

SELF AND IDENTITY PROCESSES IN HIGHER
EDUCATION STAFF DEVELOPMENT

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Thesis Abstract

Self and identity processes in higher education staff development

This thesis describes four inter-related studies that, together, explore aspects of self and identity in relation to staff development in higher education (HE). Staff development in higher education is reviewed with particular reference to one of the newest and fastest growing subjects, nursing. Approaches to the exploration, understanding and measurement of self and identity are reviewed, culminating in an exposition of a comprehensive synthesising approach known as Identity Structure Analysis and its associated measuring tool Identity Exploration.

Semi-structured interviews were carried out with a small sample of lecturers and managers to identify key concepts and issues regarding staff development. The results of these interviews were then used to develop a unique attitude inventory, the Marriss Attitude to Staff Development in Higher Education Inventory (MASDHE), which was administered to a selected sample of lecturers in nursing in six institutions and, more widely, through an open access internet portal.

The results of the interviews together with elements and constructs derived from the literature were used to develop a customised Identity Exploration Instrument (IDEX 1) drawing on the theories and methods of Identity Structure Analysis (ISA).

This instrument together with the MASDHE and a biographic information sheet were then administered to a sample of 96 participants, all lecturers in nursing in six contrasted Higher Education institutions. The ISA results of this survey allowed for group comparisons using the IDEX software employing variables based on gender, seniority, educational qualifications, and positive/negative attitudes. In the second study a refined IDEX instrument (IDEX 2) was administered idiographically to six participants, together with the attitude inventory, to enable in-depth case studies relating biographical material to identity variables and attitudes.

The results of the survey indicate that differences in identity structures and processes are not significantly related to gender or attitudes to staff development, but display certain homogeneity across the nursing group that made up the sample. The two idiographic case studies were selected to present interestingly different profiles: a self-oriented and vulnerable identity profile contrasting with an other-oriented less vulnerable profile. The implications of the identity structure and development profiles for staff development are considered.

Overall the thesis has explored identity in relation to staff development in four main ways, giving insights into identity formulations in relation to perceptions and aspirations both idiographically and nomothetically. The study has developed a standardised attitude inventory and in-depth identity exploration tools which may be useful in the conduct of staff development and in further research.

Chapter 1 – Introduction

1.1 Background to the studies

My interest in staff development in higher education originated not so much in my own staff development, although I have received various forms of support over the years, but in the responsibilities I carried for the staff development of others, directly or indirectly. I was concerned that staff development tended to be conceived as various forms of support – for example attendance at conferences, enrolment on courses – rather than a fundamental engagement by the individual in self-assessment and development. In this study, then, I wanted to examine staff development at a deeper level than the surface activities and procedures that were being developed or in some cases established following the recommendations of the Dearing Report (1997). I wanted to get closer to the processes implied by the word ‘development’ and to find out what these actually meant to individuals in terms of their identity, change in that identity, and development. The orientation of this study is, therefore, psychological in nature and focuses on the perceptions, attitudes, understandings, and construals of the staff that are being developed. In particular it focuses on the important but elusive ideas of self and identity in relation to development, partly through a new attitude inventory but, centrally, through the application of a comprehensive theoretical framework, Identity Structure Analysis, and its associated methodological arm for identity exploration, IDEX.

My initial surveys of the literature specifically addressing staff development in higher education left me frustrated in my search for these deeper levels of staff development. I therefore explored the predominantly psychological literature on self and identity, key concepts for any analysis of staff development. This led me to what has been described as the ‘grand enterprise’ (Harré 2003) of Identity Structure Analysis and its associated method of investigation, IDEX (Weinreich 1980, 1986a, 1988). This theoretical framework and method seemed to be addressing exactly the issues of self, identity, identification, evaluation and change that were missing in the staff development literature. I therefore decided that ISA/IDEX

should be a cornerstone of this thesis, used in both its idiographic and nomothetic manifestations that is for the understanding of both individuals and groups. Basically IDEX (the identity exploration software) requires the construction of a complex instrument involving relevant entities and constructs, and participants are invited to apply each of the bi-polar constructs to each of the entities. The responses are then subject to a computerised analysis which provides quantification for a number of ISA indices of identity concerned with evaluation, identification and construal. This IDEX analysis can be confined to the individual and is hence idiographic or, if responses from a number of individuals are combined, allows for group comparisons and is described as nomothetic.

I decided to complement this emphasis with two other methods of investigation. First I undertook in-depth interviews with those experiencing staff development both as providers and recipients to find out what they perceived as issues and problems. Secondly I decided to develop my own attitude inventory which would enable me to measure the attitudes that participants held regarding staff development, ranging from the positive to the negative. The thesis describes, therefore, four inter-related studies: the interviews; the development and use of an attitude inventory; a survey using a custom designed ISA identity instrument; and two idiographic studies using a further refined identity instrument.

My background is in nurse education and training, and I was particularly interested in staff development as it operated in the new departments and schools of nursing that were mushrooming in higher education following the implementation of 'A new preparation for practice' (Project 2000) United Kingdom Central Council for Nursing, Midwifery and Health Visiting (1986). I would argue that nursing lecturers – and for convenience, this term will be used throughout to include midwifery lecturers – experience the pressures that affect all in higher education but in a particularly extreme and accelerated form, with demands for sustained high quality of teaching in college and clinical settings; the need to keep up to date professionally; the administrative demands of complex delivery systems; and finally the

relatively new demands for research and scholarship. These pressures seemed to me to be a source of conflict between different identities as teacher, nurse, manager and researcher, indicating the need for sensitive systems of staff development, and providing fertile ground for the exploration of self and identity issues.

1.2 Outline of the empirical studies

The broad aim of this study is to provide a psychosocial analysis of the processes of staff development in higher education which goes deeper than those that are already a part of the literature. The focus is on the perceptions, values, expectations, and reflections of higher education lecturing staff, their adaptation to the potentially conflicting pressures of higher education and their attitudes to, and experiences of, the formal and informal processes of staff development. In particular the study is concerned with identity and identity structures, dynamics and processes in participants, and the inter-relation of these factors with staff development. The population chosen for the study is drawn from departments of nursing. Nursing is one of the most recent but largest subject areas in higher education and poses distinctive, but representative, problems for staff development.

The study will address such questions as how is staff development and the staff development interview (SDI) – taken to be synonymous with the appraisal process – perceived by managers and staff? What expectations do they both bring to the interview? Crucially, what constructs do they use to make sense of staff development? What impact does staff development have on the identity and subsequent behaviour of the staff being developed? What kind of constructions of self and identity processes are more functional or dysfunctional in relation to staff development?

1.3 Aims and objectives for the empirical studies

The study explores staff identity and its structure and development using the theoretical framework of Identity Structure Analysis (ISA) and its associated Identity Exploration Software (IDEX) (Weinreich 1980, 1986a, 1988), and correlates the results of this analysis with independent variables, for example

gender, and the processes and outcomes of staff development and staff attitudes to these. A long-term aim, beyond this study, is to develop a diagnostic instrument to facilitate staff development.

Objectives are:

- 1 To interview a sample of managers and staff to identify constructs and entities in their construal of staff development.
- 2 To use material from these interviews together with ideas from the literature to construct an IDEX instrument with entities and bi-polar constructs relevant to staff development.
- 3 To construct an attitude inventory to measure attitudes to staff development in higher education, and to pilot this inventory alongside the IDEX survey and through an internet survey.
- 4 To administer the IDEX identity instrument to a sample of staff and managers together with the attitude inventory and a brief biographic questionnaire.
- 5 To derive IDEX analyses in relation to key ISA indices of identity, and to correlate these with gender and attitudinal variables.
- 6 To develop and refine the IDEX instrument further with regard to entities and constructs, and to use the developed instrument for a number of idiographic studies.

1.4 The literature review

Underpinning the empirical studies, the thesis includes a comprehensive literature review covering the following topics: staff development in higher education; nurse education and training; self and identity; Identity Structure Analysis and the Identity Exploration computer software.

The thesis is organised into nine chapters, beginning with this introduction. Chapters two and three cover the literature review: the first covers nurse education in HE, including the historical perspective and the HE system and staff development; and the second deals with theories of self and identity including Identity Structure Analysis. Chapter four covers the design of the study and the methods used, and chapter five discusses the use of interviews to identify salient constructs and entities for the IDEX identity instrument. Attitudes to staff development in HE are the subject of chapter six. Chapters seven and eight report on the nomothetic and idiographic studies respectively, and chapter nine provides a conclusion.

Chapter 2 – Literature Review (i): Nursing Higher Education and Staff Development

This literature review follows the logic of the argument for the thesis. It begins by describing the emergence of nursing as a major subject in higher education in the United Kingdom, and identifies the major challenges facing the discipline and the development of academic staff to meet these challenges. It then considers the organisational context of staff development in higher education. Following a review of the relatively limited evidence and theorising regarding staff development in higher education, a major lacuna is identified in the literature; that is, a consideration of self and identity as being central to the development of individual staff.

Theories, models and approaches in psychology concerning self and identity are then reviewed, and their implications for the understanding of self in staff development considered, culminating in the identification of a particular approach to identity and its measurement: Identity Structure Analysis and the operationalisation of its set of concepts of identity by the Identity Exploration software. The theoretical underpinning and the empirical method of this approach are described, relating the theory and empirical method to their antecedents, and outlining how they might inform the study of groups and individuals in higher education with respect to staff development. This then points to the design and methods adopted for this study.

2.1 The road to higher education for nursing

The chosen population for the study is lecturers in nursing in UK universities. Nurse education is the largest single new group to become part of HE in the latter years of the twentieth century. This growth reflected the absorption into higher education of initial training and professional development programmes in nursing previously offered by schools of nursing directly linked with hospitals. The change in circumstances from hospital-based schools of nursing to university departments posed a particular set of problems for staff development. This first section outlines the history of the move of nursing into higher education.

Whilst medical education is well established as a university subject, the last twenty years of the twentieth century have seen a dramatic growth in other health-related disciplines within higher education including, notably, nursing. The drive to move nurse education away from its traditional apprenticeship approach and into higher education has lasted over 80 years. An early reformer in nursing – Mrs Bedford-Fenwick – argued at the beginning of the 1900s for higher education for nurses. Mrs Bedford-Fenwick on 29th December 1900 wrote in the journal *Nursing Record* about her hopes for the future of nursing:

‘Lastly, will not Colleges of Nursing be connected with Universities which will give a Degree in Nursing to those who satisfactorily pass through the prescribed curriculum’ (cited in Hector 1973 p. 65).

Bedford-Fenwick’s argument was based in part on her aspirations for a full professional status for nursing, comparable with medicine and the law, but also on her view that nursing was a sufficiently demanding and complex activity to require education to degree level. Inherent in her proposals are the challenges that still apply to nursing as a university subject. It can be asked whether a subject which is basically a vocational preparation is sufficiently complex and critical to justify university status. The subject of vocational education is addressed later when discussing nurse education as representative of the liberal/instrumental debate in higher education (see p. 17). The same question can, of course, be asked of many well established vocational subjects such as medicine, and a number of relative newcomers including business studies. Secondly, questions can be raised about the full academic status and resourcing of the subject. Are the programmes based on active research and publication? Are the teachers qualified and able to conduct original research to underpin their teaching? Clearly these issues are not unique to nursing, but nursing is certainly unique in the scale of its operation and the speed with which it has been upgraded from school through college to university.

Since the early reformers, others have campaigned or published reports advocating improvements in and advanced status for nurse education. In 1926 the Labour Party issued a policy document on the nursing profession which advocated a 48 hour week; the separation of nurse training schools from hospitals; and student status for probationers with adequate time to study (Abel-Smith 1975). The report by the Ministry of Health (Athlone 1939) recognised that the apprenticeship approach to nurse training would become outdated. However no formal recommendations were made, due in part to the outbreak of the war and other priorities.

The Royal College of Nursing (RCN), recognising the likely agencies of future development in a National Health Service (NHS), set up a committee to look at the establishment of a 'true Nursing Education' within the national education systems, and at the separation of the training of nurses from the obligation to provide nursing services for hospital patients.

In 1943 the RCN Nursing Reconstruction Committee under the chairmanship of Lord Horder published sections two and three of its Report on Education and Training and Recruitment (Baly 1995). The proposals of the committee were not accepted by the medical establishment, who accused the committee of trying to produce an 'academic nurse' divorced from more practical situations. This legitimate concern is a recurrent issue as vocational programmes gain academic status. It reflects concerns that are endemic in higher education, and the real or imagined tension between vocational and liberal education. This will be returned to below. The final proposals fell short of recommending true student status for nursing students and recommended that:

'While the student nurse must be regarded as a component part of the hospital in order that she may cultivate a sense of responsibility[,] her status as a student should be fully recognised...'

However, in practice being part of the hospital workforce took precedence over any notions of student status.

The committee also proposed changes to nurse education programmes and set standards for entry. Recommendations were made to encourage ward sisters on training areas to obtain the Diploma in Nursing. The first diploma programme had been validated by the University of London in 1926 – evidence of a higher education for nurses following initial registration. This was the beginning of a spiralling demand for higher qualifications in nurse teachers. After the diploma required in a hospital-based school came the bachelor's degree required as schools became associated with higher education, then the master's degree that became a normal expectation for nursing in higher education and, currently, the PhD. Of course there is nothing unusual in requiring university lecturers to be working post-doctorally. However, it creates a distinctive pressure for staff development in contemporary departments where many staff feel they have done well to reach bachelor's or master's levels.

Soon after the RCN Report, the Government set up its own working party on the Recruitment and Training of Nurses under the chairmanship of Sir Robert Wood (Wood 1947). The report condemned the rigid discipline that pervaded training schools and the attitudes of senior staff, which it felt contributed to the problem of wastage during training. In conclusion, the working party determined that training must meet the needs of the nursing students and not be dictated by the staffing regimes of the hospital. It further concluded that students should be under the control of a training authority, if not yet a university, and not a hospital.

The proposals based on research were not met with agreement by the profession or all members of the working party, and one member, Dr Cohen, wrote his own minority report. He claimed that the working party failed to look at healthcare demands and the changing role of hospitals. The Wood recommendations were shelved whilst further research was conducted, always a good reason to delay action. However, research units were established, and Dr Cohen's proposals gave momentum to nursing research and the establishment of an advisory panel by the Nuffield Provincial

Hospitals Trust in 1948. The outcome of this was a report on 'the work of nurses in hospitals wards'; Clark (1995) references this report as the introduction of nurses to research techniques.

The 1950s saw the development of several experimental nurse training schemes established between hospitals and higher education colleges (Altschul 1987). By 1960 the first Pre-Registration Nursing degree was launched at the University of Edinburgh. This set the scene for further such developments and the number of degree courses slowly increased. However, these degree programmes were for a minority and not the generality of nursing students. Whilst pioneers may have seen the degree programmes as the pattern for all, there were also those who saw them as aimed at future leaders and researchers rather than the majority.

Progress towards the total integration of nurse education into higher education was slow, but the pressure for further consideration and recommendations through progress reports and reforms continued. The Royal College of Nursing in 1964 continued its mission to reform nurse education and commissioned a report under the chairmanship of Sir Harry Platt (Platt 1964). The report considered as part of its remit the benefits to be gained through closer links with higher education, its aspiration being that the study of nursing would become a suitable subject for study at University level. Immediately prior to this, the Robbins Committee on Higher Education reported in 1963, urging expansion in higher and further education. However, the committee dismissed the training of nurses as not being genuine higher education, such education being aimed at developing the power of mind and not producing technical specialists. Here, the tension between the liberal and the instrumental mission for higher education surfaces: a 'general' education may well develop intellectual powers, but this then generates the problem of how such liberal enquiry might be employed for immediate practical application.

The concepts of a general/liberal education and specialist/instrumental education will be discussed in more detail in the section exploring the

meaning of higher education. In retrospect, it seems surprising that Robbins did not see nursing as a good example of the kind of applied field of study into which the educated perspective was to be applied. It is not that Robbins didn't appreciate the relationship between theory and practice and academic enquiry and technological application, but more that nursing was conceived as an inherently limited set of procedures and techniques not requiring profound analysis, theorising or research. It is possible that assumptions about feminine caring work might also have affected his view.

The much more influential Briggs Report (Briggs 1972) again challenged the approach to nurse training. Its recommendations were to address student status for nurses and the establishment of colleges of health, where nurse education could sit alongside studies for physiotherapists, occupational therapists and other allied health professions. The assumption was that all these activities would benefit from theoretical underpinning, speculation and research. Briggs proposed that there should be one statutory body concerned with pre-registration and post-registration training. The report also set out the idea of a higher post-registration non-statutory qualification in a particular branch of nursing.

The sentiments expressed by Mrs Bedford-Fenwick at the start of the century continued to be echoed, 'that Colleges of Nursing should be connected with Universities'. However, the moves towards change were slow. Clearly there were impediments to change, and these would include both economic and philosophical reservations. Education, with its longer time scales, usually costs more and it might be inappropriate for a relatively simple activity such as nursing. Significantly, however, the World Health Organization (1976) advocated university education for nurses, recognising that such education would provide a deeper and broader education and would better equip nurses for their roles.

The next attempt at reform was through the United Kingdom Central Council. Government legislation in 1979 in the form of The Nurses and Midwives Act had recommended the establishment of a United Kingdom Central Council

(UKCC) for Nursing, Midwifery and Health Visiting. In 1980 the Council brought together the countries of the United Kingdom into bodies to be known as National Boards. The Council and the Boards initially worked in shadow form and came into full operation in 1983 to achieve a smooth transition from the previous system and ensure continuity of training for admitted students.

The pressure for change had begun to mount and the Royal College of Nursing (Judge 1985) set up its commission on nurse education chaired by Dr Harry Judge. The report re-affirmed the strong support for links with higher education – views also expressed in the report of the Briggs Committee on Nursing in 1972. The shadow UKCC established working groups to determine, consult and make recommendations on the future of professional education. The findings of the English National Board (ENB) (1985a), RCN (Judge 1985) and the Briggs Committee were taken into account by the Council in its deliberations.

The largest of the national boards, the English National Board (ENB), undertook a consultation exercise on nurse education, and the results and recommendations were published in 1985 (ENB 1985b). The report addressed the need for strong links with higher education with the recommendations that all nurse teaching qualifications should be at degree level and that teachers should possess advanced level knowledge in their subject area; it was suggested that nursing courses should at least be validated by institutions of higher education, but not necessarily be part of them. Only in 1993 were degree programmes to be approved for teacher preparation, and graduate status for nurse teachers became effective in 1994 (ENB 1993).

Thus it was felt that both the product and the provider should meet higher education standards, but only up to a point. Nursing was still not a university subject, but one that should be quality assured by universities (or other HE institutions) as meeting minimal standards. Similarly, providers should have

bachelor's degrees, still some distance from the normal requirements for a university lecturer.

Along with the review of teacher preparation, emphasis was now being placed on the continuing professional development of staff – the need for managerial skills was highlighted, particularly to support and develop the principals of colleges of nursing and midwifery. Regional Assessment Centres were set up to assist in the identification of education staff development needs, and as a result workshops in business planning, organisational change, management development and action learning sets were set up and funded by the ENB. Funding was also made available to support senior education staff development through master's degree programmes. Interestingly, enhanced management skills were seen as a priority, the opposite of the traditional university approach where the emphasis is always on subject knowledge and research expertise. Such differences of view still haunt staff development in the new university nursing departments as discussed below.

The major report which set in motion the full integration of nursing into higher education was that produced by the UKCC when looking forward to the millennial year 2000. This was the so-called Project 2000 initiative, to which all the developments are usually, not entirely accurately, attributed. The major recommendations of the UKCC (1986) Project 2000 Report were set out as a 'New Preparation for Practice'. The scheme was launched in 1989 in 13 demonstration districts in England. Pre-registration nurse, midwife and health visitor education would be linked to Higher Education Institutions (HEIs). The courses should meet both academic and professional standards, and should equate to at least an undergraduate diploma. Thus P2000, as it came to be called, made the relatively modest suggestions that initial nurse training should be at diploma level at least, validated by higher education and taught by those with at least a bachelor's degree. This was still a long way short of full integration into higher education.

The Council also made proposals for mandatory continuing professional development. In 1989 the Council launched a new project – the Post Registration Education and Practice Project (PREPP). The PREPP Report (United Kingdom Central Council for Nursing, Midwifery and Health Visiting, 1990) recommended that each newly registered nurse should receive support from a preceptor, that is an experienced nurse responsible for providing supervision and support, and this recommendation was to be effective from 1992. Schools now had to support practitioners with preceptorship preparation.

The mandatory aspect of continuing professional development was now established and all nurses had to evidence a minimum of five days' professional development every three years prior to periodic re-registration. Nurses returning after a five year break were required to undertake a return to practice programme. Teachers now had to be graduates, have relevant subject expertise and maintain current clinical knowledge.

The scene was now set for nurse, midwife and health visitor education to go beyond mere links, desirable though they might be, and become fully integrated into higher education. The move to higher education was managed by the initial amalgamation of NHS schools of nursing and midwifery into colleges of health/nursing and midwifery with links to an HEI, with a view to merger and full integration – this was achieved in England by 1995.

The establishment of nurse education in higher education has thus taken over 50 years of report and reform. 44 years after the Robbins Committee dismissed nurse training as not being higher education, it can now be said that nursing is, de facto, higher education. The discipline of nursing is capable of being taught at a level of critical theoretical and research-based material drawn from nursing research or research in related subjects, even though it is also concerned with practical techniques. This is characterised as research-based practice and the notion applies in both clinical and educational settings.

The shift from nurse training to nurse education may be considered as complete, but is it? The integration of teaching staff into higher education still poses a number of problems regarding level of qualification, balance between research and teaching activities, and maintenance of professional as well as academic credibility. These challenges set the scene for staff development in the area. While the problems are not unique to nursing, they are probably present in the most widespread and acute form in the subject as a consequence of the scale and relative rapidity of integration. In the next section the problems facing nursing are contextualised into the wider debate regarding the nature and purpose of higher education.

2.2 Nurse education as representative of the liberal/instrumental debate in higher education

There is an endemic and long-standing debate concerning the purposes and values of higher education. Views on the fundamental purpose of a university/HEI can be characterised as a tension between conceiving of higher education as a liberal personal education on the one hand and as an instrumental vocational education on the other (Association of Governing Boards (AGB) 1960, cited in Allen 1998).

Newman (1996 edition) in his seminal and still influential reflection *The idea of a university* argued that a university's central function was the provision of what he described as a liberal education. Such an education is an end in itself and thus should not be judged by its direct impact on employment or application to the community's needs. An opposing view is that a university education should be judged primarily through its impact on the community and the world of work. Such an alternative view, described as instrumental, would maintain that an HEI is there to serve directly the economic, social and cultural needs of the society that pays for it. Its graduates should be prepared for jobs and vocations just as research undertaken in the university should be addressing real social and technological problems (Bok, 1982).

Barnett (1994) returns to Newman's interesting notion that a liberal education is perhaps the best kind of vocational education in that it encourages divergent thinking, creativity, and a capacity to adapt to or initiate change, as well as a respect for evidence and rational debate, rather than a respect for tradition and established practices. In nursing, tradition is represented by the established practices and competencies of the profession, and to some extent courses of training and education are an induction into these practices to ensure that graduates are 'fit to practise'. On the other hand, new entrants have to be prepared to cope with changing social and medical circumstances, and to be independent self-motivating and self-regulating professionals. Thus the practical problem-solving that characterises nursing should benefit from the alternative perspectives and sources of ideas encountered in university education. Nurse education programmes, whilst inherently vocational in nature and therefore appearing to be consistent with the instrumental approach, nevertheless espouse elements of a liberal education in encouraging creative and critical thinking and even dissent from current values and practices.

This tension between liberal and instrumental approaches to higher education finds real expression in curriculum development and approaches to learning and teaching in nursing. Here choices have to be made regarding the relative time allocated to practice and theorising. The debate thus provides the backdrop to the development of nursing lecturers. The tension also characterises professional development courses in nursing. Typically, employers stress the need for direct relevance and immediate applicability for courses in professional development, whereas HEIs tend to emphasise more general and liberal values such as critical thinking, explorations of theoretical underpinnings, and the need for research perspectives and competencies.

The historical overview of nursing and nurse education revealed its steady progress toward higher education and recurrent reformulations of its characteristic linking of a higher education with a professional training. Nursing is, of course, hardly unique in this regard, and similar tensions and

alternative constructions of the curriculum and its purpose characterise other vocationally oriented subjects including medicine, law, engineering and business studies. However, nursing is one of the most recent and certainly the largest of the new arrivals, and its representative status in the long-standing liberal/instrumental debate regarding the purposes of higher education is clear. Since staff development has to reflect the purposes of the enterprise in which the staff are involved, then it can be anticipated that the tensions referred to above will influence the nature and effectiveness of staff development.

Nurse education has a long tradition of requiring its practitioners to be teacher-trained and this was unusual in the context of higher education at the time of the Dearing (1997) report. On the other hand, research in nursing is still at a comparatively early stage of development and the capability enhancement of staff in research is a national issue as recognised by the Department of Health and the Higher Education Funding Councils in special funding arrangements for nursing departments under the capability research (CR) category. At the same time, lecturers in the subject have to maintain their professional competence and credibility. This should set a distinctive staff development agenda for the subject. Nursing thus poses representative problems for staff development, but with distinctive features regarding the relative emphases on teaching and research. This justifies the choice of nursing as the location for the sample to be studied in that lecturers in nursing might be anticipated to have particular tensions regarding their identity.

Since joining higher education, the three axes of learning and teaching, research, and partnership with employers have all developed in ways that reflect tensions in higher education as a whole. There is widespread pressure to professionalise teaching, reflected in the regulation and enhancement activities of the Quality Assurance Agency and in the establishment of the Institute for Learning and Teaching in Higher Education, now the Higher Education Academy. Nursing has maintained its emphasis of learning and teaching with, for example, all who have completed

professionally recognised teaching qualifications qualifying for automatic membership of the Academy. Schools of nursing formally separated from their parent hospital trusts have had to negotiate new partnership relations with employers more analogous to areas well established in higher education, such as medicine and engineering. The biggest challenge has been to develop research capability for at least a proportion of staff. Here tensions between research development, teacher training and development, and professional development are apparent. In this, nursing is akin to other vocational areas such as education, but different from traditional academic subjects where research activity is well established, teacher training a novelty, and vocational relevance a new challenge or an irrelevance. These conflicts are most obvious in pressures on lecturers' time where, for example, choices may have to be made between research for a PhD or completion of a teacher training programme. Lecturers will be expected to develop new skills in research and academic enquiry. The critical, reflective, dissenting and often solitary character of academic enquiry might conflict with the procedure-governed, pragmatic and social nature of nursing.

2.3 The organisation and purpose of higher education

Higher education is a major activity in every developed country. It is believed to contribute significantly to the personal development of those who enter it, and to the economic, social and cultural development of the society of which it is part (Reich 1992). There are a number of stakeholders in higher education including students and their families, employers, government, faculty and staff.

Significant expansion has taken place in the United Kingdom higher education system, notably since the Robbins report (1963), Dearing (1997) and the more recent Government White Paper 'The Future of Higher Education' (Department of Education and Skills 2003). Robbins' central premise was that a higher education should be available to all those who had the qualifications/attainment to pursue it and wished to do so. The Robbins' report led to the establishment of new universities such as Warwick and Bath, and prompted the substantial expansion in the existing universities of

the UK which culminated in the post-1992 translation of polytechnics into universities that almost doubled the number of UK universities. In turn, Dearing set the agenda for higher education over the next twenty years. He had a compelling vision of a learning society where participation would increase and a new partnership between stakeholders would provide resources. In many ways, nurse education was already exemplary in Dearing terms as the whole enterprise depends on partnership between the higher education institutions and the NHS.

The White Paper (Department of Education and Skills 2003) proposed reforms compatible with the earlier reports of Robbins and Dearing, and this new vision for higher education led to an increase in the number of HEIs securing taught degree awarding powers, and to institutions with these powers being eligible to seek university status. It was now recognised that excellent teaching was, in itself, a core mission for a university, and that good scholarship, in the sense of keeping abreast of the latest research and thinking within the subject, is essential for good teaching; but also that it was not necessary to be active in cutting edge research to be an excellent teacher. Moreover, the report emphasised the need for commitment to partnerships between students, government, business and universities to renew and expand the higher education system for the next generation. The focus continued to be that everything should be done to enable everyone who had the potential to benefit from a university education to have the opportunity to do so; and, furthermore, universities were charged with playing a key role in supporting knowledge transfer and innovation management in, for example, the NHS.

The challenges were to recruit, retain and reward academic staff of the calibre needed to sustain and improve both teaching and research. Central to this study, the White Paper made clear statements in relation to staff development and professional standards. Teaching had traditionally been viewed as a poor relation to research, but now nationally recognised standards for teachers in higher education were to be agreed and in place by

2005, and teaching staff would have to obtain a teaching qualification/ professional body recognition.

Staff development processes now in place in all HEIs are in large part a response to government initiatives, frameworks and approaches to staff development that include Investors in People (IIP) (2004), European Foundation for Quality Management (EFQM) ('The Excellence Model') (2003), the Quality Assurance Agency (1997) framework created in response to the Dearing Report (Dearing 1997), and the Higher Education Academy (HEA) (2004). These systems, techniques and strategies applied to HE programmes and activities can also be usefully applied to the continuing professional development of all staff, in line with a responsive evaluation strategy.

In response to pressure from higher education organisations, the UK higher education funding bodies and from the professions themselves, the new Higher Education Academy undertook to develop a National Professional Standards Framework. The idea was to encourage institutions to govern themselves through formal processes to ensure that all staff are engaged in continuing professional development; institutions apply the framework to their professional development programmes and activities, and thus demonstrate that professional standards for teaching and supporting learning are being met. It was acknowledged that a similar approach might be adapted to research, professional updating and management.

A further example of a Government initiative for recognising achievement was the implementation of the Higher Education Funding Council for England Rewarding and Developing Staff in Higher Education initiative (HEFCE 2001/02, 2003/04). Institutions were funded to enable an increase in development appointments that would raise the status, recognition and reward for the learning and teaching role of staff to those given to research. Human resource strategies were charged with the development of a culture in which excellence in developing learning is recognised and rewarded at individual and team levels.

Encouraging participation should of course ideally involve lecturers in some element of choice in meeting their development needs. This approach can be justified on both moral and instrumental grounds, and can be achieved, for example, through the staff development interview process. Organisations should make time available in the working day so that staff development is part of being a professional, part of what learning and teaching is about. This is supported by Erikson's (1963) theory of psycho-social development and the associated problem-solving abilities, which is endorsed by the studies of Block (1971,1981), Ryff and Heinke (1983), and Khan, Zimmerman, Csikszentmihalyi and Getzels (1985), which suggests that identity develops within the possibilities offered by society and may include stability or change.

Lifecycle development acknowledges that people look to their future as well as their past. An implication for staff development results from the pattern of needs, motives, and values a person brings from lifecycle development and the dynamic process of attempting to integrate inner forces and impulses with outer opportunities and constraints in order to implement their self-concept. The challenge for staff development is to help the individual find a match between their own needs, values and talents and the requirements of the organisation. As individuals we need to think about which achievements, characteristics or creations we want to be remembered for, which is likely to be a major motivator in our career.

In principle and to some extent in practice, the move of nurse education into higher education has provided career opportunities for nurse lecturers, enabling them to be recognised for teaching excellence through remuneration and promotion, and through such initiatives as teaching fellowships. Their managerial expertise might coincide with the new managerialism in the much widened university sector. Their involvement in research might increase confidence through the development of evidence-based knowledge, and creates the opportunity for appointment not just as lecturers but as readers or professors. On the other hand, the demands on nursing lecturers to maintain their professional credibility, enhance their

teaching ability, manage efficiently and rapidly establish a research tradition may be impossible to meet. Widened opportunity but excessive demands thus create an unusually challenging environment in which staff development must chart a course which balances individual aspiration and capability with organisational need.

2.4 The higher education system and staff development

Staff development has become more visible and been given a higher profile in recent years, and many of the challenges, opportunities and issues for staff development arise from external agencies. Governments and funding bodies exercise indirect control over institutions with increasing levels of accountability required for quality assurance (QA) and enhancement, and therefore staff development in higher education can be perceived as a necessary part of a strategy for development and change. Such change may be enabled by the acquisition of new knowledge or skills, or by the use of reflection and evaluation to effect change in behaviour. Thus it could be argued that the environment for staff development should be a learning experience based on conversation, understanding the need for change and development not by manipulation and control, but by participation and openness.

Self-evidently, staff development is at least a relationship of two parts – the individual and the staff developer – and each has their own interpretations and must recognise that learning is developed by true understanding and not dismissal or inhibited argument. Varying conceptions of the staff development role exist in the literature. O’Leary (1977) argues that the staff development activity has to be outcome and process orientated. Collett and Davidson (1997 p. 31) suggest that a significant component of the work of staff development is to facilitate ‘personal, professional, and institutional change’. Webb (1996) is concerned with people, and highlights the need for human understanding and recognition that the feelings, emotions, humanity, and ‘being’ of the people involved play an important part in staff development encounters. Maintaining the staff development relationship is critical to addressing new arguments and arriving at a better understanding of a

particular problem. Learning lies at the core of the culture of institutions of higher education.

Staff development in HE is sometimes opposed as being inappropriate, unnecessary and unwanted; in part, that situation may reflect differing perceptions of priorities, or it may be based on views about the relevance of policies and strategies for staff development and quality of the provision. However some tension, even conflict and opposition, stems from the association of staff development activities with various changes impacting upon systems of HE such as appraisal of staff or the QA of programmes. A staff developer can thus be viewed as an agent of (possibly undesirable) change, rather than a means of assisting staff to learn, develop and accommodate to new initiatives, policies and procedures. Appleby (1997) in her critical response to a staff development programme argues for professional development by self-critical reflective leaders, rather than technical and manipulative managers. Staff developers must possess high levels of resilience, along with sound facilitative and reflective skills, in order to achieve institutional requirements related to the development of academic and support staff.

Rewarding and developing staff in HEIs was the focus of Government attention following the recommendations of the Dearing (1997) report and the Bett (1999) report. It was clear that the Government needed to focus on improvements in human resource management. In his grant letter to HEFCE in 2000, the Secretary of State for Education set out key priorities in relation to recruitment and retention of high quality staff. Improvements were to be addressed in the areas of human resource development and staff management, along with compliance with significant changes in employment legislation. The impact on staff development was centred on management and leadership development: performance review became an area for investment, with action promised to tackle poor performance. Performance review was to be through regular reviews related to individual development needs in the context of organisational goals and needs. These in their turn would be affected by new demands from employers and students.

Critical to self-learning is the ability to monitor one's own individual world, not only at a perceptual level but also evaluatively at emotional and intellectual levels. Self-evaluation is not fixed, and Higgins (1987) suggests that self is made of three kinds of self schema – *actual self* describes how we currently are, *ideal self*, how we would like to be, and *ought self*, how we think we should be. Evaluated knowledge predisposes the individual to behave one way rather than another. Festinger's (1957) theory of attitude change is based on the notion that we are motivated to adjust our attitudes to remove cognitive dissonance. Therefore in terms of staff development, an individual may regard themselves as being a competent worker; if this self view is reinforced by feedback from peers, the situation is motivating and likely to create a positive disposition towards development opportunities. However, if the results of hard work do not bring recognition from significant peers, self-evaluation will fluctuate and the individual may arrive at a view that there are other ways to get on in life and see staff development as having nothing to offer. Whilst ambition to get on at work and enthusiasm for staff development may be viewed as separate issues, the essence of Festinger's theory is that separate but related attitudes are subject to processes of dissonance reduction.

2.5 Teaching and research

A perennial issue in assessing staff performance is the relative importance of teaching and research. The Funding Councils separately identify funding for teaching, based on student numbers and, in principle at least, quality assessment, and for research based on peer review through the Research Assessment Exercise. These separate funding streams are identified as T for teaching and R for research, and discussion with individuals is likely to focus on the relative weightings of T and R in their workload. In assessing the performance of staff, managers will be considering the achievements and potential of staff to maximise teaching and research income. While T & R are, in principle, equally important parts of a whole university, their respective proportional income streams should determine their relative emphasis in both staff workloads and staff development. For many nursing departments, the

overwhelming proportion of income comes from teaching with research income modest or merely aspirational. In a typical workload, one day per week might be devoted to scholarly activity, including research, and this is seen as legitimate expenditure of teaching income. So despite this balance, research is seen as a key factor in having determined the move of the subject into a university. There is thus pressure for a rapid acceleration in research capability and achievement.

Nursing lecturers whose experience and skills are primarily clinical, pedagogic and managerial may be forced into some form of research to secure their employment and promotion. Some alleviation of the pressure to research may come from the recognition of scholarship that is essentially keeping up to date to support teaching. Some may engage in so-called advanced scholarship, that is publishing what is essentially teaching material. Some will develop and evaluate their teaching, and publish their results to a point where this may be considered pedagogical research. However, the research required justifying university status is into nursing itself and here there is still a significant lacuna, recognised by both Department of Health and the Funding Councils.

There is thus a complex set of pressures and responses around the undertaking of research in a nursing department. Certainly, the relative imperatives to teach and research will form an important part of the agenda, but further imperatives include the need to keep up to date clinically and to develop managerial expertise. It might be argued that there needs to be a place for both enabling researchers to use their capability and be judged by the research assessment criteria and funded accordingly, and for teaching to be valued as a career in itself, acknowledging that research, reflection and enquiry are essential tools in the development of even better teacher-educators. This view is reinforced by Robinson and McMillan (2006) who believe that teachers who can interrogate their discipline will be able to contribute in a grounded and meaningful way to the process of knowledge production about education in general, and teaching and learning in particular.

2.6 Theories and models of staff development

An important objective for this literature review was to identify published models and theories for staff development in higher education, and in particular to identify the extent to which these models addressed the identity and self-concept of those being developed.

Staff development is self-evidently concerned with people and insights into their motives and aspirations. The ability to understand people is fundamental to the staff development role. Goffman (1969) in his seminal work on self-presentation developed the idea that individuals actively attempt to create a desired impression or appraisal of themselves; Goffman describes this as 'styling of activities'. Similarly, Mead (1934) describes the development of self in terms of 'symbolic interactionism' i.e. getting to know one's self in direct comparison to others, based on continuous verbal and non-verbal feedback. Individuals retain some control of the environment and have a sense of self-determination, whilst the tension for the individual in terms of staff development is caused by the managerial tradition concerned with organisational efficiency and the individual's needs in terms of those priorities.

The need for involvement with staff development is linked to the setting of and reacting to personal standards. Development activities should engage people at a personal and emotional level to enable their learning to become personally important to them. Individuals will have their own learning style and knowledge of learning theory, and how individuals strive to achieve meaning in the learning process is an important consideration in the way the staff development process is managed. In staff development the movement between whole and part, deep and surface, learning is played out time and again. Developers with this level of understanding can help the learning process by attending to the learning experience. Prosser and Trigwell (1999 p.160) in their principles underpinning academic development argue that one of the primary roles of academic development is to expand teachers' awareness of their teaching and learning situations.

The concept of staff development varies as staff developers emphasise different approaches, but essentially it is about the learning of individuals and the learning of organisations. Staff development is therefore concerned with helping people to grow within the organisations in which they are employed. An emphasis on lifelong learning and personal growth and fulfilment underlines the importance of sustained development.

Staff developers also need to be emotionally competent to understand the potential for individuals to have 'internal conflict' between the personal need for self-actualisation and self-fulfilment (psychological needs), against the need for belonging, security and acceptance (social group needs).

Whilst it is assumed that there is a 'self' that learns, many programmes of staff development are concerned about management i.e. knowledge outside 'self'. However, the inclusion of any 'self-development' element raises the question: 'What is a 'self' that it learns?' The staff development relationship to 'self' is about knowing one's values system and how this fits with one's aptitudes and strengths. Maslow's (1970) theory of basic needs has, at its highest level, self-fulfilment needs – the creative use of one's talents will lead to 'self-actualisation'. Staff development, therefore, facilitates individuals by giving them opportunities for growth and development, leading to improved performance by realising potential and the development of abilities. Effective development, which results in lasting change, requires a strong commitment to a future vision of oneself, and this requires a concept of one's ideal 'self' to be successful – the gap between the ideal 'self' and the staff development activity imposed ideal should be minimal. Encouraging individuals to take responsibility for their own development may be problematic if the needs of the organisation are considered to be primary, with individual development only necessary to achieve the organisation's mission. Staff development is in part career management, and the process must be carried out within a climate where individuals are willing to volunteer for development opportunities, or where they can find opportunities and solutions to identified needs without fear of penalty.

Main (1985) describes staff development as involving the individual and the organisation; he describes the terms staff development, appraisal, and personal and professional development as interchangeable, stating that they generally relate to the means by which a person cultivates specific skills whose application will improve efficiency and effectiveness in an aspect of the organisation's business.

In an attempt to clarify the terms, the following definitions (based on Main, 1985) are offered:

- Staff development can be viewed as having a 'work-related' purpose to maximise performance at work. The implications for the individual are that there needs to be a limit between their learning goals and their dreams and aspirations for the future. The individual and the organisation need to recognise a development partnership with a shared commitment to lifelong learning.
- An appraisal/staff development interview is an initial tool for identifying training needs, therefore performance-related. The most effective schemes are developmentally based.
- Personal and professional development can be defined as opportunities for engagement in activities designed to improve skills, knowledge, attitudes or techniques related to the individual's current and future work roles.

In organising staff development, there will always be tensions to be addressed and dilemmas to be faced. Human resource development is the field from which many of the new staff development ideas in higher education are drawn. Organisations in periods of change are likely to utilise staff development as an approach to facilitating the development of the organisation.

Boud (1995) put forward considerations that would influence staff development in the future, and his focus included developments in learning theory – the context-related and context-influenced nature of all organisations, and the need to take account of the differences between staff and within the units they operate. Boud's views, now over ten years old, are still relevant today, as staff development is an extremely important part of the effective functioning of an organisation.

Universities are crucially about learning and staff development, too, must be about learning, for individuals, for groups and for the organisation. The development of staff is therefore essential to the maintenance and development of both professional and personal skills and competencies. In order to ensure that staff development has value for the individual, it must be in harmony with the central mission of the organisation.

Rowland (2002), in his writing on academic development, takes the view that the process of academic development involves professional development; however, he states that academic workers must exert some control over the nature of their work and give it some sense of coherence for it to be considered professional. (By contrast, Harré (1998), in his social constructionist theory, views people's experience of life as a series of episodes, and maintains that expectations for staff development are linked to a person's sense of self in the organisation in which they work. Staff development that meets perceptions, feelings and beliefs is actively pursued for its positive benefits to self and self-aspirations.) Rowland (2002) considers the fragmentation of professional life, and views higher education in terms of a number of fractures or fault lines. He identified five critical fault lines that have affected the level of confidence in higher education. Each fault line raises important questions about what it is to be an academic; he suggests that academic development needs to work within the fractures to create coherence in academic practice.

Fault line one arises from the tension between university teachers' and their students' perceptions about each other's purposes. A concern of academic

development is to raise the debate about the purpose of higher education. This debate must involve academic staff, be directed towards policy makers, and be negotiated outwith and within student groups. A culture of communication between academics and students is essential, and education should not just be instrumental; this view is the focus of the second fault line.

The second fault line develops from the relationship of teachers and students, noting that forms of communication between them have been moving towards a model in which the student is seen as a customer or client, and the teacher as a service deliverer (Levacic 1993, 1995). Academic staff development needs to address how students can be engaged with their teachers in evaluating the learning experience, and in the process improve that experience. A study by Drew and Vaughan (2002) illustrates the case that staff development can lead to contextualised professional learning for teachers and outcomes that benefit student learning if the unit of activity is the course team.

The third fault line deals with is the bureaucratic focus of accountability that has led to a widening gap between teachers and their students. At one time, managers might have required the teachers to give an account of their teaching; the power in this relationship was transparent and allowed for negotiation. Now, a system of external controls exists in which standards and quality assurance procedures are handed down, and academic staff wait to receive the rules of the next quality review or research assessment exercise. In this climate, managers are viewed as part of a culture of compliance and the work of academic development departments as being led by external agendas. Academic development means the promotion of academic values, and in addressing the 'pull' between 'academic' and 'management', academics need to be reminded of their academic values rather than their managerial responsibilities.

The fourth fault line arises from the debate on the relationship between teaching and disciplinary research – are good teachers good researchers? Or does emphasis on one detract from the other? Separate funding streams

– keeping research and teaching as separate functions – may undermine the coherence of academic practice. Yet the Institute of Learning and Teaching (ILT 1999), established as a consequence of the Dearing Report (Dearing 1997), had as its conception teaching in terms of competence and practice; it could be viewed as quite unrelated to research. The Higher Education Funding Council for England (HEFCE, 2000) Review of Research consultation document acknowledges that financial rewards for research have had a negative impact on teaching. Academic development needs to address the relationship between teaching and research, and reconceptualise terms such as ‘research-led teaching’ and ‘scholarship’. Research is promoted as ‘filling gaps in knowledge’. A closer relationship needs to be developed between teaching and research, and funding arrangements need to be more integrative and reward research into teaching in the disciplines or reward disciplinary research which has an impact on teaching. Stefani (2006) sees a bright future for HE learning and teaching, foreseeing that students will increasingly participate in the assessment of their work, and the development of teaching standards across HE will create an identity of academic-as-teacher-researcher, with equal weight and reward being given to both categories. This balance is, however, aspirational and not based on evidence.

The fifth fault line considers the fragmentation of knowledge, the tension between teaching and research. Academic developers have viewed teaching as generic and practical whilst research is seen as serious intellectual work. In this an opportunity is lost for the development of teaching, as it is important to provide an opportunity for critical engagement between disciplines – discussion about learning that goes beyond the instrumental approach of quality assurance provides a key to critical debate. The nature of knowledge can then bring the different disciplines into a critical relationship to contest curriculum questions, and enhance the intellectual rigour of research and the integrity of teaching.

Rowland's (2002) fault lines highlight the fragmented world of higher education: academics, students, and the wider community must form an

'intellectual sociability' for the common good – the thinking being for the purposes of higher education. The challenge to academic development is to enable academics to talk about learning in their disciplines, as a discussion between academics to explore concepts and frameworks that go beyond the instrumental approach of quality assurance can provide the key to enabling critical debate. Stefani and Elton (2002) suggest that research and scholarship must be one of the main features of any really successful development programme for academic teachers, in order to convince them that university teaching is a problematic and researchable activity.

Ultimately, the focus of staff development is about change in practice, so the process must be acknowledged as a community activity with an emphasis on the balance between individual and organisational imperatives to achieve the kind of organisation desired: it is a dynamic process. Suffolk Education Department (1985) stated that the process must recognise that each individual brings knowledge and resources to the learning process, and development should be viewed as a continuum in terms of performance from minimally acceptable levels of competences to excellence.

With pressures from government and professional bodies, it would appear that there is no escape from investment in staff development: lifelong learning is as relevant for teachers as it is for students, and once this is recognised a range of aspects of personal and professional development necessarily become part of the staff development agenda. The development of management-related skills, such as leadership, negotiation, teambuilding, and handling disciplinary and other human resource matters, is important for organisational effectiveness.

The cornerstone of these issues for professional learning can be summarised as learning to practise. The principles of the professional development activity closely mirror Wenger's (1998) indicators of a community of practice, which include collective reflection on practice, talking about practice, sharing problems and issues, context of practice and cultural aspects of practice. The focus must be on a community activity involving academics and support staff

in meeting the organisational needs. Boud and Middleton (2003) in their study of workplace learning give support to Wenger's communities of practice as a useful tool for examining workplace learning; however, they recognise that an exclusive focus on communities of practice as an organising concept may limit accounts of workplace learning which reflect the complexities of actual practice. In large organisations, the range and diversity of communities of practice in which one may legitimately participate increases with seniority, therefore the range of opportunities for learning increases. Boud and Middleton (2003) distinguish between loosely coupled and tightly coupled communities, but membership of a community of some form is considered to be an intrinsic condition for learning.

There is agreement that as staff development to meet the needs of staff presents many challenges, there is a need for support and encouragement right from the top. Middlehurst (1993) suggests that heads of institutions should provide a model of development by being themselves engaged in it, and also by setting up structures and systems wherein development can take place. She suggests that the notion of a learning organisation may be a model to give direction to future developments; as universities change, so staff development grows and develops to meet organisational and individual learning needs. This is not so much a model of staff development per se, but more a model of the context for staff development. There is an assumption in Middlehurst's prescription that staff will in some way identify with their leaders. If the leader is manifestly committed to their own development in the way they hope staff will be, then staff will identify with this approach and model their behaviour on it. This notion of identification with others as a fundamental influence on the formation of identity will be an important consideration in this thesis.

McGill and Beaty (1995) describe a group approach to the design and organisation of staff development in higher education, that has as its central focus the drawing together of people from across the institution who have staff development as a concern, and allowing them to scope and mould the needs of individual staff members and of the institution into a programme of

staff development. McGill & Beaty (1995) outlined three models for staff development:

1 *Working from the top down – policy-led staff development.*

This approach addresses staff development needs in response to the introduction of policies – programmes are developed to inform and train staff. This approach assists change management and takes account of internal and external pressures for policy introduction; however, it does not harness support from the ‘grass roots’.

2 *Working from the bottom up – innovation-led staff development.*

Enthusiasm and ownership are central to successful change. Any good staff development programme needs to take account of the everyday working life of staff. Not all staff will be innovative, but all staff need to feel that their ideas and problems are listened to by managers in the institution. If individual ideas are ignored, changes will not happen.

3 *The sandwich model of effective staff development.*

Staff development must work at a policy level to achieve strategic directions. Staff development must also work at the individual level, because without this there is no commitment nor development work in practice. The place for the organiser of staff development is between the institutional management and the individual member of staff. Staff development is the filling in the sandwich between the practical working of the institution and its strategic mission. Clearly staff development is a complex task and needs to be embedded within the institution – both informing policy and encouraging innovation.

Boud and McDonald (1981) focused on the role of the staff developer and suggested three roles or models which staff developers might adopt. These were professional service, counselling, and collegial. The professional service model sees staff developers as providers of a specialised service to staff members, for example developing an individual’s technical abilities. The developer then is seen as a specialist expert with a purely ‘technical’

orientation. The developer might be a broker to a number of technical possibilities.

The counselling model allows the developer to provide conditions under which academics can explore the nature of their problems and enable an understanding to address the problems identified. This approach is conducted in a safe environment where the academic is free to discuss and problem solve. Some academics may see this approach as 'remedial' and be reluctant to access such services.

The collegial model postulates a collaborative approach between developers and academics where equals work together to improve practice – through, for example, an action research project. Boud and McDonald (1981) identify the weakness in this approach at its worst as 'reinventing the wheel'.

The concept of lifelong learning has meaning for staff development, as in today's healthcare workforce emphasis is on the 'skills escalator' (National Health Service 2002): staff are offered development throughout their careers, so that they will learn and develop new skills and roles to enable them to transfer across professional boundaries. Staff development and professional development are currently read as one, and generally address development needs through education, teaching and learning development.

At a more ambitious level of theorising, Webb (1996) explores the concepts of modernity and post-modernity in relation to staff development. Modernity stresses that individuals seek to understand and control their world through the application of rational enquiry. Science is the pursuit of and progressive approximation to truth, and mankind is set on a steady upward march of progress. The pursuit of knowledge enables better understanding of the physical, biological, psychological and social worlds. Facts are there to be discovered and exploited. The rational enquirer is an autonomous free-thinking individual.

Post-modernity, on the other hand, rejects the notion of progress through rational enquiry. Science cannot answer all questions and never will. The questions themselves keep changing, and frameworks of explanation are temporary and relative to particular times and value systems. Viewed in this way, there is no firm ground for the theories of staff development and personal development. Neither the individual nor the system are amenable to improvement except in the most temporary and problematic way. Whilst Webb (1996) is effective in creating uncertainty regarding the purposes, processes and outcomes of staff development, he offers no solutions to the problems he identifies. However, Hargreaves (1995a, 1995b) and Senge (1990) in relation to modernity and post-modernity address the challenges for teacher development as being the creation of an unbureaucratic organisational structure that encourages organisational learning, along with empowerment that gives teachers and students a share in important organisational decisions.

A developmental approach is explored by Lee (1997), who proposes four different meanings for development, each being associated with a different underlying value base. Lee's first meaning defines development as a stage-like process of maturation, for example 'lifespan development' of individuals; this view follows closely the work of Erikson (1963) and his description of individuals in life stage transition and crisis. The needs, motives, and values a person brings from lifespan development could be said to underpin the path of staff development. In this stage of development through a process of maturation, individuals react predictably as subservient to or colluding with colleagues, according to their developmental maturity. Expert external intervention can facilitate or enhance development.

