doyle (1995), Garavan et al. (1999) and Woodall and Winstanley (1998) have since drawn attention to the multifaceted nature of MD; our paper was certainly in the vanguard of such thinking.

As lead author, it was my idea to develop our previous work further and to locate the exploration of MD within an operational dimension that would enable us to provide clarity to understanding the HMD in practice. My contribution to this work was in the production of the majority of the literature review and the joint development of the various models and frameworks.

Paper 5 Brotherton, R. and Watson, S. (2000) Shared priorities and the Management Development process: A case study of Bass Taverns
Tourism and Hospitality Research, Vol. 2, No. 2, pp103-117

The paper was to explore HMD in practice through examining the shared understanding of the relationship between MD and the goals of an organisation. This case study based research was conducted in a large

licensed retail organisation. We negotiated access and worked closely with the Head Office Human Resource Management department, throughout the research project. The research proposition was that a mutual understanding and acceptance of the purpose and goals of the organisation are necessary for the MD processes (MDP) to be effective in contributing to business success. The article's literature review surveys the 'open systems' perspective (Doyle, 2004) and a 'unified' approach to MD (Hitt, 1987). In essence we took a contingent perspective to MD, exploring dimensions and organisational contexts of the MD approach in practice. This research examined the link between organisational critical success factors, managerial skills/competences and their performance measures, in order to understand its priority. This firmly located our perspective of MD within a contingent and performance based stance.

In examining MD in the case organisation, the initial analysis from interviews with the Human Resource Manager and an analysis of documents, policies and procedures revealed that the organisation appeared to be taking a unified, integrated open systems perspective, with an emphasis on linking MD to business needs.

In order to explore the degree of coherency in views on the integration of MD to business needs, a two-phased research approach was deployed. The initial phase of the study sought the views from the organisation's senior managers on the nature of success factors, managerial skills and performance measurements, through an open-ended questionnaire. Their statements were themed and analysed to reveal the most frequently quoted and highest rated items. These themes formed the basis of the second phase of the research approach in which we developed and issued a closed self-administered questionnaire to licensed house managers in the organisation. The purpose was to ascertain the extent to which they agreed with the priorities articulated by senior managers. The data sets were analysed, using SPSS, to assess validity of variables and to evaluate the reliability and internal coherency of the data sets.

In undertaking the two-phase approach we essentially adopted triangulation of data to obtain greater appreciation of views from within the case study. Although adopting a positivist ontological position through the use of hypothesis testing in the statistical analysis, the focus in discussing the results was more concerned with exploring the relationship between MD, skills and business performance.

This paper provided an exploration of MD through empirical research in the case organisation. It contributed to our understanding of HMD by providing an insight into how HMD practices can be integrated into an organisations performance system through examining the relationship between managerial skills, performance measurements and success factors. In essence we were linking the values and priorities of the operating environment to the MD system. This paper also provided for a greater understanding of the nature of MD from a systems perspective. It highlighted the importance of shared views, between top and line managers, on the purpose, scope and priority of MD.

Through using statistical analysis we were able to provide an insight into the relationship between MD and business performance, with its purpose being concerned with organisation and workgroup effectiveness (Schroder, 1989). The paper also demonstrated our ability to undertake an industry negotiated research project.

In critically reflecting on this paper, the research design was robust, enabling us to calibrate the views of line managers with those from senior managers. The data analysis was sound and the results provided a good insight into the integrated nature of MD. However, the methodology adopted led to a positivist perspective of MD that adopted a 'being' ontological position that did not enable us to explore any subjective aspects of MD.

Having worked jointly on designing the survey instruments, my contribution to this paper was developing the literature review and

interpreting the results. This required a basic level of understanding of these tests in order that I could interpret the results correctly.

Paper 6 Brotherton, R. and Watson, S. (2001) Licensed House Manager Skills/Competences and the Management Development Process in Bass Taverns. *Human Resource Development International*, Vol.4, No.4, pp521-542

This publication focused on the differences between the views of senior managers and middle managers (LHMs) regarding the nature and importance of the managerial skills required by LHM managers in a large licensed retail organisation. The same data deployed in Paper 5 was used to examine the nature of LHM's skills. We used a MD skills/competence map presented in Paper (Watson and Brotherton, 1996:20) as a framework to inform this analysis. This enabled us to explore the data in relation to senior and middle manager LHMs' views on the nature and importance of managerial skills. Specifically, we aimed to explore managerial views concerning the managerial skills that were seen as critical; the nature of skills in relation to soft (behavioural) managerial abilities or hard (technical); and the degree to which these were considered to be organisation specific or generic in nature.