Lee's (1997) second interpretation of 'development' classes it as a shaping process, of developing positive attitudes and communication skills to build successful relationships. The implication here is that something is lacking and needs to be added, and that the initial stage is bad and the developed state is good. Individuals are therefore shaped or moulded to meet the end

criteria regardless of whether such criteria are enhanced skills, positive attitudes or the achievement of corporate objectives.

The third way Lee (1997) uses development is to describe it as a voyage of exploration – there is no end point or clear path, and thus no guide. This is often the way in which we mean it when we talk of our own development: we talk of actively being engaged in a process in which we become something different and new, something that we have no prior conception of. The only limitation is the extent to which one is able to look into one's self. One way of looking at this is to suggest that individuals construe their own frames of reference and place their view of self within these, such that each of us creates our own version of 'reality' in which our identity is part of that construct. The psychology of symbolic interactionism (Cooley 1953, Mead 1934) informs this approach to self and identity. The ability of an individual to take on the perspective of another is part of role transition. Development as a voyage is an active process in which individuals are continually re-analysing their role in the emergence of the processes they are part of. Adler (1974) creates a view of a voyage as he proposes that individuals progress by confronting their own ideas, unsurfaced assumptions, biases and fears whilst maintaining a core of ethicality and strong self-concept.

The fourth way of seeing development is as emergent (Lee, 1997) there are no predefined goals, and development arises out of the mess of life. Management literature addresses this in terms of societal transformation, the messy ways by which societal aspiration becomes transformed into societal reality. Development occurs through mutual negotiation of the boundaries of these influences. This concept has much in common with the idea of a voyage – people are unique individuals with their own versions of reality. My 'individuality' is situated within a web of other people's interpretations, and my 'self' arises through implicit or explicit negotiation with others. My 'selfhood' is a function of a wider social system, family and/or work; and as that system transforms, so do 'I'. This approach encompasses individuals' unique perceptions of themselves within a social reality which is 'continuously socially (re)constructed', and in which individuals dynamically

alter their actions with respect to the on-going and anticipated actions of their partners (Fogel 1993; Checkland 1994).

A study by Turner and Harkin (2003) explored the factors involved in the facilitation of the self-directed professional development of teachers. The findings suggested six factors that are key to self-directed professional development. These included teacher disposition, teacher autonomy, collegiality, student feedback, time and engaging in modified action research. A four stage approach to action research, defined by Kemmis and McTaggart (1988), is seen as a useful tool in enabling teacher development through observation, reflection, planning and action. Critical to the success of this model is the need for a flexible approach to engaging with the process, rather than a sequential manner. Individuals can use this model alone or in a collaborative context. Contributions from co-participants can encourage and make professional development more likely.

A team approach to professional development is proposed by Drew and Vaughan (2002), with the focus on a professional teaching process that engages the team and encourages reflection. The approach underpinning the work of Drew and Vaughan is based on action learning and processes originating in management learning situations (Revans, 1998), and is adopted in many professional contexts, notably in educational settings by McGill and Beatty (1995), who define action learning as a process of learning and reflection that happens with the support of a 'set' of colleagues working with problems with the intention of getting things done. The implications for staff development are evidenced in a project by Kember (2000) who found that the action learning approach, using 'live' issues, encouraged innovation in learning with the reflective element being a sound source of professional learning. Argyris and Schon (1978) describe double loop learning by proposing that we have a set of theories we use to describe what we do – our 'espoused theories' – but in fact we act differently in practice, using what they call 'theory in use and theory in action'. The role of reflection is to highlight those theories in use and in action, and to activate double loop learning.

In practice the staff developer can draw from each of these models to maximise the individual's performance at work. This performance is observable through the behaviour of the individual, the products of this behaviour, and the impact of this behaviour and its products on other individuals and the environment. All of this is observable and recordable, and may be assessed against predetermined criteria. For effective staff development, it is necessary to work flexibly and eclectically in order to meet the demands of each situation. Reliance on any one approach may hinder effective development.

Chapter 3 – Literature Review (ii): Self and Identity in Staff Development

This chapter reflects on the nature of and relationship between staff development and notions of self and identity. It is a basic assumption of this thesis that self and identity are necessary contingent elements in the staff development process. Certainly, the idea that a self with an identity is being developed (or not) has a high face validity. It might be expected therefore that any consideration of staff development would take into account its relationship with and impact on the self and identity of both the developer and the developed. However, despite the face validity of these notions, both self and identity pose problems of definition and analysis as, indeed, does staff development itself.

Terms such as self, identity, and staff development have both popular and more scientifically and academically coherent meanings. In this study, the objective is to explore theoretical and empirical work concerning self and identity, and to relate this work to the process of staff development. It will be obvious that theorising regarding self and identity in the literature is at a more profound and complex level than that which is available regarding staff development. There is, however, potential for the importation of ideas and approaches to self and identity to enrich our understanding of the process of staff development and, at a practical level, to suggest ways in which the process might be improved and developed. This knowledge transfer from the predominantly psychological literature on self and identity to the field of staff development is a way of characterising the overall structure of this study.

In this section, definitions of staff development and their relationship to self and identity are drawn from the literature and subjected to the researcher's own interpretations and reflections.

The individual who is behaving and performing is a conscious and reflective entity with an identity or identities, whose verbal behaviour will, to some extent, reveal their notions of themselves, and what they might and should do, and what they have done. In this process of reflection, both the individual and the appraiser will be making assumptions regarding a self and an

identity. The implications for this 'self' are that there needs to be a link between this performance and the individual's learning goals, dreams and aspirations for the future, as well as their assessment of their own performance.

Thus in the description and analysis of the process of staff development, there must be recognition of the different domains of evidence concerning observable behaviour and performance on the one hand, and internal reflections and cognitions on the other. It might be possible to assess an individual's performance without recourse to the concept of self, but it would be difficult or impossible to conduct a dialogue with an individual without implicit or explicit reference to self as the locus for reflection, analysis and aspiration. Self-appraisal, or reflexive self-monitoring, is a central feature of the process of personal development. This process is basically social in nature.

According to Harré (1979), public conversations with oneself are also a feature of the self. The relationship between private and public conversations in the development of individuals is explained by Harré in terms of a four quadrant model on two axes; one axis he calls display and the other location. The display dimension marks the distinction between public and private space. In the public space, individuals manifest or provide accounts of their psychological states; in private space, they keep these accounts to themselves. The location dimension marks a difference in the way psychological states and processes are realised, as individual or collective.

Harré, Clarke and de Carlo (1985) question the assumption that cognitions, emotions and motivations are exclusively the property of individuals. Collectives can reason, think or express emotion and so on. Harré et al (1995) make much of the idea of 'psychological symbiosis' in which psychological states of individuals are dependent upon their interactions with each other. The issue for staff development in terms of appraisals is the quality of the organisational climate in which they are made. In contexts where relationships are characterised by lack of respect or mistrust, external

moral assessments of psychological states are highly threatening to individuals. In contexts where relationships are governed by respect for persons, co-operation in pursuit of common goals and mutual trust, external appraisals are likely to be perceived as supportive rather than destructive to personal identity. Of course formal appraisal is only one short and formal expression of staff development with day-to-day contact and joint working also making significant contributions.

Development usually implies change in a desirable and desired direction - that is, improvement. It might be argued that effective development that results in lasting change requires a strong commitment by the individual to a future vision of self; or put differently, the conscious self needs a concept of an ideal or aspirational self against which progress and change can be assessed. The gap between present self and aspirational self must be identified, and the stages of change and support for change identified. This is the essence of staff development. Even a simple one day course on word processing may be conceived in this way, even if the present and the aspirant are close and relatively easily bridged. But understanding of the profound changes in orientation and competence implied by the transformation of nurse tutors into university lecturers certainly needs an analysis which recognises the complexities of self and identity. Or so this thesis will argue.

Whilst it is assumed that there is a self that learns, many programmes of staff development are concerned with specifying knowledge and behaviour outside the 'self'. However, the inclusion of any self-development element raises the question: What is a 'self'? In the staff development processes, individuals may have internal conflict between personal needs of self-development, self-actualisation and self-fulfilment (psychological needs) against the need for belonging, security and acceptance (social group needs). The staff development experience should create opportunities for growth and development that realise the potential of the self and develop the self's capabilities. The individual 'self' should know its own value system, and how these values fit aptitudes and strengths and the requirements of the

organisation. Maslow's (1970) theory of basic needs has at its highest level self-fulfilment needs based on the achievement of the individual's potential which lead to 'self-actualisation'.

Accompanying any changes in behaviour and performance, must, we would argue, be accompanied by some form of reflection and awareness in the individual, which relates to notions of self and identity. Leary and Tangney (2003), in reviewing the self as an organising construct, identify five distinct ways in which the word 'self' and its various compounds (e.g. self-concept) have been used by behavioural and social scientists. The self may be taken as synonymous with the total person. However, Olson (1999) points out that using self as synonymous with the person is unnecessary and potentially confusing, and it is more fruitful to consider each person having a self rather than each person being the self. Thus the notion of a self as a central entity and consciousness can be considered in relation to, for example, alternative identities and 'persons'.

Other writers have identified the self as synonymous not with the total person, but with the personality of the person. Wicklund and Eckert (1992) equate self with one's 'behavioural potential', and Tesser (2002) suggests that the self is a collection of abilities and values that distinguish one person from another. However, whilst it may be acceptable in everyday discourse to consider the self to be synonymous with the personality of an individual, this again may lead to confusion in rigorous academic discourse where models and theories distinguish between the self and notions such as personality and identity.

A third use of 'self' is that identified initially by William James (1890) who distinguished between self as subject and self as object. Thus, the self can be both 'knower' and 'known': the self is viewed as an experiencing subject that can nevertheless reflect on itself, so that the self is aware of the self. This coincides with the phenomenology of selfhood, where subjects will acknowledge an experiencing 'thing' inside their heads that registers their experiences (Olson, 1999).

James (1890) contrasted the self as knower with the self as known. Epstein (1973) argues that it is important to distinguish between the self as known (initially by the self as knower and then by those to whom the self communicates its insights), and the self as knowable but not necessarily known. Thus, there may be a self that is known neither to the self as knower nor to any persons external to the person. These distinctions, whilst apparently abstruse, are vital when a study purports to investigate the development of an individual and hence a self.

A fifth usage identified by Leary and Tangney (2003) regards the self as a decision maker and hence the 'ghost in the machine' that regulates a person's behaviour. Baumeister (1998) describes this as the 'executive function' of the self. When reference is made to 'self-control' and 'self-regulation', we are referring to this executive function.

How, then, does the concept of identity relate to these notions of self? There is a danger that identity might be no more than a synonym for the self or the individual or personality. The perspectives of different social science disciplines naturally tend to focus on their own specific concerns and preoccupations, and hence locate the concept of identity within their areas of discourse; despite much reference to identity, the meaning of the concept is left implicit in their writings. Within the number of psychological orientations that address self and identity (Burns 1979), three broadly defined perspectives both augment, and relate to, the sociological and anthropological insights in the emergence of identity. These are:

- The psychodynamic approach to identity (Erikson 1963, 1968).
- The personal construct theory of self (Kelly 1955, Fransella 1981).
- The cognitive–affective consistency orientation to the relationship between self's cognitions of people, their characteristics, beliefs, behaviours and associated events on the one hand, and the affective

connotations these cognitions have for the person on the other (Festinger 1957).

Whilst acknowledging these perspectives in theorising about identity, it is nevertheless essential to acknowledge the considerations of human action and autonomy (Harré 1979) in theory building. Weinreich in his Identity Structure Analysis (1980, 1983a, 1986a, 1989a) distinguishes between self and identity. In essence he conceives self as the singular agent, whereas identity refers to all the complex interactions between that self and the social world, past, present and future. This thesis is concerned centrally with Weinreich's theory of Identity Structure Analysis (ISA) and his use of Boolean algebra for the measurement and analysis of self and identity (IDEX). His theoretical framework relates self and identity and their construal to the processes of identification and evaluation that mediate between self, identity and significant others' objects and ideas. His theory illuminates the process of staff development in the individual, and his approach to measurement provides a tool to explore these construals and meanings. In the next section, the theories of identity and self that have contributed to ISA are explored; this is followed by an exposition of the theory itself.

3.1 Theories of self and identity – the theoretical underpinnings of Identity Structure Analysis (ISA)

The approaches presented offer a comprehensive conceptualisation of identity. A synoptic account of each approach is offered to highlight their contribution to the ISA conceptualisation.

3.1.1 Psychodynamic approaches

Psychodynamic approaches strongly emphasise the development of identity linked to social development, therefore a person's identity is to a significant extent grounded in identifications and transactions with others.

The Psychodynamic approach of Erikson (1963, 1968) focuses on lifespan development from a predominantly psychodynamic viewpoint, but conceptualised within a cultural context. Erikson's definition of identity spans

one's past sense of self, current self as determined by self and significant others, and one's expectations for the future.

Forming a viable sense of identity according to Erikson's theory is an eight stage process. He viewed each stage of development as being marked by a crisis or struggle, which the individual must confront and attempt to resolve, hence his term identity crisis. Failure to master resynthesis of childhood identification results in a state of identity diffusion. Individuals who retain their initially given identity unquestioned have 'foreclosed identities', whilst those who are still searching without having settled on an identity are in 'moratorium'. Others who are unable to make an acceptable identity deemed worthy by society might adapt a negative identity in preference to having no identity at all. An 'identity crisis' in the developmental context of relinquishing childhood dependencies and confronting adulthood provides the initial impetus to the individual who is questioning issues of identity; Erikson's sophisticated and influential conceptualisation of identity emphasises that identity formation is a process that begins with partial identifications with influential others in early childhood, and the process comes to prominence around the time of puberty/adolescence with greater cognitive awareness, developing personal autonomy and diminishing dependency on parental figures.

The individual is an active agent, identifying with others, seeking meaning and working at tasks. Such tasks are set within the entire lifespan and may or may not have successful outcomes. Indeed, satisfactory negotiation of crisis at an early stage could be diminished if the individual suffers deficiencies at later stages. Support exists for Erikson's framework, but there is doubt about its transferability to all societies and cultures. Booth (1975), however, seems to be in no doubt that Erikson made a substantial contribution to the field of developmental psychology, and in particular the area of lifespan development.

A route to the operationalising of Erikson's conception of identity processes is taken by Marcia and colleagues. Known as the Identity Status (IS)

approach (Marcia 1980, 1987; Marcia, Waterman, Matteson, Archer and Orlofsky 1993), it is an interpretation of Erikson's work on identity, in which the person is classified into 'identity status'. The primary process is seen to be one of achieving an identity through questioning the crisis of identity – the making of commitments. Having thought through one's position to that of achieving an identity, one's status is 'identity achievement'; if one has not, but continues a given identity without questioning, one's status is 'identity foreclosure'. To be in a state of confusion over one's identity is to be in 'identity diffusion'; whilst thinking of one's identity, but putting off definitive commitments, is to be in 'identity moratorium'. The ISA approach has been prolific in generating research; however, the concept of an operationalisation of this identity status paradigm when applied to ethnic identity awareness by Phinney and Rosenthal (1992) shares with Erikson's exposition a lack of attention to the possible underlying processes that are manifested in the identity status. ISA gives close attention to the underlying concept of 'identification', and to the processes involved in forming additional identification with newly encountered people and when re-experiencing previously encountered ones. ISA conceptualises the underlying processes of identifications and their resynthesis.

A further definition of identity that closely follows Erikson's is found within the social psychiatry approach of Laing (1960, 1961). Laing's definition emphasises past, current and future components of the experienced self. Various processes of social interaction and family dynamics are postulated to result in 'psychiatric' disorders, when people make demands on each other that can be psychologically destructive in coercing a person to be other than what they are. Such experiences of self are located primarily within a context of collaborative processes within dysfunctional families that convey demeaning and contradictory messages to the 'victim' of family 'alliances'. The concept of 'metaperspective of self', that is, self's perception of others' view of self (Laing, Phillipson and Lee 1966), is well elaborated and effectively operationalised for empirical investigation in ISA. Connor's (1991) ISA study of anorexic women found that the women had not only a negative self-appraisal, but also highly conflicted identification with these

metaperspectives of self; the problematic identification with these metaperspectives of self was linked to the finding that their parents themselves appraised their daughters in disparaging terms.

3.1.2 Symbolic interactionist approaches

Symbolic interactionism emphasises the distinctive human characteristic of the use of language and symbols in communication with others. Within this the focus is on how meanings, represented symbolically, are negotiated within groups and social organisations. The significance of the other person and the societal context of self-expression feature prominently in approaches informed by symbolic interactionism. The development of self is viewed as formed by the actions of society and a process of learning in a symbolic universe created and expressed by significant others. The views of others are most influential if we care about others having a favourable view of us. Early steps in taking the role of the other through childhood games provide the basis for adoption of, and the expression of, self in terms of role identities based on roles for which appropriate behaviours assigned by society are expected. A conceptual overlap may be noted between the psychodynamic view that identity is grounded in identifications and transaction with others, and the symbolic interactionist perspective of the adoption and expression of self in terms of role identities.

The symbolic interactionist approach has a long history (Cooley 1953; Mead 1934; Stryker 1980; Weigert 1983). For these scholars, the self was primarily a social construction formed through linguistic and other symbolic exchanges (i.e. a symbolic interaction) with others. Thus, one's self-conception is formed as a reflection or mirror image of how we perceive others' thinking of us. In this very influential approach, the 'looking glass self' is conceptualised as being a consensus about self's typical characteristics as reflected by the 'generalised other' made up of different significant others whose views are by definition significant. Self is thereby firmly situated within a nexus of others, without which there would be no notion of self. Though the self is the central abiding entity, this self may take on various identities.

The development of identities is similarly a social construction based on the ability to take on the perspectives and natures of others or generalised types. Thus one has a number of possible identities, for example as lover, friend, mother, nurse and so on. The individual's self and identities may be formed in relation to low-status roles defined by society, and this contributes to the individual's own self-concept. From this conception, a generalised discrimination/self-devaluation proposition follows: for example, women viewed as second-class citizens would have diminished self-concepts, denigrated minority ethnic groups likewise would exhibit damaged self-concepts, and women of such groups would be doubly disadvantaged in self-conception. Recent studies in the area of symbolic interactionism show that self-devaluation is overstated as a generalisation (Shrauger and Schoenman 1979). This view is supported by comparative studies of different ethnic minority youth using Identity Structure Analysis which indicate that, despite derogatory views of themselves by their fellow students, they do not devalue themselves (Weinreich 1983a; Kelly 1989). The individual is an active agent who has the ability to present self in certain ways so as to influence others' perception of self, such that self is not merely one reflected by the generalised other.

The metaperspective concept elaborated by Laing, Phillipson, and Lee (1966) has relevance in distinguishing between others' view of self and one's interpretation of others' perspective on self. This feature of self's interpretation of other people's views on self – self's metaperspective of others towards self – is also incorporated within the ISA conceptualisation and operationalised for empirical investigation.

3.1.3 The dramaturgical 'world as a stage' approach to self-presentation

The dramaturgical 'world as a stage' approach was described by Goffman (1969, 1981). The self-concept is expressed through, and formed in relation to, the ways in which the self presents itself in everyday life. The self is thus an actor on the stage of life and capable of taking many roles or identities.

Goffman's seminal work on self-presentation developed the idea that individuals actively attempt to create a desired impression or appraisal of themselves in the minds of the social audience. Behind this external presentation are 'back-stage' realities which are hidden from public view. Self-presentation can be considered a powerful approach for the way that individuals negotiate their identities with others, for example through their physical appearance, adornments, and through their material possessions, in an attempt to position their identity in relation to others in various social contexts.

3.1.4 Social constructionism and discourse analysis

This approach views people as the efficient causes of their own actions where identity and self are contextually defined by the complexes of social activities (Harré 1979; Potter and Wetherell 1987; Goffman 1969; Gergen 1991). The approach stresses the agentic quality of self, that is the self as an active agent that chooses courses of action, identities and self-presentations. Language in all its complexity is central in the presentation of self, and may communicate or hide the person's intentions in interactions with others.

This approach emphasises the symbolic aspects of language, and thereby the social construction of the material and social worlds. Identities are therefore in part discursive products as talk and language provide material for the construction of self. Self, then, is an experiential location in continuously changing social contexts. Whilst identities are situated in varying social contexts, and hence expressed anew on every occasion, the currently situated self, as agent, expresses the continuity between self's biographical experiences and long-term aspirations.

3.1.5 Personal construct theory (PCT)

The personal construct theory of G.A. Kelly (Kelly 1955; Bannister and Fransella 1989) has as its fundamental postulate that individuals interpret or construe the world, rather than observing it directly. Thus, rather than an objective world which people have to comprehend, comprehension is an actively constructed process that determines the world as we know it.

Personal construct theory has three major characteristics. First, there are its philosophical roots in 'constructive alternativism'; that is, the view that we construct a world of meanings from a number of possible alternatives. Secondly, there is personal construct theory itself, which Kelly expresses formally as a series of postulates and correlates that express the nature of constructs, the elements to which they are applied, and their interrelations. Elements may be persons, things or ideas, and constructs are the bi-polar dimensions used to construe and make sense of the elements. Central to PCT is the powerful conception of the discrete 'bi-polar personal construct' – the individual's unique framework/template for anticipating and interpreting people and events. Thus, the people I know might be considered as elements, and the constructs I use to make sense of the people might include such bipolar dimensions as good/bad, friendly/unfriendly, clever/stupid, and such like.

Thirdly, there is Kelly's method which allows the eliciting and analysing of an individual's constructs. Called the Repertory Grid Test, it is based on the identification of differences and similarities between triads of elements. In this test, the individual is presented with elements in threes – the triads – and asked to indicate how two are similar and one is different from the other two. This elicits constructs that can then be applied to all relevant entities. Using this approach iteratively reveals the key constructs used by an individual to make sense of, to construct, their world. Expressed formally in PCT, the fundamental postulate and a series of corollaries to this postulate elaborate the notion of the person's construal as being central to interpreting experiences and events involving self in interaction with other.

Individuals have different construct systems, therefore they are very likely to form very different impressions of the same person. A prominent feature of the approach is the procedure of triadic elicitation, a method of assessment for eliciting constructs by ascertaining what characteristics self might construe two people as having in common – the emergent pole – which

distinguishes them from a third person by way of a contrasting characteristic – the contrast pole.

3.1.6 Cognitive–affective consistency theories

Classically, cognitive refers to intellectual processes and affective to feeling. A number of theorists have considered the ways in which thoughts and feelings are consistent with each other, and how tensions and contradictions are resolved. There are various cognitive–affective consistency theories (Festinger 1957; Rosenberg and Abelson 1960; Weinreich 1989a). Early research in the experimental social psychology of attitude formation and change was devoted to elucidating the processes which bring thoughts, feelings and behaviour into balance when these are experienced as being discrepant. The general title given to such theorising about discrepancies between cognition, affect and behaviour is cognitive–affective consistency theory, within which there are subtle differences in approach.

Festinger's (1957) theory of cognitive dissonance, for example, concentrates on circumstances when one's cognitions are incompatible with one's behaviour. There is, he would argue, a pressure or tendency to realign one's attitudes and cognitions so as to decrease dissonance. For example, the inclination to believe good things about an admired person is strong, and one may reject or distort contrary evidence about that person to avoid dissonance. There is a process of adjustment whereby incompatible elements are made compatible by adjustment to one or both. Thus if there are bad facts known about an admired person, there are at least three possible adjustments: the person is seen as less good; the bad facts are seen as less bad; or a more complex conceptualisation of the person is developed admitting a combination of good and bad facets.

In different ways, the theoretical formulations of these theorists both underpin and offer critical perspectives on the central focus of this study and the ISA/IDEX framework and methods that are being adopted. Thus it is possible that an individual's orientation towards staff development may include a number of contradictory or dissonant perceptions which, ideally, should be

rendered consonant in some way. For example, the individual may perceive their manager as manipulative and unscrupulous, and yet feel that the development opportunities available through this individual are worthwhile and valuable. The staff development interview would then be affected by the tensions of dissonance or movements towards consonance following from contradictions. The strength, as ever, of the theory would be the extent to which it not only explains *post hoc* but facilitates predictions of these processes. Such ideas of consonance and dissonance are thus fundamental to the theoretical and practical formulations of Identity Structure Analysis and its linked Identity Exploration Instrument.

3.2 Identity Structure Analysis

One of the richest theoretical formulations regarding identity is that developed by Weinreich and his associates and known as Identity Structure Analysis (ISA). ISA is a comprehensive theoretical framework for the understanding of identity and represents a unique synthesis of the key theorists outlined above. It draws on the psychodynamic approach to identification of Erikson; the symbolic interactionism of Cooley and Mead; Goffman's dramaturgical approach; Harré's agentic theories; and centrally, Kelly's Personal Construct Theory and Festinger's ideas of cognitive/affective dissonance and consonance. This theoretical approach and its associated methods of investigation have been used in this study to explore aspects of identity and self in relation to staff development. This final section of the literature review addresses, therefore, ISA and IDEX. ISA, developed by Weinreich (1980, 1986a, and 1988), presents itself as a broad, open ended metatheoretical framework of concepts regarding the development, definition and re-definition of identity.

The term 'metatheoretical framework' has been criticised by Lange, who argues that the fact that ISA derives from several different theories does not justify the term 'metatheory' which refers to discourses about theories (Lange 1987, 1989). However, according to Weinreich the term 'metatheory' is used to highlight the point that ISA is not an 'identity theory' but a 'theoretical orientation to identity phenomena', and therefore has to be apprehended and

interpreted as such. The focus in ISA lies on ways that people appraise their situations, the events in which they play a part, and their own characters and roles in these events. It is apparent that theorising about identity processes cannot produce a universal theory; therefore, rather than being a foreclosed grand theory, ISA is aimed at tracking development of identities in both unique and generic senses. It explores the processes of identification and evaluation through both biography and autobiography; that is, the perceived life and the lived life. Centrally, ISA enables social realities to be related to identity processes.

A key concept in ISA is that of identification. The idea is that our identity or identities are formed through a process of identification with significant others. These others may be persons with whom we interact and whom in some sense we know, or they could be persons whom we know about or even invent. The process of identification involves both understanding and appraisal, and implies that in some way we are able to take on the perceived characteristics of the person with whom we identify. At various stages during their life cycle, people encounter individuals, social organisations and other agents that have special significance, with whom they form identifications. One's identity is therefore located within a specific socio-historical context through a multiplicity of identifications. At the same time, the self places a value on these identifications and this dimension of evaluation is the second key concept in ISA. The self is thus the identifying and evaluating core that forms identities through these processes.

ISA attends to the issues raised by the psychological approaches previously described by integrating concepts derived from them and relating these to key concepts from other frameworks. For example, the notion of identity conflict associated with being the victim of prejudice or cultural conflict, and with having low self-esteem, is reformulated in terms of conflicted identifications with specific people and institutions, not necessarily to be equated with low self-esteem.

The ISA conceptualisation aims to incorporate and represent indigenous psychologies within an open ended and extendable framework. Concepts derived from these approaches are fundamental to the integrated conceptualisation that ISA offers – hence the notion of it being a metatheoretical framework of concepts regarding the development, definition and re-definition of identity.

3.2.1 Agency, self and identity

Identification is thus a key concept in ISA as is appraisal or evaluation that is attributing value to the identifications. For example, a person may identify strongly with their father in that they have a good understanding of what are perceived as his key attributes. In this sense they can identify with or enter into the world of their father. However, their evaluation of this identification may be positive or negative. Thus identification may lead to wanting to be not like the identified person Weinreich (2003a) describes this as contra-identification: identifying similar characteristics in self and the other, at the same time as contra-identifying with them, leads to “conflicts” in identification.

The ISA conceptual framework is thus guided by two major interrelated processes; these are appraisal or evaluation and the current expression of identity, and the formation and development of identity. Broadly speaking these distinguish between expressions of identity in present activities, and origins of identity in preceding biographical experiences. ISA therefore conceptualises one’s appraisal of social situations as involving one’s interpretation of their significance to self’s identity aspirations, and one’s judgment of the opportunities provided for expressing one’s identity from moment to moment (Weinreich 2003a). Appraisal provides and records experiences of situations and events and places a value on them. Each new experience engenders the potential for both re-appraisal of earlier viewpoints and an elaboration of identity. The process by which the individual appraises self and others draws on the formulation of the ‘agentic self’ who is intentional and emotive, as well as being cognitive. This authorisation over one’s thoughts and actions is well established in the psychology of self-development as defined by James (1890).

3.2.2 Concepts of self and identity

The key concepts of self and identity considered earlier can now be revisited in relation to the ISA conceptual framework. ISA reserves the term 'self' for the immediate referent to self's actions, remembered and reconstructed features of self contextually located in past experiences, and anticipated and fantasised notions of self yet to be encountered. 'Identity' refers to the totality of self's experiences of being-in-the-world, self's presentation of identity at any moment in an expression of the continuity between past biography and future aspiration. 'Identity', expressed by the agentic self in the present, incorporates the individual's past experiences as foundations for the intended future as anticipated from time to time, whereby self is experienced as located in a changing nexus of other agents. Harré (1998) describes the self as a singular agent, whereas one's identity incorporates experiences in interaction with other people and representative agents.

3.2.3 The structure and organisation of identity

Further key concepts in Identity Structure Analysis will now be addressed including, first, the continuity of identity through biographical experiences, and secondly, identity aspirations and the ideal self.

3.2.3a Biographical experiences: Continuity in identity

A fundamental defining characteristic of identity is the continuity of oneself experiencing the social world and one's activities, such that during various biographical episodes, experiences are codified incompletely and with various biases and inaccuracies. Construals of significant biographical phases in the past are reconstructions in the present, which are typically elicited by cueing into emotional residues of past experiences. Although representing the unique self, continuity in identity is constructed out of imperfect, selected and distorted memories. Identity is not sameness, but refers to the continuity of self in relation to biographical phases; for example, changing situational contexts in relation to being in private or in public, being with friends, mood status and so on.

Continuity generally represents some degree of change; in dealing with identity, it is the extent and nature of the continuity that requires explication – that is, the manner whereby the person in question continues as a human being. One’s experience of identity for self is not synonymous with one’s identity for others, who may have a variety of views about oneself. Others rarely have access to one’s own conception of identity – an ego-recognised identity (Weinreich 1983b). If one thinks the other’s view of self as an alter-ascribed identity may have validity, self may accept it and revise one’s sense of identity. One has to interpret how the other views self, given whatever information through discourses and gestures. Self does not have direct access to the other’s perspective on oneself and can only form an interpretation of that perspective – the technical term for which is a ‘metaperspective’ of self based on the other (Laing, Phillipson and Lee 1966). One generates metaperspectives of self as located with the various others of one’s acquaintance.

3.2.3b Identity aspirations and the ideal self

It is a fundamental notion in staff development that the individual will change and develop in some way. This may be a relatively superficial change, such as the acquisition of a simple word processing skill, or may be a more profound re-orientation such as adopting the orientation of a researcher-teacher as opposed to simply a teacher. It is these latter kinds of development which, I would argue, have implications for identity and identity change, or at least benefit from being conceived in this way. The individual would therefore have several possible identities between which they can in some way choose to alternate, including themselves as they are now and themselves as they would like to be. This second kind of identity may be referred to as an aspirant identity and relates to concepts of an ideal self. It will be noted that, unavoidably, the terms self and identity are interchanged in the formulations of various theoretical positions. However, one advantage of ISA is that it does try to keep the terms clearly defined and appropriately discrete, and this is addressed again below.

Weinreich argues that the term 'ideal self', also referred to as 'ego ideal', requires careful attention. Unfortunately the term tends to be reified as 'the ideal self', whereas it references one's aspirations towards being the kind of person one would like to be. One's identity aspirations may be determined by culture and would change from childhood to young adulthood and beyond. One not only has positive aspirations towards desired objectives, but also has negative aspirations directed towards avoiding distressful outcomes in the future. Such aspirations often involve oneself in the past, and include one's currently unacceptable characteristics and behaviours and one's future, unpalatable possibilities. In ISA the term 'aspirational self' is becoming used more often in preference to 'ideal self', because it guards against reification and expresses the negative 'wish to be not like this' as well as the positive 'desire to be like that'.

It is important to stress the 'open' nature of ISA in that it represents a kind of algebra of identity with the potential to generate situated theories. ISA itself does not prescribe the constructs and most of the entities, and in this sense the instrument is 'open' to the ideas of the researcher. Overall, then, the ISA concepts and process postulates are designed for theory building. Their aim is to assist the theoretical analysis of a variety of issues to do with processes of self-definition and identity development and change (Weinreich 2003a).

At this point it is worth emphasising the potential relevance of these notions to the process of staff development. If staff development is to impact on the person's construal of themselves, significant others and the person they would like to be or not be, and this seems a reasonable expectation, then a theoretical framework and a method of investigation are necessary for their study, analysis and understanding. This, ISA/IDEX provides.

3.2.4 Definition of identity

It was stressed above that one advantage of ISA is that it does aim to distinguish self and identity terms that are often, confusingly, used interchangeably in the literature. ISA's definition of identity, based on the theories of Erikson (1963) and Laing (1961), emphasises continuity rather

than sameness in identity and gives central importance to the process of construal, therefore allowing for development and change to be seen as processes that can readily be incorporated within the definition of identity, as follows:

‘One’s **identity** is defined as the totality of one’s self-construal, in which how one construes oneself in the present expresses the **continuity** between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future[.]’

(Weinreich, 1983a, 1986a, 1986b)

This definition contains important general principles about human behaviour:

1. That individuals act as though they possess limited and variable degrees of autonomy, and strive to maintain a maximum sense of autonomy.
2. That they have a developmental and temporal sense of themselves.
3. That their sense of autonomy and temporal sense of themselves are achieved in relation to their transactions with others.

(Weinreich 1989a)

As outlined earlier, the main precursors to ISA include features of Eriksonian psychodynamic theorising, symbolic interactionism and social constructionism, personal construct theory, appraisal theory, and cognitive and affective consistency principles. Concepts derived from these approaches are fundamental to the integrated conceptualisation that ISA offers, but they are necessarily reworked. Erikson’s concept of identity diffusion is reformulated as a dispersion of the person’s conflicted identifications with others. The reflective self of symbolic interactionism is recast in terms of a metaperspective of self, an interpretation of one’s identity expressed by other people. Use of the term ‘personal construct’ is generalised beyond Kelly’s emphasis on the anticipation of events to include

all manner of discourses used by people to interpret their social worlds as experienced in the past ('me as I used to be'), as currently ('me as I am now'), and as anticipated into the future ('me as I would like to be'), also known as the ideal self or as Erikson's notion the 'ego-ideal'. Identity therefore has not only to do with being something, but also with becoming something.

ISA conceptualises one's appraisal of social situations as involving one's interpretation of their significance to self's identity aspirations, and one's judgments of the opportunities provided for expressing one's identity from moment to moment. ISA's definition of 'situated identities' emphasises the continuity of identity in differing situations; that is, even if one's self-construal changed from one situation to another, one would still feel fundamentally one and the same person. ISA studies of ethnic identity illustrate this point: for example, Kelly (1989) demonstrated that people of Pakistani descent in Birmingham who had adopted western values dissociated from the British when they were situated in their 'natural' identity state; however, when situated with the other group – that is, British – the pattern was reversed.

3.2.5 Identification processes

ISA reflects Kelly's personal construct theory in that it is articulated in a formal way involving postulates and their corollaries. These postulates are set out as a series of statements or propositions regarding identity, identity processes, and the constructs and elements involved. Thus in addition to a formal definition of identity, ISA provides theoretical postulates concerning identification processes, and postulates concerning constructs. The process postulates which use the term 'identification' as the key concept are introduced first. Attempts are made to explicate the ideas in these postulates, rather than simply stating or repeating them.

In psychology and social psychology, the term 'identification' is applied in three distinct traditions, namely in psychoanalytic theory (Freud 1960, Erikson 1968), social learning theory (Rotter 1960) and in cognitive development (Piaget 1950). In all these approaches, the term 'identification'

is used in relation to a child's gender identity development. The meaning of 'identification' varies with the psychological perspective. Freudians maintain that identification with the same sex parent is linked to the child's unconscious fantasies to gain the power and resources of the same sex parent. The behaviourist theory proposes identification is the result of modelling to an external stimulus, leading to the acquisition of appropriate gender roles and gender identity. Cognitive development theorists propose that the development of gender identity in terms of self-categorisation is followed by identification with same sex individuals.

Identification processes are imperfect and only partial, being incomplete comprehension of activities of the other as they are experienced at the time by self (Weinreich 2003a). For example, the child will have rudimentary constructs with which to construe the activities of the other and to appraise the affective ramifications of these activities for self. In ISA the term 'identification' may refer to process or outcome. The process of self forming identification with another establishes an aspirational stance in respect of the other – perhaps, wishing to emulate the stand taken by the other on an important issue.

The outcome of this process is self's subsequently established and continuing 'identification with the other'. The concept of identification in ISA draws upon Erikson's theory on identity development, and the usage of the term identification in Erikson's 'ego-psychology' extends to comprehend the processes pertaining to adult identity transition. Erikson's point is that identity formation and development are based on the process of resynthesising childhood identification. Hence, the process of resynthesis of earlier identifications represents the continuity in identity change. However, Erikson does not explain the mechanism of resynthesis, which is what ISA attempts to do in its postulates dealing with conflicted identifications and the subsequent redefinition processes of self and others (Weinreich 1983a, 1983b, 1989a, 1989b, 1991a, 1991b).

3.2.6 Identity processes: Theoretical postulates of ISA

3.2.6a Discrimination between modes of identification

As concerns the modes of identification, they attempt to clarify the ambiguity in relation to what the process of 'identification with' is all about. First, when one perceives similarities between self and other, the process in ISA is called 'empathetic identification'; one identifies empathetically with some of the attributes of the other regardless of the values attached to the shared attributes. In other words, empathetic identification refers to the *de facto* perception of shared qualities, of whatever good and bad common affinities self has with the other (Weinreich 1991b). In operational terms, this implies that the more common qualities that a person attributes to self and other, the more the person empathetically identifies with the other.

The other mode of identification refers to one's aspirations with respect to what one would like to become, and hence is related to one's values – both to those that one finds central and to those that one finds conflicted. This mode of identification is called 'role-model identification'. Unlike empathetic identification, which refers to the 'de facto state of affairs' between self and other, role-model identification refers to the dynamics of the identification processes – either one wishes to associate oneself with some qualities of the other, or one wishes to dissociate from them. Consequently ISA distinguishes between two types of role-model identification:

- 'Idealistic identification', operationalised in terms of aspects of the other that coincide with the aspirations represented by 'me as I would like to be'.
- 'Contra-identification', operationalised in terms of aspects of the other from which one would wish to dissociate.

(Weinreich 1989a)

By making the distinction between these two types of role-model identification, ISA taps two very different processes – the former dealing with

a person's wish to 'become in some respect, like the other', and the latter being the person's wish to 'become in some respect, unlike the other'. When idealistic identification with the other is considerable, it can be said that the other represents a positive role model to a person (Weinreich 1989a). Likewise when contra-identification is considerable, it can be said that the other represents a negative role model to a person. High idealistic identification coupled with high empathetic identification with the other, or increasing empathetic identification with the other from the past-self image to the current one, indicates that one construes oneself as being close to the desired qualities – the '*de facto* state' is perceived to be close to the desired state. On the other hand, high contra-identification along with high empathetic identification with the other is an indicator of a very different process – one perceives that a struggle to 'become unlike the other' is unsuccessful in that *de facto* perceived similarities are nevertheless there, this is when identification conflicts arise, (Weinreich 1989a).

3.2.6b Conflicts in identification as developmental processes

The conceptualisation of conflict in identification lays the foundation for the mechanism of the process of identity development and transition (synthesis and resynthesis). In distinguishing between modes of identification, ISA envisages and conceptualises the relationship between the processes. According to ISA, a person's simultaneous high empathetic identification with the other (experience of similarities between self and the other) and high contra-identification with that other (wish to dissociate oneself from the qualities of the other) is an indication of a person's strong identification conflict with the other.

However, when a person both idealistically identifies with a significant other and simultaneously empathetically identifies with that other (aspires to be like another and, at the same time, acknowledges a certain amount of similarity to that other), the outcome is likely to be a positive one and to enhance one's positive perception of oneself. The distinction between the two modes of identification reveals its pertinence, as it enables the highly ambiguous notion of 'identity conflict' in a person to be supplanted by a precisely defined and

operationalisable notion of 'conflict in identification' that the person has with particular others. Formal definitions follow:

- *Current identification conflicts with others*
In terms of one's current self-image, the extent of one's identification conflict with another is defined as a multiplicative function of one's current identification and contra-identification with that other (Weinreich 1989a).
- *Past identification conflicts with others*
In terms of one's past self-image, the extent of one's identification conflict with another is defined as a multiplicative function of one's past identification and contra-identification with that other (Weinreich 1989a).

In addition to a clear definition of the processes underlying the emergence of identification conflicts, ISA proposes postulates concerning their resolution and the evaluation of identification processes. Two postulates contend with the processes with which the person may engage consequent upon all manner of biographical episodes to date. One refers to the person attempting to resolve identification conflicts with others by way of reappraising self and others. The other refers to the person establishing new values and beliefs in accordance with one's additional identifications with hitherto unknown people and perspectives, which then provide a newly elaborated context for one's reappraisal of self and others.

Postulate 1: Resolution of conflicted identifications

When one's identifications with others are conflicted, one attempts to resolve the conflicts, thereby inducing re-evaluations of self in relation to others within the limitations of one's currently existing value system (Weinreich 1989a).

The explanatory implications of this postulate are far reaching. Recall that one's conflicted identification with another agent or agency refers to the state of affairs when one both empathetically identifies and contra-identifies with

that other. The echoes here are of the cognitive–affective consistency perspective on identity (Festinger 1957; Rosenberg & Abelson 1960) in the idea that conflicts in identification engender ‘uncomfortable’ psychological states that lead to a motivation to reduce conflicts by initiating certain changes in one’s pattern of identification. Features of Erikson’s psychodynamic perspective are significant here, as Erikson emphasises that identity development should be seen as an adaptive process where the resolution of successive conflicts or crises is perceived as a central force in one’s evaluation in identity development. Erikson’s perspective on identity development as a continuously evolving process is also apparent in the second ISA postulate.

Postulate 2: Formation of new identifications

When one forms further identifications with newly encountered individuals, one broadens one’s value system and establishes a new context for one’s self-definition, thereby initiating a reappraisal of self and others which is dependent on fundamental changes in one’s value system (Weinreich 1989a).

The preceding analysis of the agentic quality of the person forming identification with others indicates that these others, by adoption or imitation, are the origins of significant values, beliefs, and orientations to the world. But identification with others does not account for all of one’s viewpoints, as self – being agentic – thinks innovative thoughts and independently works out understandings of many matters. To varying degrees, self generates one’s own values and beliefs, within a context of initial orientations to the world derived from identifications with others. Self’s idealistic and contra-identifications with others may be crucially reformulated by reference to criteria independently generated by oneself.

The focus will now be on the various identity outcomes resulting from such dynamic processes. It is these outcomes which will be apparent in individuals and groups from their responses to the ISA IDEX (identity Exploration) instruments devised for this study. They will thus constitute the variables or,

rather the ISA indices of identity structure and development measured in the study.

3.2.7 Global indices of identity and identity variants within ISA

The ISA global classification of identity states arises from a juxtaposition of self-evaluation and identity diffusion. The psychodynamic theory of Erikson (1959, 1968) portrays the potentially difficult phase that adolescents experience when making sense of themselves in the transition from childhood to adulthood. The outcome of this phase should enable the adolescent to leave childhood behind and move on to adulthood in a manner that accords with integrity for oneself and acceptance by one's immediate community. Erikson's term 'identity diffusion' refers to the state of affairs when a person is unable to effectively resynthesise earlier identifications. In ISA a formal definition of overall identity diffusion is:

'The degree of one's identity diffusion is defined as the overall dispersion and magnitude of one's identification conflicts with others.'

(Weinreich 1989a).

In ISA it is assumed that the balance a person is aiming for is reached at an optimum level of identification conflicts with respect to all significant others. This notion endorses the idea that identity is not static (Breakwell 1992); it cannot be 'achieved' but is constantly in the process of transition and change. Most often at the heart of this process is conflict; the degree of tolerance of conflicted identification is likely to vary from person to person.

This is an important notion. It should not be thought that identity diffusion is necessarily bad or dysfunctional in itself. It is more a question of degree in the context of a particular individual. Thus the member of staff who is engaging with profound development from one role to another would experience some degree of diffusion as a necessary concomitant of change and the existence of alternatives, and there will be some degree of conflict between these alternatives. Adjustment is about recognition and acceptance

of some conflict and diffusion. These concepts of optimal adjustment will be considered further and illuminated through the results found with individuals.

Postulate 3: Optimisation of identity diffusion

The individual strives to maintain an optimal level of identity diffusion. This optimal level will include an acceptance and understanding of contrast and conflict, whilst at the same time achieving a level of consistency and focus.

ISA distinguishes between people with levels of identity diffusion much higher and much lower than the norm. The highly diffused individuals are classified as being in diffused states of identity, indicating a 'fragmented sense of identity'. Those with very low levels, who do not acknowledge a differentiated appraisal of the social world, are classified as being in foreclosed or defensive states of identity.

Like empathetic identifications and identification conflicts, identity diffusion may be assessed with reference to one's current and past self-images. Identity diffusion is, however, more interesting to interpret in relation to another ISA index: self-evaluation, as situated in current and past social and biographical contexts and identity mood states, and defined as follows:

'One's evaluation of one's current (past) self is defined as one's overall self-assessment in terms of the positive and negative evaluative connotations of the attributes one construes as making up one's current (past) self-image, in accordance with one's value system.'

(Weinreich 1989a)

3.2.7a Identity variants

Self-evaluation can be interpreted on its own for the analysis of an individual's identity, or it can be combined with identity diffusion to help delineate and conceptualise several possible identity variants in the global classification, presented here in tabular form (see Table 1).

Table 1: ISA Classification of Identity Variants (Weinreich 1998)

| Identity diffusion | | | |
|------------------------------------|---|----------------------------|---|
| | Diffusion variants (indicating a tolerance of high levels of identification conflicts) | | Foreclosure variants (indicating a defensiveness against identification conflicts) |
| | High (0.41 to 1.00) | Moderate (0.26 to 0.40) | Low (0.00 to 0.25) |
| Self-evaluation | | | |
| High (0.81 to 1.00) | Diffuse high self-regard | Confident | Defensive high self-regard |
| Moderate (0.19 to 0.80) | Diffusion | Indeterminate | Defensive |
| Low (-1.00 to 0.18) | Crisis Aware of conflict? | Negative | Defensive, negative |

As illustrated in the table we can observe that the ‘diffused’ identity variants range from ‘identity crisis’ to ‘diffuse high self-regard’, while on the other hand ‘foreclosed’ identity variants range from ‘defensive negative’ to ‘defensive high self-regard’. Weinreich (1983a, 1989a) observes, however, that the majority of individuals are usually found in the ‘medium’ class of identity variants which is termed ‘indeterminate’, and which can be said to represent psychologically ‘well adjusted’ people displaying moderate levels of both self-evaluation and identity diffusion. Weinreich reminds us that this classification of identity variants, although offering an interesting and useful overview of identity types, cannot alone provide sufficient information concerning an individual’s identity structure and identity process.

In the same way as one appraises oneself with reference to one’s value and belief systems, one also appraises significant others; this can be translated into ISA terms using the following definition:

‘One’s evaluation of another is defined as one’s overall assessment of the other in terms of the positive and negative evaluative

connotations of the attributes one construes in that other, in accordance with one's value system.'

(Weinreich 1980, 1986a, 1988)

Although relatively straightforward, an individual's evaluation of another does not really inform us as to the actual 'significance' of that other in the individual's life, or for the individual's identity; for that information although not directly involved in ISA's global classification of identity variants, we have to turn to the ISA index of ego-involvement which is defined as follows:

'One's ego-involvement with another is defined as one's overall responsiveness to the other in terms of the extensiveness both in quantity and in strength of the attributes one construes the other as possessing.'

(Weinreich 1980, 1986a, 1988)

Ego-involvement reveals which significant others have the greater impact on an individual's identity – whether positive or negative. The full informative potential of this ISA index is realised when interpreted in conjunction with other indices such as evaluation of another, empathetic identification and identification conflict with another.

The final index to consider in the appraisal process is self-esteem. This notion is complex in that it implies continuity over time, with past experiences contributing as well as current appraisals of self. In ISA self-esteem is defined as follows:

'One's self-esteem is defined as one's overall self-assessment in evaluative terms of the continuing relationship between one's past and current self-images, in accordance with one's value system.'

(Weinreich 1980, 1986a, 1988)

Weinreich cautions that self-esteem by itself is a poor indicator of identity processes. The self-esteem parameter should always be considered in

relation to instances of enduring increasing or decreasing self-evaluation. Self-evaluation should also be viewed in conjunction with other features of identity as illustrated under identity variants detailed earlier. Self-evaluation, from which is derived self-esteem, is self's judgment of progress towards implementing one's identity aspirations (James 1890).

3.2.8 Theoretical postulates concerning constructs

The ISA metatheoretical framework which forms the basis of this research distinguishes itself from other approaches to identity by the central place it gives to the value and belief systems of the individuals whose identity structure it investigates. The idea that a person's experiences in the world about oneself and other people filter into one's self-conception through one's construction and reconstruction of the experiences, derives from the theory of personal constructs. As in Kelly's framework, personal constructs in ISA are regarded as bi-polar. However, Kelly's (1955) framework is focused on the cognitive construction of the world, whereas ISA postulates maintain that the evaluative connotations of the cognitive constructs are associated also with affective states, and are integral to a person's value system.

Therefore, in interpreting one's experiences of oneself in the world, a person is not only making cognitive comments but attaching evaluative connotations to one's observations. The evaluation process is based on a person's value system which in itself is not static, but exposed to constant re-assessment on the basis of one's experiences. In the ISA definition of identity, an essential place is given to a person's construal of self. In the definition, the self-constructs refer to cognitive–affective construction and reconstruction of the self using personal constructs, which are elaborated over time as the result of resynthesis of successive identifications with others (Weinreich 1989a).

Within ISA, the concept of structural pressure is conceptualised to establish the consistency, or lack of, with which an individual uses a particular construct to construe and evaluate self and others. It is defined as follows:

‘The structural pressure on a person’s construct is defined as the overall strength of the excess of compatibilities over incompatibilities between the evaluative connotations of attributions one makes to each entity by way of the one construct and one’s overall evaluation of each entity.’

(Weinreich 1980, 1986a, 1988)

Structural pressure on constructs relates to the manner in which the individual uses the constructs to appraise the social world of significant others and groups represented in the ISA instrument. The discourses (constructs) he or she uses to appraise self and others with a high degree of cognitive–affective compatibility are associated with high structural pressures and constitute core evaluative dimensions of identity. These can be viewed as an estimate of the centrality of people’s values and aspirations as they are represented by the constructs (Weinreich 1983a). The consistency of the evaluative connotations of personal constructs in the individual’s appraisal of self and others is considered at three different levels, and conceptualised in the ISA’s postulates concerning constructs:

Postulate 4: Core evaluative dimensions of identity

‘When the net structural pressure on one of a person’s constructs is high and positive, the evaluative connotations associated with it are stably bound.’

(Weinreich 1989a)

This first case refers to a situation where an individual applies a construct in a consistent manner when construing self and others; the construct in question is regarded as evaluatively stable but also as relatively ‘central’ in the individual’s value and belief systems, that is to say a ‘core evaluative dimension of identity’ for the individual. This means that this particular construct can be regarded as relatively resistant to change over time and across situations.

In the second case the evaluative significance of the construct is not so straightforward for the individual:

Postulate 5: Conflicted evaluative dimensions of identity

‘When the net structural pressure on a construct is low, or negative, as a result of strong negative pressures counteracting positive ones, the evaluative connotations associated with the construct are conflicted: the construct in question is an arena of stress.’

(Weinreich 1989a)

In this case the construct is applied in a relatively inconsistent manner, and therefore cannot be regarded as a reliable criterion by means of which the individual evaluates self and others, since this evaluative significance is not clear and straightforward. The low or negative structural pressures on certain constructs effectively indicate conflicting and/or conflicted emotional responses to the issues represented by these constructs, and may indicate problematic issues in a person’s relationships with others. At the extreme, a strong negative structural pressure on a construct may indicate a dual morality with regard to a particular issue, and the phenomenon of ‘double standards’ may be observed.

In addition to these extreme situations, a more moderate and nuanced situation may be considered, as formulated in the third postulate:

Postulate 6: Unevaluative dimensions of identity

‘When the net structural pressure on a construct is low as a result of weak positive and negative pressures, the construct in question is without strong evaluative connotations.’

(Weinreich 1989a)

In this third situation, we envisage that a particular construct may be used by an individual in a non-evaluative manner. These types of construct can be perceived as more or less stable and as cognitively important; they do not, however, constitute core evaluative dimensions of the individual’s identity.

Despite their lack of 'centrality', the constructs in this category should not be overlooked in the analysis, but should be considered along with the other two more 'extreme' types of construct. These three types of personal construct constitute the individual's value and belief systems upon which ISA's analysis of identity is based.

To sum up, ISA theorises about constructs, combining Kelly's ideas about the reconstruction of experience with the cognitive–affective consistency theorists' views about cognitive dissonance. ISA postulates maintain that low or negative pressure on a construct is related to a conflicted arena in a person's value systems, whereas high and positive pressure on a construct is related to a dynamically stable state.

As mentioned, the constructs that are maintained in the stable state are regarded as core evaluative dimensions of identity. These constructs are the dimensions along which the individual makes sense of identity. The constructs that induce 'a shake' to the value system are regarded as a conflicted dimension of identity. The constructs that are associated with neither high positive nor high negative pressure, leaving the net structural pressure somewhat low, are regarded as unevaluative dimensions of identity. Due to weak evaluative connotations, these constructs do not play a central role in a person's evaluative constructions and reconstructions of self and the world.

3.2.9 Metaperspectives of self

The influence of the symbolic interactionist perspective emerges again in ISA with the concept 'metaperspective of self'. One's interpretations of other people's perspectives on oneself (my appraisal of me as others see me) are termed metaperspectives of self. The influence of significant action in the environment was emphasised by Mead (1934) and Cooley (1953) who considered the self to be a product of social interaction, in that people come to know who they are through their interactions with others; in this perspective, a core mechanism is that of 'taking the role of the other'. Cooley

determined the concept of the 'looking glass' self – this is developed and operationalised within ISA as 'me as others see me'.

The individual's perceptions of the ways others see them may be a crucial indicant of their psychological processes. However, we have to consider that such perceptions may be more or less accurate appraisals of these others' view of self, or that they may be nothing more than the individual's own view of him/herself made obvious, irrespective of the others' actual perspectives on self. The individual's empathetic identifications and/or conflicted identifications with these metaperspectives of self highlight identity processes in relation to the impact that others' view of self have, or alternatively do not have, on the individual's conception of self (Weinreich 1986b). As acknowledged by Laing, Phillipson and Lee (1966), the fact that the individual's perception of others' view of him/herself might be slightly, or even totally, erroneous is not necessarily directly 'relevant'. Indeed, accurate or not, the effects of one's perception of others' view of self are likely to affect one's own identity processes.

3.2.10 Situated identity

The notion of 'situated identity' also originates in the symbolic interactionist perspective (Mead 1934, Cooley 1953). Situated in differing contexts and in relation to differing events and identity states, the person may instigate a presentation of self behaving out of character, or posing for effect in order to impress. Such situated selves, though not in accordance with one's aspirational or ideal self, are nevertheless very much aspects and expressions of one's identity as evident from the following definition of situated identity within ISA:

'One's identity as situated in a specific context is defined as that part of [the] totality of one's self-construal, in which how one construes oneself in the situated present expresses the continuity between how one construes oneself as one was in the past and how one construes oneself as one aspires to be in the future.'

(Weinreich, Kelly & Maja 1987)

This definition, again, emphasises the essential 'continuity' of the individual's identity and tempers the symbolic interactionist perspective view of the potential variability of an individual's identity being entirely dependent on the characteristics of the contexts the individual finds him/herself in.

The main assumptions and theoretical postulates underlying the ISA metatheoretical framework having been addressed, the concluding part of this chapter will address the validity and reliability of this approach to the study of identity and identity processes.

3.2.11 Issues of validity and reliability within ISA

The ISA metatheoretical framework cannot be conceived as fitting neatly into the 'psychometric' tradition in psychology, it is in no way psychometric. Certain aspects of ISA are of course 'metric', but not actually 'psychometric'; ISA is, in Lange's (1989:170) words, 'a clever hybrid between qualitative and quantitative approaches which enables the researcher to transform almost purely idiographic, qualitative information into normalised quantitative indices'. The nature of these indices makes it possible to perform comparisons between individuals, however idiosyncratic the material from which the indices are derived might be. Validity and reliability therefore cannot be simply assessed by the common standard indices (validity and reliability co-efficients) used in the psychometric tradition. However, this does not mean that these issues are either irrelevant or merely problematic when 'evaluating' the metatheoretical framework itself or the investigation based on it. Validity is considered first, followed by reliability when the correctness and usefulness of the approach has been established.

3.2.11a The validity issue in ISA

The main question asked when the validity of a particular approach is considered is 'Does it actually measure what it is supposed to measure?' A more appropriate and relevant question might be 'Does it actually measure/investigate what it intends to measure/investigate?' Put more simply: is the measure doing what it purports to do, rather than what others

may expect it to do? In the context of this study, there are two appropriate questions: are the quantified indices of identity produced by ISA/IDEX relevant and insightful for staff development, and are the indices of identity being produced in the way that is claimed?

Validity can be meaningfully assessed only with regard to the specific nature of the concepts and indices employed, therefore validity will always be dependent on the manner in which these indices have been conceptualised and defined. Within ISA as demonstrated within this chapter, the concepts and indices used are explicitly and unambiguously defined, as is the algebraic translation of these indices (see Weinreich 1980, 1986a). This clarity of definition is, of course, insufficient to establish ISA's validity for the study of identity, and to evaluate ISA's validity further, we have to refer to the many empirical investigations it has supported. Validity for ISA is established in terms of criterion groups, which may be substantiated by independent psychometric measures. Criterion group validity is demonstrated when groups separated according to independent criteria are shown to be differentiated on ISA indices in comprehensible explanatory fashion.

For instance, Needham (1984) differentiated on ISA indices in first time mothers who suffered from 'maternity blues' from those who did not. Anorexic women in Connor's (1991) study expressed different psychological dynamics compared to women who did not suffer from that condition; this distinction was substantiated by findings from the psychometric Eating Disorders Inventory (EDI) (Garner, Olmstead and Polivy 1983). Reid (1990), using the psychometric Maslach's Stress Scale (Maslach & Jackson 1981) to determine criterion groups for high and low stress individuals, also demonstrated different identity structures between the two groups. Another demonstration of validity of the ISA indices can be found in longitudinal studies such as McCarney's (1991) investigation of school leavers' identity, in which he was able to demonstrate that the constructs which bore high structural pressures (i.e. constructs representing core evaluative dimensions of identity), were likely to be stable over time, while those bearing low

structural pressures (i.e. constructs representing conflicted dimensions of identity) were seen as unstable over time.

Validity for the modulation in patterns of identification when situated in alternative social contexts is found in such studies, among others, as a South African study on black youth when situated with their own group or with Afrikaans (Weinreich, Kelly and Maja 1987, 1988; Kelly 1989), or the study on Muslim and Greek Cypriot youth in Britain when situated with their own group or with those of English ethnic origin (Kelly 1989). Finally, the content analysis of verbal expression in interviews, and the addition of particular case studies analyses, can also be used to validate ISA indices (e.g. Wager 1993; Rougier 2000). These examples of investigations using ISA provide a background from which to draw when considering the approach's validity; they also illustrate ISA's versatility and its potential for investigations in a wide range of identity research.

3.2.11b The reliability issue in ISA

Reliability in ISA is also established in terms of reference to other empirical studies using ISA. The reliability of an approach refers to its ability to provide consistent dependable findings. The test–retest methods often used with psychometric approaches have been successfully adapted in an ISA environment by several studies. Connor's (1991) investigation, for example, revealed identical kinds of identity structure in anorexic women in her following study, even though those women had experienced psychiatric intervention in the interval. Similarly, Saunderson (1995) in her study of urban identity showed a high degree of test–retest reliability over time for the constructs and entities included in her identity instrument, despite the fact that the context of political unrest in Belfast at the time of her investigation was likely to affect individuals' perception of their urban environment. Northover's (1988) investigation of ethnic identity and bilingualism, using both an English version and a Gujarati version of the ISA instrument with the same sample of participants over a period of time and using the test–retest method, found no significant difference in individual identity structure, again demonstrating the reliable nature of the identity indices.

3.3 Conclusion

This literature review has considered the special status of nursing in higher education and the implications of this for staff development. Staff development in higher education has been reviewed in the context of the purposes of higher education, and hence of the particular problems surrounding the development of all staff and, particularly, of nursing staff. In reviewing the literature on staff development, a comparative lacuna has been identified regarding the systematic study of the self and identity of those being developed. These, then, are key concepts for this thesis.

The review then considered a range of ideas in psychology and the social sciences concerning self and identity and their possible relevance to staff development. The review culminated in an exposition and review of Weinreich's Identity Structure Analysis (ISA) and its associated tool IDEX, which represent not only a synthesis and culmination of identity theorising, but also a practical instrument which features qualitative and quantitative methods for the investigation of self and identity in relation to staff development. The instrument has the merit of being a scaffold for the understanding of identity which can be filled with building blocks related to a particular topic, in this case staff development.

The review, in its latter stages, concentrates on ISA/IDEX which is the most novel method of investigation used in the study. The study also uses semi-structured interviews and a specially devised inventory in the attitude measurement tradition. Background material on these traditions is included in the *Design and Methods* chapter rather than in this literature review.

The literature review thus points to the research questions, and the design and methods to address them, which together make up the *Design and Methods* chapter.

Chapter 4 – Design and Methods

4.1 Overview of design and method

The purpose of this study was to explore aspects of self and identity in relation to staff development, a topic that appeared neglected in the literature. The study was conducted primarily in nurse education, a relatively new subject in higher education, where it was believed that staff were under exceptional pressure not only to teach, administer and keep up to date professionally but also to develop research. Self and identity are elusive but central notions that, *prima facie*, appear highly important in notions of staff development. The challenges in nurse education could be conceived as a conflict between different identities as teacher, manager, professional and researcher. A comprehensive review of theoretical formulations and empirical investigations of self and identity lead to a distinctive and ingenious overarching framework, Identity Structure Analysis (ISA), and its linked investigative tool, the Identity Exploration software (IDEX). The formulation and application of an IDEX identity instrument was to be a central feature of the empirical investigation of self and identity in relation to staff development in higher education. The population chosen for study were lecturers in nursing, whose recent arrival in higher education represents a distinctive but in many ways typical challenge for staff development. In addition to the IDEX, it was decided to develop a more conventional tool – that is an attitude inventory. A new inventory, the Marriss Attitude to Staff Development in Higher Education (MASDHE), was devised and administered to both the population of nurse lecturers but also more widely through the internet to comparative groups in higher education such as academics in teacher education, applied sciences and allied healthcare. It was also decided to carry out semi-structured interviews to identify key concepts and issues for lecturers and managers, and in preparation for the attitude inventory and the ISA investigation.

This study might be described as mixed method in that it employs interviews, a specially devised attitude inventory and two IDEX instruments. However the central method is ISA and the Identity Exploration (IDEX) software which

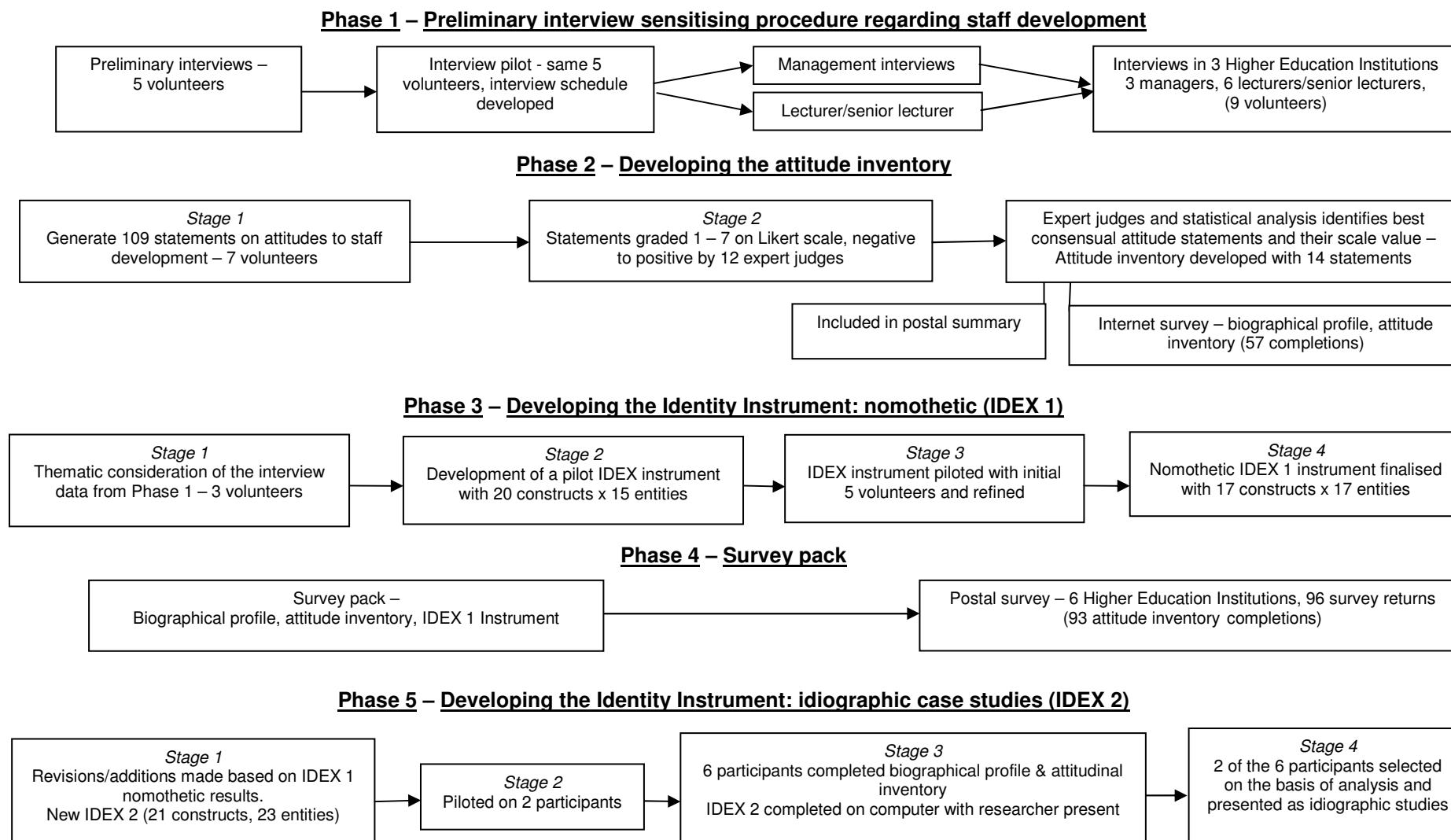
is itself a unique blend of the qualitative and quantitative. It was chosen for its capacity to explore self and identity in relation to a specified area – staff development – which, in its turn, determines the entities and constructs employed in the instrument. The interviews were undertaken primarily to generate ideas for the constructs and entities to be used in the ISA identity instrument and for statements in the attitude inventory. Ideally the constructs and entities would have been related to the actual behaviour of individuals in staff development interviews and subsequently. However such data were not available since the staff development interview is a confidential exercise. An attitude inventory was, therefore, developed to give some indication of the cognitive, affective and potential action orientation of participants. Scores on this inventory would give some indication of how individuals would respond to staff development processes and could be related to IDEX identity profiles.

Broadly, then, the study may be conceived as exploratory using ethnographic style ground work and specially devised psychometric and non-psychometric methods. It also has an element of the correlational through the survey using the attitude inventory and IDEX, and through a further series of case studies (to be read in ISA terms as idiographic studies of identity) where IDEX profiles are related to biographical material. In sum, this study may be characterised as including elements of both survey and ethnographic style approaches, the latter through interviews and case studies, and the former through the administration of sophisticated instruments to a representative sample.

The research design stages and sample are summarised in the chart overleaf.

The study's first empirical phase was a set of nine semi-structured interviews with staff and managers to elicit key perceptions and constructions of staff development. This was followed by the development of a staff development attitude inventory, MASDHE, and two ISA identity instruments reflecting two approaches to the investigation of construal concerning staff development. The attitude inventory concentrated on the affective and action

Figure 1: Research Design Stages and Sample



domains of attitudes, and yielded an index of the positive and negative attitudes of participants to staff development in HE. The IDEX instruments were a complex and detailed investigation of aspects of identity related to constructs and entities relevant to staff development. Initially a single stage survey using the attitude inventory, the first IDEX instrument (IDEX 1) and a simple biographical enquiry was planned and conducted. The data from this survey allowed group comparisons of identity structure and development in relation to the independent variables of gender, seniority, attitudes to staff development, education, length of time in HE and whether the participant conducts/does not conduct the staff development interview. Following the analysis of the first survey a further study, involving case studies, was undertaken using an expanded and refined identity instrument (IDEX 2). This was deemed desirable to elaborate the identity findings, and to complement the nomothetic approach of the survey with the more detailed idiographic case studies.

As the study was focused on nurse education managers and lecturers in higher education, the population was to be found in universities and colleges of higher education, and in particular schools and faculties which included nursing/midwifery education. The main survey was undertaken in six HEIs (including the researcher's own institution) that agreed to participate (see Appendix 2: Higher Education Institutional profiles). In the process of gaining approval, a named individual in each institution had been identified as a point of contact to assist the distribution of the survey. On behalf of the researcher, these named individuals undertook to invite volunteers to participate – information available from the paper submitted for ethical approval was used to raise staff awareness and assist the decision to volunteer. The researcher was given an indication of the level of volunteer interest within each institution. In total 245 survey packs were sent across the six institutions. The overall response rate was 39% (n = 96). Appendix 4 shows profiles of the nomothetic and ideographic samples.

The second small-scale idiographic study survey was undertaken in the researcher's own institution with six volunteer participants. It is recognised

that using participants, albeit volunteers, in an institution where I have a senior position might involve covert coercion; it is acknowledged that the volunteers may want to please by offering to be involved. However, even if this were the case, it is difficult to see how this might influence responses to the ISA identity instrument where there are no externally predetermined 'right answers', so it does not make sense to suggest that a participant might wish to conform to these. Furthermore, the number of responses required, and the complex interrelations, would make it extremely difficult if not impossible to manipulate. Nevertheless the issue and intended avoidance or at least mitigation of coercion is addressed in the ethical considerations, discussed within this chapter when addressing the conduct and rigour of the research.

4.2 The survey pack (Appendix 5a)

The pack was designed as a soft bound booklet with a cover page detailing the study title and student name, a contents page, a 'Dear Colleague' letter, a biographic profile for completion by participants, an attitude inventory (MASDHE) for completion, an identity instrument (IDEX 1) with instructions for completion, including an indication of the time required, and a 'Thank you' note with detachable prize draw return slip. Only six people returned the prize draw slip. Statpac (1999-2007), a software survey company, found that monetary and non-monetary incentives were effective only when enclosed with the survey; the promise of a reward for returning the survey was not effective in increasing the response rate. In the case of this study, the book token incentive did little to assist the returns.

The purpose of this study can be described as exploratory in that little has been published linking identity with staff development. The exploration has four main phases: that is interviews, attitude measurement and, centrally, the use of complex in-depth identity exploration instruments both in a survey and in case studies.

The interviews are, as is usual, qualitative in nature, the data being the open-ended responses of participants to a number of pre-determined questions. The interview data were then analysed using the qualitative method of

thematic analysis. Also SPSS text analysis (2004) was used to identify repetitions and incidence of topics. Themes and topics from the interviews were then used to determine, in part, the constructs and elements of the identity exploration instrument (IDEX) and the items in the attitude inventory.

The devising and use of attitude inventories relates to an established tradition in social psychology where participants' responses to a number of statements yield a score indicating a position on a continuum from positive to negative attitudes, in this case towards staff development. This score reflects not only knowledge of and feelings towards staff development but, crucially, gives an indication of action potential, that is what participants are likely to do in relation to staff development. This attitude inventory was intended, in this study, as a proxy for actual details regarding participants' behaviour which were not accessible for study.

The IDEX instrument requires a large number (number of constructs multiplied by number of entities) of judgments to be made by participants linking constructs with elements. From these responses, using a complex (Boolean/set theory) algebra, the IDEX software translates the concepts of identity, as expressed by the participants' construal of self and others in the identity instrument, into quantified ISA indices of identity (see Appendix 1).

Thus both the attitude inventory and the IDEX proceed from qualitative statements and judgments to quantitative indices. The quantified indices can then be used to make individual and group comparisons, including comparing the IDEX profiles of positive versus negative attitude groups.

This overview will be developed in the following sections of this chapter. The next section will address the research aims and questions, and subsequent sections will cover research design and methods, conduct and rigour of the research, ethical considerations, access to HEIs, development of the research tools, pilot work, planning and conducting the semi-structured interviews, biographical profiles, development and administration of the

attitude inventory, ISA, and features, development and administration of the IDEX instrument.

4.3 Research aims and questions

The aims of the study were:

- 1 To explore the notion of identity of higher education nursing/midwifery lecturers and managers in relation to staff development.
- 2 To develop instruments which would facilitate the exploration of identity and allow for the identification of individual and group differences.
- 3 To develop an instrument to differentiate the attitudes that staff hold towards staff development.
- 4 To compare the construal of identity in staff development in relation to gender, educational qualification, length of employment in HE, seniority, and whether the participant conducts/does not conduct the staff development interview, through interviews, an attitude inventory and ISA.
- 5 To explore, in relation to identity and staff development, how lecturers in nursing/midwifery have responded and adapted to the fourfold pressures to which they are subject.
- 6 To highlight aspects of attitude and identity that might be used to facilitate staff development processes.
- 7 To explore the attitudes held by nursing/midwifery lecturers and managers compared with those held by academics in other subjects.

When developing aims and research questions it is important to ensure that their construction is carefully considered. The research questions are the core of the study, providing a focus and framework for the researcher and forming the basis for deciding which methods would be best suited to

answering the questions. The commonly held characteristics of good research questions underpinned the development of questions in this study. They were designed to be relevant, focused and simple with a clear articulation of the research problem.

The questions developed to meet the aims of the study were as follows:

- 1 What impact does staff development have on the identity of nursing/midwifery lecturers and managers?
- 2 What identity constructs do individuals use to make sense of staff development in work and in life generally?
- 3 How do individuals and groups adapt to the pressures to which they are subject in terms of identity and staff development?
- 4 What differences exist in attitudes to staff development in relation to:
 - Gender?
 - Nursing and midwifery compared to other HE academics?
- 5 What differences exist between identity formulations for staff development in relation to:
 - Gender?
 - Level of educational qualification?
 - Length of employment in HE?
 - Seniority – manager/non-manager?
 - Conducts/does not conduct the staff development interview?
 - Attitudes?
- 6 What findings in relation to attitude and identity might be used to facilitate the staff development process?
- 7 How do identity formulations relate to known biographical characteristics?

4.4 Research design and methods

The main purpose of any research design is to obtain information from a specific population in order to document and describe variables of interest (Getliffe 1998). The researcher was seeking to explore individual attitudes and identity formulations in relation to staff development in higher education in the context of nurse education.

The choice of a mixed method approach to the research was relevant on a practical level. Seale (1999) emphasises the importance of appreciating that qualitative and quantitative research methods can and should be seen as part of the researcher's 'toolkit', encouraging greater acceptance of pragmatism in choosing the appropriate methods for addressing the specific research questions, rather than focusing too much on the underlying philosophical debate. As detailed earlier the qualitative approach informs the use of the interviews, attitude inventory and identity exploration instrument; the researcher is seeking the uniqueness of individual human experience, to uncover meanings contained within conversations and to understand the constructs participants use to make sense of the staff development process. Sharma (2004) defines qualitative research as an open-ended flexible approach, with the reality being defined by the participants, though it is appreciated by the researcher that generalisation is not always possible nor desirable. However, Bassey (2001) talks about reliability of findings and 'fuzzy predications', and considers that if they expand the boundaries of existing knowledge they are valid as findings. The quantitative aspect of the research is focused on the analysis of the judgments associated with the participants' responses to the attitude inventory and their construal of the entities within the identity exploration instrument. Quantitative research has as its approach a general set of orderly disciplined procedures designed to elicit information in an objective and rigorous manner, the focus being on measurement and data analysis that is expressed in statistics. Each of these two research approaches provides a distinctive kind of evidence, and used together they can provide a powerful resource to inform and illuminate policy or practice. Several authors have provided useful references for optimising

the strengths of qualitative and quantitative approaches in combination (see for example Brannen 1992; Bryman 1988, 2001; Hammersley 1996; Morgan 1998). In this study aspects of both qualitative and quantitative research have been used together to study the same phenomena. The IDEX instrument is a sophisticated combination of qualitative input and judgments leading to quantified indices of identity structure and development.

The ISA/IDEX approach outlined earlier and detailed in this chapter has a number of distinctive features. It is psychodynamic in the sense that it emphasises developmental issues in the formation of identity. It is idiographic in that it produces a detailed profile, anchored in their own value system, of the individual participant, but is also nomothetic in that it allows comparisons between individuals and groups of individuals. It is focused and apposite in that the constructs and entities are tailored to the topic under investigation, but also algebraic and theoretically coherent in that the basic parameters of identity structure and development are common across tailored instruments. The approach is sensitive to 'emic' and 'etic' considerations in identity research. Berry (1969) describes the emic approach as ideas, behaviours and concepts that can be conceived as 'culture specific', and etic as cross-cultural universals.

Throughout this thesis ISA and IDEX are considered together, with ISA providing the theoretical framework and IDEX the associated means of measurement. IDEX works through inviting participants to make a series of judgments applying pre-determined bi-polar constructs to a set of relevant entities. Since all constructs have to be applied to all entities, the number of judgments in this study is high: IDEX 1 (the nomothetic study) has 17 constructs times 17 entities, making 289 judgments; and IDEX 2 (the idiographic study) has 21 constructs times 23 entities making 483 judgments. These construals are then processed using a number of algorithms (direct representations of the formal ISA definitions of concepts), that translate into explicit assessments of the corresponding parameters of identity structure and development.

Regarding the computational procedures for assessing ISA/IDEX parameters of identity using algebraic notation and quantification, Weinreich (2003a) gives a cautionary note about pitching qualitative analysis against quantitative analysis, stating that quantification can be either sterile or sensitive just as qualitative analyses can be banal or sophisticated. Weinreich (2003a) describes the use of (Boolean) algebra in ISA/IDEX as an abbreviated form of discourse used for effective communication about psychological concepts that embody qualitative emic perspectives. Therefore the results obtained from the IDEX instrument are in terms of verbal expressions, which are characteristic of qualitative research. Ragin (1994:92) offers the point of view that 'most quantitative data techniques are data condensers' and 'qualitative methods, by contrast, are best understood as data enhancers'.

The constructs and entities used in the ISA identity instruments for this work were derived in part from the narrative used by participants in the semi-structured interviews. Appendix 5b shows the IDEX instrument with the interview connections inserted to illustrate the links with the development of the entities and constructs.

4.5 Conduct and rigour of the research

The study was designed and conducted to assure the quality of the data, and incorporated the principles of validity and reliability (O'Leary 2004, Polit & Hungler 1999, Sim & Wright 2000). The steps and approaches taken to address these aspects are discussed below in relation to the specific considerations for the quantitative and qualitative elements.

4.5.1 Combining qualitative and quantitative methods

There is much debate in social research about whether qualitative and quantitative approaches should or even can be combined. Their purpose in this study is to yield different types of intelligence about the study subject, rather than to simply fuse the outputs from these two methods of enquiry. As noted above, several authors have provided useful frames of reference for optimising the strengths of the two approaches in combination (see for

example Brannen 1992; Bryman, 1988, 2001; Hammersley 1996; Morgan 1998). Each suggests possible sequential relationships that may exist between the conduct of qualitative and quantitative studies – in this study, qualitative research accompanies statistical investigation.

4.5.2 Reliability and validity

Whatever method for collecting data is selected, it should always be examined critically to assess the extent to which it is likely to be reliable and valid. Reliability is the extent to which a test or procedure produces similar results under constant conditions on all occasions over time, therefore consistency and replicability of the data is a test of reliability (Polit and Hungler 1999, Sim and Wright 2000). Validity is a more complex concept, which addresses whether an item measures or describes what it is supposed to measure or describe. If an item is unreliable then it must also lack validity. Valid research data represents what it should, and is truthful, accurate, and meaningful (O'Leary 2004; Sim and Wright 2000). (Comment on the validity of ISA as an approach is detailed in the literature review.)

4.6 Ethical considerations

Negotiating access to institutions, their staff and materials for the purpose of the research requires permission with approval for access based on ethical considerations. This study was given ethical approval by all the participating institutions including the researcher's own institution, and the informed consent of all the participants was gained. The researcher's position as a Senior Manager of the academic staff had implications for recruiting volunteers. In line with Robson (2002), the researcher was aware of the need to ensure that no one felt coerced to participate and that no overt or covert penalties could be brought to bear. The researcher sought co-operation from the staff by explaining the nature of the study, and by emphasising her role as a student as well as assuring the anonymity of the participants. The documentation of confirmation of ethical approval and informed consent has not been included in the appendices, as this would compromise assurances given by the researcher to the HEIs of maintaining participants' anonymity and confidentiality. These are, however, available to the examiners and

supervisors of this research, in order to verify that all necessary consent had been sought and received.

There are commonly agreed ethical principles for researchers to follow and these are embodied in the generally held codes for conducting research (Economic and Social Research Council 2006; Cohen, Manion and Morrison 2000; Marks-Maran 1994; Polit and Hungler 1999; Sim and Wright 2000). This study was conducted taking into account these ethical principles from the planning stage through to the reporting of the research. The processes are discussed in relation to specific ethical principles below.

The principle of *beneficence* concerns the benefit, actual or potential, that the research could have for the participants and the wider population in general. The justification of the research topic required that the potential benefits were weighed against the ethical ramifications and the potential risks of the study to ensure the former balanced the latter. Klockars and O'Connor (1979) describe this as the minimisation of harm and the maximisation of benefits. The projected benefits of the study were that the study would culminate in an identity instrument and an attitude inventory that would be of use in the staff development process, and with recommendations that should influence policy and practice. The research was therefore seen as being justifiable.

The next consideration is the *avoidance of malificence*. This involved a supportive approach to the participants and upholding their right not to be harmed either physically or psychologically. All participants were volunteers from the required sample population and therefore willing to be involved in the study, and informed consent to participate in the study was obtained. Participants were given a paper outlining the research project, with attention to ethical considerations and the anticipated implications of the research findings for policy and for practice. Informed consent is based on an understanding that participation is voluntary – this required particular emphasis as the researcher had in some instances a professional relationship with participants and care needed to be taken to avoid feelings of obligation. The requirement not to break confidentiality or anonymity within

the study was ensured by the use of identity codes for the HEIs and participants, secure storage of data and anonymity in the writing up of the study.

Respect for autonomy recognises participants' right of self-determination, i.e. to take part or to withdraw at any time without explanation; this was upheld throughout the study. The researcher ensured that all interview participants were briefed on the study to re-affirm their informed consent, and also to re-emphasise their right of withdrawal at any stage. The principle of *respect for persons* incorporates the requirement that participants should have a clear understanding of the issues the study will address before taking part. The researcher had circulated a paper on the project to invite volunteers, and used verbal and written means to ensure participants were briefed at the point of their engagement in the study. A consent form for data to be included in the study was signed by the participants.

The researcher was aware of a responsibility to safeguard the participants throughout the study, especially with regard to their dignity and self-respect. It was also recognised that *justice* must be applied: the needs of the individuals must come before any aspect of the research process. This involves the requirement to consider the power relationship between the researcher and the individual. Justice is described by Klockars and O'Connor (1979) as the equitable distribution of benefits and burdens. Mitigating measures included placing emphasis on the researcher's position as a part-time PhD student. The pilot work and some of the survey work was undertaken in the researcher's own School, and this had implications as the researcher was a senior manager in the School and was keen to ensure that colleagues felt no coercion. To support the pilot work volunteers were sought from manager and lecturer grades, and the potential participants were given details of the study to assist their informed consent. Co-operation was freely given. To invite volunteers to complete the survey an 'all academic staff' email was sent to Faculty staff with details of the study, and the location of a collection and return point for the survey; this was a further attempt to maintain the anonymity of the participants as anonymity in the survey was

assured. The researcher emphasised her role as a student and a good level of response was achieved from staff within the School. The researcher was also aware of the need to ensure that no one felt coerced, and that no overt or covert penalties would be brought to bear for non-participation.

4.7 Access to HEIs

Access to HEIs was initially negotiated through the most senior individual in the faculty or school who was provided with details of the study. This approach was in line with the thinking of Lewis (2003) who considered that sensitivity to a hierarchical structure and gaining clearance from the senior individuals involved is one of the crucial aspects of the process of gaining access. This served the purpose of ensuring that senior managers were aware of the study and could identify the most appropriate person to facilitate the research. Once managerial consent for access was received and ethical approval subsequently obtained, key contacts were established in each HEI and access to volunteers and venues was arranged.

4.8 Development of the research tools

In order to address the research questions, the following research tools were constructed:

Table 2: Development of the research tools

| | |
|--|--|
| Main study (Nomothetic IDEX 1) | |
| Interview schedule Managers Lecturers | Appendix 3 Appendix 3 |
| IDEX 1 survey pack Biographical Profile Attitude Inventory (MASDHE) IDEX 1 – entities and constructs | Appendix 5a Appendix 5a Appendix 5a Appendix 5a |
| Web-based attitude inventory (MASDHE) and profile | Appendix 7 |
| Case studies (Idiographic IDEX 2) | |
| Biographical profile (same questionnaire as IDEX 1) Attitude inventory (MASHDE) (same instrument as IDEX 1) | Appendix 5a Appendix 5a |
| IDEX 2 – entities and constructs - refined and expanded version | Appendix 8 |

The construction of each tool will be described with attention to the background to the approach, its application, and the associated strengths and limitations.

4.9 **Semi-structured interview**

The interview remains the predominant means of collecting data for qualitative research, although ideally it would be combined with naturalistic observation to complement the accounts given in interviews. Qualitative research can be traced to the early development of ideas associated with the writing of Immanuel Kant who in 1788 published his 'Critique of Practical Reason'. The writings of Kant (1742 -1804) along with those of Wilhelm Dilthey (1833 - 1911), and Max Weber (1864 -1920) (cited in Polkinghorne 1988) emphasise the importance of understanding and studying people's 'lived experiences', based on knowledge of what people thought had happened rather than what might be assumed to be their experience. Weber (1864 -1920) (cited in Polkinghorne 1988) tried to build a bridge between interpretivist/qualitative approaches and positivist/quantitative approaches. He believed that an analysis using a positivist approach was important, but was not sufficient to provide a full understanding of people's lives. Instead, he emphasised the need to understand the meaning of social actions within the material conditions in which people live. Weber proposed two types of understanding: direct observational understanding, and explanatory or motivational understanding. He argued that there is a key difference in the purpose of understanding between the natural and social sciences: in the natural sciences, the purpose is to produce law-like propositions, whereas in the social sciences, the aim is to understand subjectively meaningful experiences. The school of thought that stresses the importance of interpretation as well as observation in understanding the social world is described by Hughes (1990); it is known as 'interpretivism' and is seen as an integral part of the qualitative tradition. Whilst interpretivism is obviously a factor in the analysis of the interviews and case studies, it is also a key influence in the idiographic orientation of IDEX.

The interviews were held in three HEIs, one pre-1992 university and two university colleges. In each institution one education manager and two lecturers participated in face-to-face recorded interviews. Prior approval for access had been given by each institutions' ethics committee and a named

individual was identified as a link person to facilitate access. The researcher sent written details of the study, including the interview questions, to the link person. This information was used to brief staff in order to get volunteer participants to be interviewed. The participants were aware that one hour time slots had been scheduled, though in practice each interview took around fifty minutes. The interviews were recorded using a tape recorder with a built-in microphone. The participant and the researcher sat at a table with the recorder placed between them. The researcher had no prior acquaintance with the participants. However, as the researcher was a senior manager in HE, care was taken to ensure that the participants were comfortable with their involvement. The researcher emphasised her role as a doctoral student, and gave reassurances on confidentiality and anonymity. The researcher also confirmed that the transcripts would be sent to the participants for checking and comment before any material was used, and that the typed transcripts and recordings would be kept in a locked drawer.

In some ways the interviews serve the same functions as an open-ended set of questions in a questionnaire in that pre-determined questions are put, to which participants provided answers. However, they provide better opportunities for the participants to develop their views by talking, rather than simply choosing a response or providing a brief written response. Interviews can take many different forms, but they are always conversational with a purpose. The researcher selected a semi-structured approach in that interviewees were encouraged to use the questions as a starting point for raising their concerns, even if this took them beyond the boundaries set by the question; the semi-structured interviews had a thematic guide, with probes and invitations to expand on the issues in relation to the project of staff development. Two interview formats were devised: one for the education managers and one for the lecturing staff (Appendix 3).

Whichever interview format was used, the interviewer was always in control, knowing what she wanted to find out and explore. Robson (2002) gives four points of advice to ensure the interview conversation is productive. Briefly, these are listen more than talk, ask clear and unambiguous questions, don't

ask leading questions that pre-suppose an answer, and look interested in the responses. The researcher was sensitive to this advice during the interview process.

The researcher's impression of the interview process was that the participants ceased to be concerned that they were in a research interview, and viewed the experience as an opportunity to talk about staff development and their experiences; however this was no more than an impression and would be difficult to evidence.

4.9.1 Pilot work

Preliminary/conversational interviews provided material for the development of the semi-structured interview. In order to develop the questions for the semi-structured interview, it was necessary to gather data through informal conversational interviews i.e. sensitising procedures with individuals who held the same positions as those to be interviewed for the research. In the view of Holstein and Gubrium (1997) the researcher is an active player in the development of data and of meaning, and the conversational interviews began the process of constructing knowledge.

The preliminary/conversational interviews were held in the researcher's own school with five volunteers – two nurse education managers responsible for staff development and three lecturers. The nature of the study was explained, the researcher was aware of the need to ensure that no one felt coerced, and co-operation was freely given. The interviews were loosely structured to elicit responses relevant to their focus on manager or lecturer; both groups were encouraged to engage in a conversational manner. The interviews took around forty minutes and the notes were summarised for clarification at the end of the session. At the time of the interviews it was not anticipated that these individuals could potentially be involved in the main study. The decision to involve the researcher's own school was taken at a later stage, due to the disappointing response rate from HEIs that had agreed to participate. The focus of the interview was to explore the participant's experience of the staff development process and their sense of

identity with the process. The researcher made notes of the responses, for example that staff development addresses organisational and or personal needs, and that staff development can be formal (on courses and at events), or informal or opportunistic (in conversation with colleagues in work). The data gathered was used to develop questions for use in the semi-structured interviews which would be held with 9 manager and lecturer participants as part of the main study.

Feedback to the researcher, from the participants in the pilot preliminary/ conversational interviews, was that the researcher's note taking was distracting to the flow of the interview – this feedback was addressed by the researcher when conducting the semi-structured interviews by obtaining permission to tape the interviews. The researcher had initially considered tape-recording the conversational interviews, but chose not to on the basis that it might be intrusive and inhibit the conversation – however, tape recording proved to be a benefit when conducting the semi-structured interviews.

The analysis of the conversational 'sensitising' interviews was undertaken by the researcher using the open coding approach defined by Strauss and Corbin (1990). The process involved analysis of the transcripts by a process of breaking down and examining the data to arrive at concepts and categories to be used in the development of questions for the semi-structured interviews. Two interview guides were developed – one for managers who conducted the staff development interviews and consisting of 23 questions; and one, for which 22 questions were constructed, for lecturers who had experience of the staff development process, and who had the opportunity to engage in a staff development interview. Example questions included, 'What do you perceive to be staff development?' This question was asked of both the managers and the lecturers, and the extra question for the managers was, 'What if any staff development experiences have influenced your approach to managing staff development?' (see Appendix 3).

4.9.2 Piloting the interview guide

The overall aim of the pilot work was to test the research tool for validity and reliability, and to ensure that the construction of the questions would yield useable data. The interview guides were piloted with the managers and lecturers who had participated in the preliminary/conversational interviews; and as noted earlier these individuals had the same role characteristics as those who would form the main study. The pilot participants gave verbal feedback on the interview guide, and following an amendment to include the word 'personal' in the question, 'What are the characteristics of a personally/professionally developed person?', the guide was considered to be an appropriate and practicable way to begin to address the research questions.

4.9.3 Preparation for the interviews

This started with ensuring the researcher has addressed their own preparation – the researcher needs to be competent in the process of interviewing, to ensure that the interaction actually does generate relevant data. It is important that the interviewee can feel trust and confidence in the researcher, so that they will be comfortable and give full and honest responses to the questions. To achieve this the researcher must be able to orchestrate the intellectual and social dynamics of the situation, and the ability to 'think on their feet' in the interview itself is important to ensure the research questions are addressed and that the process runs smoothly. The researcher therefore needs to be sensitive to the interviewees, their needs and rights, whilst helping the flow of the interaction – they must treat the interview as a 'conversation with a purpose', not impede the flow, and encourage focus on issues and topics while maintaining the comfort of the participants during the process.

Three HEIs gave approval for the research through their ethics committees. In each institution a request was made for one education manager and two lecturing staff to participate. Prior to the interview each of the 9 participants received information relating to the study and they confirmed their willingness to participate voluntarily. The interviews were conducted in the participants'

own locality and permission was obtained to tape-record the interview. Throughout the process the researcher was sensitive to the well being of the participants, and before closure of the interview the participants had the opportunity to raise questions for clarification. Following the interview the participants were given a copy of the typed transcript. Comments and clarifications were invited, but no changes were requested. Each participant was reassured about the confidentiality of the interview and the security of the tape. Robson (2002), Rubin & Rubin (1995), and Spradley (1979) define the researcher's tasks in broad terms as easing the interviewee into a level down from everyday life to a deeper level at which both can focus on the topic. At the end of the interview, the researcher needs to signal the return back to everyday level and leave the participant feeling 'well'.

The strength of the face-to-face interview was its adaptability in that it made it possible to use a wide range of questioning styles, allowing a greater opportunity to probe responses, follow-up ideas and investigate motives and feelings. Responses, therefore, could be developed and clarified, enabling a greater range of information to be made available to the interviewer. The skill of the interviewer was critical in developing the interview to yield rich material. At any one time the researcher needed to listen to what was being said and understand it, assess how it related to the research questions, and be alert to what to follow-up or explore in more detail. One of the advantages of the semi-structured interview, as used in this study, was that the framework of questions was established in advance so analysis was greatly assisted.

Bias may creep into interviews as it is easy for the interviewer to lead the interview and seek out answers that support preconceived notions. Time, distance and access all present potential limitations – the impact of these will depend on the overall time available to conduct the study. In providing responses, it must be recognised that interviewees may sometimes wish to please the interviewer or they may have concerns about feedback within their institution and, therefore, they may not reveal their true opinions. In addition, power relations can be a limitation as an assumption may exist that the

interviewer has power over the interviewee as they set the agenda and control the data.

4.10 Biographical profile – information sheet

Biographical experiences are used to represent the unique self-identity, constructed out of imperfect, selected and distorted memories. A fundamental defining characteristic of identity is the continuity of oneself experiencing the social world and one's activities. Identity is not sameness but refers to continuity of self in relation to biographical episodes, and therefore to the manner in which the person continues as a particular human being.

A biographical profile was developed as part of the survey data collection. The particular value in collecting the demographic and biographical data was that it would allow the formation of independent variables which would play an important role in the analysis of the participants' identification with the entities and constructs in the ISA instrument and statements in the attitude inventory. The independent variables that can be correlated with the data from the attitude inventory and IDEX include: ethnic origin, academic and professional qualifications, designation, years of service in higher education, and experiences of staff development interviews.

4.11 Development and administration of the attitude inventory

The task of measuring attitudes is not a simple one. To begin with, the concept of attitude, like many abstract concepts, is a creation – a construct (Henerson, Morris and Fitz-Gibbon 1987). An attitude is not something that can be measured as one would measure a person's heartbeat. Attitudes are, therefore, hypothetical constructs that can be inferred only from words and actions. The evaluation tool in this study – the MASDHE inventory – was developed with the help of professionals in the discipline. One group generated a range of statements rating staff development from positive to negative with shades in between, and another group judged independently the scale value of each of the statements generated. These individuals had experience of the staff development process and could reasonably be

expected to judge staff development statements in relation to affect, feelings, values or beliefs. They fulfilled the role of expert judges, thus giving a validity to both the statements and their eventual scale value.

The development of the attitude inventory was a three stage process, utilising a well established method described in Krech, Crutchfield and Ballachey (1969). The first stage in this process was to generate a number of statements representing possible attitudes towards the entity in question i.e. staff development; these statements should cover the spectrum from highly positive to highly negative. In order to generate these statements, four lecturing staff and three managers formed a focus group to discuss their beliefs, thoughts and ideas on staff development, and contributed to the development of 109 attitude statements relating to staff development. Reflecting the instructions given to those who generated them, the statements covered the range from very positive to very negative.

The next stage in the process was to identify from the population of statements those that best represented, unambiguously, each point in a seven point Likert scale from highly positive to highly negative. The eventual selection should be an appropriate number to include in an inventory, as recommended in Krech et al (1969) and should represent more or less equally each point on the scale.

To undertake this grading task a panel of twelve expert judges, i.e. persons familiar with staff development in HE, and made up of eight lecturing staff and four managers, was recruited. They did not include any of the original generators. Each judge was asked to consider each statement and to place it in one of seven boxes. Each box represented a point on the seven point scale. Taking about half an hour, each judge placed each statement in an appropriate box at one of the seven scale points, rated 1 = very negative, 2 = negative, 3 = somewhat negative, 4 = neutral, 5 = somewhat positive, 6 = positive, and 7 = very positive. The researcher then noted which scale value had been given to each statement by each judge.

At the end of this stage the researcher had seven scale values for each of the 109 statements. Each statement was scrutinised to identify those that were closest to consensus in the scale value given by the judges, and two statements were selected on this basis for each scale point, making fourteen in all. Thus the attitude inventory was developed using the fourteen statements from the 109 which were closest to consensus from the judges and which covered each of the scale points twice. Consensus was indicated by the smallest standard deviation. Except for point seven, no means were precisely at the scale point, therefore the statements were selected on a 'best fit' in terms of mean and standard deviation. The scale value for each of the selected statements was then computed by taking the mean of the values given by the judges to that item.

At this point, then, the attitude inventory existed as fourteen statements whose order was randomised, so each statement had a scale value known only to the researcher. Those completing the inventory were then asked to tick those attitude statements with which they agreed. Their score for the inventory was then computed by calculating the mean of scale values of the items they ticked (see Appendix 6)

4.11a Further development of the attitude inventory

The inventory was offered in two formats: one as a paper version within the survey pack, and the other in a web-based electronic format. This e-inventory was designed to attract participants from a wider spread of higher education academics; along with the attitude responses, the inventory collected the biographical details of the participants. The data from these participants would provide attitude comparisons with the participants of the paper survey.

The development, implementation and evaluation of the inventory required a good deal of time. The researcher must rely on inference since it is impossible to measure attitudes directly. The inventory survey may generate suspicion about the 'real' reasons and 'hidden agendas' behind it. It is possible that some questions may not be meaningful to the participant and that they may not respond, or that the order in which questions are put can

have subtle effects upon the way people respond; to overcome this latter view, the attitude inventory statements were randomised.

The results show not only the overall attitude score but the individual responses that inform the score, therefore it is possible to see the items of significance to the overall score. Future decisions and planning of staff development events can be based on the results. Decision makers have the opportunity to see attitude responses that they may not normally hear or even be aware of. Equally, action taken on negative responses identified by the completion of the inventory may improve individual morale and motivation towards staff development.

4.12 Identity Structure Analysis: Special features, development and administration of the IDEX instrument

The theoretical perspectives in relation to Identity Structure Analysis (ISA) and Identity Exploration (IDEX) have been addressed in the literature review and readers are referred to page 47.

ISA, developed by Weinreich (1980, 1986a, 1989a), is an open-ended metatheoretical framework of concepts and postulates about content, structure, and process, regarding the development, definition and redefinition of identity. ISA engages with various aspects of a person's self-concept and identifications with other people, and does not make implicit or explicit assumptions about gender. ISA concepts and process postulates are designed for theory building. Their aim is to assist theoretical analysis of a variety of issues to do with processes of self-definition and identity development and change.

ISA is aided by accessible Identity Exploration (IDEX) computer software – the IDEX-IDIO computer programme on the data set for each person, and the IDEX-Nomo computer programme for the collated information on ISA indices for groups by multiple criteria (Weinreich & Ewart 1999a, 1999b). An update on this software, Sycadex IDIO (Ewart 2006), was used for the idiographic studies.

As a search for a theory and a method to explore and analyse self and identity processes in relation to staff development, this study is based centrally on ISA as an overarching theoretical framework. ISA aims to provide a seamless interface between theoretical formulations from psychology, sociology, social anthropology and related areas. It has been described by Rom Harré as a research tool 'par excellence' in bringing to light the subtle interplay between self-construal and construal of others through the relationship of identification or contra-identification (Harré, cited in Weinreich and Saunderson 2003 p.xxii). The theory and associated method (IDEX) enables the researcher to study the basic vectors of identification and evaluation which underpin the formulation and reformulation of identity.

4.12.1 Special features of ISA

As discussed in detail in the literature review, the ISA framework draws on features from a number of extant theoretical orientations from psycho-sociology and social anthropology, and thereby enables an interdisciplinary approach to social issues to be pursued. Although the mode of data collection falls largely within established conventions, the manner by which the data are analysed departs radically from extant methods in several ways. In the first place ISA definitions of psychological concepts form the basis of all analysis carried out. These psychological concepts are isomorphically represented by algorithms, which are incorporated within the IDEX computer software. The analysis of an individual's identity does not use any statistical concept; it depends at the outset on explicit unambiguous definitions of psychological concepts and not on *post hoc* psychological interpretations of statistical measures. ISA is therefore based on a genuinely psychological as opposed to statistical analysis of data (Weinreich 2003a).

The analysis is determined by data provided by the individual e.g. in an idiographic case study, where the individual's own value system is determined and used as an anchor against their construal of significant others (entities) by constructs almost entirely provided by the individual. In

group comparisons, which require a more standardised set of entities and constructs to be rated by the group of individuals, the value system of each individual is still determined in terms of that individual's use of constructs to construe self and significant others.

The identity instrument to be used for identity exploration is unique in that it is tailored for the particular group, and its data and their analysis reflect the idiosyncratic manner in which the individual uses the constructs for construing the social world represented by the instrument.

The semantics of the 'entity/construct' combinations constitute an essential feature of an identity instrument. In this case an individual's expressions about staff development are represented as bi-polar constructs.

The ISA framework due to its methodological characteristics is a clever hybrid between qualitative and quantitative approaches which enables the researcher to transform almost purely idiographic, qualitative information into normalised quantitative indices. The nature of these indices makes it possible to perform comparisons between individuals, however idiosyncratic the material from which the indices are derived might be. A very important and probably unique feature of ISA is that it anchors the analysis in the value system of the individual (Weinreich 2003b).

The researcher must keep in mind that only portions of an individual's identity and social world can be assessed at any moment. The construction of an identity instrument makes one aware that much has to be left out – features of self that cannot be covered, matters of the individual's relationships with others that cannot be included, and many possible discourses for which there is insufficient space.

Individuals' identities may modulate from context to context – there is no simple set of parameters such as self-esteem, personal efficiency, anxiety etc. which can effectively summarise individuals' identities. ISA recognises that basing the analysis of identity parameters on explicitly designed

psychological concepts and individuals' patterns of aspirational and *de facto* identifications, for example, does not conform to any simple dimension or set of externally imposed parameters, but goes much further.

This study uses a standardised identity instrument to gain insight into the identity structures of HE academics towards staff development. From the identity instruments completed by individuals, it is possible to make comparisons between individuals idiographically and between groups of individuals nomothetically.

4.12.2 The development and administration of the IDEX instruments

4.12.2a Identity Exploration Instruments IDEX 1 (Nomothetic Study) and IDEX 2 (Idiographic Study)

For both identity instruments, the entities and constructs are derived from the interviews, literature, and discussion with experts in the field, along with aspects that made sense in relation to the study. It is necessary to find out who the influential people are, for better or worse, in an individual biography so that they may be incorporated in the instrument. In the case of the entities, mandatory anchors (indicated with an asterisk) are incorporated into the instrument and relate to those facets of self from the past, those situated in different contemporary contexts future aspirations, and those as perceived from the viewpoints of others that have especial significance. These then constitute a set of entities that relate to the multi-faceted self and significant others, and are tagged for ISA since the computation of parameters of identity requires that their explicit designated bi-polar constructs incorporate people's value and belief systems and their 'everyday ideologies', and should include items that allow different people to opt for one or other pole as representing something to which they aspire to be like or to not be like.