The research contention was that if there is a shared understanding over the criticality of LHMs' skills this would provide a clear and consistent framework for their MD. We argued that this would help ensure an integrated approach to the design and implementation of the company's management develop process, enhancing the transfer of learning from MD and organisational success.

In this paper we referred to generic literature utilising theories on managers' roles, drawing on the competences and skills debates to inform the research (Mintzberg, 1973; Watson, 1994).

We embraced a pluralist perspective in this research, through examining the views of managers from different levels in the organisation. Statistical analysis was undertaken on both the aggregate and sub-categories to test validity, reliability and to establish internal consistency. In addition comparisons were made between the means from the two sample groups of senior managers and (LHMs).

The results revealed a high degree of agreement between the views of senior and middle managers, supporting the notion of a unified approach to MD. There is general harmony regarding the nature of the skills required by LHMs, with people-oriented skills, seen by both senior and middle managers as being important in achieving business success.

The key contribution of this publication was to demonstrate the application of our conceptual framework to an industry context and to indicate differences in the skills mix at different level managers. In undertaking this research, set within a holistic view of MD, we highlighted the importance of a shared view between senior and middle managers on the nature and priority of LHM skills. The study also contributed to greater understanding of the nature of HMD in practice through exploring the role of managerial skills in framing MD activities.

In reflecting on this paper, we adopted a contingent perspective of MD that enabled us to view one dimension of MD within the wider context of the operating environment. This encouraged a more in depth analysis, which had been lacking in much of my earlier work. However, in undertaking this work, the complexity of trying to examine different aspects of MD from the same data set became apparent. Although there were benefits from attempting to do this, particularly in relation to multiple publications and economies in effort concerning data collection, there were issues surrounding appropriate methods of statistical analysis. In addition, the limitations of primarily using survey instruments to examine such a complex issue were realised, particularly in relation to only being able to

report specific findings. Greater understanding could have been realised through the use of qualitative research methods.

My contribution to this paper was, specifically, extending the literature to include literature on managerial roles and skills to ensure that there was a theoretical base for the study. I was also responsible for producing the results from the statistical analysis of the data.

4.4.3 Identifying Hospitality Managerial Roles and Skills

The next three papers focus attention on the managerial skills aspects of MD. The data for the two papers were collected from one research project in the Visitor Attraction sector of Scottish Tourism. The aim of the research project was to explore the nature and priority given to MD within visitor attractions.

We used a mixed methodology in this project, using semi-structured interviews and surveys to gain understanding of views on environmental influences, managerial skills and MD practices. We deployed triangulation of research methods, data and analysis to obtain an understanding of current practice (Anderson, 2004). We sought views from senior representatives in Scottish tourism, visitor attraction managers and staff within case organisations to obtain a range of understandings.

Following a literature review on generic and hospitality managerial skills and competence, the first stage of the research project involved conducting semi-structured interviews with five senior representatives of Scottish Tourism on external influences on managerial skill requirements. We also conducted a pilot study of a survey instrument with 40 visitor attraction managers. The second stage involved a survey of 396 visitor attraction managers.

The final stage of the research project involved the research of five case studies, through interviews with management and staff surveys to obtain

an understanding of their approach to MD practice. From this research project we were able to generate four research publications, two of which are presented in this submission

Paper 7 Watson, S. and McCracken, M. (2002) No Attraction in Strategic Thinking. *International Journal of Tourism Research*, Vol 4, No.5, pp 367-378

This paper presented the findings of the exploratory stage of the research, to examine the range and importance of current and future managerial competence and skills in the Scottish visitor attraction sector. In addition we explored visitor attraction managers' views on their training and development provision and needs.

We analysed the external contextual issues influencing managerial skills from the findings of the purposive sample interviews. Their responses were categorised on the basis of type of skills mix in relation to 'soft' 'hard' skills, but also differentiated between strategic and operational skills. On this basis the conceptual skills map presented in Watson and Brotherton (1996) was further developed. Further classification of skills into legal, self-management and technological skills was undertaken to encompass views from the literature and key informants.