4.12.2b IDEX 1 Nomothetic study

The development of IDEX 1 was a six stage process; earlier stages already described will, in brief form, be reiterated here to put the development and subsequent stages into context. The first stage was to undertake pilot

preliminary/conversational interviews with two nurse education managers responsible for staff development, and three lecturers. The notes taken during the pilot preliminary/conversational interviews were used to develop the questions for the semi-structured interview guides. Two interview guides were constructed, one for managers of the staff development process and one for lecturers. The next stage was to undertake the semi-structured interviews of one manager and two lecturers in each of the three higher education institutions where access had been agreed. The interviews were tape-recorded and the typed transcripts were approved by the participants for content and use in the study. The data from the interviews were to be used in the development of the IDEX instrument. The remainder of this section will address key stages four, five and six in the development of the identity instrument.

The identity instrument is designed to be of direct significance to the participants. The researcher custom designs it for use with a particular project and has freedom in designating the contents of an instrument in terms of language used and issues addressed. Weinreich (2003a) advised that good practice involves pilot work of an ethnographic style prior to the generation of an appropriate instrument explicitly customised for the participants in the study. The researcher had undertaken semi-structured interviews with individuals in higher education who had similar roles to the participants who would form the main study, and the data from the interviews was analysed to generate the instrument. Weinreich (2003a) acknowledged that the task for the researcher is to develop an identity instrument with the aim of elucidating relevant processes that have particular significance for the person's identity.

4.12.2c Constructing the identity instrument

The transcripts from the semi-structured interviews were analysed to determine the entities and constructs that would form the instrument. In approaching the analysis, attention was paid to the discourses used by the participants, and the need to transform these to the instrument with minimal alteration of form and language. The interview analysis started with the

transcription of the tape, and each transcript was coded to denote interviewer, interviewee, questions and responses line by line. Nine interviews were conducted; the average transcript was twelve pages long, and with a view to keeping the number of interview transcripts manageable, the researcher determined on an approach to the analysis of the data to identify themes, constructs and entities. Coding and the use of highlighter pens was considered by Fielding and Thomas (2001) to be an effective and practical method for a researcher to see relationships between themes and draw linkages between participants. The 'thematic categorisation' analysis was undertaken by a team of three individuals: the researcher and two volunteer academics who had shown an interest in the study (these latter individuals were not involved with nurse education). Working independently, the team read the transcripts, and highlighted themes and terminology that related to the participants' identification with staff development and its processes, for example strategies, policies, values, conditions and interactions. A high level of agreement was found between the team members' analysis of the transcripts; where differences occurred, the concept was discussed and used if it offered a perspective not already identified. Along with this rudimentary form of content analysis, the researcher made use of the text analysis facility in Statistical Package for the Social Sciences (SPSS, 2004), the computer software package for social scientists, in order to draw on the insights of the researcher and the more mechanical identification of consistencies and contrasts carried out by the program. In fact, the content analysis identified patterns and consistencies following successive repetitions of scrutiny and organisation. On completion of the analysis, the team then undertook the assembly of thematic sections that would form constructs and entities for use in the instrument.

4.12.2d Developing the identity instrument

The essential preliminaries had been undertaken and the data gathered would now be used to create a customised instrument for the study. The IDEX instrument is computer-based and must include a set of mandatory entities, including facets of self, but not more than fifty percent of the total number of entities should be facets of self. Mandatory entities are past self,

current self, ideal self – and also positive and negative role models – an admired person and a disliked person. In addition to the mandatory entities an alternate self-image ‘Me when I am acting out of character’ was included, as this allowed analysis of contextual and situational effects on identity parameters.

The assessment of identity is always to some extent elusive, since it is not possible to record all of a person’s biographical experiences and aspirations for the future that make up a person’s identity. Further, for practical reasons of workload and fatigue, an identity instrument can explore only segments of a person’s identity at any one time. ISA procedures assess each person’s own interpretation of the entities and constructs, rather than an assumed consensus dictated by the researcher, and the ensuing results will be meaningful within the instrument. It is worthy of note that this feature of ISA contrasts with standard approaches using questionnaires and psychometric scales, which assume that the wording of questions and scale-items mean the same thing for all participants. To relate the social realities of the ISA conceptualisation requires a methodological resource in the form of Identity Exploration (IDEX) computer software (Weinreich & Ewart 1999a, 1999b). The version used for this study was IDEXwin (Identity Exploration software for Windows/personal computers); IDEXwin consists of three main parts – the instrument editor, data entry and data analysis.

The instrument editor is the starting point to generate an instrument from scratch. The researcher created an instrument specifically for the study utilising the participants’ data in the form of entities and constructs. Weinreich’s (2003b) workshop notes give guidance on the need to address the balance between the specific issues the researcher wishes to address and the individual’s wider identity aspirations. The instrument constructed for this study had seventeen bi-polar constructs and seventeen entities. The process of creating and editing on the screen the instrument with the help of the software was fairly self-explanatory, as information and help steps are built in. The IDEX win-nomo enables the investigator to group individuals “independent variable” in categories created through the IDEXwin software,

perform analysis and comparisons across groups, display results in graphical or tabular form, and define new groupings based on results from analysis. The entity editor and the construct editor enable the text input for the development of the IDEX instrument. The semantics and grammar of the identity instrument play an important part in its successful comprehension by the participant. Hence, it is imperative that words forming constructs scan meaningfully against the entities. To check this each construct and entity combination in the instrument should read as a sentence and make sense. It is recognised that not every construct will be applicable to each entity (Weinreich 2003a); however all that is required for a meaningful instrument is that each set of constructs will be applicable to some portion of the entities.

As stated earlier, the construction of the identity instrument has as an essential requirement a minimum set of mandatory entities; this study addressed the minimum set of mandatory entities required in an instrument. These focal issues that form part of identity will be discussed in the section on ISA; however to put things in context at this point, the mandatory entities addressed aspects of self in terms of ideal, current and past, and a 'disliked' and 'admired' other – as well as aspects of significant others on self, situated selves, and self as perceived object of others' appraisals.

4.12.2e Piloting the instrument

The first draft instrument consisted of fifteen entities and twenty constructs requiring 300 judgments, and was piloted on the five participants who took part in the initial preliminary conversational interviews. The participants were asked to focus their attention on grammar and semantics, as the researcher was anxious to avoid ambiguity in the final draft. Views were also sought on the length of the instrument and the time taken to complete the pilot exercise.

4.12.2f Refinement of the instrument

The feedback from the participants who undertook the pilot activity was that some of them had experienced difficulty with specific constructs when relating them to the entities presented. The researcher checked to ensure that the participants could read each combination of entity and construct in

the instrument as being a sentence, as words forming the constructs must scan meaningfully against the entities.

It is essential that the participant can make sense of the instrument; however, as stated earlier not every construct is applicable to every entity, as not all constructs have relevance to the feature of the social world included in the instrument. The pilot participants reported that the exercise was quite demanding, as close attention is required when reading the entities against the constructs; the exercise took around an hour to complete. It was a concern of the researcher that the use of such an instrument would be too demanding, as seventeen entities by seventeen constructs requires 289 judgements. However, other researchers using ISA have developed instruments with 22 entities and 25 constructs (Wager 2003), and 20 entities and 20 constructs (Irvine 1994); with these examples as parameters, in this study the IDEX 1 instrument was finalised with 17 entities and 17 constructs, whilst; the IDEX 2 instrument has 23 entities and 21 constructs.

4.12.2g IDEX 1 Development of the entities (E)

Entity one in the instrument is 'A professional who is confident' – this is an expression derived from the interview transcripts, where some participants used the term confidence to describe a behavioural change in individuals following a staff development event.

4.12.2h IDEX 1 Development of the constructs (C)

Necessarily, a proportion of the constructs present in an identity instrument will address focal issues to be investigated. However, the particular contribution of such constructs to the person's identity can be effectively assessed only in the context of the person's everyday discourses about other ordinary activities, upsets and pleasurable experiences. In line with IDEX guidelines (Weinreich 2003a) the bi-polar constructs are derived in the main from the interviews, supported by the literature and discussion with experts, along with the researcher 'making sense' in construction of the instrument. An example is given to illustrate the entity/construct relationship within the instrument. As previously stated it is imperative that the words forming the

constructs scan meaningfully against the entities, and a useful way of checking is to read the entity/construct combination in the instrument as being a sentence:

| | Left pole | | | | | Right pole | | | | |
|------------------------------------|---|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | ...believe/s staff development is an inherent part of the job | | | | | ...believe/s staff development needs to be additional to the job | | | | |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | |

The IDEX 1 survey instrument is appended as Appendix 5b. It illustrates the development of entities and constructs based on ideas and themes from the interview transcripts, and shows the application of key ISA requirements (ie MA).

4.12.2i IDEX 2 Idiographic study

In ISA terms idiographic studies are also known as individual case studies. In the view of Yin (2002), case studies facilitate an understanding of complex real life situations, and the resulting custom-designed identity instrument reflects the uniqueness of the individual within a specific socio-historical context. The decision to revise and further refine the instrument and undertake case studies was based on the observation that the entities in the first instrument were limited in considering a wider social world and alternate facets of self for the individual participants when construing self and others in terms of the constructs. The idiographic data would be computer analysed and be measured by the same self and identity parameters as used in the IDEX 1 nomothetic study.

4.12.2j Development of IDEX 2

A new IDEX instrument was developed for the idiographic studies to explore wider relevant entities and constructs. The new instrument was made up of 23 entities and 21 constructs, requiring 483 judgments in contrast to the first study instrument that had 17 entities and 17 constructs requiring 289 judgments.

To develop the new instrument, the researcher set up a working group activity involving the researcher and three individuals who had been involved with the pilot work for IDEX 1: their remit was to review the results from IDEX 1 and from those observations develop a broader IDEX 2 with additional entities and constructs that would address one's self-concept within the broader community in which one experiences the trials and tribulations of everyday life. The working group took the approach that they were a group of academics discussing staff development; the result was a broader IDEX 2 instrument incorporating gender, emotional intelligence and emotional labour which was constructed in line with good practice. The new instrument had 10 self entities and 13 beyond self entities, whereas the main study IDEX 1 instrument had 8 self entities and 9 beyond self entities. It was these beyond self entities the researcher sought to expand. The main study instrument formed the basis of the revision; an example of a entity from IDEX 1 redeveloped for use in IDEX 2 was E12 'Someone who avoids staff development', which was developed for IDEX 2 as E20 'Academics who avoid/have little faith in staff development'. An example of a new construct for IDEX 2 was C11, which has left pole 'Is easily stressed by daily problems' and right pole 'Is emotionally resilient to daily problems'; this construct addresses socio-biographical experiences.

In relation to the constructs it was now possible with the aid of the main study results to see areas for attention, for example the finding of conflicted dimensions of identity for the IDEX 1 construct C17, which has left pole 'Put/s obligation to family before personal interests' (major consensus 57%) and right pole 'Feel/s an obligation to develop personal talents to the full' (minimum consensus 43%). In ISA terms this degree of split consensus

indicates a tension for the participants in relation to the right and left poles of the construct, as these were not considered to be mutually exclusive; some participants wrote that they wanted to endorse both poles, though in reality they opted for one pole.

The full IDEX 2 instrument entities and constructs are appended as Appendix 8. This illustrates the development of IDEX 2 entities and constructs based on ideas and themes from the interview transcripts, links to IDEX 1 in the re-development of constructs, and shows the application of key ISA requirements (e.g. MAs), a survey instrument complete with supporting references from the interviews and ISA requirements.

Unlike IDEX 1 (completed on paper) this IDEX 2 instrument was designed for computer-based completion; it was piloted with two individuals to assess clarity and the functioning of the computer programme, and no difficulties were found.

The IDEX2 identity instrument was administered in the researcher's own school with six volunteer participants; these individuals had responded to an email request for participants. The survey pack contained three documents as used in the first study – a biographical profile, an attitude inventory and the new IDEX 2 instrument. The participants were assured of anonymity and the ethical principles of beneficence, avoidance of malificence, informed consent, confidentiality and equal opportunity were taken into account.

Chapter 5 – Using Interviews to Identify Salient Constructs and Entities for the IDEX Instrument

To recap, the overall number of interviews conducted was nine, and each lasted approximately 50 minutes. The participants included three heads of department/education managers who held permanent management posts – these individuals are represented by the codes M, G and J; four senior lecturers coded T, J, C and D; and two lecturers coded S and A. Senior lecturers and lecturers are grouped as lecturers for ease of reporting. The interview guide consisted of 23 questions for the managers (M) and 22 questions for the lecturers (L) (Appendix 3). The questions addressed the same aspects of the staff development process for both groups of participants, except for questions 21(M) and 22(M) which were specifically focused on the managers: Q 21(M) was ‘How do you feel about staff development?’ and Q 22(M) ‘What, if any, personal staff development experiences have influenced your approach to managing staff development?’ Similarly Q 21(L) was devised specifically for the lecturers and asked ‘In relation to your development needs what authority/freedom do you have to act and pursue opportunities for staff development?’

5.1 Methods of analysis

The transcripts were subjected first to a rudimentary form of content analysis by the researcher reading, re-reading and organising themes, and then to the use of the SPSS text analysis computer software, to draw on both the insights of the researcher and the more mechanical identification of consistencies and contrasts afforded by the program.

5.2 Qualitative findings

The staff development concepts were considered in order to find a structure for reporting the findings. Cognitive mapping was determined to be an appropriate organising framework: basically a cognitive map is a graphical representation of the structure of knowledge focused on a topic or concept of interest. In the case of the maps created for this study, the relationship to the central concept (question) is found in the responses to several of the

interview questions; a one way link shows the manager/lecturer responses to the concept. The procedures for this approach can be found in Cassell and Symon (2004). Six questions from the interview schedule were identified as 'pivotal' and therefore provided a central theme for the map. The following questions were addressed to both managers and lecturers:

- Q2 What do you perceive to be staff development?
- Q3 Does your institution have a staff development policy? (Investors in People status).
- Q7 Who plans the staff development experience?
- Q11 What staff development activities appear to contribute most to increasing an individual's/your learning?
- Q14 What kind of preparation do you do for a staff development interview?
- Q20 If you could construct the ideal staff development process what would it look like?

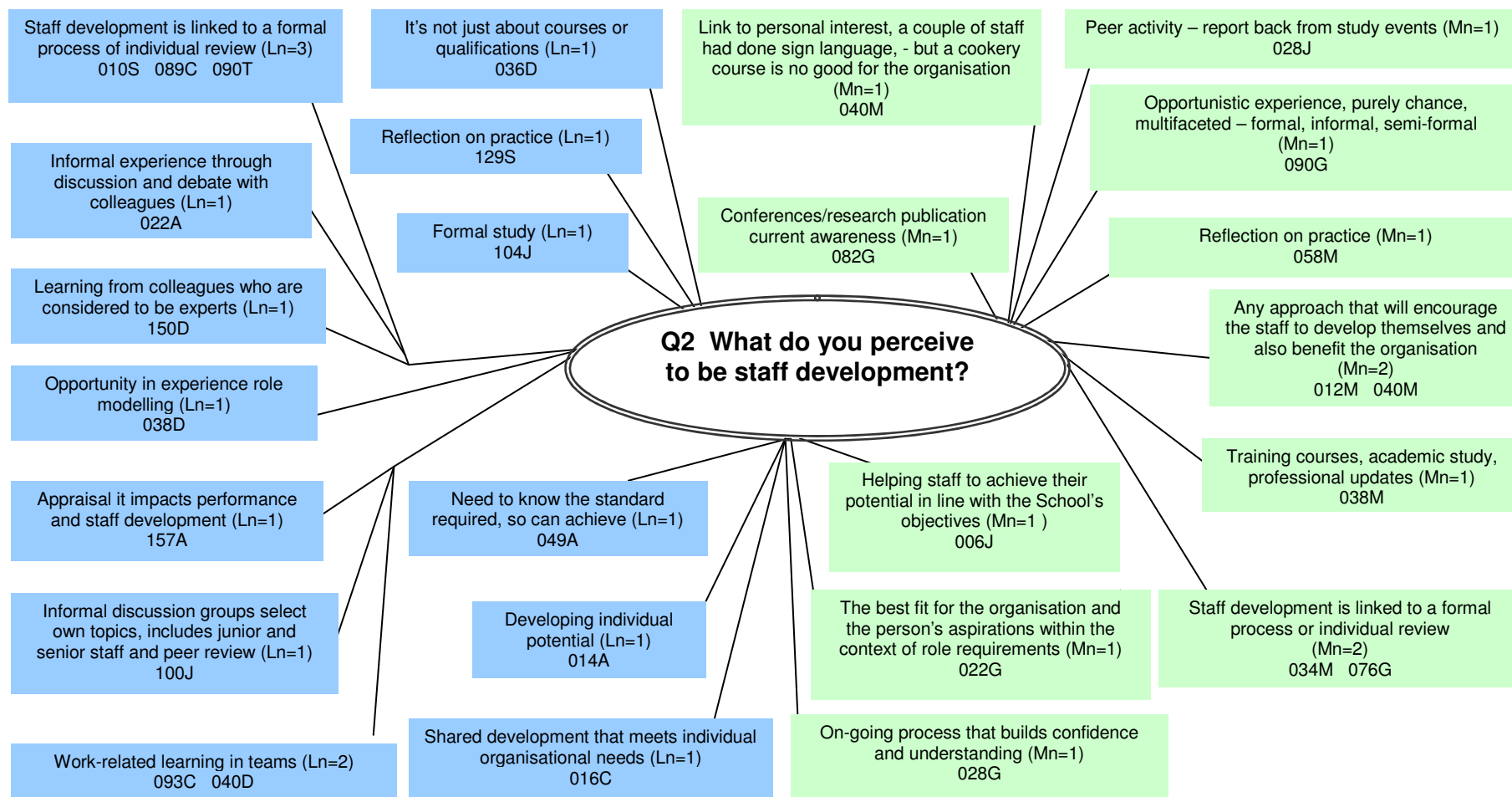
Six individual maps (included below) were constructed using Microsoft Word. The mapped responses retain the language and sense of the interviewee's points, and include the staff development 'significant' words used by the participants in their responses; some responses were distinctly individual and these reference only one participant, whilst some responses are referenced to more than one individual as these participants used the same staff development 'significant' words in their responses.

The interview findings are presented in the maps and detail the participants' responses to the pivotal questions and also to those questions identified from the interview schedule that had a relationship to the central 'theme'. The key to reading the maps is simple: for example Mn=1, 028J shows that one manager, participant 'J', made a response on line 028 of their interview

transcript that was significant to the pivotal question in the map; Ln=1 indicates one lecturer participant and is to be read likewise.

The outputs of the SPSS text analysis are presented as categories and terms, and the categories have been converted to bar charts; these charts are also presented in this section, after the presentation of the maps.

Map number one (Key: L = Lecturers M = Managers)

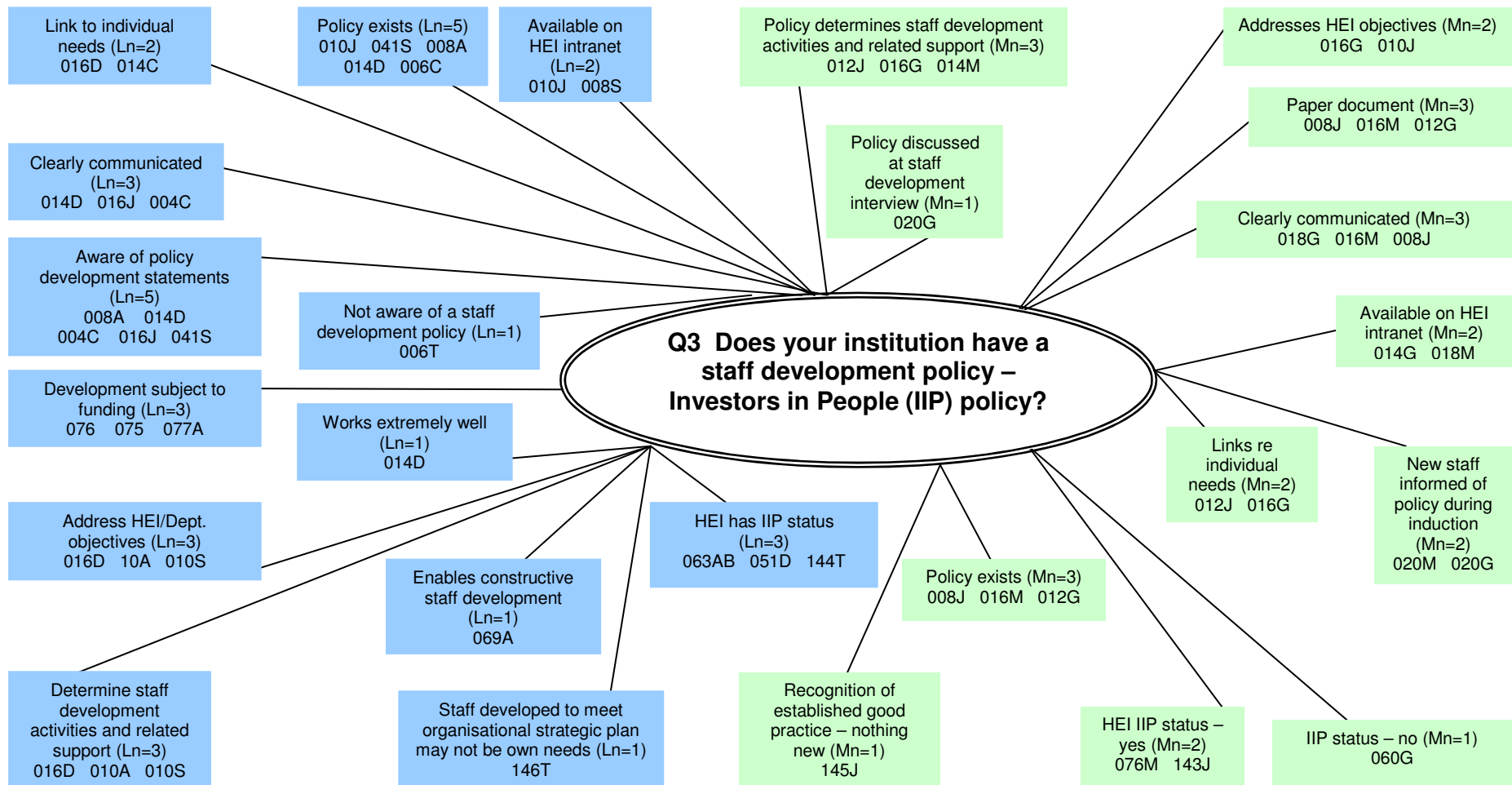


QM 2, 8, 12, 15 (see Appendix 3)

QL 2, 8, 12, 15 (see Appendix 3)

The map provides a synopsis of the full responses.

Map number two (Key: L = Lecturers M = Managers)

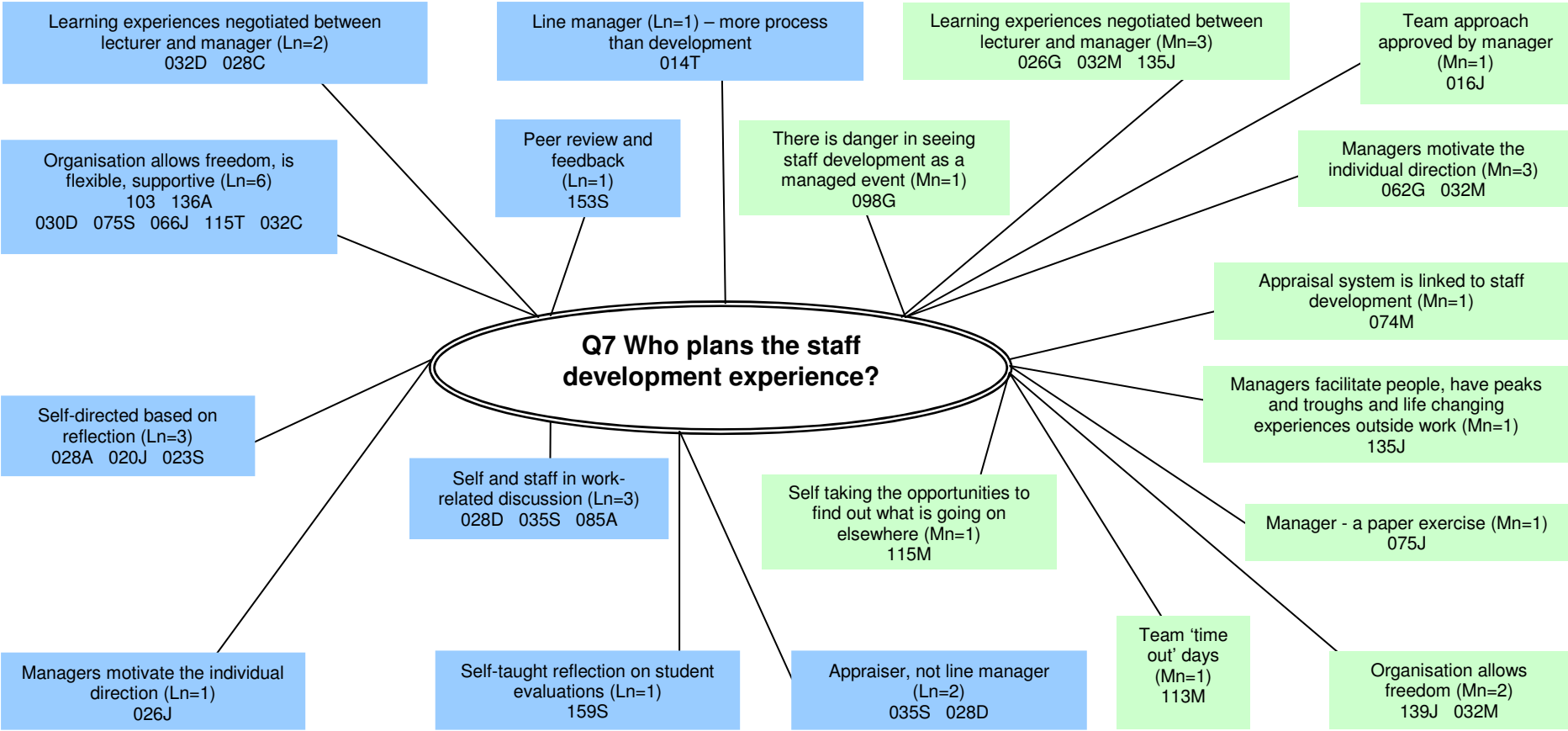


QM 3, 4, 5 (see Appendix 3)

QM 3, 4, 5 (see Appendix 3)

The map provides a synopsis of the full responses.

Map number three (Key: L = Lecturers M = Managers)

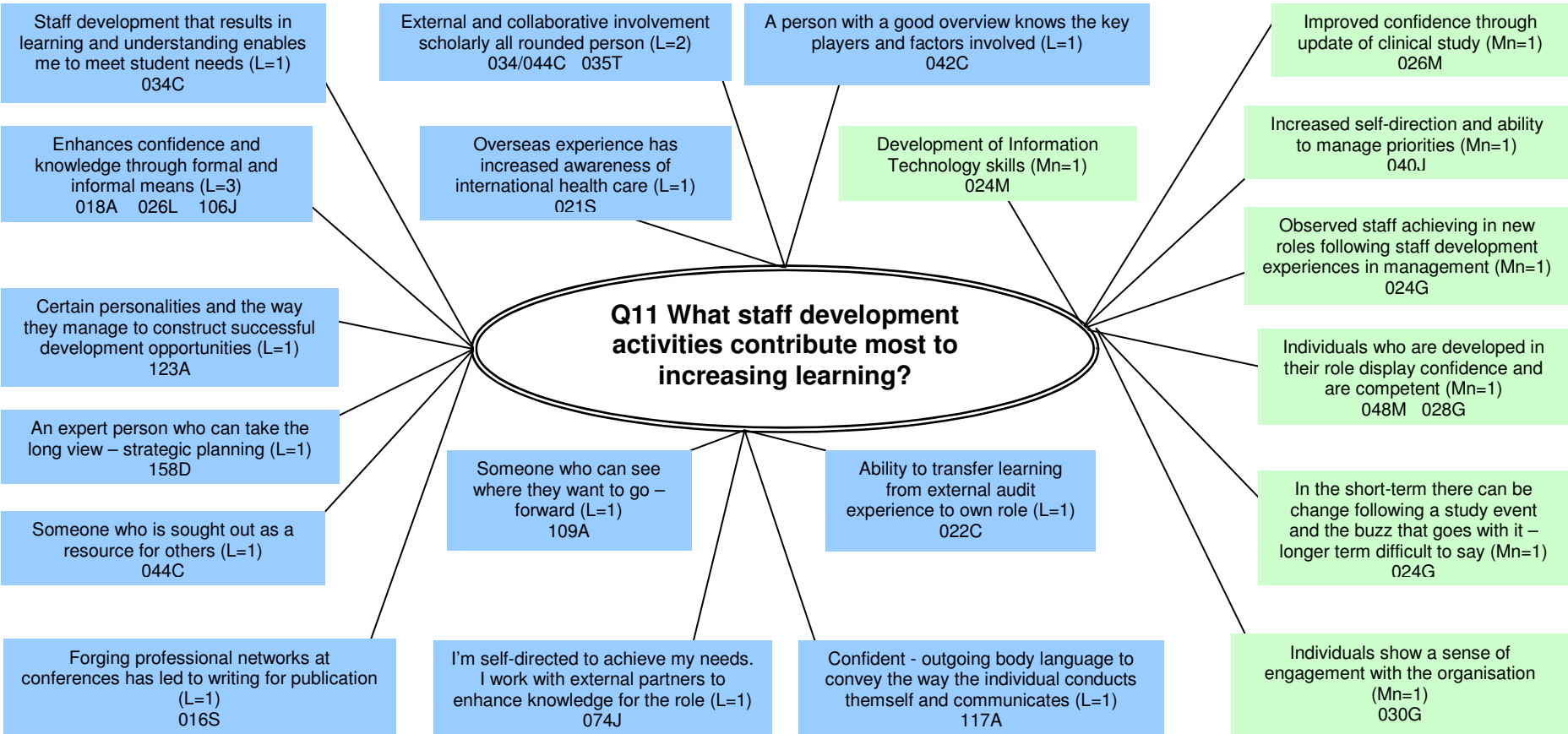


QM 7, 17, 23 (see Appendix 3)

QL 7, 16, 21, 22 (see Appendix 3)

The map provides a synopsis of the full responses.

Map number four (Key: L = Lecturers M = Managers)

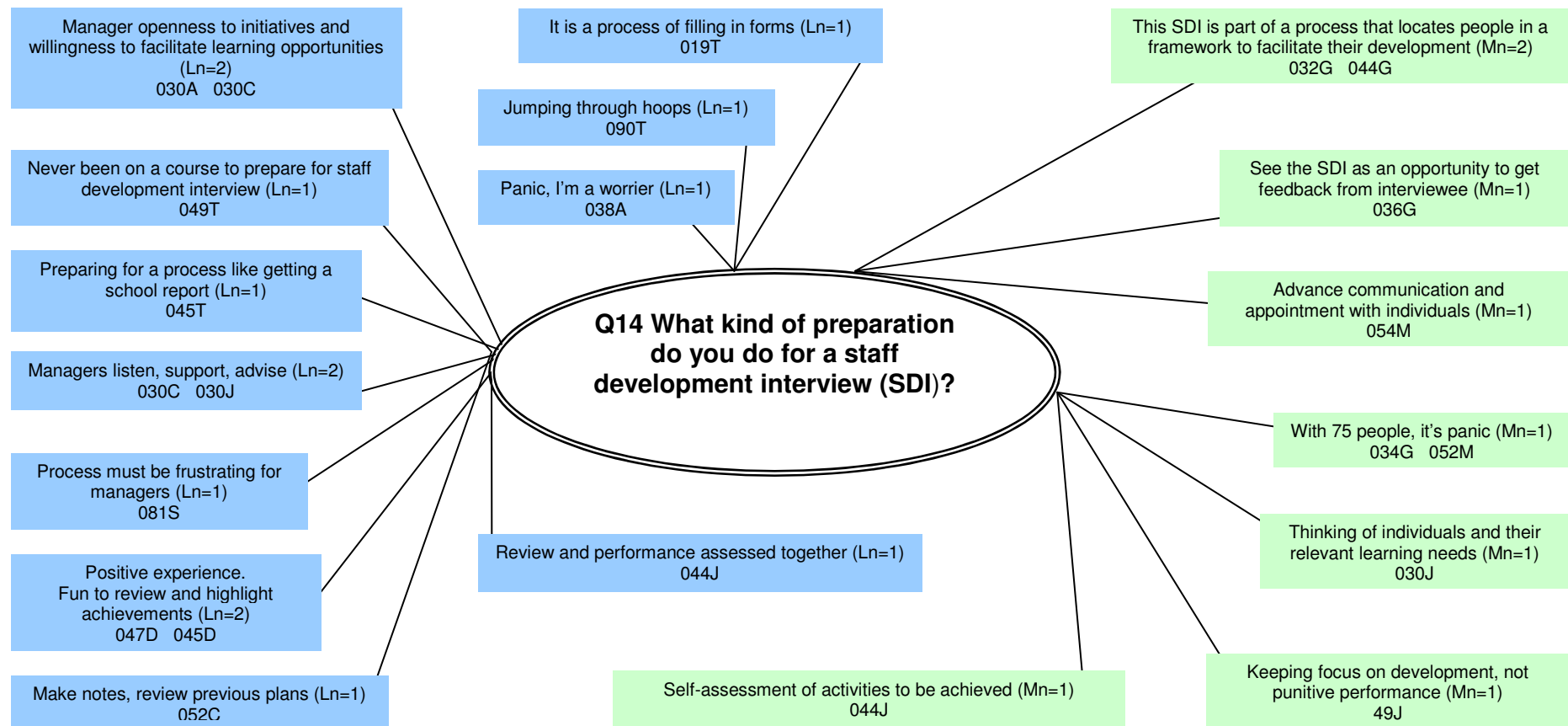


QM 6, 10, 11 (see Appendix 3)

QL 6, 10, 11 (see Appendix 3)

The map provides a synopsis of the full responses.

Map number five (Key: L = Lecturers M = Managers)

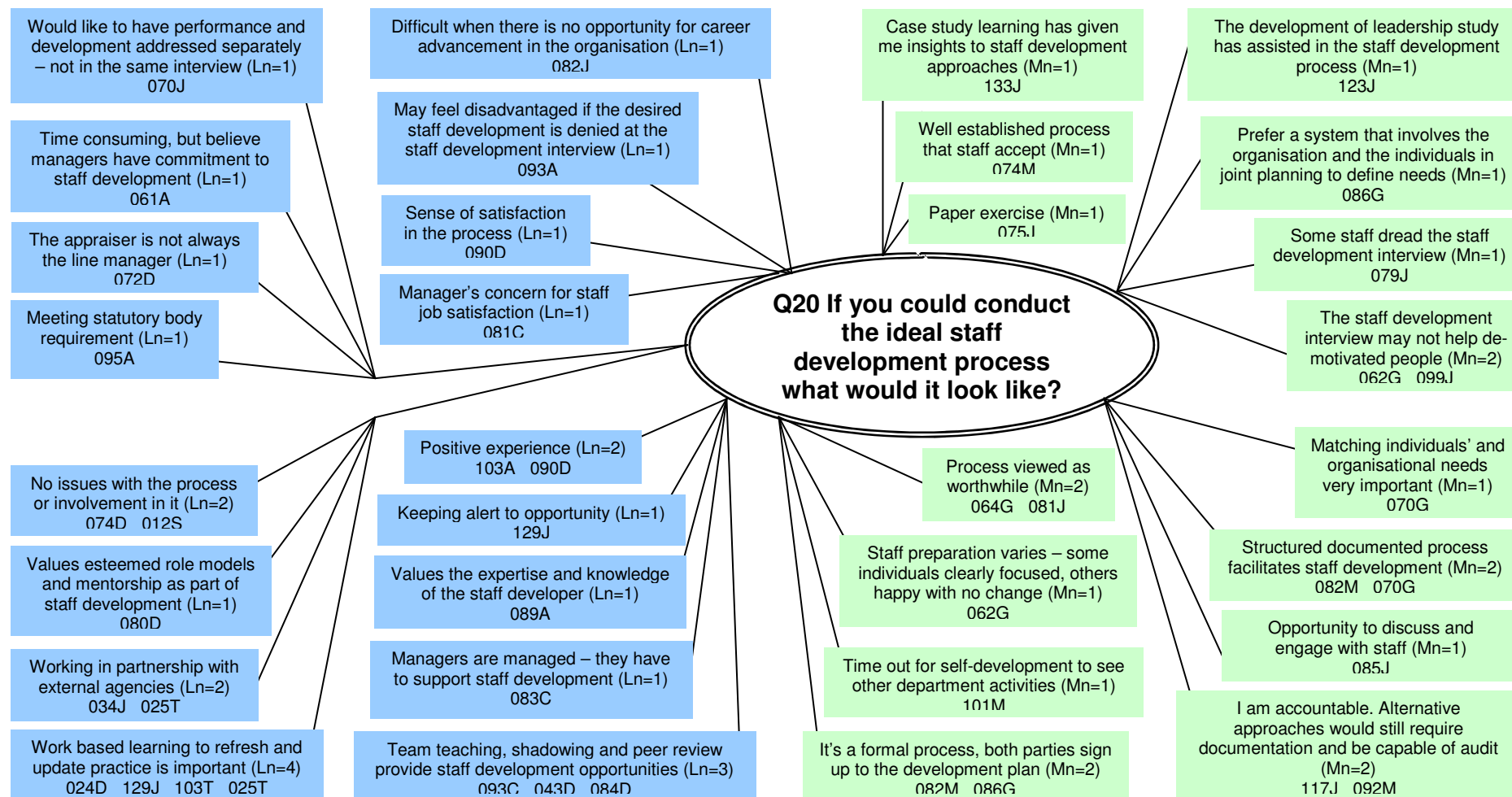


QM 9, 13, 14 (see Appendix 3)

QL 9, 13, 14 (see Appendix 3)

The map provides a synopsis of the full responses.

Map number six (Key: L = Lecturer M = Manager)



QM 17, 18, 19, 20 (see Appendix 3)

QL 17, 18, 19, 20 (see Appendix 3)

The map provides a synopsis of the full responses.

5.3 SPSS text analysis outputs

Categories are single words such as 'development'. A manager (034M, map 1) uses 'development' when describing staff development as linked to a formal process. A lecturer (089C, map 1) talks about development in the same context as the manager. The SPSS outputs show 15 concepts associated with the category 'development' for the managers and 25 concepts for the lecturers, examples of SPSS concepts and associated manager and lecturer responses are detailed as follows:

Concepts associated with managers include 'percentage uptake of development opportunities' (086G, map 6) and 'management development system' (119J); this latter concept is part of the participant's response to question 20; the researcher selected another concept from this participant's reply to this question (117J, map 6). Concepts associated with the lecturers include 'staff development interview' (093A, map 6) and 'practice development' (002C); this participant used the latter concepts to introduce himself and his role at the start of the interview.

5.4 SPSS bar charts

The bar charts show the categories associated with the managers and lecturers as individual groups and the categories associated with the two groups combined.

Number of responses by category - Manager Data

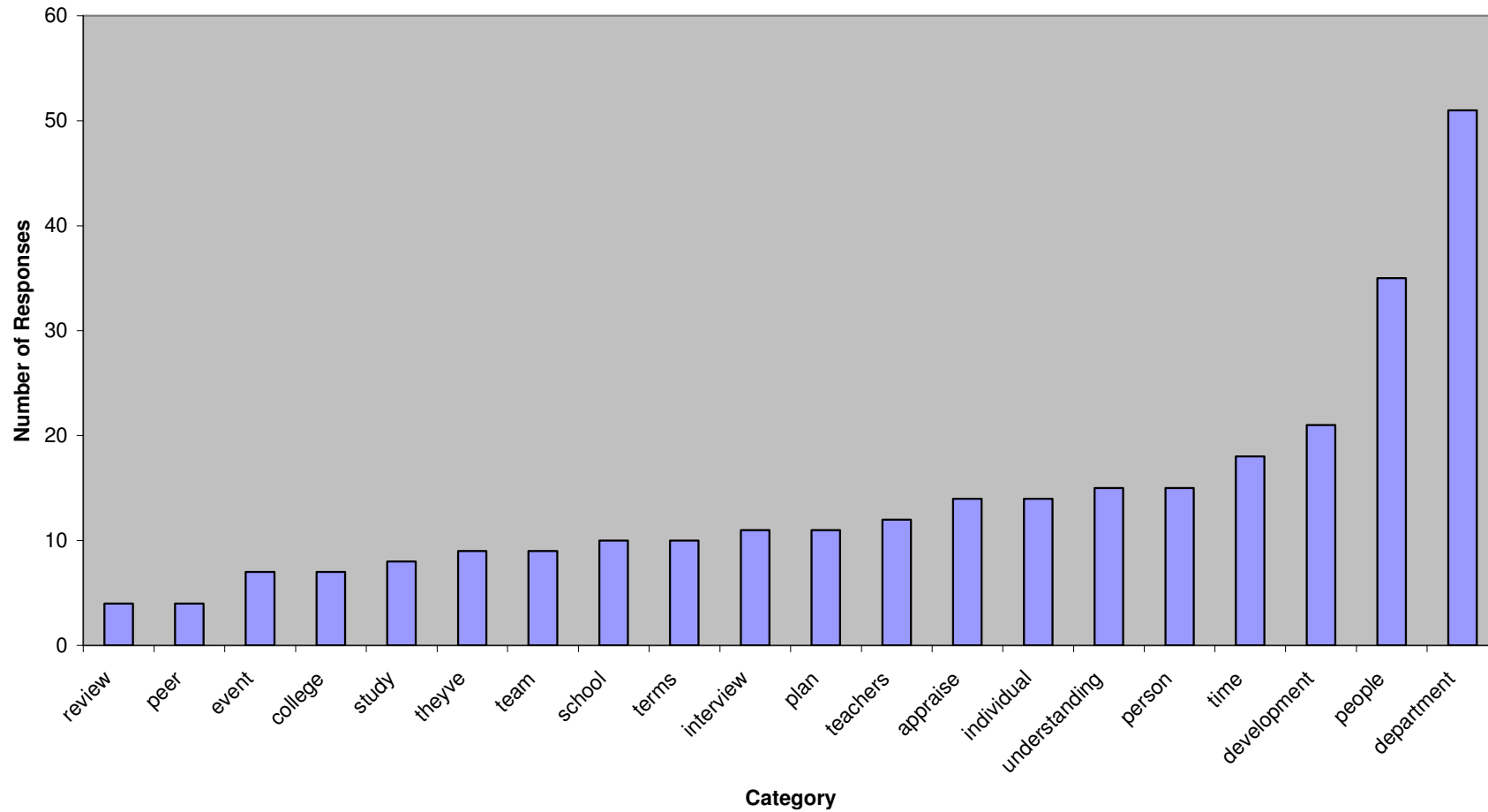


Figure 2: SPSS text analysis categories (managers)

Number of responses by category - Lecturer Data

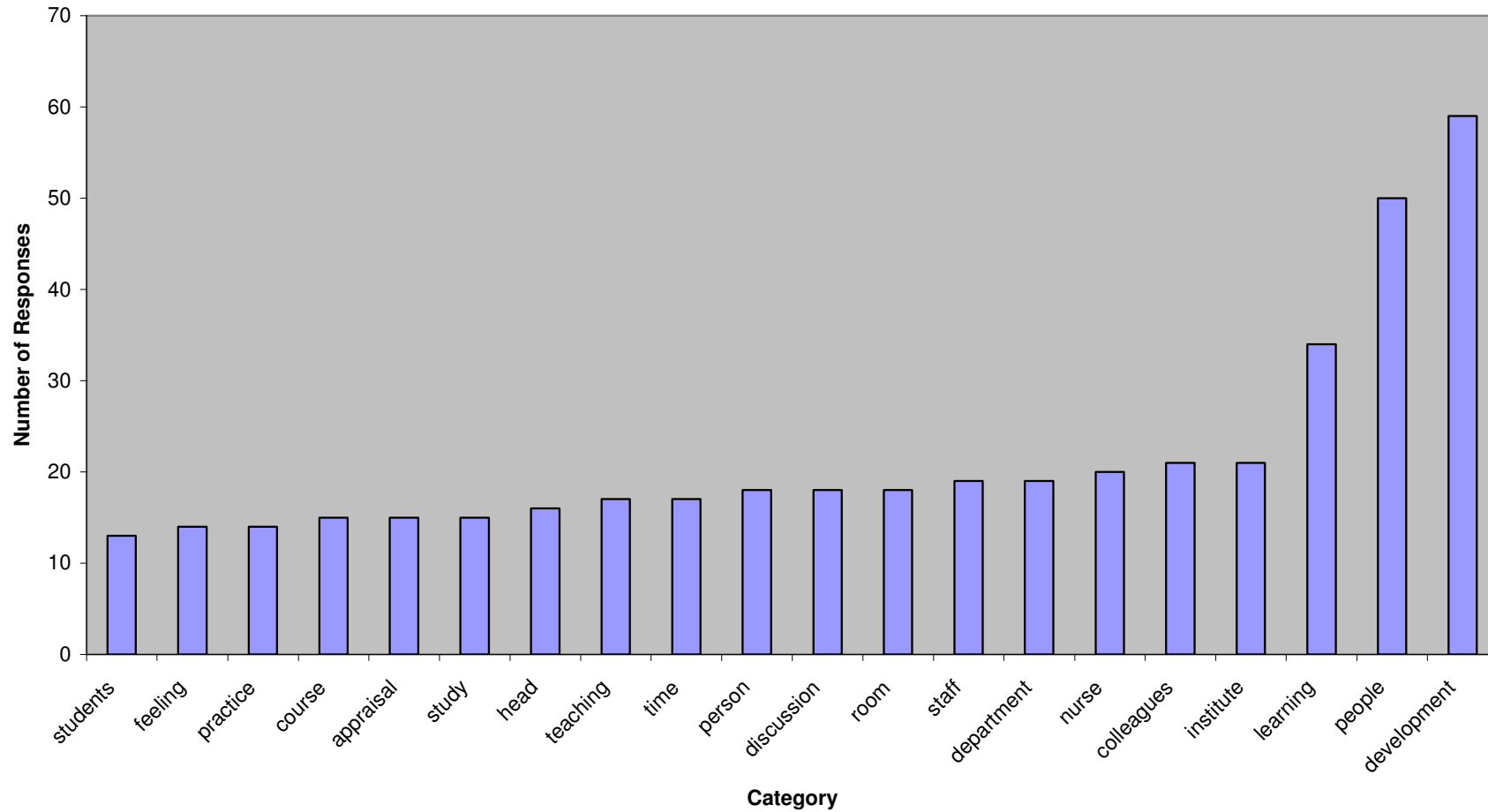


Figure 3: SPSS text analysis categories (lecturers)

Number of responses by category - Joint Data

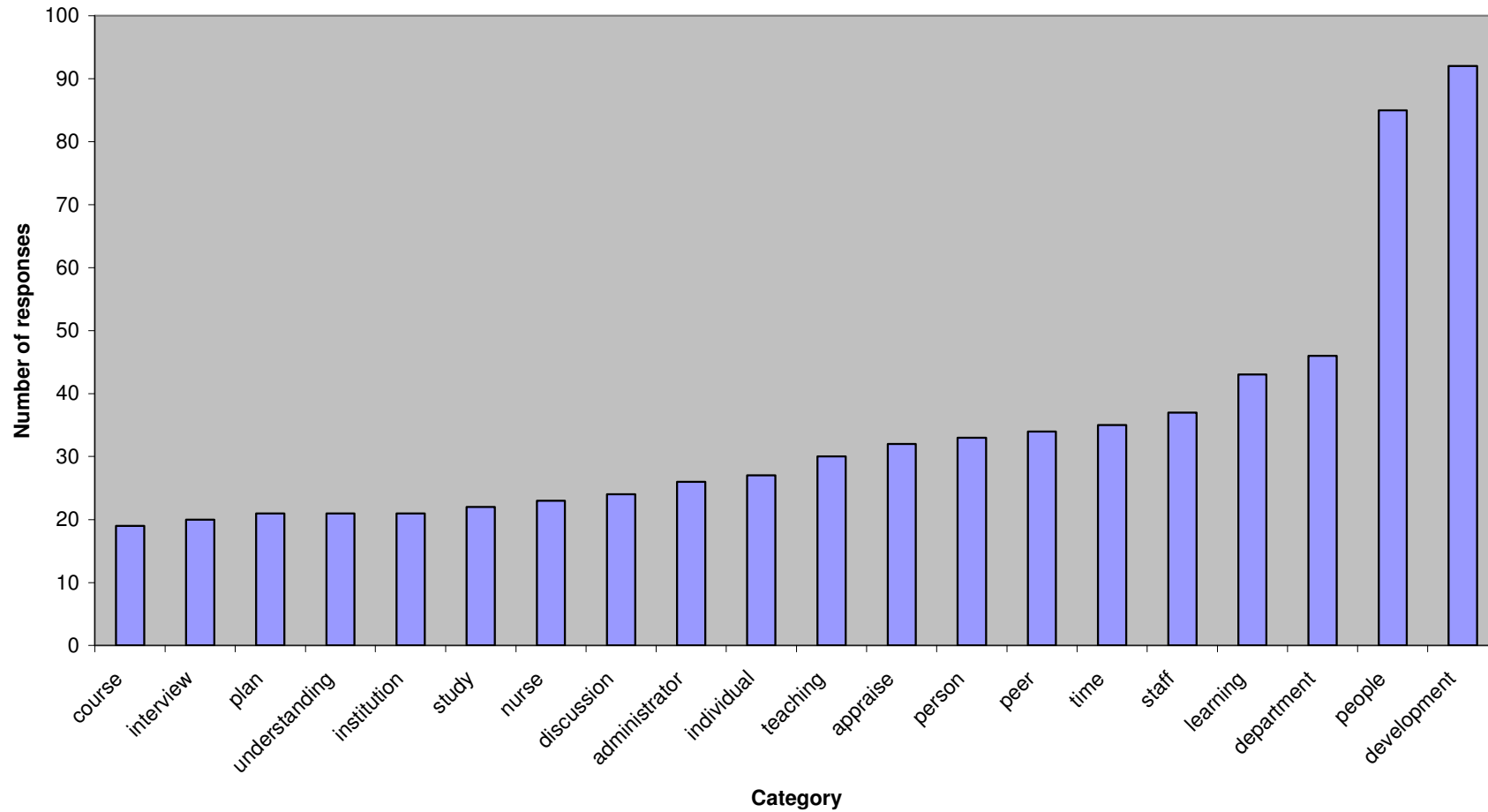


Figure 4: SPSS text analysis categories (joint data)

The presentation of the results highlights the shared discourse between the managers and lecturers. Comparisons and links between the manager and lecturer results will be discussed in the discussion section that now follows.

5.5 Discussion of the interview findings

The interviews were conducted face-to-face, and in order to establish a rapport with participants the researcher began by giving a general background to the study and the interview process. The interview proceeded with the researcher posing questions according to the interview guide. The interviewer was attentive to the participants both verbally and non-verbally. She aimed to be generally encouraging but was also steering the participants through the questions and picking up on responses linked to outstanding questions or interesting responses. The interviews explored the participants' constructions of staff development and its processes. The participants generally viewed staff development as a positive experience and overall they held a balanced view of the relationship between personal, professional and organisational needs in the staff development process. It became apparent when listening to the participants' fuller responses that six of the interview questions could be considered as 'pivotal' and could act as a focus for the presentation of the responses in the form of cognitive maps. The findings will be discussed in relation to each of the six cognitive maps and the SPSS text analysis as detailed in the results section.

5.5.1 What do you perceive to be staff development? (Map 1)

The first map had as its pivotal question 'What do you perceive to be staff development?' The managers defined staff development as a formal process linked to individual review, with outcomes designed to benefit the individual and the organisation. The diversity of approaches to learning is identified and includes peer review, reflection and opportunistic experience. Manager 006J describes 'Helping staff, to achieve potential that fits in with the School objectives' whilst manager 012M considers 'Any approach that will encourage the staff to develop themselves and also be to the benefit of the organisation,' and manager 022G states 'Two things, 1) the best fit for the

organisation and 2) the person's aspirations within the context of role requirements.'