These skills were then incorporated into a self-administered survey instrument, designed to ascertain visitor attraction managers' views on the priority of these skills. Forty visitor attraction managers were asked to rate these skills in terms of their importance to their own organisation and individual requirements, both now and in the future. We introduced a timeframe into this study to reflect the future orientation of MD previously discussed in Watson (1991). The survey instrument was administered to managers in the top 20 paid and unpaid visitor attractions in Scotland, based on number of visitors, as an exploratory study. Descriptive statistics were used to calculate mean responses, standard deviations,

prior to ranking of responses. Due to the limited sample size no sub-categories were analysed.

In this publication we identified patterns in our informants' views of the nature of managerial skills, now and in the near future. Key informants emphasised the need for attractions to be future-oriented, adaptable and flexible to meet the challenges in the competitive environment. In the main these skills were aligned to strategic activities, utilising technology as well as the ability to effectively manage human resources. However, the managers in this study appeared to be preoccupied by immediate and operational issues, although people management skills were also high on their agenda. There appeared to be little evidence of the importance of strategic thinking as a managerial competence.

Considering these findings, there seems to be a gap between the perceptions of industry leaders and academic commentators and those of the managers who actually run visitor attractions. However, this paper identified the difficulties of trying to establish a homogenous set of skills to meet the business needs of visitor attractions. In taking this view we articulated a contingent perspective of MD.

In addition managers were asked to indicate what training and development they had received and any skills gaps that they felt existed. The analysis was conducted through a process of categorisation into the key themes of the skills statements. These show a focus on people management, personal self-management training, with no identification of skills gaps, except in relation to people management skills.

As indicated above, this paper presented the results of the first stage of the research project. The sample size was small, with limited generalisable outcomes. However, in relation to its contribution to greater understanding of HMD, it provided an insight into the perceived importance of managerial skills in visitor attractions. At the time of this

study, there had been no prior empirical research into MD in the visitor attraction sector.

In reflecting on this paper, I consider that we managed to gain an insight into perceived external influences that are changing the skills profile of managerial skills for Scottish visitor attraction managers. I also think that we enhanced this study by referring to generic leadership and management skills to bring a non-hospitality theoretical base. The research design was robust, but we could have used focus groups to generate views from other stakeholders, including a representative for the Association of Scottish Visitor Attractions.

As the lead author for this research and paper, I developed the project outline and decided on the research design and the structure of the paper. I initiated discussions with the strategic players in Scottish Tourism and identified industry participants to interview. Dr McCracken and I worked together in undertaking the research interviews and the development and issuing of the surveys. With my guidance Dr McCracken worked on the analysis of the data and we jointly composed the paper.

Paper 8 Watson, S., McCracken, M. and Hughes, M. (2004) Scottish Visitor Attractions: Managerial Competence Requirements, *Journal of European Industrial Training* Vol 28, No.1, pp39-66

This paper explores the nature and importance of managerial skills in the visitor attraction sector of the Scottish economy. The same methodological approach was used in this paper as that in Paper 7. A sample of 396 Scottish visitor attractions that charged a fee was selected for this examination. We also enhanced the literature review by including reference to the managerial competence framework literature. In this paper the key research questions we identified were:

- Which competences do managers in Scottish visitor attractions consider most important, both now and in the future?

- Do the variables of gender, age, level of training of managers and the size (based on number of employees) and location of the attraction influence managers' perception of the importance of competences?

A self-administered survey instrument was used with minor changes to the skills statements and categorisation. A response rate of 27% (107) useable returns was achieved, enabling statistical analysis to be carried out on a range of variables. In essence we adopted a positivist perspective to the analysis of the data (Denzin and Lincoln, 2005). Limitations of the research approach were addressed in this paper, principally the uni-dimensional perspective we adopted, and the fact that we take no account of non-response bias. However, the size of the data set allowed us to undertake more sophisticated statistical analysis than we could in Paper 7.

This paper highlighted a perceptual gap between policy and decision makers at the macro level and operational managers' views on the importance of managerial skills. In undertaking this research we explored the relationship between the external macro environmental influences and management skills from an empirical base. The results provided a useful insight into the perceived importance of managerial competences and the role of training and development in preparing visitor attraction managers.