The lecturers, in their definition, share the view of the managers in terms of development to meet individual and organisational needs. Both groups recognise the informal and formal approaches to staff development. Lecturer 036D states 'Staff development is not just about courses and qualifications' whilst lecturer 012D sees staff development as 'A formal process linked to appraisal' and lecturer 010S considers 'Staff development is individual review through a formal process.' Good practice in staff development in higher education lays stress on the development of the whole person, with an emphasis on the development of skills for lifelong learning and personal growth and fulfilment. The words 'staff development' are signifiers of something. The important thing is to understand the relationship between signifiers, the words 'staff development', and the signified, or concept or idea of staff development. Eraut (1994) makes a distinction between formal and informal, stating that formal educational events can be seen as 'continuing professional education' and that 'continuing professional development' refers to both formal and informal learning. Learning, therefore, is not dependent on formal instruction and can be considered to be situational and opportunistic. Berger and Luckmann (1967) emphasise the importance of learning through being socialised. They see this as an important concept for educators in the professions, since socialisation into an occupation is a major part of secondary socialisation. The manager and lecturer participants have a shared understanding of staff development with these theorists as they show concern for the nature of the learning process and the development of the whole person.

5.5.2 Does your institution have a staff development policy? (Investors in People (IIP) status)? (Map 2)

Both the managers and the lecturers share a common awareness of a staff development policy and its strategic intent. This pivotal question in relation to staff development policy is Question 3 in the interview schedule' for both

groups; further views on this topic were found in the responses to questions 4 and 5.

The managers in this study confirmed that their institution had a staff development policy which included performance appraisal and action planning for staff development. In a review of Higher Education in the United Kingdom, Dearing (1997, recommendation 47) came to the conclusion that universities would benefit from more focused, purposeful and sustained approaches to the development of their staff. Universities should consider whether to seek the Investors in People Award, a scheme developed by the government (1998, latest update 2004). Ellis and Hogard (1999) consider the application of IIP (investing in people) to universities and argue that a successful staff development policy will depend on the 'commitment of staff to the mission and objectives of the organisation; will have to be carefully planned to take account of the needs of the organisation and of the staff; will have to be implemented according to the plan and will need to be evaluated regularly to ensure it is meeting its objectives'.

Two of the managers worked in institutions with the IIP award. One of them believed that her staff saw IIP status as positive, and were proud of the achievement, stating 'We certainly have, and following a revisit we have been re-awarded [it]' (076M) and further 'Staff know the difference between appraisal and IIP' (078M). The other manager stated that her institution's approach to staff development was based on the principles of IIP and the assessment for the award did not require any special preparation or change: 'For the investors in people award we didn't do anything differently, we were able to say this is how we do it -there was actually nothing new' (145J). The managers were confident that the policy and its statements were effectively communicated to the staff; the following responses show the general approach to communication as being 'from the personnel department, published on the institution's intranet or through committee meeting' (018M) and 'as part of the induction process for new staff and reinforced at the annual staff development review' (020G).

A report by Davies (2002) on managing in higher education, explored the concept of valuing staff to enhance performance and found that IIP aroused mixed perceptions by colleagues in IIP and non-IIP recognised institutions; most views were skewed towards the neutral to negative, and the positive impact of IIP on the individual and collective performance of colleagues in HEIs did not seem to be discernable. Evidence from this study suggests that in the two HEIs with IIP status the staff views were positive in relation to IIP and the staff development process. The lecturing staff reported varying levels of awareness in relation to the staff development policy in their institution and, in the two higher education institutions that had the Investors in People award, the value of IIP did not seem to be clear to the lecturing staff, with comments again being neutral to negative. When discussing the staff development policy the lecturers state, 'I believe there is a staff development policy[,] it is well established in our particular department and we have an appraisal each year' (012D), whilst another lecturer (014T) expresses some lack of clarity on the existence of a policy; however when appraisal is identified with staff development, manager 006C confirms that 'there is clear documentation and objectives for organisational and individual needs', making a connection between IIP and paperwork whilst lecturers have a vision of development that extends beyond IIP.

Budgetary constraints influence staff development decisions when more than one person wishes to attend an event (067A); however if the event is in line with the organisation's needs, funding would be shared between individuals (075A). It appears that in relation to funding, the lecturer sees the lack of funds as not investing in people rather than recognising the ethos of IIP (077A); another takes a view that IIP should focus on personal development, empowering and inspiring people, instead of everything being focused on the organisational aims so people get the feeling that they are not doing anything that they really want to do (146T). The lecturers in this study did not attribute any of their staff development activities to their organisation's IIP status. Martin, Pate and Beaumont (2001) in their study found that employer investment in staff with the focus on 'education for all' sent a positive message to staff that they were 'their most valuable asset'.

5.5.3 Who plans the staff development experience? (Map 3)

The planning of staff development was addressed by question 7 in the interview schedule for both groups, with further views on planning found in the responses to questions 16, 21, and 22. The managers and lecturers held individual perspectives on the planning of staff development; the managers see themselves as facilitators, aided by the appraisal/staff development interview, to negotiate learning outcomes and to meet individual and organisational needs. The lecturers see the appraisal process as part of planning the staff development experience; they acknowledge the managers' facilitation and this may explain the view held by all the lecturers that they have freedom to act in pursuit of their own staff development. The managers 032M, 026G and 016J report that 'We actually link it with the lecturer's own personal requirements', 'There would be negotiation and agreement of a range of things', and 'Teams across the school are approved to work on development needs, in line with the school strategy'. Turner and Harkin (2003) found in their study that self-directed professional development is likely to have more sustained impact on student learning outcomes than development in which teachers are coerced.

The lecturers believe that 'The organisation allows them a fair bit of freedom to pursue what they want to. This freedom comes with an expectation that the staff member will disseminate information from the development event to colleagues' (103A), and 'You have to take ownership and share the information because everybody has the potential to benefit' (085A); another adds 'We have quite a bit of authority – management accept that you are a senior person[,] motivated[,] and so staff development is within that framework' (032C). Freedom to be self-directed is further evidenced by 066J who states 'Yes, so long as the development opportunities are discussed with the line manager and agreed for a specific purpose, reading days and work at home days for personal study are allowed'. The individual's freedom to take control of their development needs is important; if staff see staff development only acting in response to management demands, they will gain the impression that it is primarily a tool of management and not really

concerned with their needs. Martin (1999) talks of a shared vision, the main points including beginning with personal vision; developing a climate of creative tension; and stimulating commitment and enthusiasm which is considered to be much more effective than compliance, and providing time, tolerance and understanding. It may well be that the universities operate under conditions that are conducive to achieving a shared vision; however an exception might be in relation to the demands of the various agencies and funding bodies surrounding academic accountability and leading to a compliance culture. The managers, in their responses, recognise that the lecturing staff accept accountability and, therefore, they support them in having freedom to identify and meet their own staff development needs.

A crucial factor in the process of self-directed professional development is time. The study by Turner and Harkin (2003), addresses the issue of time as a requirement for engagement in professional development; they state that 'Without quality time, conscious, deliberate and appropriate development may not occur'. They recognise that practitioners under pressure lose opportunities for learning; cues can be missed or disregarded owing to the pressures of time, and opportunity to reflect on practice and achieve longer term learning is lost, due to the demands for rapid decision making. Wisdom (2006), and Csikszentmihalyi (1997) address the area of work satisfaction and the importance of a working lifetime of active, enjoyable and creative professional engagement and development. The managers show support for the lecturer's independence of mind in relation to their freedom to pursue staff development. One lecturer illustrates a bottom up approach: 'I plan it, I feel that I am driving my own development because of where I want to go, it's me that pushes my staff development' (028A); clearly the authority and freedom to act and pursue opportunities for staff development is confirmed by the lecturers.

5.5.4 What staff development activities contribute most to learning and the potential for behaviour change? (Map 4)

This was question 11 for both groups with the focus on staff development enhancing learning, and creating opportunity for behaviour change;

responses from questions 6 and 10 also informed this aspect. The managers relate their experiences of identifying and meeting staff development needs through the staff development interview, and describe the changes in an individual's behaviour as showing confidence, a sense of engagement with the organisation, the ability to prioritise and the acquisition of new skills.

A major difficulty with staff development in higher education is that many people want very many different things from it; part of the question here was to identify change associated with staff development. Brew (1995) in her work on the subject describes staff development as a dynamic growing scene and that by its very nature staff development transforms the people and the organisations that engage in it.

One manager states 'As an appraiser I was hearing frequent demands for information technology training, the appraisal process gave opportunity for staff to discuss their needs in relation to updating practice, I recognised the importance of staff development in relation to current practice and was able to facilitate learning to meet the needs of staff' (024-026M). This same manager also recognises that individuals need to find out the culture of the new organisation and get their bearings before they can function in a confident and competent manner (048M). Another manager sees staff development as an ongoing process, and that confidence in performance indicates that staff are having their development needs met: 'If people feel they are effectively engaged in what they're doing and they are able to do it well[,] then staff development is meeting their needs and if the development also meets with the requirements of the organisation then staff are able to be confident' (028-030G). Turner & Harkin (2003) consider teacher disposition a significant factor in professional development, when the teacher's willingness to engage in self-directed professional development and openness to constructive criticism on their practice creates the possibility for professional development.

The lecturers also identify confidence as an outcome of staff development. They give accounts of how the experience of staff development has enabled

them to transfer learning, forge networks and become more resourceful in developing partnership and collaborative working. The lecturers illustrate an awareness raised through staff development that involves strategic thinking and planning and engagement with key players integral to the organisation, nationally and internationally.

The lecturers show that individual resourcefulness and self-direction are central attributes in the achievement of staff development needs; they were able to relate their staff development experience to successful learning and behavioural change. Descriptions of staff development in its broadest sense are found in the lecturers responses: lecturer 018A describes staff development as enhancing confidence and increasing knowledge, while lecturer 150D describes successful staff development of a self-directed nature as recognising colleagues who are considered to be experts and spending time with them and observing their practice to inform self. The opportunity to share experiences is reported by Sandholtz (2002) as being most influential on teachers' work, particularly those experiences which provoke teachers to re-examine their approaches. One lecturer (106J) vividly described a learning experience following a conference attendance on organ donation. The learning outcome was that this lecturer became more focused on improving the quality of care for distressed and bereaved relatives as a result of hearing a relative's account of their experiences. The opportunity to influence education beyond one's own institution is seen as staff development by lecturer 022C who describes working as an assessor with the professional body.

The lecturers recognise that their managers' staff development style and activity is mostly facilitative. However lecturer 023T indicates a view of a bureaucratic organisational agenda which is not focused on personal needs. They believe that managers are 'driven to get appraisals done'. It is however recognised that managers are themselves managed (083C), as they frequently strive to do more with less; this is illustrated by Ellis and Hogard (1999) who highlight that demands on academic staff have increased dramatically with increased student numbers, dwindling resources, widening

access involving less able students, and the injunctions to use new technology to make teaching and learning more cost-effective. This view of eight years ago is still valid today.

The focus of staff development in the context of enabling behaviour change must first address the fact that teachers have spent many years preparing for their professional role and may resent the idea of being developed. It could be argued that academic staff do not need to be developed in the conventional sense since they are, by nature, highly motivated to pursue their subject through research and scholarship. To achieve successful behavioural change, D'Andrea and Gosling (2005) propose an approach to overcoming resistance to being developed by altering structural relationships and role definitions to de-personalise the developmental change, emphasising that it is not the person who needs changing, but the role relationships that they are playing within the institutional structures.

Development therefore is a process not necessarily linked to judgments or deficiencies, and development that is pro-active and not reactive has the potential to be innovative. Individuals can more easily make changes that are structurally innovative, rather than make changes to remedy a problem in themselves; because the process is less threatening, improvement and enhancement should be seen as needed and desirable. Development processes are integral to the lecturers' roles and not a remedial process of staff development or policy objective.

Self-directed professional development is likely to have a more sustained impact on learning outcomes than development in which teachers are coerced to participate. This approach can still meet organisational needs if clear objectives are set in the staff development action plan, when self-direction gives freedom to determine the time, place and approach to meeting development needs.

Whatever factors make up the staff development process, important outcomes are staff achievement from the experience and the ability to make

principled decisions to enhance learning; the lecturers in this study were able to relate their staff development experience to successful learning and behavioural change.

5.5.5 What kind of preparation do you do for a staff development interview (SDI)? (Map 5)

This was question 14 on the interview schedule for both groups; responses to questions 9 and 13 were also relevant. The managers were asked to describe how they prepared themselves to engage with staff in the staff development interview; they viewed preparation in terms of self and the lecturer. Self-preparation included reflection on what achievements were required, and thoughts regarding the individual's learning needs and how to facilitate the learning.

This approach to preparation suggests a level of sensitivity to individuals and concern for outcomes; 052M states 'I reflect on the nature of the process, I don't want it to be seen as a management tool for staff development, more an opportunity to benefit the organisation and the individual'. Rogers (1969), in his principles of learning, recognises the role of facilitator as one who enables the learner to achieve their aims; the managers, in their responses, take a facilitative approach to meeting the needs of both the individual and the organisation in the staff development process.

Manager 034G sees the workload requirement, stating 'It's panic with 75 staff to review, staff can opt for peer review but they tend to chose their manager as the manager can facilitate opportunities and funding'; this manager sees the benefits as 'One of the few occasions that I can sit with the staff and engage with them on their development needs and at the same time get feedback on my own role and the department support for the staff[,] it is a positive experience'. 049J prefers a timely approach to addressing performance as the issues may be old at the time of appraisal and have an adverse effect on the appraisal process.

The lecturers describe a variety of feelings associated with preparation for their staff development interview. 036A states 'I start panicking'; this lecturer recognised that preparation and organisation for the interview was important, stating that her natural disposition is to be a worrier, whereas 045D considers the staff development interview as a positive experience and a chance to review achievements and to present these to the appraiser.

Two lecturers indicate some concerns about how they have found the staff development interview process: 044J reports that the review is both performance and development related, but they would prefer the staff development and performance review processes to be separate. 045-49T views the staff development interview process as a school report, and confirms that they have received no preparation programme for the appraisee role in the process. This lecturer has been in post for three years and had addressed the lack of preparatory training, only to be told by the appraiser to 'write it on your form'.

Lecturer 052C describes their preparation as writing brief notes to append to the previous staff development interview; they believe the process is undertaken with a commitment to staff with the lecturer and manager signing to agree the shared objectives. The views of the lecturers are mixed in the descriptions of their preparation for the staff development interview, from a school report to jumping through hoops (090T), to finding it 'fun' to review and highlight achievements; less happy is lecturer 093A who expresses an element of disquiet in their experience of resource allocation based on management decisions. However there is a degree of empathy for the managers; as lecturer 081S recognises, the process must be frustrating for them. Burgoyne (1988), representing a holistic view of management learning, expresses a view that care needs to be taken to ensure that the managerial tasks and roles undertaken by individuals offer sufficient scope for the development of relevant skills, knowledge and attitudes. Attention also needs to be paid by institutions to the kinds of developmental support they can and should make available to individuals. The process of preparation must

therefore begin with the recognition that each person has learning needs and brings knowledge and resources to the staff development process.

5.5.6 If you could conduct the ideal staff development processes, what would they look like? (Map 6)

This was question 20 on the interview schedule for both groups; views on this topic were also to found in the responses to questions 17, 18 and 19. The managers saw the staff development process as a service that exists to help the achievement of the organisations' goals through the development of its staff. Brew (1995) relates to her own experiences as a head of a school and viewed staff development as a devolved and diverse notion, a conception that makes it difficult to see where its boundaries end and all the rest of the normal functioning of the university begins.

The discussion around alternative approaches included the following responses: 064G felt 'I think you can sort of divide staff into two categories; there is some staff that use the interview very effectively, and have a very clear understanding with ideas about the where they want to be and really drive the process along, other staff are happy with their lot and enjoy the opportunity to just to talk about what they are doing.' Manager 092M would 'Still have a documented format, that included reflection on previous year and planning for the year ahead'. Manager 070G considers a peer focused approach involving the school staff in face-to-face discussion, however 'Without time to reflect on needs the discussions would be variable, and the system should still determine development plans that meet the needs of the individual and the organisation'. The three managers 072G, 113J and 82M are united in their commitment to a formal staff development interview: 072G considers that it is 'lazy to say to staff put down your development needs for next year and turn up and talk about them, they would all much rather have a system that had both the organisation and individual work together towards identifying the needs to be met'., whilst managers 113J and 82M believe that 'accountability is important, records should be kept, the formal process removes an ad hoc approach and shows commitment', and the information on learning needs will inform in-house development events that will enable

staff to work to their potential (085J). On the other hand this same manager 099J states that a disadvantage for the individual might be that they lack motivation, and have not achieved their development objectives, therefore they dread the interview (079J); however the manager sees positive benefits in a mid year review to pick up on staff who need encouragement, and they go on to say that they work with an open door policy so anyone can come in and bounce off ideas if they want to.

The managers generally seem to favour a degree of formality in the staff development process; however they do see themselves as facilitators of staff development as they assist and enable the process. The lecturers' views support the managers; it appears that conversations take place between the two groups that enable a systematic and constructive approach to staff development.

The lecturers are supportive of their managers and their investment in staff development. 103A comments that 'The organisation allows us a fair bit of freedom to pursue what we want to pursue, whether it allows financial support is another issue, but generally I have to say that the organisation is very supportive towards my staff development, maybe that's because I have always chosen relevant events'. This view is also supported by 090D who states that they have been very fortunate, maybe I don't ask for things that are out of this world but, I've not been refused anything.'

The lecturers suggested alternative approaches to their staff development other than through the interview, such as learning from someone like a role model or through mentorship. 080, 084D and 093C suggest an approach to learning through team teaching and inviting colleagues to participate. A study by Turner & Harkin (2003) identified *collegiality* as an approach to professional development; they reported that teachers who have the opportunity to meet together and share experiences and views can help each other to reflect on their teaching and to make appropriate changes. This sounding board process of development can stimulate the development process. The lecturers are very much aware of the statutory requirement to

keep abreast of professional developments, and use the staff development interview to identify and achieve support for their post-registration education and professional practice needs (PREPP). This is highlighted by lecturer 095A who states 'I think having the interview makes you bring your staff development to the forefront and to consider it, as nurses we have to acknowledge PREPP and statutory requirements to maintain registration'. Lecturer 024D describes the experience of returning to practice to update clinical skills in relation to retaining practice credibility and inform teaching. In the experience of lecturer 012S the staff development process has enabled her to take control and identify courses and study events.

Lecturer 103T describes a staff development event undertaken to meet the institution's needs which was also personally useful: 'I did the advanced paediatric life support when I first came here because I recognised that the organisation required staff with these skills, I also found it useful'. It appears that the lecturers enjoy in-house team approaches and collaborative working with clinical partners as part of their development. Lecturer 025T illustrates engagement in collaborative work with clinical practitioners as being personally developmental and enhancing their learning and teaching. Overall the lecturers see the staff development interview as a sounding board (089A), providing an opportunity to discuss needs; however it appears that a good level of self-direction exists: lecturer 129J states 'I enjoy looking at subjects in my own specialities because it develops me and it also develops the people I teach'.

Two of the lecturers, whilst not stating a preferred alternative approach to the staff development interview, did it make clear what they didn't want. Lecturer 070J works in an institution that combines performance reviews with the staff development interview, and this lecturer would like to see the two processes separate as they could then set staff development objectives following reflection on performance outcomes. Lecturer 093A sees a disadvantage in the interview when the development plan does not go in their desired direction, particularly when performance needs and development needs are addressed together. Lecturer 083C does not suggest any alternative

approach, instead they show support for the managers by recognising that the manager has a service to provide and a job to do as they also have managers keeping a critical eye on their performance.

Given the chance to determine a staff development process, the managers and lecturers show no cherished standpoint on staff development. Thornton and McEntee (1998) describe self as a living laboratory of learning, and the approaches and experiences outlined show that both groups have a regard for a development culture that has its emphasis on the sharing of knowledge and maximising staff empowerment in the decision making process. Overall in their responses the managers show that they have concern for meeting the needs of both the individual and the organisation in the staff development process. Brew (1995) quite simply describes staff development as concerned with helping people to grow within the organisation in which they are employed.

5.6 The interview statements and their relationship to the attitude inventory

A range of attitude statements, covering positive and negative aspects in relation to staff development, were generated by higher education nurse education managers and lecturers, and fourteen of these statements were used to form the attitude inventory. A review of the attitude statements against the interview transcripts confirmed that the participants held views that were similar in concept to six out of fourteen attitude statements. Overall, the interviews revealed predominantly positive views.

5.6.1 Attitude statements

1. 'Staff development can be off putting if I haven't accomplished my goals'; manager 099J states that individuals may dread the staff development interview if they haven't achieved their objectives.
6. 'I have yet to experience a useful staff development interview'; lecturer 045T describes the process as 'a school report' and later in the interview this same lecturer 090T describes staff development as 'jumping through hoops'.

7. 'Staff development is a positive event'; manager 076M views the IIP approach to staff development as a positive event.
10. 'Most people can benefit from staff development'; lecturer 146T in relation to statement 10 feels that IIP is more about the organisation's aims than the individual's needs, therefore most but not all people benefit.
11. 'Staff development can be a motivational tool'; manager 032M confirms that staff development activities are actively linked to the lecturers' own personal requirements through negotiation and agreement. Lecturer 018J states 'I plan it; I feel that I am driving my own development'.
12. 'Staff development can be life enhancing'; in relation to confidence manager 028-30G describes staff as confident as a result of learning, and lecturer 018A confirms the view that staff development enhances confidence and knowledge.

5.7 The development of the customised Identity Exploration instrument (IDEX)

As described in the chapter on design and methods, the interviews were an exploratory stage to the research. The transcripts of the interviews and text analysis were used to inform the development of entities and constructs for the IDEX instrument. In fact the transcripts of the interviews and the content and thematic analysis proved more fruitful in this regard than the Statistical Package for Social Sciences (SPSS) text analysis. The latter proved to be a rather mechanistic process of counting the occurrence of individual words. A more sophisticated analysis looking at phrases and sequential dependencies was not considered necessary for this material, due to there being a small number of interviews and only one interviewer. Whilst the incidence of particular words was broadly consistent with the content analysis it did not, on this occasion, add anything to it.

5.7.1 IDEX identity instrument

The standardised identity instrument to be used for identity exploration is, firstly, unique in that it is tailored particularly to the topic and the target group; and, secondly, it is amenable to analysis in terms of the unique manner in which the individual and the groups use the constructs for construing the staff development process. The discourse and semantics of the 'entity/construct' combinations constitute an essential feature of an ISA identity instrument.

An instrument consisting of seventeen entities and seventeen constructs was devised with the aim of elucidating relevant processes that have particular significance for a person's identity in relation to the study of staff development. Certain facets of self are mandatory in the compilation of parameters of identity e.g. me, as I would like to be, an ideal self. These, along with mandatory anchors for procedural checks such as disliked person and admired person were included. (see Appendix 5a).

5.7.2 Entities derived from the transcript data

E01 A professional who is confident.

E06 A staff member fully aware of the staff development policy.

E07 A female academic in higher education.

E09 A male academic in higher education.

E10 The person who conducts staff development interviews.

E11 An academic who believes their accomplishments can be traced to staff development.

E14 Someone I admire (role models were given as examples by participants).

E16 An academic who is a member of an ethnic minority group.

E12 Someone who avoids staff development (this was considered an area of identity to explore in the wider survey, as no areas of avoidance were found in the transcripts).

5.7.3 **Constructs formulated from the interview transcripts and text analysis**

The bi-polar constructs have two contrasting discourses – the nature of the contrast is meaningful as opposed to negating and the meaning of the construct is understood by reference to both discourses.

In the development of constructs it has to be stated that the fundamental defining characteristic of identity is the continuing of oneself experiencing self and a social world and the cueing into biographical experiences, past and present. Constructs were written to address these experiences. The full range of constructs addressing staff development is shown in the instrument (Appendix 5a). The examples here show how verbal expressions in the interviews support the development of constructs.

Construct 2 left pole – believe/s that staff development enables them to fulfil their potential (manager 006J and lecturer 144T), and on the *right pole* – believe/s staff development needs to be addition to the job (manager 028-030G and lecturers 150D, 022C).

Construct 3 left pole – believe/s that staff development is broadly enriching for the individuals (manager 016G, and lecturer 019-023T), and on the *right pole* – believe/s that the staff development interview is there to meet procedural requirements for the organisation (manager 018M and lecturer 006C).

It has already been acknowledged, in the review of the literature on staff development, that varying conceptualisations of essentially the same thing exist. Frazer (2001) describes the terms ‘academic’, ‘educational’ and ‘professional’ as being much the same with staff development being seen as a more generic term. Each term is used interchangeably depending on the

context and could involve any staff at any time. The managers and lecturers in this study are in agreement that staff development is a process that helps staff develop their potential through a variety of means – formal, informal, reflection, peer activity and essentially encouragement to be active participants in their own professional growth, a point reinforced by the views of lecturer 032C. The overall emphasis as perceived by the participants in the interviews is that staff development develops an individual's capabilities, whether this development is to serve individual, professional or organisational needs.

Chapter 6 – Attitudes to Staff Development in Higher Education

6.1 Introduction to attitude development

The word 'attitude' is derived from the Latin word *aptus*, which means 'fit and ready for action'. In psychology, attitudes are conceived as an overall organising system for human behaviour; and are consistent with the notion of planned behaviour which integrates cognitions, feelings and action potential. Within this framework the immediate determinant of any behaviour is the individual's intention to perform the behaviour which, in turn, is a function of attitude towards the behaviour and of perceived social pressure (a subjective norm). As an individual develops cognitions, feelings and action tendencies with respect to the various objects in their world, these become organised into enduring systems called attitudes (Himmelfarb and Eagly 1974).

An attitude is generally defined as a learned predisposition to respond in a consistently favourable or unfavourable manner with respect to a given object, person or concept (Ajzen 1988, Fishbein & Ajzen 1975, Oppenheim 1992). To achieve an adequate understanding of the nature of attitude, one distinction that has been repeatedly proposed is the well-established trilogy of affect, cognition and conation; these components can be expressed verbally or non-verbally. Affective or emotional components refer to a person's feelings towards an evaluation of some object, issue or event. Cognition or cognitive components denote the individual's knowledge, opinion, beliefs and thoughts about the object; non-verbal expressions of these components are reflected through physiological reactions, including facial expressions. Conation, commonly known as behavioural or action tendency component, refers to expressions of behavioural intentions or inclinations, with the non-verbal response expressed through overt behaviours towards the object (Ajzen 1988, Fishbein & Ajzen 1975, Kent 1996, Oppenheim 1992).

Central to the formation of individuals' attitudes with regard to some object, action or event are the individuals' beliefs, generally determined by a learning process to achieve a valued state; for example individuals learn to like or

develop favourable attitudes towards objects they associate with 'good' things, and unfavourable feelings exist towards 'bad' things. An attitude therefore is acquired when an individual makes association with objects, attributes, or qualities towards which they already have attitudes. Oppenheim (1992) noted the attitudes of an individual usually tend to lie dormant, until expressed through the mediums of speech or behaviour when the focus of the attitude is perceived or encountered. Values are held to be more abstract constructs of a higher order than attitudes, and represent an enduring belief that a particular behaviour is preferable to its opposite on a personal or social level. Therefore, values are viewed as being more permanent and resistant to change than attitudes, and may have either a direct or indirect influence on an individual's attitude. Values are therefore determinants of attitudes, while a specific attitude can be influenced or caused by many differing values (Dowds 2003). Attitudes can be held by individuals with differing levels of depth, intensity and with lesser or greater vehemence. Also, some attitudes can be seen to be more all embracing and general than others, underpinned by more specific beliefs and attitudes, and predisposing the individual to react in certain ways to future experiences.

Attitudes are not seen as absolute predictors of behaviour, although they are generally held to indicate behavioural intents. The consistency of attitudes and behaviour is addressed in studies by Festinger (1957), Hovland, Rosenberg, McGuire, Abelson and Brehm (1960), Hovland and Sherif (1961), Insko (1967), and Insko and Schopler (1967). Festinger's (1957) theory of cognitive dissonance makes use of ideas about conflict, decision making and the changes that follow decisions. The basic assumptions of the theory are that when individuals acted inconsistently, or their beliefs conflicted, they experienced a drive to reduce the resulting dissonance by changing their attitudes or modifying their behaviour. The studies of Hovland (1960, 1961) and Insko (1967a, 1967b) on the analysis of attitude change illustrated the significance of persuasive communication and attitude change, addressing such variables as source credibility, presentation of the message and the form of the communication content. Insko's studies can be summarised by the question: who says what by what means to whom?

These experimental investigations using the persuasion process demonstrate links with learning theory for understanding attitude change. Ajzen (1988) holds the view that there are occasions when individuals do not act consistently with their attitude, and concluded it was clear that a particular attitude was by no means the single cause of any particular behaviour. However, he considered that subsequent research, carried out since the 1960s studies and working on the principles of aggregation of observations across situations and actions, demonstrated that it was possible to show consistency of behaviour and obtain accurate general predictions of behaviour from verbal attitudes.

Ajzen (1988) developed the theory of planned behaviour from Fishbein and Ajzen's (1975) theory of reasoned action, to account for the link between behaviour and attitudes. Ajzen's theory of planned behaviour suggests that behaviour can be predicted from behavioural intention that is influenced by three main factors: these are the person's attitude to the behaviour itself, the subjective norms about the behaviour, and the person's perceived control to carry out the behaviour. Central to the theory is the notion that an individual will have the intention to carry out the behaviour in question. Ajzen (1988) stated that the first two factors were the same as those in the theory of reasoned action, but that the novel antecedent of intention in his subsequent theory was the degree of perceived behavioural control. This factor concerned the perceived ease or difficulty of carrying out any behaviour, reflecting past experiences as well as anticipated obstacles.

Other research into attitudes has concerned the modification of attitudes. For example, Kruglanski (1989) identified that some individuals, with more rigid and authoritarian views, see the world in clear-cut categories and thus find it difficult to deal with uncertainty and new ideas. However, such individuals may be very susceptible to those whom they hold in high regard. Other individuals, however, actively seek information and are prepared to accept inconsistency and doubt, rather than be certain but wrong.

The effects of social influence on behaviour and attitudes have not been overlooked. Jones and Gerard (1967) considered that social influence derives from the fact that individuals depend on each other, and that there are two types of dependency: first, effect dependency in which the influenced actions had an effect, with the influence delineating the norms for the behaviour and exerting normative influence; and secondly, information dependency, where the other person influences another by providing information relevant to the situation.

Kelman (1961) proposed that there are three different types of social influence: the processes of compliance, identification and internalisation. The notion of compliance is that outward behaviour is changed in the direction required by another who controls the punishment/rewards. This conformity may be conscious or unconscious, and depends on the power of the rewarder/punisher. Identification refers to a situation in which the individual changes behaviour in the desired direction because the influencer represents an entity with which the individual positively identifies. The power of the influencer in this instance is referred to as referent power; that is the extent to which they are regarded as a reference point or standard for the behaviour. The process of internalisation is thought to entail a relatively enduring change of behaviour, being underpinned by the individual's belief that the change is right and valid. The influencer in this case is regarded as creditable and believed to be trustworthy and expert.

Whilst attitudes are hypothetical constructs and thus not directly observable, there is a long-standing tradition of attempts to measure attitude indirectly. This can be done by observing behaviour and inferring attitudes from it, or by interviewing participants and asking them directly about their attitudes. Within the psychometric tradition an important area of work has been the measurement of attitudes through questionnaires known as attitude inventories. For this work I wanted to develop such an inventory to measure attitudes to staff development. The devising of the inventory is described in the *Design and Methods* chapter.

6.2 The Marriss Attitude to Staff Development in Higher Education (MASDHE) inventory

6.2.1 Results

An attitude inventory - the Marriss Attitude to Staff Development in Higher Education (MASDHE) - was developed *ab initio* to measure the valence of the participants' attitudes towards staff development in higher education, ranging from negative to positive. This inventory was completed by three populations of volunteers – an institutional survey group (n=93), an internet survey group (n=57) and individual cases (n=6).

The institutional (93) survey group and the individual cases (6) were all nurse education lecturers, based in higher education institutions. The internet survey group (57), who were self-selected, ranged across the disciplines present in higher education. The internet survey was developed to elicit responses from a wider group of higher education academics, whose results would provide a comparative context for those from the lecturers in nursing. The internet survey attracted 57 participants of whom 15 were lecturers in nursing and 42 were non-nurse academics in higher education, therefore two groups of participants make up the results:

| | | |
|---|----------------------|--------|
| 1 | Non-nurse academics | N = 42 |
| 2 | Nurse/lecturers | N = 15 |
| 3 | Total internet group | N = 57 |

The attitude inventory consisted of fourteen statements, arrived at by the process described in the *Design and Methods* chapter, with score values ranging from 1.17 at the low negative end to 6.08 at the high positive end. The participants were invited to tick the number of statements with which they agreed. The scale values of the ticked items were then summed and a mean score derived by dividing this sum by the number of items selected. This mean (average) scale value then constituted the participant's score on the inventory. The results are presented in separate tables for each group.

Table 3: Institutional attitude survey: ranges

| | Total | Score Range | High Q'ile | Mid High Q'ile | Mid Low Q'ile | Low Q'ile |
|--------|-------|-------------|-------------|----------------|---------------|-------------|
| Survey | 93 | 5.96 - 2.31 | 5.96 - 5.44 | 5.43 - 5.23 | 5.23 - 4.90 | 4.83 - 2.31 |

Table 4: Institutional attitude survey: descriptive statistics

| | | Statistic | Std. Error |
|----------------------------------|-------------|-----------|------------|
| Mean | | 5.0739 | .06848 |
| 95% Confidence Interval for Mean | Lower Bound | 4.9379 | |
| | Upper Bound | 5.2099 | |
| 5% Trimmed Mean | | 5.1328 | |
| Median | | 5.2300 | |
| Variance | | .436 | |
| Std. Deviation | | .66037 | |
| Minimum | | 2.31 | |
| Maximum | | 5.96 | |
| Range | | 3.65 | |
| Interquartile Range | | .57 | |
| Skewness | | -1.571 | .250 |
| Kurtosis | | 3.340 | .495 |

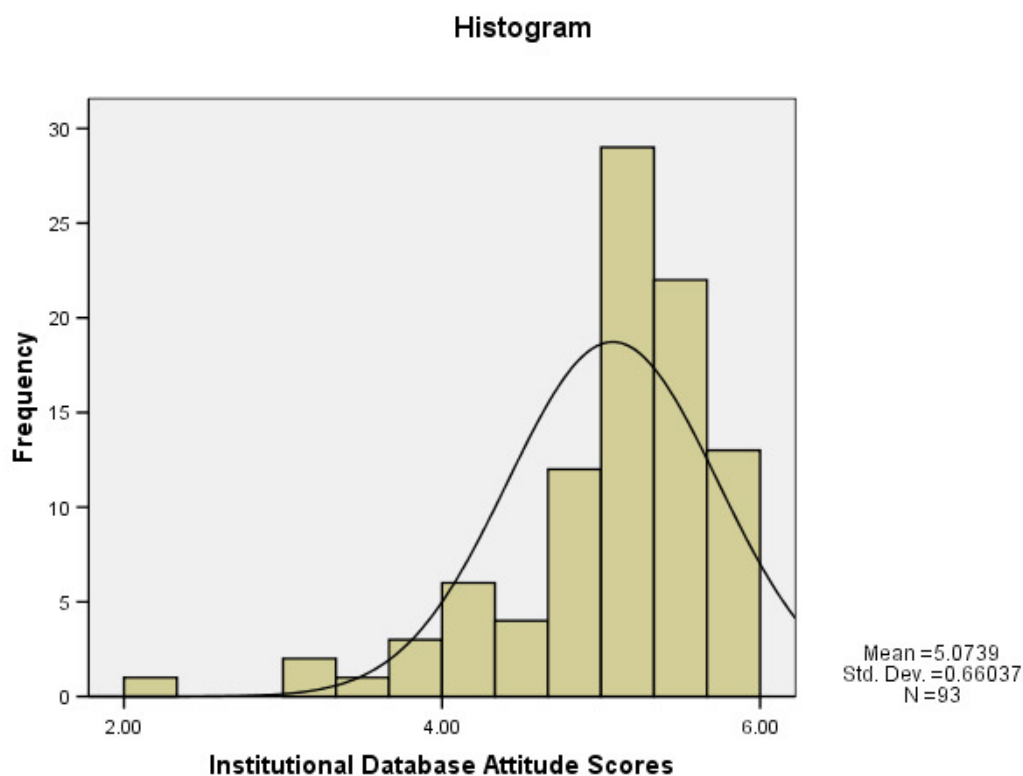
The very narrow 95% confidence interval for the mean (4.938 – 5.210) indicates the sample mean is an accurate estimator of the population mean. The high negative value for the skewness statistic indicates a large number of responses are greater than the mean. This is a significant value as the absolute skewness value (1.571) is greater than two times the standard error (0.250). The high positive value for kurtosis suggests a leptokurtic distribution. The distribution has a very tall shape. Again this statistic is significant, with a value of 3.340 and a standard error of 0.495.

Table 5: Tests of normality: Kolmogorov-Smirnov

| | Statistic | df | Sig. |
|--|-----------|----|------|
| Institutional Database Attitude Scores | .149 | 93 | .000 |

The Kolmogorov-Smirnov test of normality indicates that the data is not Normally distributed (p=0.000).

Figure 5: Histogram: Institutional database attitude scores



Internet attitude results

The total participants in the internet survey (N=57) consisted of 42 non-nurse higher education academics and 15 nurse participants.

Table 6: Internet attitude survey: ranges

| Internet Survey | Total | Score Range | High Q'ile | Mid High Q'ile | Mid Low Q'ile | Low Q'ile |
|--|-------|-------------|-------------|----------------|---------------|-------------|
| Group 1 All participants | 57 | 5.96 - 1.67 | 5.96 - 5.43 | 5.43 - 5.19 | 5.18 - 4.85 | 4.83 - 1.67 |
| Group 2 Non-nurse academics | 42 | 5.96 - 2.61 | 5.96 - 5.43 | 5.4 - 5.24 | 5.18 - 4.83 | 4.81 - 2.61 |
| Group 3 Nurse lecturers | 15 | 5.88 - 1.67 | 5.88 - 5.50 | 5.45 - 5.19 | 5.09 - 4.93 | 4.39 - 1.67 |

Table 7: Internet attitude survey: descriptive statistics

| | | Statistic | Std. Error |
|----------------------------------|-------------|-----------|------------|
| Mean | | 4.9346 | .12136 |
| 95% Confidence Interval for Mean | Lower Bound | 4.6914 | |
| | Upper Bound | 5.1777 | |
| 5% Trimmed Mean | | 5.0269 | |
| Median | | 5.2400 | |
| Variance | | .840 | |
| Std. Deviation | | .91625 | |
| Minimum | | 1.67 | |
| Maximum | | 5.96 | |
| Range | | 4.29 | |
| Interquartile Range | | .61 | |
| Skewness | | -1.868 | .316 |
| Kurtosis | | 3.238 | .623 |

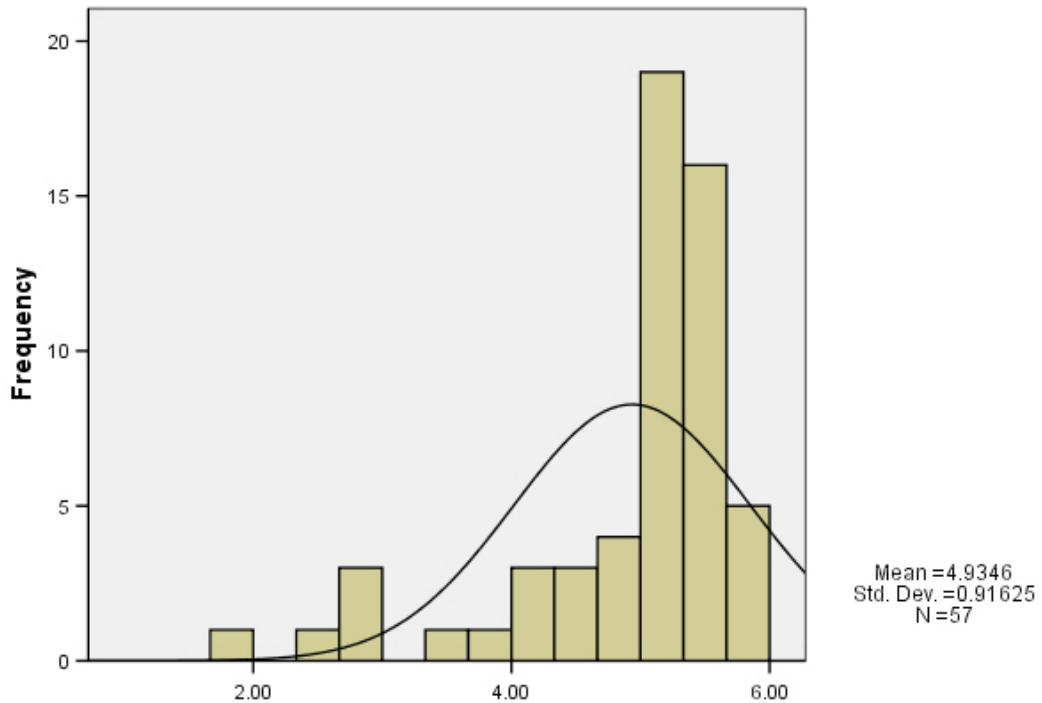
The narrow 95% confidence interval for the mean (4.6914 – 5.1777) indicates the sample mean is an accurate estimator of the population mean. The high negative value for the skewness statistic indicates a large number of responses are greater than the mean. This is a significant value as the absolute skewness value (1.868) is greater than two times the standard error (0.316). The high positive value for kurtosis suggests a leptokurtic distribution. The distribution has a very tall shape. Again this statistic is significant, with a value of 3.238 and a standard error of 0.623.

Table 8: Tests of normality: Kolmogorov-Smirnov

| | Statistic | df | Sig. |
|---------------------------------|-----------|----|------|
| Internet Attitude Survey Scores | .239 | 57 | .000 |

The Kolmogorov-Smirnov test of normality indicates that the data is not Normally distributed ($p=0.000$).

Figure 6: Histogram: Internet survey attitude scores



The histogram also confirms the conclusions about skewness and kurtosis, with a bias towards high values in the distribution and a 'tall' distribution around the mean. The chart also shows a large part of the sample distribution is outside the estimated normal distribution, indicating the likelihood that the data is not normally distributed.

Table 9: Individual cases' attitude score

| Cases | Total | Score |
|-------|-------|-------|
| J | 1 | 5.40 |
| C | 1 | 5.40 |
| A | 1 | 5.10 |
| L | 1 | 4.90 |
| A | 1 | 4.90 |
| P | 1 | 4.60 |

6.2.2 Discussion of the attitude inventory results

The attitude inventory was validated through the process of generation and scaling of items. Ideally it would be administered to a representative sample of HE academics known to cover a range of positive and negative attitudes to staff development. Such a standardisation was beyond the scope of this study, although it would make a worthwhile project in itself.

Ideally the scores from a standardisation sample of this kind would conform to a normal distribution. However, in this case the distribution of scores for the two larger populations are broadly similar and both show a skew towards positive scores, as is illustrated graphically in the histograms. These skewed distributions are explicable in terms of the populations whose volunteering and self-selection might be expected to be associated with a positive attitude towards the topic of staff development.

None of the participants scored the maximum score value of 6.08 or the lowest score value of 1.17. However, such scores would be highly unlikely since they would be achieved only if the participant ticked a single item and that the one with the highest or lowest scale value. Both the institutional survey and the internet survey have the same high value score of 5.96, but with the internet participants having a lower low attitude score at 1.67 than the institutional participants at 2.31. This might be explicable in terms of the survey attracting some participants motivated by a less positive attitude towards staff development.

6.2.3 Comparison of institutional group with internet group

The participants in the institutional survey were all lecturers (using the term generically) in nursing. The participants in the internet survey ranged across the disciplines in higher education and therefore provide something of a context for the nursing sample. The mean score for the nursing lecturers was 5.0739 whereas the mean for the internet participants was 4.9346. Whilst this is not a large difference, it does suggest that the nursing lecturers who responded to the institution survey were somewhat more positive towards staff development than those drawn from a wider range of disciplines who

responded to the internet survey. However it could be argued that since all the participants were self-selecting they might be positively inclined towards staff development. This is a more convincing theory than the idea that participants might choose to participate in order to demonstrate their antagonism to staff development. The standard deviation for the nurse lecturers was .66037 whereas that for the internet group was .91625. This demonstrates a wider range of attitudes from the wider sample and suggests a certain relative homogeneity in the nursing group.

The six individual cases generated slightly lower high value scores than the survey participants, the highest individual score being 5.40; their scores overall had a short range, the lowest being 4.60.

The mean score responses for the surveys show that the institutional survey participants have a higher mean score at 5.07 than the total internet participants who have a mean score of 4.93; the six individual cases grouped show a slightly lower mean than the institutional survey and slightly higher than the internet survey participants at 5.05. This might be explicable in terms of the volunteer characteristics of the survey lecturers in nursing but, interestingly, is contradicted by the lower scores of the nurses in the internet sample.

6.2.4 The internet survey group

The internet survey group were sought in the wider field of higher education to provide a comparator for the survey sample of nurse lecturers only. 42 non-nursing individuals chose to complete the inventory and submit their results. A comparison of results shows that the non-nurse participants in the internet survey and the nurse participants in the institutional survey generate almost the same upper quartile range of high attitude scores, 5.96 – 5.43 and 5.96 – 5.44 respectively. The non-nurse academics in the internet survey have a lowest score of 2.61, which is higher than nurse participants in the institutional survey at 2.31 and the nurses in the internet survey are the most negative at 1.67. However, as stated above, the overall trend for the majority of the participants is towards the high to mid high attitude score. As a

comparator group, the internet non-nurses generate the same high attitude value as the survey nurses (5.96), and have slightly less low negative attitude value at 2.61 than the survey nurses at 2.31. It is also notable that the internet nurses hold the most negative attitude value in the range (1.67). This is lower than values found for the internet non-nurse academics, the institutional survey participants and the six individual cases.

The high and low quartiles, i.e. those particularly favourable and those particularly unfavourable toward staff development, of the institutional survey attitude scores have been subjected to comparisons with a variety of ISA results, and are reported in detail in the next chapter.

Chapter 7 – Nomothetic Study

7.1 Introduction

In this chapter I describe and discuss the results of a survey of lecturers in nursing in six higher education institutions. 96 lecturers/managers returned a survey package that consisted of a biographical data sheet, a Marriss Attitude to Staff Development in Higher Education Inventory (MASDHE) and an IDEX instrument that I have called IDEX 1 to distinguish it from the extended instrument (IDEX 2) employed in the idiographic study described in the next chapter. Of the 96 participants in the IDEX 1 survey, 50 females and 22 males ticked the gender box and completed the survey pack, 24 participants did not state their gender and therefore were not included in the study sample.

Completion of the IDEX instrument requires participants to make 289 judgments, applying 17 constructs to 17 entities. The constructs and entities were chosen by the researcher, for both their salience to staff development and their consistency with the requirements of the identity exploration instrument. Each judgment requires the participant to apply a particular construct to a particular entity using a nine-point scale. The IDEX software stores these responses and then carries out a number of calculations using formulae derived from the Identity Structure Analysis theoretical structure as explained in the Design and Methods chapter. As a consequence of these calculations, scores and indicators are given for a number of ISA indices of identity. These include an 'indicator' for the use made of each construct. This indicator is termed in the ISA framework as the structural pressure on the construct. Structural pressure is defined as the overall strength of the excess of compatibilities over incompatibilities between the evaluative connotations of attributions one makes to each entity by way of the one construct and one's overall evaluation of each entity. (Weinreich 1980, 1986a, 1988).

For the purposes of this analysis I have concentrated on the constructs with the highest structural pressure and hence significance, and those with the lowest pressure and hence least significance (including any negative or

conflicted SPs). However, consideration is also given to the less evaluatively salient constructs with moderate structural pressures. These measures give a valuable insight into the cognitive – affective consistency of construal in the worldview of the participants.

ISA indices of identity give indicators of the way in which the participant values and identifies with the range of entities included in the instrument. These indices include the following: *ego-involvement with entities, evaluation of entities, idealistic identification, contra-identification, empathetic identification, conflicts in identifications and global classification of identity variants*, which in its turn represents an integration of self-evaluation and identity diffusion against self entities, and finally *structural pressure/emotional significance on a construct*. Definitions of these identity indices are given in the earlier sections relating to ISA and IDEX; for ease of reference the definitions (Weinreich 1980, 1986a, 1988) are repeated in Appendix 1.

For each ISA identity index/parameter of identity, consideration is given to the highest weighted identification and the least weighted identification. Conventionally the top five are chosen for discussion, but it is possible that the fifth in order is no higher in weighting than the sixth or seventh, in which case the cut off would be at the fourth highest. At the low weighting end, consideration will be given to the lowest five; again, where the fifth lowest is no lower than the sixth or seventh, the cut off will be at the fourth lowest.

7.2 Nomothetic profiles and comparisons

Taken together the quantified parameters of identity structure constitute a detailed and complex profile of the participant's world view in a particular context, in this case staff development as a nursing lecturer or manager in higher education. The profile may be considered idiographically concentrating on the unique profile of an individual, or nomothetically examining the profile of a group of participants. In this chapter the emphasis is on nomothetic analyses, just as the next chapter concentrates on two individual idiographic studies.

In this chapter four groups are profiled namely, males, females, low attitude and high attitude reflecting a view of the researcher that gender and attitudes to staff development will be significant causal or related factors in determining worldviews of identity and staff development. Issues of putative causality are complex and inconclusive. At this stage it was hypothesised that the gender of a lecturer in nursing in higher education might have a significant influence on their evaluation of, and identification with, significant others, aspects of themselves and organisational elements, and that the constructs they used to make sense of these entities would be used in a distinctive gender-related fashion. Participants identified their gender in their biographical responses to the survey package.

As described in an earlier chapter, an attitude inventory – the Marriss Attitude to Staff Development in Higher Education – has been developed for this study. Completion of the inventory yields a score indicative of the relative positive/negative valence of the participants' attitudes to staff development. It would be hypothesised that those with high/positive attitudes might have different IDEX profiles from those with low attitudes. High/positive and low/negative groups regarding attitudes to staff development were identified through the individual scores on the MASDHE that they completed. Those in the top quartile of scores were identified as the high/positive group and those in the lowest quartile as the low/negative group. These are, of course, relative terms within the population who completed the inventory. On the basis of these four groupings, the remainder of this chapter describes IDEX profiles for each group and selected comparisons between groups.

7.3 Nomothetic study: IDEX 1 results

The results for the 50 female and 22 male participants are now reported and discussed.

7.3.1 Ego-involvement

Ego-involvement is defined as one's overall responsiveness to the other in terms of the extensiveness both in quantity and strength of the attributes one construes the other as possessing. Ego-involvement, therefore, reveals

which significant others have a greater impact on the males and females, whether positive or negative. This identity parameter's full informative potential is realised when interpreted in conjunction with other indices such as empathetic identification, and identification conflict with another.

Table 10: Ego-involvement – males

| Most ego-involved Males | | Range 0.00 – 5.00 |
|--------------------------------|---|------------------------------|
| E17 | Me as I would like to be | 4.55 |
| E01 | A professional who is confident | 4.03 |
| E02 | Me as myself | 4.01 |
| E03 | Me as I was five years ago | 3.92 |
| E11 | An academic who believes their accomplishments can be traced to Staff Development | 3.87 |

Table 11: Ego-involvement – females

| Most ego-involved Females | | Range 0.00 – 5.00 |
|----------------------------------|---|------------------------------|
| E17 | Me as I would like to be | 4.22 |
| E02 | Me as myself | 3.88 |
| E08 | Me at work | 3.80 |
| E01 | A professional who is confident | 3.72 |
| E11 | An academic who believes their accomplishments can be traced to Staff Development | 3.69 |

Ego-involvement reveals which significant others have greater or lesser 'impact'. E17 'Me as I would like to be' is an ideal self, and this shows a very high degree of ego-involvement for the males (4.55) and the females (4.22); both groups have a high degree of self-evaluation and low identity diffusion (minimal identification conflict), resulting in the identity variant 'defensive high self regard' – indicating a rigid focus for the males and females on the achievement of their ideal self.

E01 'A professional who is confident' represents a very high degree of ego-involvement for the males (4.03). Along with a moderate degree of evaluation (0.63) the males have a moderate level of conflicted identification with 'A

professional who is confident' when in current self and past self images, CS1 'As myself' (0.30) and PS1 'Me as I was 5 years ago' (0.29).

The tendency for the males is towards a positive appraisal of a professional who is confident; the attributes of this other are in accordance with the males' value system. The females have a high degree of ego-involvement with 'A professional who is confident' (3.72) along with a high evaluation (0.72) and low conflicted identification when in current self and past self images, CS1 (0.18) and PS1 (0.17); a professional who is confident 'accords' with the females' value system.