The findings were considered to be consistent with other authors in the area of managerial competences. In particular, the emphasis on functional competences was in line with the traditional UK occupational standards approaches (Cheetham and Chivers, 1996). However, this study also addressed behavioural or personal competencies, more aligned with the approaches taken by American authors including Boyatzis (1982) and Schroder (1989). In addition, we explored those skills or competencies termed as 'overarching or generic' in nature resulting in a more comprehensive framework for investigating managerial competences.

The findings from this survey can be seen to aid the development of a framework of visitor attraction managerial competences that encompassed job related, personal and behavioural competences and meta-competences (Winterton, Parker, Dodd, Mccracken and Henderson, 2000). This can assist the identification of appropriate training and development opportunities for managers (Woodall and Winstanley, 1998). However, in the paper we also exposed challenges facing industry bodies whose role it is to enhance training and development within this sector. The composition and geographical spread of the sector requires attention to be paid to delivery mechanisms for training and development. We suggest that this could be enhanced with greater networking and collaboration (Fyall, Garrod and Leask, 2002) amongst micro businesses and use of electronic delivery mechanisms to provide training and development to remote locations.

We adopted the principles of a universalistic approach to management roles, through attempting to develop a range of managerial skills. However, we also borrowed from the contingent school of thought (Thompson, Stuart and Lindsay, 1996), through contextualising these within the visitor attraction sector. Although this may be seen to be contradictory, a greater academic understanding can be developed through researching skills from different perspectives. The analysis of the data on a disaggregate basis further enabled a greater understanding of management skills.

In relation to the research approach, this paper demonstrated a greater maturity in approach than the earlier papers, through articulating research questions and null hypothesis. I also demonstrate an ability to generate and utilise a large data set, the use of appropriate statistical techniques, and the identification of the data's limitations. The paper demonstrated how from a post-positivist perspective, data from a positivist research paradigm can be used to help explain and understand visitor attraction managerial skills. In addition, this provides an example of my ability to

work with colleagues in the industry to undertake management research, that is both thoughtful and action oriented (Easterby- Smith et al., 2002). Through liaising with representatives from the Scottish Tourist Board, we also managed to secure the support of The Association for Scottish Visitor Attractions for our research.

As the lead author in this paper, my contribution was deciding on the research design and the structure of the paper. Again Dr McCracken and I worked together in the development and issuing of the surveys. With my guidance, Dr McCracken worked on the analysis of the data and we worked together in compiling the paper. We asked Dr Hughes to undertake the *t*- test statistical analysis of our data and to write up the null hypothesis.

The final paper presented is intended to highlight the importance of human resource skills for hospitality managers. Throughout my research in hospitality management, I have expressed a view that an understanding of HR skills is of significant importance for line managers. Much of my work has focused on the role of HR within organisations (for example Watson and D'Annunzio-Green, 1996; Watson, 1996; Watson and McCracken, 2002b; and Yeoman and Watson, 1997). The work represented in paper 9 specifically addresses the implications of HR practices for managers, in terms of their skills. Although not yet published, this paper has been accepted for publication. It has been through a double blind referee process and the paper has been amended in response to the reviewers' comments.

Paper 9 Watson, S., Maxwell, G. and Farquharson, L. (2007) Line Managers' views on adopting Human Resource Roles: the case of Hilton hotels (UK). *Employee Relations*, Vol 29, No. 1

This paper explored line manager perspectives, at different levels of the organisational hierarchy, namely strategic and tactical, on their role in human resource management (HRM) and human resource development

(HRD). We also explore the factors, which enable or constrain the devolution of HRM and HRD to line managers within the case study organisation.

We use a post-positivist methodological approach, to develop a survey instrument that utilises secondary data and information gleaned from key informants in the organisation to frame the content. We collect data from all 76 hotels, owned by Hilton UK, via self-administered questionnaires issued to different levels of line managers. Each hotel was issued with 10 questionnaires to be issued to a convenience sample of line managers. Descriptive statistics are used to analyse the quantitative results, prior to significance tests being conducted in SPSS to identify differences in means based on managerial positions.

This paper highlights the importance of managers' ability and desire to take on human resource activities. The divergent views of managers revealed by this study imply that the case organisation could secure greater engagement of its operational managers in HRM and HRD. We recommend reducing their workloads and short-term job pressures, together with capitalising on the good relations with the individual hotel HR specialists, as a means to develop greater engagement. We also suggest improving all line managers' understanding of the organisational context of their involvement in HRM and HRD.

In relation to its contribution to advancing knowledge and understanding, this paper provides an insight into issues surrounding devolving HR to line managers. Although much academic attention has been given to devolving human resource (HR) activities to line managers, this tends to be viewed from either an HRM or an HRD perspective. Our paper offers a fusion of these perspectives, in addition to identifying different perceptions held by two different levels of line manager. This paper draws attention to the practical issues of devolving HR to line managers and forwards action based outcomes based on sound analysis of data, reflecting its managerial research nature. We also differentiate between different

managerial HR roles and views between tactical and strategic level managers that will impact on both content and approach to MD.

In reflecting on this paper, the survey instrument was rigorously executed. The content was informed by the literature review and from semi-structured interviews with HR specialist from the organisation. The instrument was piloted and the analysis of data was thorough. The sampling strategy could have been organised to obtain a more representative sample from each hotel. The data in this paper represents a line managers' view of their roles in HR, which could be portrayed as being more positive than is the case in practice. In order to obtain a more balanced view it would be pertinent to get views from other stakeholders in particular, employees and hotel based HR specialists. However, the paper does reflect a sound analysis of how line managers perceive their role in HRM, which adds to greater understanding on managerial roles. It also demonstrates my ability to execute an industry based research project into a current area of academic interest, which applies generic concepts to the hospitality industry.

Having worked together on the case study research project, from which this data was derived, Gill Maxwell and I jointly developed and administered the research instrument. In her capacity as a research assistant, Dr Lois Farquharson assisted us with collating and analysing both qualitative and quantitative data that underpins this paper. As the lead author on this paper, I instigated the structure of the paper, developed the research questions and wrote up the findings and conclusions to this paper.

4.5 Conclusion

In providing this critical reflection on my work, my main aim is to identify my unique contribution to the academic knowledge base in the HMD area of study, and to show the intellectual development of my thinking. A critical component of this review is to demonstrate the development in my research skills. I have located the contribution of my work into the conceptual framework presented in Figure 3. In doing so I consider that I

have contributed to greater understanding in relation to the three key themes of *macro environment influences, organisational environment processes, and identifying development needs*.

I have argued and demonstrated through my work that HMD is a concept that is shaped by its environment and immediate operating context. Through exploring the nature of the hospitality industry and the role of education I conclude that HMD is difficult to sustain, due to labour turnover, the heterogeneous, isolated geographical spread of hospitality businesses. I argue that the nature of hospitality roles and skills of managers are centred on operational, short-term issues. These findings influence approaches for developing hospitality managers that place greater emphasis on them taking responsibility for their own development.

In using concurrent generic studies at national level to inform this understanding, I have ensured a currency to my work. However, these works do not relate to specific dilemmas experienced by the hospitality industry, therefore through addressing contextual issues I have added further knowledge to the field of MD.

In addition, the works presented in this submission have developed an understanding of new perspectives in examining MD through a contingent lens. I have demonstrated a development in my knowledge of HMD by moving from presenting MD as a unitary managerial static concept, to considering it as pluralistic, with its nature and constituents being contingent on contexts, assumptions purpose, priority and ownership. Through moving from a position where I viewed MD as a static concept, with managers having little control, to identifying its fluid, dynamic characteristic and the centrality of individuals, I have adopted an emic, Heraclites philosophy.

The development of my research skills can be evidenced in the move from conceptual desk based research, through the use of small scale surveys and interviews, to a greater range of research tools used, scale of projects

and degree of analysis carried out, in later work, demonstrating a maturity in approach. I have also shown an understanding of different research perspectives and am able to clarify my research position and limitations in the more recent work, which is lacking in the earlier papers. The post-positivist perspective, which I have adopted, reflects my axiological, ontological and epistemological positions.

The final chapter of this thesis synthesises the key contribution of my work to the academic body of knowledge in the area of HMD. I will also discuss possible directions for further research, before reflecting on the limitations of my research approach.