E02 'Me as myself' is a very high degree of ego-involvement for the males (4.01), whilst the females have a moderately high degree (3.88); the males and the females have a moderate degree of evaluation (0.59) with 'Me as myself'. E03 'Me as I was 5 years ago' reflects a moderately high ego-involvement for the males; their greater ego-involvement with their ideal self suggests their striving for ideal self identity development. E11 'An academic who believes their accomplishments can be traced to staff development' represents a moderate degree of ego-involvement for the males (3.87) and females (3.69); conflicted identification with this entity is moderate for males and females at 0.26 and 0.23 respectively in CS2 'Me at work' contexts.

The females alone have a moderately high ego-involvement with E08 'Me at work' (3.80) with no conflicted identification. Overall ego-involvement for the males and females tends to be moderate to very high, the least ego-involvement for the males being with 'A female academic in HE' (2.08); conflicted identification with the female academic is low in CS3 contexts 'Me at home' (0.19). The females are least ego-involved with 'An academic who is a member of an ethnic minority group' (2.29); conflicted identification with the ethnic minority group is low in CS2 'Me at work' and PS1 'Me as I was 5 years ago' (0.19).

7.3.2 Evaluation

Evaluation assesses whether the person or agent is appraised positively or negatively. The findings for this parameter tend to mirror those obtained for idealistic identification and contra-identifications; they do not inform us as to the ‘significance’ of that particular other, and to achieve insights we have to interpret evaluation with ego-involvement.

Table 12: Evaluation highest – males

| Evaluation highest Males | | Range -1.00 to +1.00 |
|--------------------------|---------------------------------|-------------------------|
| E17 | Me as I would like to be | 0.96 |
| E01 | A professional who is confident | 0.63 |
| E02 | Me as myself | 0.59 |
| E14 | Someone I admire | 0.57 |

Table 13: Evaluation highest – females

| Evaluation highest Females | | Range -1.00 to +1.00 |
|----------------------------|---------------------------------|-------------------------|
| E17 | Me as I would like to be | 0.88 |
| E01 | A professional who is confident | 0.72 |
| E14 | Someone I admire | 0.64 |
| E02 | Me as myself | 0.59 |

The males’ and females’ highest strength of evaluation is of the ideal self E17 ‘Me as I would like to be’, at 0.96 and 0.88 respectively. The male participants have a moderately high evaluation of E01 ‘A professional who is confident’ (0.63), whereas the females have a high degree of evaluation of (0.72). This entity was the highest degree of idealistic identification for both groups, males at 0.74 and females at 0.70. The males and females share the same magnitude of moderately high evaluation with E02 ‘Me as myself’ (0.59). E14 ‘Someone I admire’ is a moderately high evaluation for the males and females with 0.57 and 0.64 respectively, and the males and females also had a moderately high idealistic identification – 0.69 and 0.68 respectively – with this entity. The males and females have favourable evaluation of the self entities and role model/reference group: the admired person and a professional who is confident.

Table 14: Evaluation least – males

| Evaluation least Males | | Range -1.00 to +1.00 |
|-------------------------------|--------------------------------------|---------------------------------|
| E05 | Someone I dislike | -0.18 |
| E12 | Someone who avoids staff development | -0.56 |
| E15 | Me when acting out of character | 0.02 |

Table 15: Evaluation least – females

| Evaluation least Females | | Range -1.00 to +1.00 |
|---------------------------------|--------------------------------------|---------------------------------|
| E05 | Someone I dislike | -0.12 |
| E15 | Me when acting out of character | -0.17 |
| E12 | Someone who avoids staff development | -0.51 |

The males and females have low negative evaluation with E05 ‘Someone I dislike’ at -0.18 and -0.12 respectively; this entity and an admired other are incorporated in the instrument to act as a computational check on the anchoring in completion of the instrument. E12 ‘Someone who avoids staff development’ holds a very low negative evaluation for males (-0.56) and females (-0.51).

E15 ‘Me when acting out of character’ is given a low evaluation for the males (0.02) and a low negative evaluation for the females (-0.17). The individual’s self image provides the basis for designating their value system, and the negative to low evaluations confirm that these entities and situations are not favourable identities for the males and females.

7.3.3 Idealistic identification

The extent of the participant’s idealistic identification with another is defined as the similarity between the qualities one attributes to the other and those one would like to possess as part of one’s ideal self image. With reference to the male/female personal appraisal system, they will variously exhibit role-model and empathetic identifications with particular others. Role-model identification may be based on the ascription of positive connotations that the male/female may wish to emulate (idealistic identification), or negative

connotations, not part of one's values and beliefs, from which they would wish to dissociate (contra-identification).

Table 16: Idealistic identification highest – males

| Idealistic identification highest Males | | Range 0.00 to 1.00 |
|---|---|-----------------------|
| E 01 | A professional who is confident | 0.74 |
| E 11 | An academic who believes their accomplishments can be traced to staff development | 0.72 |
| E 14 | Someone I admire | 0.69 |
| E 06 | A staff member fully aware of the staff development policy | 0.67 |

Table 17: Idealistic identification highest – females

| Idealistic identification highest Females | | Range 0.00 to 1.00 |
|---|---|-----------------------|
| E01 | A professional who is confident | 0.70 |
| E14 | Someone I admire | 0.68 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.65 |
| E10 | The person who conducts staff development interviews | 0.63 |

The highest magnitudes of idealistic identification for males and females are discussed in relation to the entities detailed in the tables above.

The highest idealistic identification for males and females is with E01 'A professional who is confident', at 0.74 and 0.70 respectively. The attributes attributed by the male and female participants to the confident professional represent favourable values for them; this entity also has strong ego-involvement and evaluation for the males and females, and therefore confirms 'A professional who is confident' as being a positive role model, one that they would wish to emulate.

E11 'An academic who believes their accomplishments can be traced to staff development' holds a high degree of identification for the males (0.72), an

indication that they associate accomplishments to staff development, whereas the females have a moderately high degree (0.65).

For E14 'Someone I admire', the admired person (possibly someone who achieves a high standard of performance) is an individual nominated by the participant; the males and females have a moderately high magnitude of idealistic identification towards the admired person at 0.69 and 0.68 respectively, indicating an aspiration to the attributes of the admired person.

The next highest magnitude of idealistic identification is not shared by the males and females. The males have a moderately high idealistic identification with E06 'A staff member fully aware of the staff development policy' (0.67); this degree of identification indicates an aspiration towards emulating the staff member aware of staff development policy. The females' next highest level of idealistic identification shows a moderately high level of idealistic identification with E10 'The person who conducts staff development interviews' (0.63). The males and females show favourable aspirations towards staff development entities.

7.3.4 Contra-identification

The extent of one's contra-identification with another is defined as the similarity between the qualities one attributes to the other and those from which one would like to dissociate.

Table 18: Contra-identification highest – males

| Contra-identification highest Males | | Range 0.00 to 1.00 |
|--|--------------------------------------|-------------------------------|
| E12 | Someone who avoids staff development | 0.60 |
| E05 | Someone I dislike | 0.37 |
| E15 | Me when acting out of character | 0.31 |

Table 19: Contra-identification highest – females

| Contra-identification highest Females | | Range 0.00 to 1.00 |
|--|--------------------------------------|-------------------------------|
| E12 | Someone who avoids staff development | 0.56 |

| | | |
|-----|---------------------------------|------|
| E15 | Me when acting out of character | 0.44 |
| E05 | Someone I dislike | 0.37 |

The males and females have high contra-identification with one entity E12 'Someone who avoids staff development', at 0.60 and 0.56 respectively; this strong magnitude indicates an area of negatively perceived values and attributes. Moderately high contra-identification (0.37) is held by both the males and females in relation to E05 'Someone I dislike' (possibly someone who works at a maintenance level or a person not motivated to develop abilities, or for other personal reasons); this individual is nominated by the participant.

The males and females have a moderately high magnitude of contra-identification with E15 'Me when acting out of character', females generating 0.44 and males 0.31; these magnitudes, whilst moderate, indicate an area of negatively perceived values and attributes for these individuals. Acting out of character is a situation of not being true to self, possibly to impress others or create effect; this is a situated self, not ideal or aspirational, but nevertheless very much reflecting aspects and expressions of male and female identity.

7.3.5 Empathetic identification

This variable considers the qualities that male and female participants attribute to the other whether 'good' or 'bad', and those of the participants' current self-image. The male and female participants have a strong empathetic identification with certain entities in the context of current self one (CS1) 'As myself' and CS2 'Me at work'. The empathetic identifications for the male and female participants in relation to CS1 (the agentic self i.e. the agency that construes aspects of self-conception) are considered next.

Table 20: Empathetic identification highest in CS1 context – males

| Empathetic identification highest Males | CS1 As myself | Range 0.00 to 1.00 |
|---|---|--------------------|
| E01 | A professional who is confident | 0.82 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.70 |

| | | |
|-----|--|------|
| E14 | Someone I admire | 0.70 |
| E06 | A staff member fully aware of the staff development policy | 0.69 |
| E09 | A male academic in higher education | 0.60 |

Table 21: Empathetic identification highest in CS1 context – females

| Empathetic identification highest Females | CS1 As myself | Range 0.00 to 1.00 |
|--|---|-------------------------------|
| E01 | A professional who is confident | 0.71 |
| E07 | A female academic in higher education | 0.67 |
| E14 | Someone I admire | 0.67 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.65 |

The male and female participants' current empathetic identification (CS1 'As myself') is most strong with E01 'A professional who is confident' (0.82 and 0.71 respectively). The males and females both have a strong empathetic identification with E11 'An academic who believes their accomplishments can be traced to staff development', at 0.70 and 0.65 respectively, and also with E14 'Someone I admire' (0.70 and 0.67).

The males alone have high empathetic identification (i.e. recognise shared characteristics between self and others) with E06 'A staff member fully aware of the staff development policy' (0.69) and with E09 'A male academic in higher education' (0.60). The females alone have high empathetic identification with E07 'A female academic in higher education' (0.67); this strength of magnitude is also held for their 'admired person'.

CS2, the public self-presentations 'Me at work', are considered next.

Table 22: Empathetic identification highest in CS2 context – males

| Empathetic identification highest Males | CS2 Me at work | Range 0.00 to 1.00 |
|--|--|-------------------------------|
| E01 | A professional who is confident | 0.80 |
| E14 | Someone I admire | 0.71 |
| E06 | A staff member fully aware of the staff development policy | 0.70 |

| | | |
|-----|---|------|
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.67 |
| E09 | A male academic in higher education | 0.62 |

Table 23: Empathetic identification highest in CS2 context – females

| Empathetic identification highest Females | CS2 Me at work | Range 0.00 to 1.00 |
|--|---|---------------------------|
| E01 | A professional who is confident | 0.70 |
| E07 | A female academic in higher education | 0.69 |
| E14 | Someone I admire | 0.68 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.67 |

The males (0.80) and females (0.70) in the work situation have a high degree of empathetic identification with E01 'A professional who is confident'. Males also have a high degree of empathetic identification with E14 'Someone I admire' (0.71) whilst the females' empathetic identification with this entity is moderately high (0.68). The males alone demonstrate high empathetic identification with E06 'A staff member fully aware of the staff development policy' (0.70).

Both the males and females have a moderately high empathetic identification with E11 'An academic who believes their accomplishments can be traced to staff development'. The males and females empathetically identify with the gender entities: the males have a moderately high empathetic identification with E09 'A male academic in higher education' (0.62), and the females a moderately high empathetic identification with E07 'A female academic in higher education' (0.69). A high level of consistency is found for the male and female participants in relation to their idealistic identification and empathetic identification with these pro-staff development entities; this confirms that their identifications are strong and positive with 'An academic whose accomplishments can be traced to staff development'.

7.3.6 Identity – a global classification of identity variants

The identity variant is based solely on the underlying parameters of identity diffusion and self-evaluation; these parameters provide the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development.

Table 24: Identity variant – males

| Males | | | Ego-involvement Range 0.00 to 5.00 | Self-evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 to 1.00 | Identity variant |
|----------------------------|-----|----|---|---|--|----------------------------|
| Me as myself | CS1 | 02 | 4.01 | 0.59 | 0.26 | Indeterminate |
| Me as I was five years ago | PS1 | 03 | 3.92 | 0.53 | 0.28 | Indeterminate |
| Me at work | CS2 | 08 | 3.77 | 0.52 | 0.26 | Indeterminate |
| Me at home | CS3 | 13 | 2.96 | 0.50 | 0.25 | Indeterminate |
| Me as I would like to be | IS1 | 17 | 4.55 | 0.96 | 0.25 | Defensive high self-regard |

The males, in response to the various identities inherent in their current self and past self biography, reveal an identity state classified as indeterminate; with entities E02 ‘Me as myself’, E03 ‘Me as I was five years ago’, E08 ‘Me at work’ and E13 ‘Me at home’, the ascription ‘indeterminate’ corresponds to moderate identity diffusion together with moderate self-evaluation, and is the most usual identity state. The identity variant with E17 ‘Me as I would like to be,’ an ideal self image, is ‘defensive high self-regard’ associated with a shift to high self-evaluation and low identity diffusion (a very foreclosed aspirational self).

The identity variant ‘defensive high self regard’ is potentially troublesome for the individual as they will be ‘foreclosed’, indicating a defensiveness against identification conflicts. A relationship exists between this identity variant and the structural pressure on constructs: identity foreclosure tends to have constructs with very high structural pressures associated with rigid

black/white appraisals. The structural pressure on constructs for male and female participants is considered later in this chapter.

Table 25: Identity variant – females

| Females | | | Ego-involvement Range 0.00 to 5.00 | Self-evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 to 1.00 | Identity variant |
|----------------------------|-----|----|---------------------------------------|---|--|----------------------------|
| Me as myself | CS1 | 02 | 3.88 | 0.59 | 0.23 | Defensive |
| Me as I was five years ago | PS1 | 03 | 3.63 | 0.45 | 0.27 | Indeterminate |
| Me at work | CS2 | 08 | 3.80 | 0.58 | 0.24 | Defensive |
| Me at home | CS3 | 13 | 2.96 | 0.52 | 0.21 | Defensive |
| Me as I would like to be | IS1 | 17 | 4.22 | 0.88 | 0.22 | Defensive high self-regard |

The female participants' various identities, inherent in their current self, past self and ideal self biography, reveal a range of identity variants with entities. In current self contexts with E02 'Me as myself', E08 'Me at work' and E13 'Me at home', the females have a moderate self-evaluation and low identity diffusion, resulting in a 'defensive' identity variant designated as a vulnerable identity state. With past self 'Me as I was five years ago', a moderate self-evaluation with a moderate identity diffusion results in an 'indeterminate' identity variant designated as a well adjusted identity state.

The female participants have the same identity variant as the males in relation to the ideal self identity E17 'Me as I would like to be'; this has a high degree of self-evaluation with a low identity diffusion resulting in the identity variant 'defensive high self regard', and as stated in the case of the males this identity is potentially troublesome for the individual as they will be 'foreclosed', indicating a defensiveness against identification conflicts.

7.3.7 Structural pressure (SP)

The structural pressure on a construct indicates the participants' overall evaluative connotations of attributions made to each entity when using that construct. A high structural pressure coupled with similarly high emotional

significance represents cognitive–affective consonance. On the other hand a low SP coupled with high emotional significance will suggest some cognitive–affective dissonance. This is likely to be associated with stressed and conflicted themes. If a low SP is coupled with low emotional significance, this simply indicates themes that are of little significance to the participants.

The highest structural pressures for the male and female participants are with the following constructs; the favoured pole is marked with an asterisk.

Table 26: Structural pressure on a construct highest – males

| Highest SP Males | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|------------------|---|--|--------------------|
| Construct 02 P-1 | *..believe/s that staff development enables them to fulfil their potential | ..believe/s that staff development does little for them | 82.16 |
| Construct 01 P-1 | *..believe/s staff development is an inherent part of the job | ..believes staff development needs to be additional to the job | 80.86 |
| Construct 03 P-1 | *..believe/s staff development is broadly enriching for the individual | ..believe/s that the staff development interview is there to meet procedural requirements for the organisation | 73.05 |
| Construct 16 P-1 | *..believe/s that they receive staff development on their merits | ..believe/s that they are discriminated against in staff development opportunities | 72.27 |
| Construct 12 P1 | ..think/s that staff development is about attending conferences and courses | *..think/s that staff development is about continuous lifelong learning | 67.34 |

Table 27: Structural pressure on a construct highest – females

| Highest SP Females | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|--------------------|---|---|--------------------|
| Construct 02 P-1 | *..believe/s that staff development enables them to fulfil their potential | ..believe/s that staff development does little for them | 80.91 |
| Construct 01 P-1 | *..believe/s staff development is an inherent part of the job | ..believes staff development needs to be additional to the job | 79.20 |
| Construct 12 P1 | ..think/s that staff development is about attending conferences and courses | *..think/s that staff development is about continuous lifelong learning | 76.21 |
| Construct 03 P-1 | *..believe/s staff development is broadly enriching for the | ..believe/s that the staff development interview is | 71.51 |

| | | | |
|------------------|--|--|-------|
| | individual | there to meet procedural requirements for the organisation | |
| Construct 16 P-1 | *..believe/s that they receive staff development on their merits | ..believe/s that they are discriminated against in staff development opportunities | 70.50 |

The most core evaluative dimension of identity are those with high structural pressure. Five constructs with the highest SPs are shared by the males and the females; but the order of magnitude for each of the five constructs varies between the male and female groups. A high magnitude of emotional significance (8.00–9.00) (range 0.00–10.00) is found with these constructs, confirming them as being emotionally significant to the males and females.

The highest structural pressure on a construct for male and female participants is with construct C02 left pole 'Believe/s that staff development enables them to fulfil their potential' (82.16 and 80.91 respectively), indicating that the staff development has had a beneficial impact and is a core evaluative dimension of identity, and supports the idea that the males and females aspire to achieve the best possible appraisal of self.

C01 left pole 'Believe/s staff development is an inherent part of the job' is a high SP for the males and females at 80.86 and 79.20 respectively; this core evaluative dimension indicates that the male and female participants acknowledge an association between work and staff development.

For C03 left pole 'Believe/s staff development is broadly enriching for the individual', the male participants have a higher SP on this construct (73.05) than the females (71.51); the strength of the SP makes this a core evaluative dimension of identity and provides an indication that the males and females have experienced positive staff development.

With C16 left pole 'Believe/s they receive staff development on their merits', the males have a higher SP (72.27) than the females (70.50); the strength of

the SPs represents a belief that the males and females are recognised and facilitated in their staff development.

In the case of C12 right pole ‘Think/s that staff development is about continuous lifelong learning’, the females have a higher SP with this construct than the males at 76.21 and 67.34 respectively; the strength of the SP confirms this construct as a core evaluative dimension of identity, with the belief more strongly held by the females. This construct has a synergy with construct 01 left pole ‘Staff development is an inherent part of the job’, endorsed more strongly by the males.

7.3.8 ‘Secondary’ evaluative dimensions of identity

In relation to the ‘secondary’ evaluative dimensions of identity (constructs with a SP of 20 to 49), the males and females identify with one construct in common and with two other constructs as individual groups. These less evaluatively salient constructs with a moderate emotional significance magnitude of 6.00-7.00 do not provide consistent resources for self–other positioning, meaning that the most salient identifications are unlikely to be positioned on the basis of these constructs. Again, the favoured pole is marked with an asterisk.

Table 28: Secondary evaluative structural pressures – males

| ‘Secondary’ evaluative SPs Males | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|-------------------------------------|---|---|--------------------------|
| Construct 14 P-1 | *..believes that higher education institutions are self-governing communities of scholars | ..believes that higher education institutions are managed accountable organisations | 23.29 |
| Construct 15 P1 | ..believes that higher education institutions should be fundamentally concerned with research | *..believes that higher education institutions should be primarily about teaching | 42.33 |
| Construct 08 P-1 | *..believes that staff development may be appreciated later upon reflection | ..believes that a staff development event must be planned in advance with clear expectations to be of benefit | 44.18 |

Table 29: Secondary evaluative structural pressures – females

| 'Secondary' evaluative SPs Females | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|---|---|---|---------------------------|
| Construct 15 P1 | ..believes that higher education institutions should be fundamentally concerned with research | *..believes that higher education institutions should be primarily about teaching | 32.31 |
| Construct 11 P1 | ..seeks primarily physical exercise | *..seeks primarily mental stimulation | 40.19 |
| Construct 17 P1 | ..puts obligation to family before personal interests | *..feels an obligation to develop personal talents to the full | 40.66 |

The males endorse C14 left pole 'Believes that higher education institutions are self-governing communities of scholars' (23.29), a low structural pressure indicating some importance to the males but without strong evaluative connotations. The males and females endorse C15 right pole 'Believes that higher education institutions should be primarily about teaching'; the SPs for the male and female participants are 42.33 and 32.31 respectively. This secondary evaluative dimension of identity is potentially an area of tension for the males, as the consensus between research and teaching indicates an aspired to value and belief for teaching and research. The lower SP for the females confirms that this is a less salient dimension of identity for them and is without strong evaluative connotations.

C08 left pole is endorsed by the males who 'Believe that staff development may be appreciated later upon reflection' (44.18); this minimum consensus is high and is potentially an area of tension for the males when choosing between the endorsed pole and the alternative 'Believes that a staff development event must be planned in advance with clear expectations to be of benefit'. The females have less evaluatively salient constructs in relation to C11 left pole 'Seeks primarily physical exercise' (40.19), and C17 'Feels an obligation to develop personal talents to the full' (40.66); here the minimum consensus is high in both cases and potentially an area of tension in relation to the alternative choice.

7.3.9 ‘Conflicted’ or non-evaluative dimensions of identity

Conflicted or non-evaluative dimensions of identity are found with SPs of -20 to +20; two constructs with moderate emotional significance (5.00–6.00) are found in relation to the male participants, with the favoured pole again marked with an asterisk.

Table 30: Non-evaluative/conflicted structural pressures – males

| Non-evaluative/ conflicted SPs Males | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|--|--|---|-----------------------|
| Construct 11 P-1 | *..seeks primarily physical exercise | ..seeks primarily mental stimulation | 11.89 |
| Construct 17 P-1 | *..puts obligation to family before personal interests | ..feels an obligation to develop personal talents to the full | 17.26 |

C11 left pole ‘Seeks primarily physical exercise’ has a very low associated structural pressure (11.89) which indicates that the males have used this construct in a non-evaluative manner and is therefore without strong evaluative connotations. C17 left pole ‘Puts obligation to family before personal interests’ has, at 17.26, a low structural pressure again without strong evaluative connotations. Low SP represents cognitive dissonance, and therefore indicates that the males experienced tension when making choices between the right and left poles.

7.3.10 Gender identity comparisons in relation to selected entities with ISA variables

A comparison of males and females has been undertaken in relation to entities with ISA variables. These are:

Entity 07 ‘A female academic in higher education’ with entity 9 ‘A male academic in higher education’.

Entity 11 ‘An academic who believes their accomplishments can be traced to staff development’ with entity 12 ‘Someone who avoids staff development’.

Entity 12 'Someone who avoids staff development' with entity 01 'A professional who is confident'.

Entity 01 'A professional who is confident' with entity 06 'A staff member (an employee, a lecturer) fully aware of the staff development policy'.

These entities have been grouped for purposes of analysis e.g. in relation to male and female identities.

7.3.10a Comparison of male and female parameters of identity structure and development with regards to the entities E07, 'A female academic in higher education' and E09, 'A male academic in higher education'.

Ego-involvement

Female participants had a lesser level of ego-involvement with a female than with a male academic in higher education, the results being 2.92 and 2.97 respectively. Male participants' ego-involvement with a female academic was 2.08, and 2.62 with a male academic in higher education.

Evaluation

Females gave both a female and male academic in higher education a moderate evaluation score. A female academic was evaluated slightly more favourably than a male academic by the female group of participants (female 0.48 and male 0.47). The male group of participants evaluated a male academic in higher education moderately (0.48), whilst they gave a lower moderate evaluation to a female academic (0.42).

Idealistic identification

Female participants expressed a moderate degree of idealistic identification with a female academic in higher education (0.63), and a less moderate degree with a male academic (0.57). It should be noted that females idealistically identified more strongly with a female academic in higher education. Male participants expressed a moderate idealistic identification

with a male academic in higher education (0.57), but only expressed a low idealistic identification with a female academic (0.42).

Contra-identification

The female participants indicated a low degree of contra-identification with a female academic in higher education (0.12) and a low degree with a male academic in higher education (0.15). Male participants expressed slightly higher contra-identification with a female academic in higher education (0.17), than with a male academic (0.11).

Empathetic identification – current self

Female participants have moderate empathetic identification with a female academic (0.67) and with a male academic (0.60) in higher education. Male participants empathetically identified moderately (0.60) with a male academic, and expressed a low degree of empathetic identification with a female academic in higher education (0.45).

Empathetic identification – past self

Female participants revealed that they had only moderately empathetically identified with both a male and female academic in higher education in the past, at 0.53 and 0.61 respectively. The male group of participants expressed that in the past they had only a low degree of empathetic identification with a female academic in higher education (0.42), and a moderate 0.57 with a male academic in higher education.

7.3.10b Comparison of male and female parameters of identity structure and development with regards to the entities E11, ‘An academic who believes their accomplishments can be traced to staff development’ and E12, ‘Someone who avoids staff development’

Ego-involvement

The male group of participants were found to be highly ego-involved with ‘An academic who believes their accomplishments can be traced to staff development’ and ‘Someone who avoids staff development’ (3.87 and 3.54

respectively). The female group of participants were similarly highly ego-involved, with 3.69 and 3.10 in each case.

Evaluation of entities

The male and female group of participants expressed a moderate evaluation of 'An academic who believed their accomplishments can be traced to staff development' (0.57 and 0.59) respectively, and a very low evaluation of 'Someone who avoids staff development' (-0.56 and -0.51) respectively.

Idealistic identification

The male group expressed high levels of idealistic identification with 'An academic who believes their accomplishments can be traced to staff development' (0.72), whilst the female group only moderately idealistically identified with it (0.65). Both the male and female groups of participants indicated a low idealistic identification with 'Someone who avoids staff development' (0.16 and 0.13 respectively).

Contra-identification

The male and female groups of participants expressed low levels of contra-identification with 'An academic who believes their accomplishments can be traced to staff development' (0.18 and 0.14), and both groups expressed high levels of contra-identification with 'Someone who avoids staff development' (0.60 and 0.56).

Empathetic identification – current self

Male participants indicated high levels of empathetic identification with 'An academic who believes their accomplishments can be traced to staff development' (0.70), whilst females gave a moderate empathetic identification with the same entity (0.65). The male and female groups of participants both expressed low levels of empathetic identification with 'Someone who avoids staff development' (0.22 and 0.17).

Empathetic identification – past self

Male and female participants expressed moderate levels of previous identification with 'An academic who believes their accomplishments can be traced to staff development' (0.67 and 0.60 respectively), whilst male and females shared an equal low level on 'Someone who avoids staff development' (0.24).

7.3.10c Comparison of male and female parameters of identity structure and development with regards to the entities E01, 'A professional who is confident' and E12, 'Someone who avoids staff development'

Ego-involvement

The male group of participants were found to be very highly ego-involved with 'A professional who is confident' (4.03) and the females moderately involved (3.72). Males and females are moderately ego-involved with 'Someone who avoids staff development' (3.54 and 3.10 respectively).

Evaluation of entities

The male group of participants expressed a moderate evaluation of 'A professional who is confident' (0.63) and the female group expressed a very high evaluation (0.72) with the same entity. Both male and female groups expressed a very low evaluation of 'Someone who avoids staff development' (-0.56 and -0.51) respectively.

Idealistic identification

The male and female groups both expressed high levels of idealistic identification with 'A professional who is confident' (0.74 and 0.70 respectively), and both indicated a low idealistic identification with 'Someone who avoids staff development' (respectively 0.16 and 0.13).

Contra-identification

The male and female groups of participants expressed low levels of contra-identification with 'A professional who is confident' (0.15 and 0.08

respectively), and both groups expressed high levels of contra-identification with 'Someone who avoids staff development' (0.60 and 0.56 respectively).

Empathetic identification – current self

Male and female participants indicated high levels of empathetic identification (respectively 0.82 and 0.71) with 'A professional who is confident'. Both groups of participants expressed low levels of empathetic identification with 'Someone who avoids staff development' (0.22 for males and 0.17 for females).

Empathetic identification – past self

The male group of participants expressed a previous high level (0.77) of empathetic identification with 'A professional who is confident' whilst female participants expressed only moderate levels (0.62). Both the male and female groups expressed previous low levels with 'Someone who avoids staff development' (0.24 and 0.24 respectively).

7.3.10d Comparison of male and female parameters of identity structure and development with regards to the entities E01, 'A professional who is confident' and E06, 'A staff member fully aware of the staff development policy'

Ego-involvement

The male and female group of participants were found to be highly ego-involved with 'A staff member fully aware of the staff development policy' (respectively 3.34 and 3.06). The males were very highly ego-involved with 'A professional who is confident' (4.03) and the females highly ego-involved (3.72).

Evaluation of entities

The male and female groups of participants both expressed a moderate evaluation of 'A staff member fully aware of the staff development policy' (respectively 0.57 and 0.42). Both male and female groups expressed a high evaluation of 'A professional who is confident' (0.63 and 0.72 respectively).

Idealistic identification

The male and female groups both expressed moderate levels of idealistic identification with 'A staff member fully aware of the staff development policy' (0.67 and 0.59 respectively). With 0.74 and 0.70 respectively, both male and female groups of participants indicated a high idealistic identification with 'A professional who is confident'.

Contra-identification

The male and female groups of participants expressed low levels of contra-identification with 'A staff member fully aware of the staff development policy' (0.14 and 0.17 respectively) and with 'A professional who is confident' (respectively 0.14 and 0.08).

Empathetic identification – current self

Male participants indicated high levels of empathetic identification with 'A staff member fully aware of the staff development policy' (0.69). Females expressed a slightly lower moderate empathetic identification (0.62). The male and female groups both expressed high levels of empathetic identification with 'A professional who is confident' (0.82 for males and 0.71 for females).

Empathetic identification – past self

Both male (0.66) and female (0.57) groups of participants expressed previous moderate levels of empathetic identification with 'A staff member fully aware of the staff development policy'. The male group expressed previous high levels (0.77) with 'A professional who is confident' and the females expressed previous moderate levels (0.62).

7.3.11 Identity exploration: Profile of the high and low attitude groups

The groups are drawn from the IDEX 1 survey of the 72 participants (50 female and 22 male) who completed the IDEX 1 and who provided information in relation to gender and their scores on the MASDHE. The high attitude group consists of 18 participants with an attitude to higher education

staff development score in the upper quartile of the range 5.44 to 5.96. The low attitude group consists of 18 participants who have an attitude to higher education staff development score in the lower quartile of the range 2.31 to 4.83. The full range within the inventory was 1.17–6.08.

The IDEX results for the high and low attitude score participants are reported and discussed.

Ego-involvement

Ego-involvement is defined as one’s overall responsiveness to the other in terms of the extensiveness both in quantity and strength of the attributes one construes the other as possessing.

Table 31: Most/least ego-involved – high attitude

| Most ego-involved | High attitude | Range 0.00–5.00 | Least ego-involved | High attitude | Range 0.00–5.00 |
|-------------------|---------------------------------|-----------------|--------------------|-------------------|-----------------|
| E08 | Me at work | 4.54 | E05 | Someone I dislike | 1.99 |
| E02 | Me as myself | 4.52 | | | |
| E17 | Me as I would like to be | 4.39 | | | |
| E03 | Me as I was five years ago | 4.36 | | | |
| E01 | A professional who is confident | 3.58 | | | |

Table 32: Most/least ego-involved – low attitude

| Most ego-involved | Low attitude | Range 0.00–5.00 | Least ego-involved | Low attitude | Range 0.00–5.00 |
|-------------------|---|-----------------|--------------------|---|-----------------|
| E02 | Me as myself | 4.10 | E16 | An academic who is a member of an ethnic minority group | 1.99 |
| E17 | Me as I would like to be | 4.09 | | | |
| E01 | A professional who is confident | 4.01 | | | |
| E11 | An academic who believes their accomplishments can be traced to staff development | 3.94 | | | |

| | | | | | |
|-----|--|------|--|--|--|
| E10 | The person who conducts staff development interviews | 3.81 | | | |
|-----|--|------|--|--|--|

The high attitude group have the strongest magnitude of ego-involvement with entities in relation to self. The group are most ego-involved with E08 'Me at work' (4.54), E02 'Me as myself' (4.52) and E17 'Me as I would like to be' (4.39). These same entities are also highly evaluated by the high attitude group. A past biography E03 'Me as I was five years ago' has high ego-involvement and as with ego-involvement for current self represents a strong involvement with self attributes in the self context. E01 'A professional who is confident' (3.58), moderately high ego-involvement, and high evaluation and empathetic identification confirm 'A professional who is confident' as a significant other for the high attitude group.

The high attitude group have low ego-involvement with only one entity E05 'Someone I dislike' (1.99); the disliked person also has low evaluation and low empathetic identification, confirming them to be a negative role model for this group.

The highest levels of ego-involvement for low attitude participants is held with E02 'Me as myself' (4.10), E17 'Me as I would like to be' (4.09) and E01 'A professional who is confident' (4.01); this latter entity has high idealistic and empathetic identification for the low attitude participants, confirming 'A professional who is confident' as a significant other with a positive impact on the low attitude participants.

A low degree of ego-involvement is found with E16 'An academic who is a member of an ethnic minority group' (1.99); a low idealistic identification and low contra-identification confirm that this group have low impact as a role model or significant other with the low attitude participants.

Evaluation

The findings for this parameter tend to mirror those obtained for idealistic identification and contra-identifications; the findings do not inform us as to the ‘significance’ of that particular other, and to achieve insights we have to interpret evaluation with ego-involvement. Therefore evaluation assesses whether the person or agent is appraised positively or negatively.

Table 33: Evaluation highest/least – high attitude

| Evaluation Highest | High attitude | Range -1.00 to +1.00 | Evaluation Least | High attitude | Range -1.00 to +1.00 |
|---------------------------|---------------------------------|-----------------------------|-------------------------|--------------------------------------|-----------------------------|
| E17 | Me as I would like to be | 0.91 | E12 | Someone who avoids staff development | -0.33 |
| E01 | A professional who is confident | 0.80 | E05 | Someone I dislike | 0.11 |
| E02 | Me as myself | 0.76 | E15 | Me when acting out of character | 0.13 |
| E14 | Someone I admire | 0.76 | | | |
| E08 | Me at work | 0.75 | | | |

Table 34: Evaluation highest/least – low attitude

| Evaluation Highest | Low attitude | Range -1.00 to +1.00 | Evaluation Lowest | Low attitude | Range -1.00 to +1.00 |
|---------------------------|---------------------------------|-----------------------------|--------------------------|--------------------------------------|-----------------------------|
| E17 | Me as I would like to be | 0.96 | E12 | Someone who avoids staff development | -0.56 |
| E01 | A professional who is confident | 0.67 | E05 | Someone I dislike | -0.17 |
| E14 | Someone I admire | 0.64 | E15 | Me when acting out of character | -0.14 |
| E02 | Me as myself | 0.56 | E04 | My partner | 0.29 |
| E08 | Me at work | 0.53 | | | |

The high attitude group overall exhibit stronger evaluation with entities than the low attitude group, except in the context of E17 ‘Me as I would like to be’ (0.91), (low attitude group 0.96); this is a highly positive evaluation, also supported by a high ego-involvement, which confirms that the high attitude group are close to their ideal self. E01 ‘A professional who is confident’ (0.80) and E02 ‘Someone I admire’ (0.76) are both evaluated positively as role

models. E02 'Me as myself' (0.76) and E08 'Me at work' (0.75) are strong evaluations that indicate a positive relationship between the high attitude group 'As myself' and 'At work'.

The high attitude group exhibit three areas of low evaluation with entities. E12 'Someone who avoids staff development' (-0.33) is negative evaluation and clearly a negative role model. E05 'Someone I dislike' (0.11) and E15 'Me when acting out of character' (0.33) are areas of very low evaluation and negative role models for the high attitude group.

Amongst the low attitude group, the highest self-evaluation is with the ideal self E17 'Me as I would like to be' (0.96); strong ego-involvement is also found with this entity. Moderately high evaluation is found with E01 'A professional who is confident' (0.67), E04 'Someone I admire' (0.64), E02 'Me as myself' (0.56) and E08 'Me at work' (0.53). The low attitude participants have highly positive evaluation of self (E17), and positive evaluations of self in relation to another (E01, E14) and current self contexts (E02, E08).

Low attitude participants evaluate negatively E12 'Someone who avoids staff development' (-0.56), E05 'Someone I dislike' (-0.17) and E15 'Me when acting out of character' (-0.14). Low idealistic identification and high contra-identification indicate that the low attitude participants would wish to dissociate from these individuals. A low evaluation with E04 'My partner' (0.29) is also found to be associated with low idealistic identification and low ego-involvement, indicating that 'My partner' is not a significant other in the low attitude participants' identity.

Idealistic identification

The extent of the high attitude participants' idealistic identification with another is defined as the similarity between the qualities one attributes to the other and those one would like to possess as part of one's ideal self-image. With reference to the high attitude group's personal appraisal system, they will variously exhibit role-model and empathetic identifications with particular

others. Role-model identification may be based on the ascription of positive connotations that the low attitude group may wish to emulate (idealistic identification) or negative connotations, not part of one's values and beliefs, from which they would wish to dissociate (contra-identification).

Table 35: Idealistic identification highest – high attitude

| Idealistic identification Highest | High attitude | Range 0.00 to 1.00 |
|--|---|---------------------------|
| E01 | A professional who is confident | 0.67 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.64 |
| E14 | Someone I admire | 0.62 |
| E06 | A staff member fully aware of the staff development policy | 0.61 |
| E10 | The person who conducts staff development interviews | 0.54 |

Table 36: Idealistic identification highest – low attitude

| Idealistic identification Highest | Low attitude | Range 0.00 to 1.00 |
|--|---|---------------------------|
| E01 | A professional who is confident | 0.72 |
| E14 | Someone I admire | 0.70 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.64 |
| E10 | The person who conducts staff development interviews | 0.62 |
| E09 | A male academic in higher education | 0.62 |

The strength of idealistic identification is moderately high: the five most favoured areas of idealistic identification in relation to the entities are detailed in the table above.

For the high attitude group, E01 'A professional who is confident (0.67) represents the highest degree of idealistic identification; a confident professional is perceived as a positive role model, one that the high attitude group would wish to emulate. (This entity is also the highest degree of idealistic identification held by the low attitude group). For E11 'An academic who believes their accomplishments can be traced to staff development',

idealistic identification with this entity (0.64) is shared by both the high and low attitude groups, indicating a positive attitude and recognition of a link between staff development and achievement. In the cases of E14 ‘Someone I admire’ (0.62) and E06 ‘A staff member fully aware of the staff development policy’ (0.61), moderate strength is found with these roles which possess qualities valued by the high attitude group. In the final entry in the table, E10 ‘The person who conducts staff development interviews’, idealistic identification with this entity is at the low end of moderate (0.54); however, it gives recognition that the high attitude group share favourable values with this role – albeit to a lesser degree than that held by the low attitude group (0.62 with the same entity).

E01 ‘A professional who is confident’ (0.72) represents the highest degree of idealistic identification for the low attitude group; a confident professional is perceived as a positive role model, one that the low attitude group would wish to emulate. (This entity is also the highest degree of idealistic identification held by the high attitude group). With E14 ‘Someone I admire’, a high degree of idealistic identification (0.70) indicates a positive role model associated with the self-image. Continuing with the low attitude group, E11 ‘An academic who believes their accomplishments can be traced to staff development’ (0.64), E10 ‘The person who conducts staff development interviews’ (0.62) and E09 ‘A male academic in higher education’ (0.62) are all entities which represent a moderately high degree of idealistic identification with these ‘others’ who may therefore be considered to be their positive role models.

Contra-identification

The similarity between the qualities one attributes to the other and those from which one would like to dissociate are found with contra-identification.

Table 37: Contra-identification highest – high attitude

| Contra-identification Highest | High attitude | Range 0.00 to 1.00 |
|--------------------------------------|--------------------------------------|---------------------------|
| E12 | Someone who avoids staff development | 0.39 |

| | | |
|-----|---------------------------------|------|
| E15 | Me when acting out of character | 0.25 |
|-----|---------------------------------|------|

Table 38: Contra-identification highest – low attitude

| Contra-identification Highest | Low attitude | Range 0.00 to 1.00 |
|-------------------------------|--------------------------------------|--------------------|
| E12 | Someone who avoids staff development | 0.65 |
| E15 | Me when acting out of character | 0.42 |
| E05 | Someone I dislike | 0.37 |

The high attitude group had two areas of moderately high contra-identification: E12 ‘Someone who avoids staff development’ (0.39), representing for the high attitude group someone they would like to dissociate from; and E15 ‘Me when acting out of character’ (0.25) – this image of a negative role model is not strong contra-identification but is an area of tension that the group would wish to avoid.

The low attitude group had three areas of moderately high to high areas of contra-identification. E12 ‘Someone who avoids staff development’ (0.65) indicates a high degree of contra-identification, representing for the low attitude group someone they would like to dissociate from. E15 ‘Me when acting out of character’ (0.42), along with E05 ‘Someone I dislike’ (0.37), are further images of negative role models with characteristics that the group would wish to avoid.

Empathetic identification

This variable considers the qualities the high and low attitude participants attribute to the other whether ‘good’ or ‘bad’ and those of the participants’ current self-image. The degree of empathetic identification is most strong with entities in CS1 ‘As myself’ and CS2 ‘Me at work’ contexts.

Table 39: Empathetic identification highest in CS1/CS2 context – high attitude

| Empathetic identification Highest High attitude | CS1 As myself High attitude | Range 0.00 to 1.00 | Empathetic identification Highest High attitude | CS2 Me at work High attitude | Range 0.00 to 1.00 |
|---|---------------------------------|--------------------|---|---------------------------------|--------------------|
| E01 | A professional who is confident | 0.70 | E01 | A professional who is confident | 0.69 |

| | | | | | |
|-----|---|------|-----|---|------|
| E06 | A staff member fully aware of the staff development policy | 0.69 | E11 | An academic who believes their accomplishments can be traced to staff development | 0.68 |
| E11 | An academic who believes their accomplishments can be traced to staff development | 0.67 | E06 | A staff member fully aware of the staff development policy | 0.67 |
| E10 | The person who conducts staff development interviews | 0.61 | E14 | Someone I admire | 0.61 |
| E07 | A female academic in higher education | 0.58 | E10 | The person who conducts staff development interviews | 0.60 |

Table 40: Empathetic identification highest in CS1/CS2 context – low attitude

| Empathetic identification Highest Low attitude | CS1 As myself Low attitude | Range 0.00 to 1.00 | Empathetic identification Highest Low attitude | CS2 Me at work Low attitude | Range 0.00 to 1.00 |
|---|--|---------------------------|---|--|---------------------------|
| E01 | A professional who is confident | 0.78 | E01 | A professional who is confident | 0.77 |
| E14 | Someone I admire | 0.70 | E14 | Someone I admire | 0.71 |
| E06 | A staff member fully aware of the staff development policy | 0.64 | E07 | A female academic in higher education | 0.69 |
| E07 | A female academic in higher education | 0.63 | E09 | A male academic in higher education | 0.69 |
| E09 | A male academic in higher education | 0.63 | E06 | A staff member fully aware of the staff development policy | 0.66 |

Though the highest levels of empathetic identification are found with CS1 and CS2, in CS3 and past self (PS) contexts empathetic identification is less strong. In the following section, the CS1 'As myself' context will be discussed for both high and low attitude groups, followed by the CS2 'Me at work' context.

a) CS1 'As myself'

E01 'A professional who is confident' (0.70) represents strong empathetic identification for the high attitude group; the confident professional therefore represents similarities and enhances one's positive perception of self. E06 'A staff member fully aware of the staff development policy' (0.69) is a moderately strong empathetic identification, indicating a positive perception and value held by the high attitude group. E11 'An academic who believes their accomplishments can be traced to staff development' (0.67) also has moderately strong empathetic identification in current self context for the high attitude group, slightly more than when in PS context. In respect of E10 'The person who conducts staff development interviews' (0.61), empathetic identification is moderately high indicating a positive perception by the high attitude group. Finally, with E07 'A female academic in higher education' (0.58), empathetic identification is at the lower end of the moderately high range; the indication is that the female academic may be a 'neutral' empathetic identification to which the high attitude group have no particular aspirations.

For the low attitude group, empathetic identification in the context of CS1 'As myself' is high with E01 'A professional who is confident' (0.78) and E14 'Someone I admire' (0.70), and less strong but still moderately high with E06 'A staff member fully aware of the staff development policy' (0.64), E07 'A female academic in higher education' (0.63), and E09 'A male academic in higher education' (0.63). The degree of empathetic identification with these entities indicates the desirable similarities that exist between these individuals and the low attitude group.

b) CS2 'Me at work'

In the high attitude group, moderately strong empathetic identification is held with the four entities E01 'A professional who is confident' (0.69), E11 'An academic who believes their accomplishments can be traced to staff development' (0.68), E06 'A staff member fully aware of the staff

development policy' (0.67), and E10 'The person who conducts staff development interviews' (0.60); these entities are also moderately strong in current self 'As myself' contexts. E14 'Someone I admire' (0.61) is a moderately strong empathetic identification in the CS2 'Me at work' context with positive connotations for the high attitude group.

In the low attitude group, empathetic identifications found in CS1 'As myself' are also found in CS2 'Me at work'; empathetic identification is stronger in the work setting with all identifications except E01 'A professional who is confident' which is 0.77 in CS2 and 0.78 in CS1.

E14 'someone I admire' (0.71) is a strong empathetic identification with positive connotations for the low attitude group. E07 'A female academic in higher education' and E09 'A male academic in higher education' have a moderately strong empathetic identification – 0.69 in both cases – indicating that the perceived identification are the same and the low attitude group make no distinction between males and females in this context. E06 'A staff member fully aware of the staff development policy' (0.66) is a moderately strong empathetic identification indicating a positive perception and value held by the low attitude group. The strength of empathetic identification in current self contexts indicates the desirable similarities that exist between these individuals and the low attitude group.

Identity

The identity variant is based solely on the underlying parameters of identity diffusion and self evaluation; these parameters provide the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development.

Table 41: Identity variant – high attitude

| High attitude | | | Ego-involvement Range 0.00 – 5.00 | Self-evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 – 1.00 | Identity variant |
|---------------|-----|----|--------------------------------------|---|---|------------------|
| Me as myself | CS1 | 02 | 4.52 | 0.76 | 0.12 | Defensive |

| | | | | | | |
|----------------------------|-----|----|------|------|------|----------------------------|
| Me as I was five years ago | PS1 | 03 | 4.36 | 0.70 | 0.13 | Defensive |
| Me at work | CS2 | 08 | 4.54 | 0.75 | 0.12 | Defensive |
| Me at home | CS3 | 13 | 3.54 | 0.73 | 0.09 | Defensive |
| Me as I would like to be | IS1 | 17 | 4.39 | 0.91 | 0.12 | Defensive high self-regard |

The high attitude participants' various identities inherent in their current self, E02 'Me as myself', E08 'Me at work', E13 'Me at home' and with past self E03 'Me as I was five years ago' reveal an identity variant classed as defensive, based on a moderate self-evaluation and a low identity diffusion. The identity variant with Ideal self E17 'Me as I would like to be' has a 'defensive high self regard' identity variant derived from a high self-evaluation and a low identity diffusion. Both the defensive and defensive high self-regard identity variants are considered to represent 'vulnerable' identities for the high attitude participants.

Table 42: Identity variant – low attitude

| Low attitude | | | Ego-involvement Range 0.00 – 5.00 | Self-evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 – 1.00 | Identity variant |
|----------------------------|-----|----|--------------------------------------|---|---|------------------|
| Me as myself | CS1 | 02 | 4.10 | 0.56 | 0.30 | Indeterminate |
| Me as I was five years ago | PS1 | 03 | 3.78 | 0.45 | 0.32 | Indeterminate |
| Me at work | CS2 | 08 | 3.77 | 0.53 | 0.30 | Indeterminate |
| Me at home | CS3 | 13 | 2.69 | 0.44 | 0.29 | Indeterminate |
| Me as I would like to be | IS1 | 17 | 4.09 | 0.96 | 0.27 | Confident |

The low attitude participants' various identities inherent in their current self, E02 'Me as myself', E08 'Me at work', E13 'Me at home' and with past self E03 'Me as I was five years ago' reveal an identity variant classed as indeterminate, based on a moderate self-evaluation and a moderate identity diffusion. The identity variant with ideal self E17 'Me as I would like to be' has a 'confident' identity variant derived from a high self-evaluation and a moderate identity diffusion. Both the indeterminate and confident identity

variants are considered to represent 'well adjusted' identities for the low attitude participants.

Structural pressure

The structural pressure on a construct provides insights into the high attitude participants' evaluative connotations of attributions made to each entity by way of the one construct and their overall evaluation of each entity.

The highest structural pressures, for high attitude participants, are with the following constructs, the favoured pole being marked with an asterisk. Emotional significance in keeping with these core evaluations is high at magnitude 8.00–9.00.

Table 43: Structural pressure on a construct highest – high attitude

| High attitude Highest SPs | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|---------------------------|---|--|--------------------|
| Construct 01 P-1 | *..believe/s staff development is an inherent part of the job | ..believes staff development needs to be additional to the job | 87.63 |
| Construct 02 P-1 | *..believe/s that staff development enables them to fulfil their potential | ..believe/s that staff development does little for them | 87.25 |
| Construct 16 P-1 | *..believe/s that they receive staff development on their merits | ..believe/s that they are discriminated against in staff development opportunities | 83.92 |
| Construct 12 P1 | ..think/s that staff development is about attending conferences and courses | *..think/s that staff development is about continuous lifelong learning | 81.50 |
| Construct 03 P-1 | *..believe/s staff development is broadly enriching for the individual | ..believe/s that the staff development interview is there to meet procedural requirements for the organisation | 80.86 |

The low attitude participants' highest structural pressures are with the following constructs, the favoured pole again being marked with an asterisk. As with the high attitude participants, the emotional significance of the constructs to the low attitude participants is high (8.00–9.00).

Table 44: Structural pressure on a construct highest – low attitude

| Low attitude Highest SPs | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|-----------------------------|---|--|-----------------------|
| Construct 02 P-1 | *..believe/s that staff development enables them to fulfil their potential | ..believe/s that staff development does little for them | 80.92 |
| Construct 01 P-1 | *..believe/s staff development is an inherent part of the job | ..believe/s staff development needs to be additional to the job | 76.46 |
| Construct 12 P1 | ..think/s that staff development is about attending conferences and courses | *..think/s that staff development is about continuous lifelong learning | 67.71 |
| Construct 04 P-1 | *..looks forward to the staff development interview | ..dreads the staff development interview | 65.84 |
| Construct 16 P-1 | *..believe/s that they receive staff development on their merits | ..believe/s that they are discriminated against in staff development opportunities | 64.64 |

The most core evaluative dimension of identity expresses secure identity aspirations and is designated by a high structural pressure. The high attitude participants have as their most core evaluative dimensions of identity construct 01 left pole 'Believe/s staff development is an inherent part of the job' (87.63) and construct 02 left pole 'Believe/s that staff development enables them to fulfil their potential'. Constructs 01 and 02 are also the most core evaluative dimensions for males, females and low attitude participants; these dimensions of identity are endorsed by all the participants in the IDEX 1 study.

The very positive appraisal associated with construct 16 left pole 'Believe/s that they receive staff development on their merits' (83.92) confirms that the high attitude group feel they are recognised and facilitated in their staff development. The construct 12 right pole 'Think/s that staff development is about continuous lifelong learning' (67.71) has a synergy with construct 01 left pole 'staff development is an inherent part of the job'. With construct 03 'Believe/s staff development is broadly enriching for the individual' (80.86), the high SP confirms that the high attitude group construe staff development as positive.

The low attitude participants have as their most core evaluative dimensions of identity construct 02 left pole ‘Believe/s that staff development enables them to fulfil their potential’, and construct 01 ‘Believe/s staff development is an inherent part of the job’. Constructs 02 and 01 are also the most core evaluative dimensions for males, females and high attitude participants, and these dimensions of identity are endorsed by all the participants in the IDEX 1 study.

Construct 12 right pole ‘Think/s that staff development is about continuous lifelong learning’ (67.71) has a synergy with construct 01 left pole ‘Staff development is an inherent part of the job’. In the case of construct 04 left pole ‘Looks forward to the staff development interview’ (65.84), a high structural pressure indicates cognitive affective compatibility and therefore confirms that the staff development interview is a comfortable experience for the low attitude group. The positive appraisal associated with construct 16 ‘Believe/s that they receive staff development on their merits’ (64.64) confirms that the low attitude group feel they are recognised and facilitated in their staff development.