Chapter 5

Conclusions and the Identification of my Contribution to Understanding Hospitality Management Development

5.1 Introduction

As indicated in Chapter One, the aim of this reflexive narrative is to draw together the information presented earlier to demonstrate my contribution to knowledge in the field of HMD. I have chosen to present the analysis of my publications using the conceptual framework portrayed in Chapter Three, as a vehicle to order my various contributions to this sub-field of study. This conceptual framework represents a culmination of a long period of thought on the topic, which I have never before attempted to articulate. The process of having to synthesise my thoughts from three distinct areas of study, namely, hospitality, human resource management and HRD, to present a coordinated view of this concept, has been challenging. My thinking in recent years has moved from a unitary, prescriptive view of HMD to a contingent, pluralist perspective that is more aware of contradictions and complexities of HMD. As I have matured on my research journey, my own awareness of this process, which grew as I worked on preparing this thesis, has also helped frame the critical analysis of my own publications on this topic.

5.2 Aims and Objectives of this Thesis

The aim of this commentary is to articulate my contribution to understanding and knowledge in the field of HMD. The compilation of this reflexive narrative has provided me with the opportunity to draw together a range of debates within the literature associated with MD, culminating in the presentation of a conceptual framework for analysing MD. Both business and management, and hospitality have had to 'borrow' concepts, theories, philosophies and research methods from more established academic disciplines. Indeed MD is criticised as having limited theoretical underpinning, which is limiting its understanding (Cullen and Turnbull,

2005). Much of the early literature presents MD from a normative prescriptive viewpoint that fails to address the pluralistic, subjective dimensions of this concept (Garavan et al., 1999). The literature highlights the contradictions in the purpose, ownership and priority given to MD, in addition to lack of clarity on its scope and boundaries. The focus of much of the research into MD has been on its processes and procedures, with less attention on its relational subject elements. As MD does not happen in isolation, I present a contingent perspective as being useful in analysing the nature of this concept. In doing so, I consider the external and internal influences as being important in shaping MD.

The evaluation of the UK hospitality contexts, with respect to its influences on HMD, concludes with my conceptual framework for making sense of this body of work. The study of the hospitality industry has been held back as an area of research because generic business and management was late to develop as an academic field of study with hospitality as a sub-set of this.

In summarising the key threads of this literature, I conclude that the UK hospitality industry is very diverse, encompassing large chains/multinational companies, plus a proliferation of SMEs, making generalisations problematic. The bodies representing the industry in the areas of education and training do not present a collective voice to exert influence on government policy or to determine the content of graduate or post-graduate education or MD provided in house or by non-educational trainers. In addition, the UK hospitality industry is plagued by perceptions of poor career opportunities, low pay, long hours and high labour turnover, resulting in extra challenges for MD to ensure the quality and quantity of managers. This can potentially add greater emphasis on managers taking responsibility for their own development.

Hospitality management is different from other management because of the combination of service characteristics of *perishability, heterogeneity, seasonality and intangibility* that results in both service and productivity challenges. This also impacts on both the skills needed and the work

practices of hospitality managers. Hospitality managers need some generic management training plus some specific to the hospitality industry. They need some theoretical/academic insights/understanding, coupled with some practical training, especially at first line management level.

I consider that both hospitality and industry characteristics impact on HMD practices. Although there has been limited research into these practices, I surmise that this presents a picture of HMD being sporadic and focused on early career managers. Some studies into large international chains present these as good examples of an integrated approach, collaborating with education to provide MD opportunities. However, more research is required to understand current practice in HMD across the industry.

I impose the conceptual model presented in Chapter Three (Figure 3) on my work to analyse my contribution to this area. I focus on three discrete themes within the field of HMD, namely, *macro environmental and industry structural influences, organisational environment dimensions, and managerial skills aspects of identifying development needs*. Within these themes, I consider that I have contributed to understanding influences on, and dimensions of, HMD. The details of this contribution are presented in section 5.3

However, I can also see weaknesses in my work. Having taken a pragmatic approach to my research projects, I now realise that this body of work may only expose a partial view of HMD. I can also see that my early work has focused on the structural, objective dimensions of MD, neglecting the subjective, relational aspects. My later work is more concerned with elucidating pluralistic understandings, rather than assuming a unitary perspective of HMD. In essence, I now consider HMD to be more philosophically attuned to Heraclites' perspective of becoming, being a fluid, subjective concept, rather than something best understood by measuring inputs and outcomes (Chia, 1997; Lee, 2001).

5.3 My Contribution to this Field of Study

My own focus is on researching the hospitality industry especially HMD, mainly to contribute to the knowledge base of hospitality. However, due to the nature of MD my work could also inform the HE curriculum, mainly at post graduate level. I am one of the few academics in the UK to research HMD, from a contingent perspective, arguing that a greater understanding of HMD can be realised through exploring its contexts. This has enabled me to evaluate the contextual influences on HMD, as well as the processes, systems and hospitality managerial skills. In doing so I propose that HMD is shaped by both the characteristics of the industry and the nature of hospitality management, demonstrating a contribution to understanding and knowledge within these themes.

The earlier works that I selected for this submission explore the influence of a range of macro environmental factors, such as political, social, economic and legal issues affecting the hospitality industry which shape both approaches to and the content of HMD in practice. These ideas have been instrumental in persuading me to take a wider view of MD than that presented by other academics studying the hospitality industry. In doing so I recognise that researching MD practices from a holistic, systems perspective provides a lens through which a greater understanding of the contextual factors shaping HMD can be realised. The writers of 'good' academic analysis of generic MD have reached similar conclusions.

Through examining the organisational environment dimension of MD processes, I have been able to demonstrate how shared understandings between different levels of managers of MD can influence its integration with organisational performance, in practice (Brotherton and Watson, 2000, 2001). This draws attention to concerns about how the priority attached to MD and shared understanding about its purpose can frame its application in industry. This adds to the academic body of knowledge concerning understanding MD practices. My work also contributes to improving understanding of MD systems through exploring the nature of and perceived importance of managerial skills and their relationship with

other operating systems. In essence my task has been to provide insights into the pluralist and contingent characteristics of MD in hospitality settings.

Within the realm of identifying managerial development needs, I have focused attention on managerial skills. I reveal an understanding of the range of managerial skills and knowledge that are perceived to be important by managers in two sectors of the hospitality/ tourism industry, namely, licensed retailing and visitor attractions. I also contribute to academic discussion on the nature and balance of those skills which practitioners consider to be essential for successful hospitality management. My work emphasises the importance of HR skills to managers, on the basis of empirical studies in hotels (Watson et al., 2007), visitor attractions (Watson et al., 2004) and licensed retailing (Brotherton and Watson, 2000, 2001). In doing so, it brings a greater understanding to the nature of hospitality managerial roles across a varied spectrum of organisations in specialist niches within the broad field of hospitality. I consider that I contribute to understanding in the identifying development needs dimension of HMD, through exploring the nature of managerial skills.

My academic experience and training enables me to take a cross-disciplinary approach to this work, exploring theories and concepts taken from the broader literature on business and management and applying these to hospitality. Many of these have been drawn from HRD and HRM literatures and help inform my own scholarship, adding a depth of theoretical understanding that is missing in much hospitality-based research (Jones, 2004).

I demonstrate the benefits of taking a multi-disciplinary approach to my research through working with academics from economics and operational management disciplines, leading to a greater academic understanding of this complex concept (Litteljohn and Watson, 2004; Brotherton and Watson, 2000, 2001).

However, I can now also see the limitations in much of my work in relation to my philosophical paradigmatic stance towards management development. As indicated in section 4.7, my work reflects a pluralist stance, with a 'being' ontological slant, coupled with an emphasis on 'etic' focused research (Cullen and Turnbull, 2005). This reflects an orientation towards viewing HMD as something that is structural, with decisions about its nature and content being made by various stakeholders, and shaped by external and internal contexts.

Having now drawn together an overview of various literatures and analysed my own work, I can see that this rather structured view of management development as an objective, rather than subjective, concept has limited the scope of my research. I do not draw attention to the role of individual managers in shaping MD processes and activities, neither do I really explore contradictory dimensions of MD, individual managerial learning issues, or relational aspects of HMD, as outlined in Chapter Two.

5.4 Research Methodologies

In Chapter Four I provide an analysis of and rationale for the various research methodologies adopted in the publications chosen for this submission. I articulate my research approach as being pragmatically driven, by the aims and objectives of the research, rather than consistently using a particular research paradigm. However, I do reflect on my research perspective as being influenced by my managerial values (axiology), my realist epistemological and my pragmatic ontological position. Adopting a post-positivist research perspective, or a realist stance, drawing on both quantitative and qualitative methodologies, provides me with the opportunity to display my use of various analytical and triangulation techniques to explore aspects of HMD. I also demonstrate an ability to conceptualise in many of my pieces of work by taking ideas originally used in other areas and applying them to the study of the hospitality industry (Brotherton and Watson, 2000; Litteljohn and Watson, 1990; Watson, 1997; Watson and Brotherton, 1997).