Secondary-evaluative dimensions of identity

These are less evaluative salient constructs that do not provide consistent resources for self–other positioning (SP 20-49). The favoured pole is again marked with an asterisk. A moderate emotional significance magnitude of 5.00–7.00 is found with these constructs.

Table 45: Secondary evaluative structural pressure – high attitude

| Secondary evaluative dimensions of identity SP High attitude | Left Pole P-1 | Right Pole P1 | Range -100 to + 100 |
|---|---|---|----------------------------|
| Construct 17 P-1 | *..puts obligation to family before personal interests | ..feels an obligation to develop personal talents to the full | 24.48 |
| Construct 15 P1 | ..believes that higher education institutions should be fundamentally concerned with research | *..believes that higher education institutions should be primarily about teaching | 40.16 |

| | | | |
|--------------------|--|--|-------|
| Construct 11 P1 | ..seeks primarily physical exercise | *..seeks primarily mental stimulation | 44.66 |
|--------------------|--|--|-------|

Table 46: Secondary evaluative structural pressure – low attitude

| Secondary evaluative dimensions of identity SP Low attitude | Left Pole P-1 | Right Pole P1 | Range -100 to + 100 |
|---|---|---|------------------------|
| Construct 15 P1 | ..believe/s that higher education institutions should be fundamentally concerned with research | *..believe/s that higher education institutions should be primarily about teaching | 24.80 |
| Construct 17 P-1 | *..puts obligation to family before personal interests | ..feel/s an obligation to develop personal talents to the full | 28.16 |
| Construct 11 P1 | ..seeks primarily physical exercise | *..seek/s primarily mental stimulation | 31.49 |
| Construct 14 P-1 | *..believe/s that higher education institutions are self governing communities of scholars | ..believe/s that higher education institutions are managed accountable organisations | 36.46 |
| Construct 13 P-1 | *..enjoy/s a wide social network | ..prefer/s own company | 43.52 |

The high attitude participants have low structural pressure with construct 17 left pole 'Puts obligation to family before personal interests' (28.16); the low SP on this construct places it as a very weak secondary-evaluative dimension of identity for the high attitude group.

The minimum consensus for constructs 15 'Believes that higher education institutions should be primarily about teaching' (40.16) and 11 right pole 'Seeks primarily mental stimulation' (44.66) is high, indicating that the right and left poles have a high degree of salience and are not mutually exclusive. The strength of SP places the endorsed pole at the higher degree of secondary-evaluative dimension of identity.

The low attitude participants have low structural pressure with construct 15 right pole 'Believe/s that higher education institutions should be primarily about teaching' (24.80), construct 17 left pole 'Puts obligation to family before personal interests' (28.16), construct 11 right pole 'Seek/s primarily mental stimulation' (31.49) and construct 14 left pole 'Believe/s that higher education

institutions are self governing communities of scholars' (36.46). These constructs represent secondary-evaluative dimensions of identity with moderate strength for the low attitude group.

For construct 13 left pole 'Enjoy/s a wide social network' (43.52), the minimum consensus is high indicating that both the right and left poles have a high degree of salience; the poles are not mutually exclusive, and the endorsed pole is a secondary-evaluative dimension of identity.

7.3.12 High attitude and low attitude identity parameter comparisons in relation to selected entities

A comparison of high and low attitude scores has been undertaken in relation to selected entities in terms of the ISA identity parameters. These are:

Entity 07 'A female academic in higher education' with entity 09 'A male academic in higher education'.

Entity 11 'An academic who believes their accomplishments can be traced to staff development' with entity 12 'Someone who avoids staff development'.

Entity 12 'Someone who avoids staff development' with entity 01 'A professional who is confident'.

Entity 01 'A professional who is confident' with entity 06 'A staff member (an employee, a lecturer) fully aware of the staff development policy'.

7.3.12a Comparison of high and low attitude staff's parameters of identity structure and development with regards to the entities E07, 'A female academic in higher education' and E09, 'A male academic in higher education'

Ego-involvement

High attitude score participants had a lower level of ego-involvement with a female than a male academic in higher education, with 2.61 and 2.72

respectively. The low attitude score participants' ego-involvement with a female academic in higher education was 2.78, and 3.06 with a male academic.

Evaluation

Higher attitude scorers gave both a female and male academic in higher education a moderate evaluation score, (0.66 and 0.62 respectively). The lower attitude scorers also evaluated male and female academics moderately (respectively 0.40 and 0.38).

Idealistic identification

High attitude scorers expressed an equal and moderate level of idealistic identification with female and male academics in higher education (0.52 in both cases). Low attitude scorers expressed a moderate and almost equal idealistic identification with male (0.62) and female academics (0.61) in higher education.

Contra-identification

Both high and low attitude scorers indicated low levels of contra-identification with a female and male academic in higher education. High attitude scorers expressed a contra-identification of 0.04 with a female academic and 0.05 with a male academic. Low attitude scorers expressed equally low levels of contra-identification with male and female academics (0.16).

Empathetic identification – current self

High attitude scorers expressed equal and moderate empathetic identifications with female and male academics (0.58). Low attitude scorers also expressed a moderate empathetic identification with female and male academics (0.63).

Empathetic identification – past self

High attitude scorers expressed similar moderate previous empathetic identifications with a female and male academic (respectively 0.57 and 0.55).

Low attitude scorers also expressed previous moderate empathetic identification with a female and male academic (0.59).

7.3.12b Comparison of high and low attitude staff's parameters of identity structure an development with regards to the entities E11, 'An academic who believes their accomplishments can be traced to staff development' and E12, 'Someone who avoids staff development'

Ego-involvement

The high and low attitude scorers were both found to have moderately high ego-involvement with 'An academic who believes their accomplishments can be traced to staff development' (3.49 and 3.94 respectively), and both were also moderately ego-involved with 'Someone who avoids staff development' (2.50 and 3.75 respectively).

Evaluation of entities

The high attitude scorers expressed a high degree of evaluation, and the low attitude scorers a moderate evaluation with 'An academic who believed their accomplishments can be traced to staff development' (0.70 and 0.52 respectively), and a low negative evaluation of 'Someone who avoids staff development' (-0.33 and -0.56 respectively).

Idealistic identification

The high and low attitude scorers expressed equal and moderate levels of idealistic identification with 'An academic who believes their accomplishments can be traced to staff development' (0.64). Both groups expressed low levels of idealistic identification with 'Someone who avoids staff development' (0.17 and 0.15 respectively).

Contra-identification

The high and low attitude scorers both expressed low levels of contra-identification with 'An academic who believes their accomplishments can be traced to staff development' (0.06 and 0.20 respectively). The high attitude scorers expressed moderate levels of contra-identification with 'Someone

who avoids staff development' (0.39), whilst the low attitude scorers expressed high levels of contra-identification with the same entity (0.65).

Empathetic identification – current self

High and low attitude scorers expressed moderate levels of empathetic identification with 'An academic who believes their accomplishments can be traced to staff development' (respectively 0.67 and 0.61), and low levels with 'Someone who avoids staff development' (0.18 and 0.21).

Empathetic identification – past self

High and low attitude scorers expressed moderate levels of previous identification with 'An academic who believes their accomplishments can be traced to staff development' (0.65 and 0.58 in each case), and previous low levels with 'Someone who avoids staff development' (0.20 and 0.29).

7.3.12c Comparison of high and low attitude staff's parameters of identity structure and development with regards to the entities E12, 'Someone who avoids staff development' and E01, 'A professional who is confident'

Ego-involvement

The high and low attitude scorers were found to be very highly ego-involved with 'A professional who is confident' (3.58 and 4.01 respectively). The high attitude scorers expressed a moderate level of ego-involvement with 'Someone who avoids staff development' (2.50), whereas the low attitude scorers expressed high levels of ego-involvement with the same entity (3.75).

Evaluation of entities

The high attitude scorers expressed a very high evaluation of 'A professional who is confident' (0.80), whilst low attitude scorers expressed a moderate evaluation of the same entity (0.67). Both high and low attitude scorers expressed a very low evaluation of 'Someone who avoids staff development' (-0.33 and -0.56).

Idealistic identification

The high attitude scorers expressed a moderate level and the low attitude scorers a high level of idealistic identification with 'A professional who is confident' (0.67 and 0.72 respectively). Both the high and low attitude scorers indicated a low idealistic identification with 'Someone who avoids staff development' (0.17 and 0.15 respectively).

Contra-identification

The high and low attitude scorers expressed low levels of contra-identification with 'A professional who is confident' (0.03 and 0.13 respectively). The high attitude scorers expressed a moderate level of contra-identification with 'Someone who avoids staff development' (0.39), whereas the low attitude scorers expressed a high contra-identification with this same entity (0.65).

Empathetic identification – current self

High and low attitude scorers indicated high levels of empathetic identification with 'A professional who is confident' (0.70 and 0.78 respectively), and both groups also expressed low levels of empathetic identification with 'Someone who avoids staff development' (0.18 and 0.21).

Empathetic identification – past self

High and low attitude scorers indicated previous moderate levels of empathetic identification with 'A professional who is confident' (0.66 and 0.69 respectively) and both groups also expressed previous low levels of empathetic identification with 'Someone who avoids staff development' (0.20 and 0.29).

7.3.12d Comparison of high and low attitude staff's parameters of identity structure and development with regards to the entities E01, 'A professional who is confident' and E06, 'A staff member fully aware of the staff development policy'

Ego-involvement

The high and low attitude scorers were found to be highly ego-involved with 'A professional who is confident' (3.58 and 4.01 respectively), and also highly ego-involved with 'A staff member fully aware of the staff development policy' (3.19 and 3.42 respectively).

Evaluation of entities

The high attitude scorers expressed a very high evaluation of 'A professional who is confident' (0.80) and a moderate evaluation of 'A staff member fully aware of the staff development policy' (0.54). The low attitude scorers expressed a moderate evaluation of 'A professional who is confident' (0.67) and of 'A staff member fully aware of the staff development policy' (0.43).

Idealistic identification

The high attitude scorers expressed a moderate level and the low attitude scorers a high level of idealistic identification with 'A professional who is confident' (0.67 and 0.72), and a moderate idealistic identification with 'A staff member who is fully aware of the staff development policy' (0.61 and 0.62 respectively).

Contra-identification

Both the high and low attitude scorers expressed low levels of contra-identification with 'A staff member who is confident' (0.03 and 0.14 respectively) and 'A staff member fully aware of the staff development policy' (0.06 and 0.20 respectively).

Empathetic identification – current self

The high and low attitude scorers indicated high levels of empathetic identification with 'A professional who is confident' (0.70 and 0.78), and both groups expressed a moderate empathetic identification with 'A staff member fully aware of the staff development policy' (0.69 and 0.64 respectively).

Empathetic identification – past self

The high and low attitude scorers indicated previous moderate levels of empathetic identification with 'A professional who is confident' (respectively 0.66 and 0.69) and with 'A staff member fully aware of the staff development policy' (0.64 and 0.62 respectively).

7.4 Summary

There were 72 participants who completed the IDEX instrument and who provided information which allowed them to be analysed in relation to gender and to their scores on the MASDHE. The group of participants included 50 females and 22 males. Obviously, this breakdown is not symmetrical but nevertheless allows some comparisons to be made between the two sub-groups with regard to gender. With regard to the MASDHE scores, it was decided that comparison would be made between those in the top quartile and those in the bottom quartile i.e. the 18 most positive scores and the 18 most negative scores. This approach was chosen to highlight differences within a relatively homogenous set of scores.

In this summary results are considered in relation to each key IDEX/ISA parameter of identity structure and comparisons are made between males and females, and high attitudes and low attitudes. The sample is also considered as a whole, representing as it does lecturers in nursing in higher education.

A major finding was that the group as a whole had comparable identifications with aspects of self, positive and negative role models, and with concepts of staff development. The similarities between the participants and hence the identity profile of the group as a whole were more striking than any differences between males and females or high and low attitudes. This suggests that in terms of key indices of identity, the overall identity as nurse or nurse lecturer is more a determinant than gender or attitudes towards staff development. It would obviously be interesting, in a further post-doctoral study, to compare the identity characteristics of nurse lecturers with lecturers in other subject groupings, first to compare the subject groups with each

other, and then to see the extent to which gender and attitudes are significant in different subjects. Interestingly, this was not a major finding in Wager's (1993) study; she found that gender was a key determinant of identity structure development. The implication of this finding for staff development is that certain assumptions can be made in the development of nursing staff – that their identity as nurses or nurse lecturers might be more important than either their gender characteristics or their stated attitudes to staff development. However, as in the idiographic studies, there will be significant individual differences within a nursing group.

Notwithstanding the overall importance of the nursing affiliation that characterised the group as a whole, there were some minor interesting differences on gender or attitudinal bases. The group as a whole had high aspiring identities with a positive sense of self in terms of their ego-involvement: entity (E)17 'Me as I would like to be' is the highest magnitude for males and females, the high attitude participants are ego-involved with E8 'Me at work', the low attitude participants with E2 'Me as myself', and the low attitude participants have a lesser but still high magnitude of ego-involvement with 'Me as I would like to be'. Evaluation of another is linked to self's intentions and aspirations: all the participants in both groups had their highest magnitudes of evaluation with the same four entities: the highest evaluation is with E17 'Me as I would like to be' and the next highest E1 'A professional who is confident'.

Idealistic identification is towards an aspirational self – 'self's wish to emulate positive role models' – and all the participants had high idealistic identification with the same three entities: their highest magnitude of identification was with E1 'A professional who is confident', but they also had a high magnitude of evaluation with E11 'An academic who believes their accomplishments can be traced to staff development' and E14 'Someone I admire'. These role-model identifications illustrate the male, female, high and low attitude participants' aspirational associations with confident professionals, as aligned with staff who secure accomplishment through staff development. Contra-identification for all of the participants further confirms their disposition towards staff development, as they have high contra-

identification with E12 'Someone who avoids staff development'. Empathetic identifications when in current self one (CS1) 'As myself' and current self two (CS2) 'Me at work' are strong with a confident professional: the highest empathetic identification of all the participants is with E1 'A professional who is confident'. E11 'An academic who believes their accomplishments can be traced to staff development' represents strong empathetic identification for all except the low attitude group, who empathetically identify with E9 the male and E7 the female academic in higher education, along with E6 'a staff member (an employee, a lecturer) fully aware of the staff development policy'.

7.4.1 The identity ISA classification of variants

The ISA classification of identity variants (as outlined by Weinreich, 2003: 105) provides a global overview of a person's macro identity states situated in a specific social context. The identity variant classification arises from consideration of two fundamental global identity processes. The first is self's process of trying to implement one's identity aspirations by pursuit of various activities – the consequence of self's judgment of success or otherwise in pursuing one's aspirations is one's greater or lesser self-evaluation. The second is self's process of attempting to resynthesise one's identifications with others to date that have resulted in incompatible elemental identifications. Identity diffusion is a measure of response to such conflicted identifications; low levels of identity diffusion denote a defensive orientation; high levels denote extensive unresolved conflicts; and optional levels suggest an optional presence of residually conflicted identification (Weinreich, 2003:105)

The males and the low attitude participants in response to the various features inherent in their current and past self biographies revealed an identity variant classified as indeterminate; this is a well adjusted identity state, with the exception of 'Me as I would like to be' where the males have an identity variant of 'defensive high self-regard' which is a state of defensive foreclosure, a vulnerable identity state indicating a high (self-evaluation) 'self-appreciation' and a defensive denial of conflicts in identification in relation to

'Me as I would like to be'. The low attitude participants have a confident identity variant with the entity 'Me as I would like to be' and an overall moderate level of identity diffusion confirming this group's well adjusted identity state.

The identity variant for the females shows that their most well adjusted identity, 'indeterminate', is found with 'Me as I was five years ago'; progression towards their current self identity shows that they have developed a defensive orientation, indicating a vulnerable identity state. The degree of vulnerability is relatively mild suggesting that the females' self-evaluation has remained constant, but that 5 years seem to have created a foreclosed, minimising or denial of conflicts with self entities. The high attitude participants have a defensive identity variant against all the current and past self entities and a defensive high self-regard identity variant with their ideal self 'Me as I would like to be'; this variant with a high ego-involvement, high self-evaluation and low identity diffusion confirms a vulnerable identity with a defensive denial of identification conflicts and a high level of self-appreciation. A person's identity state will vary with their major identity transitions during their lifecycle, as an identity achieved for all time is unlikely, therefore a person will be variously confident, indeterminate or foreclosed in their identity state. As with the males, the females have an identity variant 'defensive high self-regard' with 'Me as I would like to be', a 'foreclosed' identity indicating defensiveness against identification conflicts. That they might perceive to be located in the future.

The males, females and high attitude participants have low identity diffusion; this would be in keeping with their minimising or denial of conflicts in identification (and a high structural pressure (SP) on a greater proportion of constructs representing core evaluative dimensions of identity and cognitive-affective consonance). The SP on constructs for males, females and high attitude participants show that these participants had the same five high SP constructs as their most core evaluative constructs but that these values were rather rigid. These constructs presented and discussed earlier in this chapter represent secure identity aspirations for the males, females and high

attitude participants in that they have a positive and stable disposition to constructs relating to staff development but these values are held in a rather rigid way. For example, with C01 'Believe/s staff development is an inherent part of the job' and C02 left pole endorsed 'Believes that staff development enables them to fulfil their potential', the high attitude participants have C01 higher than C02, but this is reversed for the male, female and low attitude participants. The low attitude participants alone endorse C04 'Looks forward to the staff development interview' as a core evaluative dimension of identity; the SP is moderately high indicating a moderate aspiration. In relation to the male and female participants, their association with the same five high structural pressure constructs would appear to say more about the values held by them as nurse lecturers in HE rather than being gender-related.

The male and female comparisons in relation to the gender entities E07 'A female academic in higher education' and E09 'A male academic in higher education' show that both males and females had a moderately higher ego-involvement with a male academic than with a female. In relation to evaluation of an entity, idealistic identification and empathetic identification, the males identified to a higher degree with a male academic and the females with a female academic. The entity E11 'An academic who believes their accomplishments can be traced to staff development' indicates an area of high ego-involvement along with idealistic identification and empathetic identification for both males and females. Evaluation of this entity is moderately high and contra-identification low for the males and females.

Both the males and females have a high degree of ego-involvement and contra-identification with E12 'Someone who avoids staff development'; this high ego-involvement and high contra-identification is not associated with a positive impact, rather that the males and females regard the behaviour as detrimental and therefore a behaviour they wish to dissociate from. This same entity has a low degree of evaluation, idealistic identification and empathetic identification, and the identification patterns show that the males and females are not disposed towards 'someone who avoids staff development'.

With E01 'A professional who is confident', ego-involvement is higher for the males than the females, the females have a higher degree of evaluation, and both groups have a high degree of idealistic and empathetic identification and a low degree of contra-identification, indicating a positive association with this entity for the males and females. A 'confident professional' is clearly admired, identified with and aspired to! E06 'A staff member fully aware of the staff development policy' is an entity with high ego-involvement for the males and females, evaluation and idealistic identification is moderate for both groups, contra-identification is low and empathetic identification is high. The characteristics of this entity are ones that the males and females would wish to emulate.

7.5 Conclusion

In this chapter IDEX profiles have been described and compared for an overall sample of nurse lecturers and for groups selected on the basis of gender and of high/low attitudes to staff development. Whilst some distinctive patterns of construal, evaluation and identification have been identified for each group, and a number of significant and interesting comparisons and contrasts made, the relative 'homogeneity' (i.e. apparent lack of differentiation) of the group as a whole is striking. In this study, IDEX has demonstrated its power by providing in-depth profiles of the complex structures of evaluation and identification that relate to the sample, and also to a lesser extent regarding gender and positive and negative attitudes to the notion and processes of staff development. The power of the ISA identity instrument in assisting understanding of identity structure will be further explored in the next chapter with regard to two individual studies.

Chapter 8 – Idiographic Studies

8.1 Introduction

This chapter presents two idiographic IDEX-based studies selected on the basis of their globally classified identity variants from six lecturers in nursing (within the researcher's institution) who were willing to participate in the study. Pseudonyms have been used to protect anonymity. The studies are based on the participants' responses to a redeveloped version of the first IDEX instrument that was used to obtain the nomothetic results described in an earlier chapter. The rationale for the re-developed instrument has been provided in the *Design and Methods* chapter.

The aim of these idiographic studies is to explore the participants' constructions of self and identity in relation to staff development in higher education, through their responses to the IDEX instrument. Completing the IDEX instrument involves a number of judgments where bi-polar constructs are applied to entities. Since this instrument contains 23 entities and 21 constructs, participants have to make 483 judgments. Each judgment is an opportunity to apply a construct to an entity along a five point scale.

These 483 judgements are then analysed through the IDEX programme which applies a number of formulae derived from Identity Structure Analysis to reveal, first, the ways in which constructs have been applied and thus their significance in the subject's constructed world view; and secondly, various indices connected with identification with and evaluation of entities, including those related to the formulations of identity relevant to the participant. Thus, the IDEX analysis of their responses will indicate the participants' psychological involvement with aspects of themselves, specific significant others, institutions, colleagues and students. These various indices provide a profile of each participant and they are discussed in this chapter, in relation to the known biography, personality, behaviour and disposition of each of the two participants.

Comparisons will be made between the participants to establish how aspects of their identity are 'congruent' to each other or 'deviate', recognising that there will always be individual differences and situationally- and temporally-based aspects of the participants' identity structure at the time.

Nurse education in higher education is in a demanding and potentially conflicted situation. First, nurse managers and lecturers have to be every bit as good an academic as anyone else in higher education. Secondly, they are supposed to maintain a coherent professional identity and, of necessity, be clinically up to date. Thirdly, there are the demands of teaching that must both educate and train, and satisfy the requirements of professional registering bodies as well as the University. Fourthly, there are the demands of administering complex programmes within learning environments, not only in the University, but also in hospitals and the community. Fifthly, they have to undertake research and advanced scholarship: as a key feature of the move into higher education, there is greater emphasis on being scholarly in practice and delivering evidence-based teaching.

Nurse lecturers must balance these various pressures and negotiate a viable path through them, supported and stimulated by staff development processes. It might be expected that identity issues would be at play here, as staff move from a professional identity in practice, through a teaching identity that would have characterised their work in the colleges and schools of nursing, to a scholarly identity involving teaching and research in a university. A further identity would be active in their management and administrative activities, first in the health service and then in higher education.

Whilst these pressures and conflicting demands are, of course, not unique to nursing, it could be argued that nursing, at its present point of assimilation, is under distinct and compelling pressures with regard to scale and intensity, shared with other subjects related to medicine. In this chapter, two individuals will be considered in relation to their responses to this demanding situation and the characteristics of their IDEX profiles that relate to this response. I will present profiles of the two individuals based upon their IDEX

scores, in the context of my in-depth experience of them in my role as a manager and observer. The IDEX profiles will be based on seven particular variables available from their IDEX results. These are: *ego-involvement with entities*, *evaluation of entities*, *idealistic identification*, *contra-identification*, *empathetic identification*, *identity variant* which, in its turn, represents an integration of self-evaluation and identity diffusion against self entities, and finally *structural pressure/emotional significance on a construct*. Definitions of these variables are given in the earlier sections relating to ISA and in Appendix 1.

The indices computed, with the aid of the IDEX software, are estimates of the underlying parameters of identity as they are defined within ISA. They are not scores on a psychometric test, nor are they ratings on a psychometric scale. The researcher will keep in mind that the participant actively exists and participates in the social world and will therefore be described as such. These IDEX-based insights will contribute to a description of the adaptation each individual has made to the demands of their conflicted situation.

8.2 Profiles

The profiles are based on the researcher's knowledge of the individuals in a professional capacity, pseudonyms are used and some details changed to protect anonymity.

8.2.1 Profile one - Chris

This participant is a male senior lecturer who has professional qualifications along with a teacher qualification and a bachelor's degree. He has six years' experience in higher education. His background, before nurse education, was in a management level post within the National Health Service.

He, therefore, achieved as a nurse, as an educationalist and as a manager, but characteristically did not develop a significant research profile. How, then, has he adapted to the conflicting demands of higher education? He presents as a very happy and relaxed person who cares greatly about his colleagues, and is sensitive to their feelings and needs. He is respectful, indeed

deferential, to authority and this enables him to maintain personal privacy when he wishes.

For example, he has responded to the demands of capability and qualification enhancement by enrolling on a master’s degree, but does not engage in critical discussion of the material he is encountering in this programme. He invested considerable attention in gaining ethical approval for his project, demonstrating his social skills in a managerial and regulatory context without engaging in academic discussion regarding the content of the proposal.

The most important properties of an individual’s identity are their value and belief systems (indicated by SPs on constructs), and these are explored in relation to Chris and his self and identity processes. The first mode of identification is ego-involvement: with this parameter it is possible to estimate the impact of particular others in the development of Chris’s identity.

8.2.1a Ego-involvement

Table 47: Profile 1 (Chris): ego-involvement most/least

| Most ego-involved | | Range 0.00–5.00 | Least ego-involved | | Range 0.00–5.00 |
|-------------------|--|-----------------|--------------------|--|-----------------|
| E07 | Me as I would like to be | 5.00 | E12 | Someone I really dislike | 1.64 |
| E02 | Me at work, as a University lecturer | 4.92 | E14 | (Most) male academics | 1.64 |
| E01 | Me as I am now, as myself | 4.84 | E20 | Academics who avoid/have little faith in staff development | 1.64 |
| E03 | Me outside work, relaxing with friends | 4.69 | | | |
| E16 | My best/closest friend | 4.69 | | | |

Chris’s highest magnitude of ego-involvement is with E07 ‘Me as I would like to be’ (5.00). Chris has the highest possible magnitude of evaluation with this entity, indicating his responsiveness to the attributes associated with

becoming his 'ideal self'. Ego-involvement with E02 'Me at work, as a University lecturer' (4.92) is also high for Chris, indicating a positive experience of self for him. E01 'Me as I am now, as myself' (4.84) has slightly less ego-involvement. E03 'Me outside work, relaxing with friends' (4.69) is an area of high ego-involvement along with 'My best/closest friend' (also 4.69). Ego-involvement effectively reveals which significant others have greater 'impact' on identity, and for Chris his ego-involvement is strongest with his 'ideal self' and his work self, whilst he has strong ego-involvement with current self and with friends.

Chris has an equally low level of ego-involvement with three entities. For E12 'Someone I really dislike' (1.64), empathetic identification is low in current self contexts. With E14 '(Most) male academics' (1.64), however, empathetic identification is high in current self contexts. The entity E20 'Academics who have little faith in staff development' (1.64) also has a low evaluation.

8.2.1b Evaluation

Table 48: Profile 1 (Chris): evaluation highest/least

| Evaluation Highest | | Range -1.00 to +1.00 | Evaluation Least | | Range -1.00 to +1.00 |
|--------------------|--|----------------------|------------------|--|----------------------|
| E07 | Me as I would like to be | 1.00 | E20 | Academics who avoid/have little faith in staff development | -0.28 |
| E02 | Me at work, as a University lecturer | 0.98 | | | |
| E01 | Me as I am now, as myself | 0.97 | | | |
| E03 | Me outside work, relaxing with friends | 0.94 | | | |
| E16 | My best/closest friend | 0.89 | | | |

This parameter gives insight into Chris's positive or negative appraisal of another. In practice the findings tend to mirror those obtained for idealistic and contra-identification with others; in the case of Chris's identity evaluation

with others is in relation to his ego-involvement and not in line with his idealistic and contra-identifications.

Chris's highest evaluation is with his ideal self E07 'Me as I would like to be' (1.00); this is the highest possible magnitude, indicating a very positive evaluation to be his 'ideal self'. Evaluation with E02 'Me at work, as a University lecturer' (0.98) is high with this self situated in context. Chris's evaluation of himself, E01 'Me as I am now, as myself' (0.97), is a slightly lesser evaluation than for work self. E03 'Me outside work, relaxing with friends' (0.94) is another area of high evaluation. His evaluation with 'My best/closest friend' is high (0.89). The evaluation of another is an area of strong positive identification for Chris.

Chris's lowest evaluation is found with entity E20 'Academics who avoid/have little faith in staff development' (-0.28); this is a negative evaluation for Chris who also has a low ego-involvement (1.64) with this entity. No other areas of low evaluation are found in relation to Chris's evaluation of another.

8.2.1c Idealistic identification

Table 49: Profile 1 (Chris): idealistic identification highest

| Idealistic identification Highest | | Range 0.00 to 1.00 |
|--|----------------------------|-------------------------------|
| E09 | Me as my students see me | 1.00 |
| E16 | My best/closest friend | 1.00 |
| E15 | (Most) female academics | 1.00 |
| E19 | My husband/wife/partner | 1.00 |
| E10 | Me as my appraiser sees me | 0.95 |

Chris's five most favourable idealistic identifications are with E09 'Me as my students see me', E16 'My best closest friend', E15 '(Most) female academics and E19 'My husband/wife/partner': these four entities share the highest possible level of magnitude (1.00). E10 'Me as my appraiser sees me' is also high (0.95). Chris's high levels of idealistic identification with

these individuals confirm that they are significant reference models for him as he perceives them as having ‘ideal’ desirable qualities.

E09 ‘Me as my students see me’ and E10 ‘Me as my appraiser sees me’ are metaperspectives of self; these are interpreted impressions of self’s public face for others. Chris has high idealistic identification on other people’s views towards self.

8.2.1d Contra-identification

Table 50: Profile 1 (Chris): contra-indication highest

| Contra-identification Highest | | Range 0.00 to 1.00 |
|-------------------------------|--|--------------------|
| E20 | Academics who avoid/have little faith in staff development | 0.81 |

Contra-identification for Chris in terms of the similarities between the qualities he attributes to the other and those from which he would like to dissociate is found with E20 ‘Academics who avoid/have little faith in staff development’ (0.81). This is a negatively perceived value and attribute, and is the only area of contra-identification for Chris, who has very low to nil contra-identification with all other entities.

8.2.1e Empathetic identification

Table 51: Profile 1 (Chris): Empathetic identification highest

| Empathetic identification Highest | CS1 Me as I am now, as myself | Range 0.00 to 1.00 | Empathetic identification Highest | CS2 Me at work as a university lecturer | Range 0.00 to 1.00 |
|-----------------------------------|-------------------------------|--------------------|-----------------------------------|---|--------------------|
| E09 | Me as my students see me | 1.00 | E09 | Me as my students see me | 1.00 |
| E10 | Me as my appraiser sees me | 1.00 | E10 | Me as my appraiser sees me | 1.00 |
| E15 | (Most) female academics | 1.00 | E15 | (Most) female academics | 1.00 |
| E16 | My best/closest friend | 1.00 | E16 | My best/closest friend | 1.00 |

In keeping with Chris's high levels of idealistic identification, his empathetic identity state has the highest magnitude (1.00) with four of his idealistic identifications in relation to current self image 'Me as I am now, as myself' and 'Me at work as a university lecturer'. His empathetic identifications in specific contexts are with E09 'Me as my students see me', E10 'Me as my appraiser sees me', E15 '(Most) female academics', and E16 'My best/closest friend'. Conflicted identification in Chris's identity state is low to moderate and is found to be in relation to E23 'Senior university managers responsible for advocating/implementing staff development' (0.36) and E13 'A really successful person' (0.30). This conflicted identification is the result of Chris empathetically identifying with these entities (0.90) in both cases whilst at the same time in his identity state he has contra-identification to a significant extent.

8.2.1f Identity variant

The identity variant is based solely on the underlying parameters of identity diffusion and self evaluation; these parameters provide the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development.

Table 52: Profile 1 (Chris): identity variant

| | | | Ego- involvement Range 0.00 to 5.00 | Self- evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 to 1.00 | Identity variant |
|--|-----|----|--|--|--|-----------------------------|
| Me as I am now, as myself | CS1 | 01 | 4.84 | 0.97 | 0.07 | Defensive high self-regard |
| Me at work, as a University lecturer | CS2 | 02 | 4.92 | 0.98 | 0.07 | Defensive high self-regard |
| Me outside work, relaxing with friends | CS3 | 03 | 4.69 | 0.94 | 0.07 | Defensive high self-regard |
| Me when acting out of character | CS4 | 04 | 4.38 | 0.77 | 0.07 | Defensive |
| Me when I was a nurse | PS1 | 05 | 3.83 | 0.64 | 0.08 | Defensive |
| Me just before I got this University | PS2 | 06 | 4.30 | 0.86 | 0.07 | Defensive high self-regard |

| job | | | | | | |
|--|-----|----|------|------|------|----------------------------|
| Me as I would like to be | IS1 | 07 | 5.00 | 1.00 | 0.07 | Defensive high self-regard |
| Me if I never had any staff development training | ES1 | 08 | 3.91 | 0.78 | 0.07 | Defensive |

Chris's identity variant is 'defensive/defensive high self-regard' representing a vulnerable identity; in relation to the majority of self entities, Chris has a high self-evaluation with low identity diffusion (identity foreclosure). This identity variant tends to have high structural pressure on constructs and is associated with rigid black/white appraisals.

He is revealed as having a vulnerable identity in that he is defensive regarding diffusion and identity conflicts whilst maintaining a high self-regard. Chris's identity with E02 'Me at work as a University lecturer' has high ego-involvement (4.92) and high self-evaluation (0.98); coupled with low identity diffusion (0.07), this represents an identity variant of 'defensive, high self-regard' indicating a vulnerable identity state. It would appear that Chris has a very confident view of himself as a lecturer. His buoyant and confident manner reflects that high self-regard, but it is maintained at a cost in that he does not appear to be acknowledging the realities of the demands upon him. Indeed, the defensiveness or foreclosing on self's identity can be an effective strategy for concentrating on the matters in hand and putting off distracting matters. The identity variant provides a useful overview of a person's identity; however, the variant's classification will vary over time, in accordance with biographical evolution.

8.2.1g Structural pressure on a construct

In seeking to determine the evaluative dimensions of identity, the highest five and lowest five structural pressures are considered first, along with the secondary evaluative ones.

Chris's highest structural pressures are with the constructs shown in the following table; the favoured pole is marked with an asterisk. Considerable

emotional significance (9.00–10.00) is associated with these constructs. Such high magnitudes of emotional significance and structural pressure confirm these values and beliefs as being core for Chris. However, the strength of these pressures may indicate a tendency towards rigidity and defensiveness, a finding which is in keeping with Chris’s defensive identity variant.

Table 53: Profile 1 (Chris): structural pressure on a construct highest

| Highest SP | Left Pole P-1 | Right Pole P1 | Range -100 to + 100 |
|------------------|---|---|---------------------|
| Construct 05 P-1 | *..Believes ‘professionalism’ is either an integral part of a person, or not; it’s a whole ‘way of being’ permeating all aspects of an individual’s character and behaviour | ..Believes ‘professionalism’ is actually something that can be ‘imported’ or assumed, and can be switched on and off as required | 100.00 |
| Construct 14 P-1 | *..Believes that staff development enables and encourages fulfilment of potential | ..Believes that staff development actually achieves very little | 93.13 |
| Construct 17 P-1 | *..Believes people should take personal responsibility for self and professional development | ..Believes others (e.g. family, employers, member groups, and institutions) are largely responsible for one’s self and professional development | 91.90 |
| Construct 10 P-1 | *..Is very sociable and happy around friends | ..Is quite solitary and happy alone | 87.80 |
| Construct 21 P-1 | *..Is generally very professional | ..Is often not very professional | 84.11 |

Chris’s most core evaluative dimension of identity is with construct 05 left pole, ‘Believes ‘professionalism’ is either an integral part of a person or not; it is a whole way of being permeating all aspects of an individual’s character and behaviour’, with a SP of 100.00; this is the maximum SP and, therefore, confirms that being a professional and conducting oneself in a professional manner is valued by Chris; however, a healthy cynicism is necessary, as this is a high ideal which could be tough to live up to. Construct 14 left pole ‘Believes that staff development enables and encourages fulfilment of potential’ (93.13) is also a value and aspiration central to Chris. Construct 17 left pole ‘Believes that people should take personal responsibility for self and

professional development' (91.90) indicates that Chris is prepared to take responsibility; this is an aspect of Chris's professionalism. Construct 10 left pole 'Is very sociable and happy around friends' (87.80) endorses that Chris is very cheerful and sociable. Construct 21 'Is generally very professional' (84.11) is clearly an important value for Chris as he has his highest pressure in relation to professionalism.

8.2.1h Secondary evaluative dimensions of identity

Chris's 'secondary' evaluative dimensions of identity are found with construct 03; an asterisk marks the favoured pole.

Table 54: Profile 1 (Chris): secondary evaluative dimensions of identity

| Secondary evaluative dimensions of identity SP | Left Pole P-1 | Right Pole P 1 | Range -100 to +100 |
|--|---|--|--------------------|
| Construct 03 P-1 | *..Believes family should always come before work – no exceptions | ..Often finds it difficult to put family before work – especially during very busy periods | 37.96 |

This construct is less evaluatively salient for Chris and is not a consistent resource for his self identity. He is highly person-centred and has high idealistic identification (1.00) with his partner, therefore whilst a tension may exist for Chris in relation to this construct, the emotional significance is moderate (5.00).

Chris's lowest SP/conflicted dimension of identity/unevaluative dimension of identity is found with construct 09; the favoured pole features an asterisk:

Table 55: Profile 1 (Chris): Lowest/unevaluative/conflicted structural pressure

| Lowest/unevaluative/conflicted SP | Left Pole P-1 | Right Pole P 1 | Range -100 to +100 |
|-----------------------------------|---|--|--------------------|
| Construct 09 P-1 | *..Thinks women are more emotionally intelligent than men and, therefore, make better and more effective managers than men in terms of dealing with | ..Think women spend too much energy on 'emotional labour' in managing people and difficult situations, and that men therefore make better and more | 2.57 |

| | | | |
|--|---------------------------------|--------------------|--|
| | people and difficult situations | efficient managers | |
|--|---------------------------------|--------------------|--|

Construct 09 left pole 'Thinks women are more emotionally intelligent than men and, therefore, make better and more effective managers than men in terms of dealing with people in difficult situations' generates a low SP of 2.57 and low emotional significance (1.00); this construct does not have strong connotations for Chris.

8.2.2 Profile two - Anne

This participant is a female who has a master's degree and holds a managerial role. She has responsibility for conducting staff development and has more than ten years' experience in higher education. She is single with no children, she lives alone and is in a stable relationship, is outgoing by nature and is regarded with affection.

The participant presents herself as a thorough and professional person who, nevertheless, masks this with a humorous scepticism and self-depreciation. While an intelligent person, capable of thoughtful analysis and timely production of academically grounded reports, she appears to have no real academic career ambitions beyond the master's degree she has achieved.

She works well within the management team, contributes to the team effort and uses her initiative, but has managed to avoid the implicit and explicit imperatives to enhance her academic qualifications and research. Anne's ISA results are explored to address her self and identity processes in the context of staff development in higher education.

8.2.2a Ego-involvement

Ego-involvement reveals which significant others have the greatest impact on Anne, whether positive or negative.

Table 56: Profile 2 (Anne): ego-involvement most

| Most ego-involved | | Range 0.00 – 5.00 |
|-------------------|--|----------------------|
| E11 | Someone I really admire | 5.00 |
| E19 | My husband/wife/partner | 4.88 |
| E16 | My best/closest friend | 4.76 |
| E07 | Me as I would like to be | 4.76 |
| E17 | My staff development appraiser/interviewer | 4.76 |

Anne's most ego-involved state is at the highest magnitude with E11 'Someone I really admire' (5.00) – this individual is a very significant person in the development of Anne's identity state, as she evaluates them highly, and has high empathetic identification with them. Anne's high ego-involvement and low conflicted identification with E19 'My husband/wife/partner' indicates the significance of this person in her life. E16 'My best/closest friend' is an area of high ego-involvement; the entity also has a moderately high level of conflicted identification when Anne is 'Outside work relaxing with friends' (0.39) and this could be an indicator of a 'healthy' tension between work and friends. High ego-involvement with E07 'Me as I would like to be' is a confident identity variant for Anne. E17 'My staff development appraiser/interviewer' is an area of high ego-involvement, high empathetic identification and low conflicted identity which indicates a positive identification for Anne.

Table 57: Profile 2 (Anne): ego-involvement least

| Least ego-involved | | Range 0.00-5.00 |
|--------------------|---|--------------------|
| E21 | (Most) social and health care professionals | 2.59 |

Anne's overall ego-involvement has moderate to high magnitudes. E21 represents an area of least ego-involvement in relation to '(Most) social and health care professionals'. She has a moderately high (0.38) contra-identification with this entity indicating a degree of dissociation.

8.2.2b Evaluation

The findings for this parameter assess whether the person or agent is appraised positively or negatively. The findings against entities tend to mirror those obtained for idealistic and contra-identifications, but the findings do not inform us as to the ‘significance’ of that particular other. To achieve insights we have to interpret evaluation with ego-involvement.

Table 58: Profile 2 (Anne): evaluation highest

| Evaluation Highest | | Range -1.00 to +1.00 |
|---------------------------|--|---------------------------------|
| E07 | Me as I would like to be | 1.00 |
| E17 | My staff development appraiser/interviewer | 0.87 |
| E09 | Me as my students see me | 0.80 |
| E22 | My line manager | 0.80 |
| E11 | Someone I really admire | 0.77 |

Anne’s highest evaluation is with her ideal self E07 ‘Me as I would like to be’; this high evaluation is associated with a high degree of ego-involvement (4.76). She evaluates highly E17 ‘My staff development appraiser/interviewer’ (0.87), and has a strong ego-involvement with this entity. Entities E09 ‘Me as my students see me’ and E22 ‘My line manager’ are also evaluated highly (0.80) in both cases. E11 ‘Someone I really admire’ has a high evaluation and the highest magnitude of ego-involvement (5.00), referring to a very significant other for Anne as she also relates strongly to this other in idealistic and empathetic identifications.

Table 59: Profile 2 (Anne): evaluation least

| Evaluation Least | | Range -1.00 to +1.00 |
|-------------------------|--|---------------------------------|
| E20 | Academics who avoid/have little faith in staff development | -0.62 |
| E12 | Someone I really dislike | -0.52 |
| E04 | Me when acting out of character | -0.44 |

Anne’s least evaluation is with E20 ‘Academics who avoid/have little faith in staff development’ (-0.62); this represents a strongly negative evaluation.

Anne also negatively evaluates with the entities E12 ‘Someone I really dislike’ (-0.52), which also represents a strongly conflicted identity in relation to CS1, and E04 ‘Me when acting out of character’ (-0.44) where the negative evaluation is an area of identity crisis to Anne.

8.2.2c Idealistic identification

Within the ISA approach there are two basic modes of identification with other social entities; thus, with reference to Anne’s personal appraisal system, she will variously exhibit role-model and empathetic identifications with particular others. Role model identification may be based on the ascription of positive connotations that Anne may wish to emulate (idealistic identification) or negative connotations, not part of one’s values and beliefs, from which she would wish to dissociate (contra-identification).

Table 60: Profile 2 (Anne): idealistic identification highest

| Idealistic identification Highest | | Range 0.00 to 1.00 |
|--|--|---------------------------|
| E09 | Me as my students see me | 0.90 |
| E15 | (Most) female academics | 0.90 |
| E17 | My staff development appraiser/interviewer | 0.90 |
| E22 | My line manager | 0.90 |
| E11 | Someone I really admire | 0.86 |

Consideration of Anne’s five most favoured idealistic identifications begins with E09 ‘Me as my students see me’ (0.90); this is a metaperspective of self derived from a social interactions perspective and based on Anne’s perceptions of the way others see her. Anne has a slightly less strong self identity with E11 ‘Someone I really admire’ (0.86); an admired person is someone nominated by Anne when using this entity in the ISA process, and the qualities and attributes observed in the admired and successful person represent aspirations for Anne regarding her ideal self. An equal magnitude of strength (0.90) is found with E15 ‘Most female academics’, E17 ‘My staff development appraiser’ and E22 ‘My line manager’. Anne may have nominated a friend/other as her admired person, but it is interesting to

observe the closeness of identification with a female, her appraiser and her line manager; the latter two roles are held by a female that Anne is known to hold in high regard, providing a positive role model for Anne.

8.2.2d Contra-identification

Table 61: Profile 2 (Anne): contra-indication highest

| Contra-identification Highest | | Range 0.00 to 1.00 |
|--------------------------------------|--|---------------------------|
| E20 | Academics who avoid/have little faith in staff development | 0.81 |
| E12 | Someone I really dislike | 0.76 |
| E23 | Senior university managers responsible for advocating/implementing staff development | 0.52 |

Anne's highest contra-identification is with E20 'Academics who avoid staff development' (0.81), representing a strongly negative role model for Anne. E12 'Someone I really dislike' also represents a strongly negative role model, particularly given Anne's agreeable disposition, from whom Anne wishes to dissociate. Her third high contra-identification is with E23 'Senior university managers responsible for advocating/implementing staff development' (0.52).

Anne has been restrained in pursuing formal staff development beyond her master's degree and this contra-identification may be an indicator of a negative position when she is faced with the staff development process.

8.2.2e Empathetic identification

Table 62: Profile 2 (Anne): empathetic identification highest

| Empathetic identification Highest | CS1 Me as I am now, as myself | Range 0.00 to 1.00 | Empathetic identification Highest | CS2 Me at work, as a university lecturer | Range 0.00 to 1.00 |
|--|--------------------------------------|---------------------------|--|---|---------------------------|
| E10 | Me as my appraiser sees me | 0.86 | E10 | Me as my appraiser sees me | 0.86 |
| E16 | My best/closest friend | 0.81 | E11 | Someone I really admire | 0.86 |
| E11 | Someone I really admire | 0.76 | E18 | Academics who believe accomplishments | 0.86 |

| | | | | | |
|-----|--|------|-----|--|------|
| | | | | can be traced to staff development | |
| E18 | Academics who believe accomplishments can be traced to staff development | 0.76 | E16 | My best/closest friend | 0.81 |
| E09 | Me as my students see me | 0.71 | E17 | My staff development appraiser/interviewer | 0.81 |

Anne's five highest empathetic identifications with entities in relation to CS1 'Me as I am now, as myself' and CS2 'Me at work, as a university lecturer' show a high degree of similarity between her self as now and Anne's work self: four of the five empathetic identities with entities are shared in each self identity. E10 'Me as my appraiser sees me' is the highest empathetic identification in both CS1 and CS2 (0.86). E10 also has a high conflicted identification for her in relation to CS1 and CS2, 0.45 in each self identity. Anne's empathetic identification with E11 'Someone I really admire' and E18 'Academics who believe accomplishments can be traced to staff development' is strong, with a magnitude of 0.86 in relation to her work identity and 0.76 in relation to 'Me as I am now, as myself'; these areas have no conflicted identity.

E16 'My best/closest friend' has equal strength empathetic identification (0.81) in both CS1 and CS2. The fifth highest empathetic identification for CS1 is with E09 'Me as my students see me' (0.71); a moderate degree of conflicted identification exists in relation to CS1 (0.26) and CS2 (0.28). The fifth highest empathetic identification for CS2 is with E17 'My staff development appraiser/interviewer' (0.81); a moderate degree of conflicted identification exists in relation to CS1 (0.26) and CS2 (0.28).

8.2.2f Identity variant

Identity diffusion provides the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development.

Table 63: Profile 2 (Anne): identity variant

| | | | Ego- involvement Range 0.00 to 5.00 | Self- evaluation Range -1.00 to +1.00 | Identity diffusion Range 0.00 to 1.00 | Identity variant |
|---|-----|----|--|--|--|-----------------------------|
| Me as I am now, as myself | CS1 | 01 | 3.73 | 0.28 | 0.38 | Indeterminate |
| Me at work, as a University lecturer | CS2 | 02 | 3.86 | 0.33 | 0.37 | Indeterminate |
| Me outside work, relaxing with friends | CS3 | 03 | 3.49 | 0.48 | 0.36 | Indeterminate |
| Me when acting out of character | CS4 | 04 | 4.40 | -0.44 | 0.43 | Crisis |
| Me when I was a nurse | PS1 | 05 | 3.86 | 0.51 | 0.37 | Indeterminate |
| Me just before I got this University job | PS2 | 06 | 3.73 | 0.38 | 0.38 | Indeterminate |
| Me as I would like to be | IS1 | 07 | 4.76 | 1.00 | 0.37 | Confident |
| Me if I never had any staff development training | ES1 | 08 | 3.01 | -0.18 | 0.39 | Negative |

Anne's identity variant is classified as indeterminate which corresponds to moderate identity diffusion with moderate self-evaluation. This is the most usual identity state as defined in global terms, but not in respect of the detailed analysis of psychological structure. Anne has an identity variant in crisis for self-evaluation and ego-involvement in relation to E04 'Me when acting out of character'. Anne's exploratory self E08 'Me if I never had any staff development training' has a negative self-evaluation and a low ego-involvement with a negative identity variant, which indicates that Anne is unable to conceive herself as not having staff development, whatever tensions might exist for her. Her ego-evaluation and self-evaluation are high with respect to E07 'Me as I would like to be', resulting in a confident identity variant.

8.2.2g Structural pressure on a construct

In seeking to determine the evaluative dimensions of identity, the highest five and lowest five structural pressures are considered.

Anne's highest structural pressures are with the following constructs (see table), the favoured pole being marked as usual with an asterisk. These constructs are also of considerable emotional significance (9.00–10.00) to Anne and whilst this degree of significance could indicate a degree of rigidity, Anne's identity variant is classified as 'indeterminate' which is a relatively well adjusted identity state.

Table 64: Profile 2 (Anne): structural pressure on a construct – highest

| Highest SP | Left Pole P-1 | Right Pole P1 | Range -100 to +100 |
|---------------------|---|--|-----------------------|
| Construct 08 P1 | ..Finds emotional intimacy difficult | *..Enjoys emotional intimacy | 91.65 |
| Construct 18 P-1 | *..Thrives on a really good challenge and will usually be amongst the first to take it up | ..Shies away from challenge and usually hopes someone else will come along and take it up | 90.99 |
| Construct 04 P-1 | *..Avant-garde in outlook, welcoming and easily embracing change and all things new | ..Conservative in outlook, tending to resist change | 90.42 |
| Construct 17 P-1 | *..Believes people should take personal responsibility for self and professional development | ..Believes others (e.g. family, employers, member groups, and institutions) are largely responsible for one's self and professional development. | 89.88 |
| Construct 05 P-1 | *..Believes 'professionalism' is either an integral part of a person, or not; it's a whole 'way of being' permeating all aspects of an individual's character and behaviour | ..Believes 'professionalism' is actually something that can be 'imported' or assumed, and can be switched on and off as required | 87.74 |

Anne's most core evaluative dimension of identity is with construct 08 right pole 'Enjoys emotional intimacy' with an SP of 91.65. Anne's next highest SP (90.99) is with construct 18 left pole 'Thrives on a really good challenge and will usually be amongst the first to take it up'. Anne has a managerial role and in her work she is willing to give the extra effort and offer support for initiatives. A high SP is found for construct 04 where the left pole is endorsed 'Avant-garde in outlook, welcoming and easily embracing all things new'; this core evaluative dimension is in keeping with Anne's approach to her work,

and following recent life threatening illness she has responded in a most positive manner.

Construct 17 SP (89.88) favours the left pole ‘Believes people should take personal responsibility for self and professional development’. Anne is one who takes responsibility and ownership, addressing her staff development needs.

Construct 05 left pole endorsed ‘Believes ‘professionalism’ is either an integral part of a person, or not; it’s a whole ‘way of being’ permeating all aspects of an individual’s character and behaviour’ has a SP of 87.54. Anne is professionally qualified and has held a managerial position in the NHS prior to appointment in higher education; she works with a professional approach taking accountability and responsibility, evidence that this professionally focused construct is a core evaluative dimension of identity for her.

8.2.2h Secondary evaluative dimensions of identity

Anne’s secondary evaluative dimensions of identity are with constructs 11 and 07; the favoured pole is marked *.

Table 65: Profile 2 (Anne): secondary evaluative dimensions of identity

| Secondary evaluative dimensions of identity SP | Left Pole P-1 | Right Pole P 1 | Range -100 to +100 |
|--|--|--|--------------------|
| Construct 11 P1 | ..Is easily stressed by daily problems | *..Is emotionally resilient to daily problems | 35.99 |
| Construct 07 P-1 | *..Believes life in UK universities today is governed by genuinely meritocratic structures | ..Believes life in UK universities today is more about ‘who you know’ than ‘what you know’ | 42.47 |

These are less evaluatively salient constructs for Anne. In relation to construct 11 she does show an outward resilience to daily problems, but has found some aspects of work management challenging and by her own admission stressful. Anne has endorsed the belief that ‘Life in UK universities today is governed by genuinely meritocratic structures’, and for her this

construct has high emotional significance at 9.00. This is in keeping with Anne's values that people should have due recognition for their abilities.

Anne's lowest structural pressures on constructs are found with constructs 15, 03 and 20. In the table below, the favoured pole is identified with an asterisk.