In addition to contributing to understanding of HMD, my empirical work can be seen to adhere to Easterby-Smith et al's (2002) thesis on managerially focused research, in that the outcomes are action-oriented. Through working with hospitality organisations and industry bodies, I demonstrate an ability to negotiate access; to consider organisational outcomes; and to secure the commitment of 'gatekeepers' to my research aims. This approach enables me to contribute to the knowledge base of HMD, through analysis of HMD practice. In addition, the ability to work with colleagues provides me with the opportunity to bring a multi-disciplinary perspective to researching HMD, and to learn more about research methods.

I consider that this submission reflects maturity in my research journey, with recent works demonstrating the appropriate use of more sophisticated research methodologies, than those used in my earlier publications. In developing the framework for analysing HMD, I feel that I demonstrate the ability to synthesise literatures from a range of disciplines and apply these to a particular industry context.

5.5 Further Research Opportunities

Having undertaken this reflexive analysis of my work on HMD, I can identify a number of key opportunities to extend this work through further research. There is scope for research into aspects of my conceptual framework that have not been covered in this submission.

Areas that warrant further attention, within the MD system, include the exploration of individual managerial approaches to learning when participating in development activities. This could include analysis of activities, barriers to and incentives for HMD. More research is also needed into learning practices in relation to work-based learning, formal and informal training practices, outcomes and performance of MD in the UK hospitality industry. This would add to academic understanding on the

nature of MD activities in practice, with respect to its scope and breadth, contributing to the academic knowledge base.

As indicated in Chapter Three, there is limited research into both the identification of managers' development needs and evaluation of MD outcomes. Research from different perspectives informing multi-level and cross-disciplinary studies into these under-researched areas would be useful. Studies investigating approaches to HMD within the SME sector would also raise understanding of how it operates in this sector of the economy.

In respect of the organisational environment dimensions of the framework, limited research appears to have been undertaken on the relational aspects of MD, as proposed by Doyle (2000). This is an area that would lend itself to critical and/ or social constructivist studies. Within this domain there are opportunities to research how organisational values, cultures, power relationships and politics influence MD practices.

There is also ample scope for studies that focus on the contradictory purposes of HMD, and on the ways in which MD policies and practices are shaped within actual organisations. This could encourage a multi-paradigmatic view of the nature of HMD to emerge, through examining MD from a critical perspective, adding to the knowledge of MD that is primarily drawn from both unitary and pluralist perspectives.

Through undertaking further research into these areas, the conceptual framework presented earlier in Figure 3, could be developed and operationalised. Such work might reveal further dimensions of the model to be added or subtracted. In addition, the framework as presented provides a scaffold from which to examine MD as an organisational process. The framework could also be used to research the relational and subjective nature of HMD.

5.6 Conclusion

In conclusion, the purpose of this thesis is to demonstrate my contribution to academic understanding of HMD in the UK. In Chapters Two and Three I have attempted to portray the complex, contingent nature of this field of study, through identifying its components and factors that influence how it is researched and practiced. The industry specific contextual influences are discussed in Chapter Three to aid the understanding of how these factors affect specific MD practice in the hospitality industry. The contribution of my own work to this understanding has been highlighted in respect of contextual macro and industry influences on and organisational environment dimensions of HMD and identifying development needs of hospitality managers. I argue that HMD is shaped by its international competitive market, the fragmented UK hospitality industry structure and characteristics of hospitality management and the operational nature of managerial roles. In addition the insular nature of hospitality education and diffused, sporadic development opportunities limit the effectiveness of HMD.

The benefits of this work to the academic community are the presentation of a conceptual model of HMD, to frame research, and the promotion of a cross disciplinary perspective of HMD to aid greater depth of understanding of this concept. The benefits of this work to industry include the understanding of the complex relationship between MD and the other organisational systems, and the dynamic fluid nature of the practice of HMD.

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Appendix 1

Publications for PhD

Paper 1

Watson, S. (1991) From A la Carte to Cafeteria Style Management Development. *International Journal of Contemporary Hospitality Management*, Vol. 3, No. 4, pp 42 - 46

Paper 2

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Paper 3

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Paper 4

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Paper 5

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Paper 7

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Paper 8

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Paper 9

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