Table 66: Profile 2 (Anne): structural pressure on a construct – lowest

| Lowest SP | Left Pole P-1 | Right Pole P1 | Range -100 to + 100 |
|---------------------|---|--|------------------------|
| Construct 15 P-1 | *..Believes that higher education institutions should be fundamentally about research | ..Believes that higher education institutions should be primarily about teaching | -65.85 |
| Construct 03 P-1 | *..Believes family should always come before work – no exceptions | ..Often finds it difficult to put family before work – especially during very busy periods | -46.23 |
| Construct 20 P1 | ..Laments the demise of traditional scholarly academic higher education institutions | *..Celebrates the rise of corporatism and the 'new managerialism' in higher education institutions | 2.28 |

Construct 15 left pole is endorsed 'Believes that higher education institutions should be fundamentally about research'; this has a strong negative structural pressure (-65.85) representing an area of consistently incompatible evaluative dimensions of identity for Anne, in that she has failed to progress her formal staff development in relation to research (although she has undertaken activity in small scale research). Nevertheless, emotional significance is high (9.00), indicating that this is likely to be an area of stress for her with a tension between aspiration and under-achievement.

Construct 03 left pole is endorsed 'Believes family should always come before work, with no exceptions', but the construct has a strong negative SP of -46.23 representing an area of consistently incompatible evaluative dimensions of identity for Anne. This is coupled with a moderate degree of emotional significance (7.00).

For construct 20 the right pole is endorsed 'Celebrates the rise of corporatism and the 'new managerialism' in higher education institutions.' The low SP (2.28) would indicate an unevaluative dimension of identity for Anne. Emotional significance is moderate (7.00), therefore despite the construct having low usage it nevertheless has some emotional connotations suggesting there may be an element of tension.

8.3 Summary

Identity structure analysis facilitates the investigation of the various ways in which individuals' identity formulations are influenced by persons whom they know well and who have been included as entities. In particular the instrument produces indications of the extent to which individuals are ego-identified with these entities and of the evaluations that they make of the entities.

These familiar persons have an impact on the individuals' identity whether they are liked or not. Thus in IDEX ego-involvement with others is treated separately from evaluation of those others. Whilst the impact of others is central to the notions of identification and identity development, IDEX also allows for the investigation of ego-involvement in and evaluation of entities such as idealised persons, roles and concepts. From the two individuals chosen for the idiographic studies emerge distinctive patterns of ego-involvement with and evaluation of entities.

Chris and Anne's identification with entities in terms of ego-involvement show Chris to be highly ego-involved with the entities (E) that represent forms of his self. The highest magnitude of identification is with E07 'Me as I would like to be'; his other ego-identifications are with his work, E02 'Me at work, as a university lecturer' and with his self E03 'Me outside work, relaxing with friends'. Anne, on the other hand, is highly ego-involved with significant others with E11 'Someone I really admire' at the highest degree and also to a very high degree with E19 'My husband/wife/partner', E17 'My staff development appraiser/interviewer' and with her ideal self 'E07 'Me as I would like to be'. Thus, while Chris's ego-involvement tends to be highest

with regard to aspects of himself, Anne is relatively more ego-involved with other people. This may be seen as an almost stereotypical characterisation of the self-centred male and the socially oriented female. It would certainly suggest points of emphasis for a subsequent staff development interview. Chris might be encouraged to explore his views of himself and his needs and potential, whereas Ann might be focused more on her impact on others and, perhaps, others as role models.

The highest magnitudes of ego-involvement held by Chris and Anne indicate that the significant others or roles represented by the entities have a strong impact for them. Least ego-involvement for Chris is with E12 'Someone I really dislike', E14 '(Most) male academics' and E20 'Academics who avoid/have little faith in staff development'. Anne has least ego-involvement with E21 '(Most) social and health care professionals'. These entities represent negative role models and reference groups for Chris and Anne, and therefore are not aligned to their value system.

The process of evaluating others is central to the self's intentions and aspirations, and gives further insight into Chris and Anne's identity positions. Chris's highest magnitudes of evaluation mirror his high ego-involved entities, the highest degree of evaluation being with E07 'Me as I would like to be'. His other positive evaluations are with his work as a university lecturer (E02) and with his self- as now and when relaxing with friends (E03). Chris has a further high evaluation of E16 'My best/closest friend'. These evaluations can be integrated with ego-involvement to confirm the salience of these roles and identities for Chris and Anne. The highest evaluation for Anne is with her most ego-involved state E07 'Me as I would like to be'; her other favourable evaluations linked to her ego-involved state are E17 'My staff development appraiser/interviewer' and E11 'Someone I really admire'. Anne also has a high magnitude of evaluation with E09 'Me as my students see me' and E22 'My line manager'; these strong evaluations confirm Anne's orientation towards others in the determination of her identity. There is almost a hint of locus of control here with Anne looking to others for identification and Chris turning in on himself. For staff development it might

be that Chris, whilst starting from reflections on himself, might be encouraged to be more other oriented, whilst Anne might be encouraged to reflect more on her self relatively independent from the influence of others. Chris and Anne negatively evaluate E20 'Academics who avoid/have little faith in staff development', and Anne also negatively evaluates E12 'Someone I really dislike' and E04 'Me when acting out of character'. Her negative evaluations of the disliked person is consistent with the negative attributions she makes to this other. Acting out of character is a situated self that is incompatible with the ideal self, so a negative evaluation of it is very much a consonant expression of identity.

Chris and Anne have high magnitudes of -idealistic identification with several entities. This parameter reflects an aspirational 'self's wish to emulate role models' if positive or dissociate from them if negative. Chris and Anne both idealistically identify with E09 'Me as my students see me', which shows a student-centeredness characteristic of the rhetoric and probably the behaviour of nurse lecturers, and with E15 '(Most) female academics' which is predictable for Anne but, perhaps, more surprising for Chris. However this perhaps demonstrates the gender proportions in nurse education which are strongly female, and hence so are the likely models with which both might have an opportunity to identify.

Chris has other aspirational identifications with E16 'My best closest friend', E19 'My husband/wife/partner' and E10 'Me as my appraiser sees me'; these role models represent positive idealistic identifications for Chris. Positive role models for Anne are with E17 'My staff development appraiser/interviewer', E22 'My line manager' and E11 'Someone I really admire'; based on the researcher's working knowledge of Anne, these role models fit well with Anne's admired line manager. These aspirational identifications again highlight differences between the individuals with Anne's identifications being more inclined to the work situation, whilst Chris's, although including his appraiser, are more domestic.

Chris and Anne's dissociation with entities is determined by the identity parameter 'Contra-identification'. Chris has very low contra-identification with entities with the exception of E20 'Academics who avoid/have little faith in staff development', and Anne also has this entity as her highest magnitude of contra-identification: attributes associated with this entity are not part of Chris and Anne's value system. Again this reflects a measure of uniformity between all the participants in that they probably would not have volunteered for the study unless they had generally positive attitudes to staff development and disassociation from those who did not. Anne has further contra-identification with entities in relation E12 'Someone I really dislike', and this was also a negative evaluation for Anne. Contra-identification is also found with E23 'Senior university managers responsible for advocating/implementing staff development', and the high magnitude of contra-identification found with this entity appears to support the view that Anne has no academic career ambitions beyond her current achievements. So it appears that the other oriented Anne nevertheless does not extend that positive identification beyond those with whom she has face-to-face contact. She does not associate herself with the 'faceless' managers who implement policy.

Empathetic identification is determined in relation to one's current self-image and will vary by context, and for Chris and Anne in current self and at work contexts is found to be high in both situations. Chris has the highest degree of magnitude held equally with the same four entities in both current self and work contexts, whilst Anne empathetically identifies with three entities in common with Chris: these are E09 'Me as my students see me', E10 'Me as my appraiser sees me' and E16 'My best/closest friend', all of which can be viewed as supportive to self. The fourth area of high identification for Chris is with E15 'Most female academics', a predictable and functional disposition for him in a work environment with a high number of female colleagues. Further high magnitudes of empathetic identification for Anne in the work context are with E11 'Someone I really admire' and E18 'Academics who believe accomplishments can be traced to staff development'. Empathetic identification creates the potential for identification conflict: Chris has low to

moderate identification conflict with E23 'Senior university managers responsible for advocating/implementing staff development' and E13 'A really successful person', whilst Anne has a moderate degree of conflicted identification with E17 'My staff development appraiser/interviewer'.

The global identity variant is a key parameter in IDEX, integrating self-evaluation with identity diffusion. This ISA classification of identity variant provides a global overview of a person's macro identity states situated in a specific social context. Identity diffusion points to a likely fluidity between social contexts and an identity transition between biographical phases, and provides the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development. Self's state of identity or identity variant is derived from the two parameters self-evaluation and identity diffusion. Chris has an identity variant classified as defensive/defensive high self-regard; this variant is the outcome of high self-evaluation and low identity diffusion, and represents a vulnerable identity state. Anne has an identity variant classified as indeterminate which corresponds to moderate identity diffusion and moderate self-evaluation, and is the most usual identity state in global terms and is a well adjusted identity state. However, an identity achieved for all time is unlikely, therefore a person will be variously confident, indeterminate or foreclosed in their identity.

In seeking to determine the evaluative dimensions of identity, the structural pressure on constructs is considered for Chris and Anne. In keeping with Chris's identity variant he has very high structural pressures on constructs (C), confirming these as Chris's core evaluative dimensions of identity. His defensive identity state indicates that the constructs are associated with rigid black/white appraisals. The presentation of Chris based on his core evaluative dimensions of identity is that he is a professional: his highest structural pressure with C05 left pole indicates that he believes 'Professionalism is an integral part of a person or not; it is a whole 'way of being' permeating all aspects of an individual's character and behaviour', whilst C14 left pole suggests that he believes that staff development enables

and encourages fulfilment of potential, and C17 left pole that people should take responsibility for self and professional development. C10 left pole indicates he balances work with being very sociable and happy around friends, and C21 left pole is generally very professional.

Core evaluative constructs for Anne also relate to her belief, indicated by C17 left pole, in professionalism and taking responsibility for self and professional development. With C04 left pole she shows a willingness to embrace change, and with C18 left pole to take up a challenge; she also, as in C08 right pole, enjoys emotional intimacy.

Conflicted dimensions of identity/unevaluative dimensions of identity are associated with low structural pressures. Chris has very low structural pressure with C09 left pole 'Thinks women are more emotionally intelligent than men and, therefore, make better managers than men in terms of dealing with people in difficult situations'. Though Chris endorses the female pole rather than the male this is not an evaluative construct for Chris. C03 left pole 'Believes family should always come first –no exceptions' is a moderately low structural pressure, but this may present an area of stress for Chris.

Anne has very low structural pressure on three constructs and a moderately low structural pressure on one. C15 left pole 'Believes higher education institutions should be fundamentally about research' is focused on the 'teaching/research' debate and is an area of conflict for Anne, whilst C03 left pole 'Believes family should always come first – no exceptions' is a negative structural pressure and an area of conflict. A low but not negative C20 right pole 'Celebrates the rise of corporatism and the 'new managerialism' in higher education institutions' represents a conflicted dimension of identity for Anne. A moderately low structural pressure is found with C11 right pole 'Is emotionally resilient to daily problems' which is an unevaluative dimension of identity for Anne.

8.4 Conclusion

These two idiographic studies demonstrate the ways in which the analysis of the structure of identity in individuals both reflects and gives insights into how they have adapted to and are negotiating the conflicting demands of being a lecturer in nursing within higher education. There are clearly various ways in which individuals can evaluate and identify with key features of their professional world, and employ constructs to make sense of these worlds. It is suggested that the insights into their thinking and orientations provided by ISA/IDEX would be valuable in facilitating the close engagement with needs, aspirations and inclinations that should characterise staff development.

Chapter 9 – Conclusion

In this conclusion I will first reflect on my findings and their implications. I will then consider the extent to which the studies have met the aims and objectives set out in the design and methods chapter; I will discuss the limitations of the studies; and finally I will outline some future research directions that might be followed.

9.1 The findings

I have argued that lecturers in nursing in higher education are operating in a conflicted situation with various possible identities competing for attention. They may see themselves as teachers, as researchers, as managers or, primarily, as professional nurses. Whilst these tensions are not unique in vocational subjects they are, arguably, particularly acute in nursing where lecturers are expected to teach relatively intensively whilst also developing research from a very low baseline. They are also expected to maintain their credibility as professionals, and to manage what are usually relatively complex modes of delivery policed by professional registering bodies. This, then, was the analysis that provided the backdrop for my studies. I expected to find evidence of these tensions and for them to have some impact on the identity formulations of my participants. In particular it might be expected that they would be evident in attitudes towards, and perceptions of, staff development.

Disappointingly, the tensions did not emerge in my semi-structured interviews. This may have reflected my lack of expertise as an interviewer or it may be that those who volunteered for studies of this kind are less troubled by the potential conflicts in their roles. On the other hand the results from the IDEX studies showed, through the relevant IDEX parameters, clear evidence of role dissonance accompanied by vulnerable levels of self-evaluation, particularly in females. Focusing on the self in terms of the identity variants, females in current self-entities 'Me as myself,' 'Me at work' and 'Me at home' show an identity variant classified as 'defensive'. In ISA terms this is a vulnerable identity state. The males in relation to these same current self-

entities have an identity variant classified as 'indeterminate'; this represents a well adjusted identity state. These identity states are based on the parameters of identity diffusion and self-evaluation; they are not set for all time but vary with biographical development, and indeed staff development, which may change and improve them.

Whilst the respondents to the IDEX were different from those interviewed, they were drawn from the same population in that they were professionally qualified nurses working as lecturers in higher education. Given their similarities of background and experience, it might be expected that there would be commonalities in their views on staff development, and that these would be apparent in both the interviews and the IDEX completions. In fact the IDEX data were far more revealing than the interviews which both validate the instruments and, perhaps, raise questions about the effectiveness of these particular interviews.

It was anticipated that there might be gender differences in the way in which participants constructed their professional roles and aspects of staff development. There were differences in identity variants but this expectation was not borne out in some of the other indices of identity where gender differences were not particularly apparent; there was a certain homogeneity across the sample derived, I would argue, from the professional identity of the respondents as nurses.

One interesting finding concerned the ways in which men or women identify with the same or opposite gender. Females have moderately higher magnitudes of idealistic identification and empathetic identification, and lower magnitudes of contra-identification with females than with males. The females have moderately higher ego-involvement with males than with females; this is associated with a low degree of dissonance for the females towards males and a lesser degree of dissonance towards females.

Males have moderately higher magnitudes of idealistic identification and empathetic identification and lower magnitudes of contra-identification with

males than with females. The males have moderately higher ego-involvement with males than with females; this is associated with a low degree of dissonance for the males towards males, and a slightly greater but still low degree of dissonance towards females. Therefore males and females show a greater degree of idealistic identification and empathetic identification, and a lesser degree of contra-identification and dissonance, towards the same gender.

9.2 Implications of the findings

I will consider the implications of my findings in four respects. The first question is: what do the findings contribute to the literature on staff development where I found an absence of attention to self and identity? The second question is: how might the findings be developed in further research? I return to this topic at the end of the chapter. The third question is: what are the implications of my work for the practice of staff development in higher education? Fourth, and related to the third, is the question of how my personal practice will be affected by my findings.

My findings, whilst exploratory and provisional, make a contribution to the literature as they do begin to point to hitherto unexamined aspects of self and identity in relation to staff development. This is, I believe, the first study that has tried to get beneath the surface features of staff development. Its methods for this exploration are novel in this context, and include an attitude inventory and two IDEX instruments.

The nomothetic phase of my study allowed for comparisons between males and females and, within the same sample, between those with relatively positive and negative attitudes to staff development. I found that males and females in my sample were comparable with regard to staff development in certain key identifications. They both idealistically and empathetically identify with entity 1 'A professional who is confident' (this is a view of a developed person as defined by the managers and lecturers); they contra-identify with entity 12 'Someone who avoids staff development'.

In relation to their 'core' evaluative dimensions of identity (that is aspired to, consistently used, values for self as determined by high structural pressure on a construct). Both the males and females endorse construct 1 'Believe that staff development enables them to fulfil their potential'; construct 2 'Staff development is an inherent part of the job'; construct 3 'Believe staff development is broadly enriching for the individual'; construct 12 'Think that staff development is about attending courses and conferences'; and construct 16 'Believe that they receive staff development on their merits'. These core-evaluative dimensions of identity are, for these respondents, a good endorsement of staff development particularly for the males who have an 'indeterminate' identity variant which is a psychologically well balanced state with regard to their identity and staff development. The females, on the other hand, while holding the same core evaluations as the males are revealed as having a 'defensive' identity variant. This is classified as a vulnerable identity, and indicates a state of identity foreclosure and denial of conflicts, in relation to themselves 'as self', 'at work' and 'at home'. This defensive position is resistant to change and is a psychologically uncomfortable state for the females. It could be considered that females, despite their vulnerable identity states, 'want to get on'. With particular reference to these females who have 'self conflicts', they may make deliberate efforts to dissociate from conflict and focus on opportunities through staff development. Consequently, despite their vulnerable identity state, they identify with the same 'core' evaluative dimensions of identity with staff development as the male participants.

Whilst it was not possible to correlate IDEX results with actual behaviour in relation to staff development, an attitude inventory was devised and administered, and this was taken as indicative of likely behaviour. Overall the identity dimensions for groups with relatively high and low attitudes towards staff development were positive, and along with the males and females they idealistically and empathetically identify with entity 1 'A professional who is confident'; they contra-identify with entity 12 'Someone who avoids staff development'; they also endorse the same 'core' evaluative dimensions of identity as the males and females. However, in relation to their identity

variant the low attitude group have a relatively healthy 'indeterminate' identity variant comparable with the male participants, whereas the high attitude group have a more vulnerable 'defensive' foreclosed identity variant comparable to the female participants.

Another area of shared identity between the males, females, and high and low attitude groups is with a secondary evaluative dimension of identity. The most salient identifications are unlikely to be positioned on the basis of secondary evaluative dimensions of identity; however the groups in this study have a preferred orientation to construct 15 'Higher education institutions should be about teaching', rather than 'Higher education institutions should be fundamentally concerned about research'.

The identity findings for staff development, as detailed in the study and selectively highlighted in this section, show an apparent lack of differentiation between the gender and attitude samples: a relatively positive disposition towards staff development is found for all groups, with contra-identification with 'Someone who avoids staff development'. The results show gender to be less significant than professional identity, and this would provide a starting point for the exploration of needs, aspirations and staff development initiatives.

The two idiographic case studies reported in this research give detailed insights into the identity formulations of the individuals in relation to their development, and offer interesting contrasts. Idiographic case studies of this kind offers rich insights and interpretations from the idiographic analysis, confirming the usefulness of this research method as a 'diagnostic' tool in further ISA/IDEX studies.

The methods and results from this study provide the basis for a number of possible research initiatives. It would be interesting to explore the behavioural aspects of staff development in relation to identity and attitude. It would be particularly valuable if identity variables could be correlated with an in depth exploration of the appraisal/staff development interview and an

assessment of the effectiveness of the emergent action plan in relation to staff development behaviour or career progression. Possible directions for further research are revisited at the end of this chapter.

The implications of this study for the practice of staff development in higher education are its contributions to the theory of self and identity and attitude measurement in relation to staff development. The study will contribute three instruments – Marriss Attitude to Staff Development in Higher Education (MASDHE), IDEX1 and IDEX2 – and these may be used in various ways in future research to explore different populations.

My personal practice will be enhanced as a result of my increased knowledge of psychological theory and its application as a background to and through ISA/IDEX. My post-doctoral work will be to develop a smaller IDEX instrument derived from IDEX1 and 2 to help staff developers and those receiving staff development to refine their understanding of underlying processes, needs and orientations in individuals, and thus help to make staff development more sensitive and effective.

9.3 Meeting research aims

The original research aims are included in italics for ease of reference, with comments beneath.

The aims of the study were:

- 1 *To explore the notion of identity of higher education nursing/midwifery lecturers and managers in relation to staff development.*

The notion of identity has been explored in depth through a comprehensive literature review culminating in an exposition of Identity Structure Analysis which is a sophisticated theory drawing on formulations from Erikson, Festinger, Kelly and others. The perceived lacuna in the staff development literature regarding the central issues of self and identity has been confirmed. The studies undertaken for this thesis are, so far as I have been able to

ascertain, the first to explore identity in relation to staff development in higher education.

- 2 *To develop instruments which would facilitate the exploration of identity and allow for the identification of individual and group differences.*

Two IDEX instruments, IDEX 1 and IDEX 2, have been developed, the first for the nomothetic survey and the second for the individual idiographic studies. The entities and constructs required for these instruments were based on material from the interviews, the literature, the researcher's hypotheses and the structural requirements of the IDEX method. Participants using these instruments could then be described in relation to key parameters concerning identity. These descriptions included a number of interesting results with regard to identification with a number of key entities and concerning the use made of key constructs by participants. In particular participants could be categorised regarding identity diffusion and self-evaluation, this giving some indication of their relative stability and vulnerability in relation to their identity and staff development in higher education. The respondents were, overall, in a vulnerable position regarding the competing identity formulations that characterised their position in nurse education within higher education. However, gender did not prove a significant factor in relation to these parameters.

- 3 *To develop an instrument to differentiate the attitudes that staff hold towards staff development.*

A new attitude inventory, the Marriss Attitudes to Staff Development in Higher Education (MASDHE), has been devised, piloted and used in structured and web-based surveys. Whilst a reasonable spread of results was achieved, it is likely that those volunteering for both surveys were skewed towards a positive attitude. Thus those who volunteered for this project on staff development might reasonably be assumed to have positive attitudes towards the topic. It seems less likely that those who are negative towards staff development would want to spend their time in his way. A

similar point can be made regarding those who completed the internet version of the inventory. Whilst there may theoretically be persons with negative attitudes towards staff development who would seek out material on staff development through an internet search, the converse seems more likely. Further work will be necessary on a larger and more representative population to standardise the instrument.

- 4 *To compare the construal of identity in staff development in relation to gender, educational qualification, length of employment in HE and seniority, through interviews, an attitude inventory and IDEX.*

After consideration of numbers and initial analyses it was decided to concentrate on comparisons of IDEX profiles for two groupings: male/female and high/low attitudes. Neither gender nor attitudes to staff development proved significant in differentiating identity profiles. The homogeneity of nurse lecturers was a more striking finding. Thus the pattern of IDEX parameters that emerged from the survey and which was described in detail in an earlier chapter were associated more with characteristics of the group as a whole than distinctively associated with either gender. Since the whole group were all nursing lecturers, this might suggest that membership of that group had more influence on responses than membership of either gender.

- 5 *To explore, in relation to identity and staff development, how lecturers in nursing have responded and adapted to the fourfold pressures to which they are subject.*

Detailed analyses have been completed through a survey of 72 respondents, all of whom completed IDEX 1, and two individual cases who completed IDEX 2. These analyses are major elements in the thesis. In general they show, within Weinreich's identity variants matrix, a disposition towards identity diffusion coupled with a degree of self-evaluation that suggests vulnerability. This is a major finding and suggests that the fourfold pressure is impacting on the identity of participants. In future the instrument or a shorter form of it could be used diagnostically, and the findings considered

by the participant and their supervisor to facilitate the staff development process. There are general issues regarding the level of motivation and time required to complete an IDEX instrument of this kind, and an important area for development of these instruments and indeed the whole approach is to explore shorter forms and their validity and reliability.

6 *To highlight aspects of attitude and identity that might be used to facilitate staff development processes.*

This thesis can contribute three measures to the literature that might be developed to facilitate staff development processes, namely MASDHE, IDEX 1 and IDEX 2. Details from the nomothetic and idiographic studies can be used for comparison in further studies and to give insights for staff development approaches. The use of IDEX instruments gives detailed insights into the ways in which participants use key constructs and how they position themselves with regard to self-related and external entities.

7 *To explore the attitudes held by nursing/midwifery lecturers and managers compared with those held by academics in other subjects.*

This aim proved to be over ambitious and was not pursued in depth. Comparative material regarding attitudes to staff development was provided through the internet survey. Comparisons using IDEX were beyond the scope of this study. However, the instruments developed for this study will be available for those wishing to make such comparisons.

9.4 Limitations of the study

All the participants in the studies were volunteers: volunteers were used in the interviews, the nomothetic survey, the internet survey, and the idiographic studies. This might well have produced a biased sample by including only those who were positively inclined towards staff development and, to some extent; this is borne out by the skewed results of the attitude inventory. It would have been interesting to include more participants who were negative and hostile towards staff development.

All the measures used in the study are indirect in that they measure attitudes towards staff development and identity parameters relevant to staff development, rather than staff development itself. Ideally the results from the measures would have been related to direct descriptions and analyses of both staff development processes and subsequent activities. It would have been valuable to be able to correlate the findings from the IDEX studies with actual behaviour and outcomes in staff development processes, but this was beyond the scope of the study and would have raised considerable technical and ethical difficulties. Staff development processes in higher education are confidential and confined to the appraisee and those designated to appraise and discuss development. The records of these processes are similarly confidential and restricted in access. Instead a proxy measure, the attitude inventory, was devised and employed but did not yield significant results in relation to the IDEX findings.

Apart from a proportion of the respondents to the internet attitude survey, all respondents were lecturers in nursing. Whilst this was, of course, the focus of the thesis and therefore a strength, it does limit the generalisability of findings across HE. There would have been value in standardising MASDHE across representative samples of the disciplines of higher education. Whilst such a standardisation was beyond the scope of this study, it would be a valuable development and contribute to the utility of the instrument.

The IDEX instruments are demanding of commitment in respondents, and in the number and range of judgments required, and can lack face validity. Several potential respondents in the survey declined to complete what they perceived as an irrelevant and unduly complex form of questionnaire. The new computerised version of IDEX-IDIO proved much more user-friendly than previous computerised or pencil and paper versions, and was employed for the idiographic studies. Each required judgment was presented separately, in a randomised order, and the judgment was straightforward to make along the choice points of the construct.

The results of the completed IDEX instruments are expressed in terms of a number of ISA indices of identity which are grounded in both the entities and constructs included in the instrument. These indices are interrelated in a systematic way with each defined in terms of its relationship to others. These definitions and interrelations are encapsulated in the software that produces the results. Essentially they represent the consequences of processes of identification and evaluation that are required if the constructs are to be applied to the entities. The interrelations reflect identification and evaluation and also both cognitive and affective characteristics of the constructs as applied by the participant. The remarkable internal coherence and consistency of the IDEX instruments is a strength but can also, on close analysis, give a sense of circularity which raises the question of how the instrument and its results might be validated. There is now a lengthy tradition of IDEX based studies where the results have been validated both conceptually and empirically and through their salience to both participants and observers. In these studies the validation comes primarily from their consistency with anticipated and observed characteristics of participants. Further validation would have required both individual work with participants and correlation with the processes and consequences of staff development.

The studies are essentially exploratory in nature and have provided detailed material regarding individual and group identity formulations relevant to staff development. They did not aim to identify cause and effect between staff development processes and outcomes in identity formulations, although the instruments would be available for such studies in the future with, for example, the measures providing a form of pre- and post- test with staff development processes constituting the independent variable.

9.5 Future research

It seems appropriate to end this conclusion with indications of possible further research. As stated earlier this thesis will contribute three instruments to the literature – MASDHE, IDEX 1 and IDEX 2 – and these may be used in various ways in future research. For example further explorations could be made of different populations with the results of this study available for

comparison. Longitudinal studies could be undertaken to chart changes in identity and attitudes; for correlational and for causal studies linking particular staff development processes to outcomes; and for diagnostic and assessment purposes to facilitate staff development processes.

The MASDHE has been developed, piloted and administered but could now be usefully applied to a representative sample of HE disciplines.

A smaller ISA identity instrument could be developed from IDEX 1 and 2 to help staff developers and those receiving staff development to refine their understanding of underlying processes, needs and orientations in individuals, and thus help to make staff development more sensitive and effective.

The studies in this thesis have contributed a more detailed and in-depth exploration of identity and self in relation to staff development than previously reported in the literature and will, it is hoped, place identity more centrally in future practical and theoretical approaches to staff development.

Appendices

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| Appendix 2: | Higher Education Institution staffing profiles |
| Appendix 3: | Interview questions – managers and lecturers |
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Please note that in the nomothetic IDEX 1 and idiographic IDEX 2 material, additional material – *shown in italics* – has been included to show the development of the entities and constructs within the instrument. This was not visible to the participants, and is included for the purposes of the analysis.

Appendix 1
ISA indices of identity

Idealistic identification

The extent of one's idealistic identification with another is defined as the similarity between the qualities one attributes to the other and those one would like to possess as part of one's ideal self-image.

Contra-identification

The extent of one's contra-identification with another is defined as the similarity between the qualities one attributes to the other and those from which one would wish to dissociate.

Empathetic identifications

The extent of one's current empathetic identification with another is defined as the degree of similarity between the qualities one attributes to the other, whether 'good' or 'bad' and those of one's current self-image.

Identity diffusion

The state in which self has identification conflicts dispersed across agendas that remain substantial in magnitude represents identity diffusion, rather than simply representing failure in identity. Identity diffusion provides the circumstances in which the person attempts to resolve identification conflicts, thereby providing the impetus for potential identity development.

Identity variants

The ISA classification of identity variants provides a global overview of a person's macro identity states situated in specified social contexts. ISA variants are the fluid and relatively impermanent outcomes of continuing processes of identity development and redefinition in changing socio-historical contexts as experienced within uniquely biographical episodes.

Evaluation of entities

One's evaluation of another is defined as one's overall assessment of the other in terms of the positive and negative evaluative connotations of the attributes one construes in that other, in accordance with one's value system.

Self-evaluation

Self-evaluation as situated in biographical current and past social contexts and identity mood-states.

One's evaluation of one's current (past) self is defined as one's overall self-assessment in terms of the positive and negative evaluative connotations of the attributes one construes as making up one's current (past) self-image, in accordance with one's value system.

Ego-involvement with another

'The intensity of one's involvement with other agents or the force of their impact as experienced by the self.'

One's ego-involvement with another is defined as one's overall responsiveness to the other in terms of the extensiveness both in quantity and strength of the attributes one construes with other as possessing.

Conflicted identification

In terms of one's current self-image, the extent of one's identification conflict with another is defined as a multiplicative function of one's current empathetic identification and contra-identification with that other.

Structural pressure

The structural pressure on one's construct is defined as the overall strength of the excess of compatibilities over incompatibilities between the evaluative connotations of attributions one makes to each entity by way of one construct and one's overall evaluation of each entity.

The consonant group are those entities whose overall evaluations are compatible with the evaluative connotation of the characteristic attributed by the particular construct. The dissonant group are those entities whose overall evaluations are incompatible with regard to the evaluative attributions by way of construct.

Emotional significance of a construct

Generally speaking, core evaluative dimensions of identity (those with high structural pressure, or SP) are likely to be of considerable emotional significance (ES) to the person. However, constructs with low SPs may be indicative of stressed and conflicted themes of considerable ES, or simply reflect themes that have little ES to the person. Attending to the parameter of ES will elucidate whether or not a low SP magnitude is emotionally significant. (Weinreich 1980, 1986a, 1988)

Appendix 2
Higher Education Institution profiles

Higher Education Institution profiles

| Higher Education Institution | Faculty of Nurse/ Midwifery Education Staffing | Qualifications Female | Qualifications Male |
|--|--|---|---|
| A leading University - North of England HE delivery since 1828 Granted University Charter 1905 | Females 132 Males 047 Total 179 | Doctorate 16 Other higher degree 88 Postgraduate qualification 5 First degree 20 | Doctorate 6 Other higher degree 27 Postgraduate qualification 2 First degree 8 |
| A University College - NW of England HE delivery since 1885 Now has University status | Females 089 Males 031 Total 120 | Doctorate 1 Other higher degree 34 Postgraduate qualification 23 First degree 28 | Doctorate 2 Other higher degree 11 Postgraduate qualification 9 First degree 9 |
| A University College - English Midlands HE delivery since 1946 Now has University status | Females 046 Males 023 Total 69 | Doctorate 7 Other higher degree 31 Postgraduate qualification 1 First degree 7 | Doctorate 6 Other higher degree 15 First degree 2 |
| A University College - NW of England HE delivery since 1839 Now has University status | Females 067 Males 021 Total 88 | Doctorate 3 Other higher degree 28 Postgraduate qualification 2 First degree 40 | Doctorate 1 Other higher degree 11 First degree 6 |
| A University College - Wales HE delivery since 1892 | Females 014 Males 004 Total 18 | Doctorate 1 Other higher degree 4 Postgraduate qualification 4 First degree 5 | Doctorate 1 Other higher degree 3 |
| A University - Northern Ireland HE delivery since 1968 | Females 035 Males 023 Total 58 | Doctorate 10 Other higher degree 13 Postgraduate qualification 3 First degree 4 Unknown 5 | Doctorate 5 Other higher degree 5 Postgraduate qualification 2 First degree 6 Unknown 5 |

Reference: Higher Education Statistics Agency (HESA) 2003-2004

Appendix 3

Interview questions: Managers and lecturers

Managers

- 1) General questions re job plus line management and number of staff.
- 2) What do you perceive to be staff development?
- 3) Does a staff development policy exist and does it have clear statements about staff development?
- 4) Has your institution Investors in People (IIP) status?
- 5) How are the staff development policy statements communicated to the staff?
- 6) What observations do you have of an individual's behaviour change as a result of staff development?
- 7) Who plans the staff development experience?
- 8) How would you define – a planned staff development event? an informal event?
- 9) What can managers do to enhance rather than stultify staff development?
- 10) What are the characteristics of a personally/professionally developed person?
- 11) What staff development activities appear to contribute most to increasing an individual's learning?
- 12) What is successful staff development?

- 13) When you hear that you are about to conduct a staff development interview, what goes through your mind?
- 14) What kind of preparation do you do for an SDI?
- 15) What kind of terminology or words do you expect to employ during a staff development interview?
- 16) What are the objectives/aims of an SDI? – e.g. to new staff.
- 17) What do you believe your staff think about participating in an SDI?
- 18) What are the advantages of an SDI?
- 19) What are the disadvantages of an SDI?
- 20) If you did not have the SDI format you are currently using, what would you do regarding staff development? OR If you could construct an ideal staff development process, what would it look like?
- 21) How do you feel about staff development?
- 22) What, if any, personal staff development experiences have influenced your approach to managing staff development?
- 23) Is there anything you would like to elaborate on or add to the activities re staff development?

Nurse lecturers

- 1) General questions re job? Any line management?
- 2) What do you perceive to be staff development?
- 3) Can you identify any staff development through work experience?
- 4) Are you aware of your institution's staff development policy?
- 5) Does the institution's staff development policy have clear statements to assist your development?
- 6) Can you attribute any changes in your behaviour to a staff development experience/opportunity?
- 7) Who plans the staff development experience?
- 8) What do/can managers do to enhance rather than stultify staff development?
- 9) What staff development experiences have been instrumental in contributing to your own learning?
- 10) When you hear that you are about to have your staff development interview, what goes through your mind?
- 11) What kind of preparation do you do for an SDI?
- 12) What kind of terminology or words do you expect to hear during a (or your) staff development interview?
- 13) What are the objectives/aims of an SDI?

- 14) What do you believe your manager thinks about conducting an SDI?
- 15) What are the advantages/disadvantages of an SDI?
- 16) If you did not have the SDI format you are currently using, what would you do regarding your own staff development? OR If you could construct your own ideal staff development process, what would it look like?
- 17) In relation to your development needs, what authority/freedom do you have to act and pursue opportunities for staff development?
- 18) What is successful staff development?
- 19) How would you define – a planned staff development event? an informal staff development event?
- 20) What are the characteristics of a personally/professionally developed person?
- 21) Has your institution IIP status?
- 22) Anything you would like to elaborate on or add to the activities re staff development?

Appendix 4

Profiles of nomothetic and idiographic samples

Appendix 4 Profiles of nomothetic and idiographic samples

| | | Sample size | Post held | Professional qualifications | | Higher Education qualifications | | | | Years in a HE post | Conducts the SDI (Yes/No) | Has had a SDI (Yes/No) | Frequency of SDI |
|---------------------|---------|-------------|---------------------|-----------------------------|--|---------------------------------|-----------|---------|------------------------|---------------------------------------|---------------------------|------------------------|------------------|
| | | | | Teaching qualification | Registered nurse/midwife | Diploma | Bachelors | Masters | PhD | | | | |
| Nomothetic samples | Females | 50 | Education Manager 6 | 6 | 6 includes 2 with both qualifications | 1 | 2 | 3 | 2 | 6-10 yrs 2 10+ yrs 4 | Yes 6 | Yes 6 | annually |
| | | | Senior Lecturer 32 | 32 | 32 includes 8 with both qualifications | 6 | 14 | 25 | 0 | 0-3 yrs 8 3-6 yrs 10 10+ yrs 14 | Yes 1 No 31 | Yes 32 | annually |
| | | | Lecturer 10 | 8 | 10 | 5 | 6 | 4 | 1 | 0-3 yrs 8 6-10 yrs 2 | No 10 | Yes 10 | annually |
| | | | Professor 1 | 1 | 1 | 0 | 0 | 0 | 1 | 10+ yrs 1 | Yes | Yes | annually |
| | | | Reader 1 | 1 | 1 | 1 | 1 | 1 | 1 | 10+ yrs 1 | No | Yes | annually |
| | Males | 22 | Education Manager 3 | 3 | 3 | 0 | 0 | 3 | 0 | 6-10 yrs 1 10+ yrs 2 | Yes 3 | Yes 3 | annually |
| | | | Senior Lecturer 16 | 14 | 16 | 1 | 7 | 9 | 1 | 3-6 yrs 4 10+ yrs 12 | Yes 2 No 14 | yes 16 | annually |
| Lecturer 3 | | | 3 | 3 | 0 | 2 | 1 | 0 | 3-6 yrs 1 10+ yrs 2 | No 3 | Yes 3 | annually | |
| Idiographic samples | Females | 3 | Education Manager 1 | 1 | 1 | 0 | 0 | 1 | 0 | 10+ yrs 1 | Yes | Yes | annually |
| | | | Senior Lecturer 2 | 2 | 2 | 1 | 2 | 1 | 0 | 0-3 yrs 1 10+ yrs 1 | No 2 | Yes | annually |
| | Males | 3 | Education Manager 1 | 1 | 1 | 0 | 0 | 1 | 0 | 10+ yrs 1 | Yes | Yes | annually |
| | | | Senior Lecturer 2 | 2 | 2 | 0 | 1 | 1 | 0 | 6-10 yrs 2 | No 2 | Yes | annually |

Participants' ethnic origin for nomothetic sample: Females 49 White, 1 Chinese; Males 20 White, 1 Black African, 1 Black Caribbean.

Participants' ethnic origin for idiographic sample: Females 3 White; Males 2 White, 1 Black Caribbean.

Appendix 5a

Nomothetic IDEX 1 survey pack – profile, attitude inventory, IDEX instrument

**Identity and Process in
Higher Education Staff Development**

Survey Pack

*Mrs D Marriss
PhD Student
Management Research Institute
School of Management
University of Salford*

Contents

| | Page |
|---|-------------|
| 'Dear Colleague' letter | 1 |
| Profile | 2 |
| Marriss Attitudes to Staff Development in Higher Education (MASDHE) – an attitude inventory | 3 |
| Instructions for completion of Identity Exploration Instrument (IDEX) | 4–5 |
| Instrument for completion | 6–23 |
| 'Thank You' and prize draw entry | 24 |

Note that the page numbers above refer to the original survey pack as distributed to participants; since then this appendix has been repaginated for binding.

'Dear Colleague' letter

Dear Colleague

Thank you for agreeing to contribute to my research project on 'Identity and Staff Development in Higher Education'.

Your contribution includes the completion of the three instruments in this package:

- 1 Profile sheet.
- 2 Attitude inventory.
- 3 IDEX – Identity Exploration Instrument.

The completion of these instruments should take around one hour, with the majority of that time required for the IDEX. Each instrument has its own instructions.

Please return your completed pack in the collection bag by 18th December 2004.

The following people in your organisation have agreed to assist collection of returns:

.....
.....

Your return is anonymous and will be treated in strictest confidence.

Thank you again for your invaluable contribution to my work.

Yours sincerely

Profile

Gender: Male Female

Ethnic origin:

- | | | |
|--|--|--|
| <input type="checkbox"/> Asian-Pakistani | <input type="checkbox"/> Chinese | <input type="checkbox"/> Other mixed backgrounds |
| <input type="checkbox"/> Asian-Bangladeshi | <input type="checkbox"/> Mixed White and Black Caribbean | <input type="checkbox"/> Other ethnic background |
| <input type="checkbox"/> Asian-Indian | <input type="checkbox"/> Mixed White and Black African | <input type="checkbox"/> Other Black |
| <input type="checkbox"/> Asian-other | <input type="checkbox"/> Mixed White and Asian | <input type="checkbox"/> White |
| <input type="checkbox"/> Black-Caribbean | | <input type="checkbox"/> White Irish |
| <input type="checkbox"/> Black-African | | <input type="checkbox"/> White other |
| | | <input type="checkbox"/> Decline to indicate |
-

Educational qualifications:

- Diploma Bachelors Masters PhD
-

Professional qualifications:

- Teaching Qualification recognised by the NMC/ILT
- Registered Nurse
- Registered Midwife
-

Are you a:

- | | |
|---|---|
| <input type="checkbox"/> Lecturer | <input type="checkbox"/> Senior lecturer |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Professor |
| <input type="checkbox"/> Department/section manager | <input type="checkbox"/> Other (please specify) |
-

Years in higher education post:

- 0 – 3 3 – 6 6 – 10 More than 10 years
-

Do you currently conduct staff development interviews/appraisal?

- Yes No
-

What is the normal frequency for staff development interviews/appraisal in your organisation?

- | | |
|--|---|
| <input type="checkbox"/> Annually | <input type="checkbox"/> Annually with a six month review |
| <input type="checkbox"/> Annually with a periodic review | <input type="checkbox"/> Other (please specify) |
-

If you have not had a staff development interview/appraisal, why not? (please comment)

Marriss Attitudes to Staff Development in Higher Education (MASDHE)
– an attitude inventory

Managers and lecturers in higher education made the following statements.

Please tick those with which you agree.

| No. | Statement | I agree | Office use |
|-----|---|--------------------------|--------------------------|
| 1 | Staff development can be a bit off-putting if I feel I haven't accomplished my goals fully. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Staff development is the blind leading the partially sighted. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Staff development trivialises lifelong learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The specific activities of staff development can have a general application. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Professional development may not match personal development. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | I have yet to experience a useful staff development interview. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Staff development is a positive event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Staff development is like rounding-up cats in getting them to attend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | The positive aspects of my staff development interview outweigh the negative. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Most people can benefit from staff development. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Staff development can be a motivational tool. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Staff development can be life enhancing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Staff development is a necessary, but expensive process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Staff development is a complete waste of time. | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you very much for your time, it is appreciated.

Instructions for completing IDEX

At the top of each page of the attached IDEX instrument, you will see two statements (**in bold**) about individuals which represent the opposite ends of a scale stretching from 4 to 0 on the left side and 0 to 4 on the right side e.g. ‘...believe/s staff development is an inherent part of the job’ or ‘...believe/s staff development needs to be additional to the job.’

Down the left hand side of the page is a list of individuals e.g. partner, colleague, client etc. mixed with facets of yourself e.g. ‘me at home’ or ‘me at work’.

Your task is to indicate how you think each individual should be described, in terms of the statements presented.

The strength of your belief can be represented on a scale of 1 to 4.

- 1 Represents mild belief
- 2 Represents moderate belief
- 3 Represents strong belief
- 4 Represents very strong belief

The zero in the centre of the scale is used if you don't think the statements apply to that individual, or if you feel that you can't make a sensible judgment, given these statements.

Use a pencil to mark the instrument so that if you make a mistake or if you change your mind it is easy to go back and change your response. Place an ‘X’ in the box which you think best reflects the strength of belief you have about that individual on the statement presented.

Two of the individuals listed are 'someone you admire' and 'someone you dislike', who you are asked to nominate. Whilst you are filling in the instrument, try to keep the admired/disliked individual consistently in mind when grading the statements referring to them. Doing this increases the reliability of the instrument.

It is expected that the completion of this instrument will normally take around 45 minutes. There are no wrong answers, and each answer is equally valid. Your immediate response may be the one that best reflects the strength of your belief in the statement presented. Please do not agonise over any of the meanings.

All of the information you give will be treated as strictly confidential.

IDEX Identity Exploration instrument

Note: In the following 17 forms which make up the IDEX instrument, the numbering of the constructs is randomised, and therefore not necessarily identical to that in the analysis.

Construct 1

| | ...believe/s staff development is an inherent part of the job | | | | | ...believe/s staff development needs to be additional to the job | | | | |
|---|--|--------------------------|--------------------------|--------------------------|--------------------------|--|--------------------------|--------------------------|--------------------------|--------------------------|
| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 | |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 2

...believe/s that a staff development event may be appreciated later upon reflection

...believe/s that a staff development event must be planned in advance, with clear expectations to be of benefit

| | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 3

...believe/s that staff
development enables
them to fulfil their
potential

...believe/s that staff
development does little
for them

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 4

...believe/s that staff development is broadly enriching for the individual

...believe/s that staff development interview is there to meet procedural requirements for the organisation

| | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 5

...put/s obligation to
family before personal
interests

...feel/s an obligation to
develop personal talents
to the full

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 6

...think/s that staff
development is mainly
facilitated by others

...think/s that staff
development is mainly
about individual drive

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 7...look/s forward to the
staff development
interview...dread/s the staff
development interview

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 8

...believe/s that higher education institutions should be fundamentally concerned with research

...believe/s that higher education institutions should be primarily about teaching

| | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 9**...enjoy/s a wide social network****...prefer/s own company**

| | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 10

...believe/s staff
development follows the
latest trend

...believe/s staff
development caters for
fundamental needs

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 11**...seek/s primarily
physical exercise****...seek/s primarily mental
stimulation**

| | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 12

...recognise/s they may
gain additional new
expertise through staff
development
programmes

...believe/s they have
more relevant expertise
than those who deliver
staff development
programmes

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 13

...believe/s staff
development encourages
dynamic change

...believe/s staff
development is
organisationally
conservative

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 14

...think/s staff
development is a
combination of personal
and professional
activities

...think/s staff
development is
professionally focused
only

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 15

...think/s that staff
development is about
attending conferences
and courses

...think/s that staff
development is about
continuous lifelong
learning

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 16

...believe/s that higher
education institutions
are self-governing
communities of scholars

...believe/s that higher
education institutions
are managed,
accountable
organisations

| | | | | | | | | | |
|---|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| A professional who is confident... | <input type="checkbox"/> 4 | <input type="checkbox"/> 3 | <input type="checkbox"/> 2 | <input type="checkbox"/> 1 | <input type="checkbox"/> 0 | <input type="checkbox"/> 1 | <input type="checkbox"/> 2 | <input type="checkbox"/> 3 | <input type="checkbox"/> 4 |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> 0 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Construct 17

...believe/s that they
receive staff
development on their
merits

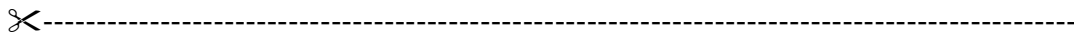
...believe/s that they are
discriminated against in
staff development
opportunities

| | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| | 4 | 3 | 2 | 1 | 0 | 1 | 2 | 3 | 4 |
| A professional who is confident... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as myself... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I was five years ago... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| My partner... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I dislike (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A staff member (an employee, a lecturer) fully aware of the staff development policy... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A female academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at work... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A male academic in higher education... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The person who conducts staff development interviews... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who believes their accomplishments can be traced to staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone who avoids staff development... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, at home... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Someone I admire (nominate)... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, when acting out of character... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| An academic who is a member of an ethnic minority group... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Me, as I would like to be... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you

Thank you for taking the time to complete this questionnaire.

If you would like to be entered into a prize draw for the chance to win a book token, please write your details on the tear-off slip below. Detach the slip and place in the collection bag for return by Wednesday 18th December 2004.



Identity and Process in Higher Education Staff Development prize draw.

Please return this slip in the collection bag provided for completed surveys.

Name:(please print)

Email:

Address:

.....

.....

Appendix 5b

Nomothetic IDEX 1 – entities and constructs (showing connections to ISA theory and interviews)

IDEX 1 entities

| | Classification | Label |
|-----|-------------------|---|
| E01 | Work | A professional who is confident <i>Derived from the interviews, respondents used confidence to describe a behavioural change in individuals following a staff development event.</i> |
| E02 | * Current self 1 | Me as myself <i>Mandatory anchor (MA) from which a person's empathetic (de facto) identifications with others based in the current self may be estimated.</i> |
| E03 | * Past self 1 | Me as I was five years ago <i>A MA from which estimates of empathetic (de facto) identifications with others in relation to the person's past self image may be obtained.</i> |
| E04 | Family | My partner <i>An individual considered important to one's biographical development.</i> |
| E05 | * Disliked person | Someone I dislike (to be nominated by the respondent and kept in mind when using this entity against a construct) <i>Negative role model, an additional anchoring feature of identity that provides checks on the validity of the identity indices computed for each respondent.</i> |
| E06 | Work | A staff member (an employee, a lecturer) fully aware of the staff development policy <i>A person who will have contributed directly or indirectly to one's staff development experiences.</i> |
| E07 | Work | A female academic in higher education <i>An individual important to one's biographical development.</i> |
| E08 | Current self 3 | Me at work <i>An optional inclusion in the instrument used to explore situated selves and alternative identity states.</i> |
| E09 | Work | A male academic in higher education <i>An individual important to one's biographical development.</i> |
| E10 | Work | The person who conducts staff development interviews <i>These significant others were interview participants and used as an entity to address the social world. One's identity depends on the social context of others and institutions.</i> |
| E11 | Work | An academic who believes their accomplishments can be traced to staff development <i>Interview participants referred to accomplishments linked to staff development experiences.</i> |
| E12 | Work | Someone who avoids staff development <i>Set by the researcher to get a broader context of a person's identity.</i> |

| | Classification | Label |
|-----|-----------------------|--|
| E13 | Current self 2 | Me at home <i>A MA from which a person's empathetic (de facto) identifications in the current self may be estimated.</i> |
| E14 | * Admired person | Someone I admire (to be nominated by the respondent and kept in mind when using this entity against a construct) <i>Positive role model, an additional anchoring feature of identity that provides checks on the validity of the identity indices computed for each respondent.</i> |
| E15 | Metaperspective 1 | Me when acting out of character <i>Optional but mandatory tagging. A perception of how self is witnessed by others.</i> |
| E16 | Work | An academic who is a member of an ethnic minority group <i>Set by the researcher to represent workers in the profession.</i> |
| E17 | * Ideal self | Me as I would like to be <i>A MA to address the ideal or aspirational self.</i> |

IDEX 1 constructs

| | Left pole | Right pole |
|-----|--|---|
| C01 | <p>...believe/s staff development is an inherent part of the job <i>Lecturer (022A) considers staff development to be informal experiences gained through discussion and debate with colleagues.</i></p> | <p>...believe/s staff development needs to be additional to the job <i>This view is held by lecturer (104J) who believes formal study is the route to staff development.</i></p> |
| C02 | <p>...believe/s that staff development enables them to fulfil their potential <i>A view shared by a manager (006J) and a lecturer (144J).</i></p> | <p>...believe/s that staff development does little for them <i>Lecturer (045-49T) describes the staff development interview process as a formality of jumping through hoops.</i></p> |
| C03 | <p>...believe/s that staff development is broadly enriching for the individual <i>Manager (028G) and lecturer (019-23T) share a view that staff development builds confidence and knowledge.</i></p> | <p>...believe/s that staff development interview is there to meet procedural requirements for the organisation <i>Manager (010J) and lecturer (006C) agree that the process is focused on organisational objectives.</i></p> |
| C04 | <p>...look/s forward to the staff development interview <i>Lecturer (045-047D) describes the experience as positive.</i></p> | <p>...dread/s the staff development interview <i>Lecturer (038A) confirms that they worry about the event, and managers (034G and 052M) describe a situation of panic due to the members of staff they have to interview.</i></p> |
| C05 | <p>...think/s staff development is a combination of personal and professional activities <i>Manager (090G) outlines a range of approaches from opportunistic to formal; lecturer (014A) confirms the focus is on the development of the individual's potential.</i></p> | <p>...think/s staff development is professionally focused only <i>The managers and lecturers interviewed favoured a variety of approaches linked to individual personal and organisational development activities.</i></p> |
| C06 | <p>...believe/s staff development encourages dynamic change <i>The managers and lecturers interviewed favoured a variety of approaches linked to individual personal and organisational development activities.</i></p> | <p>...believe/s staff development is organisationally conservative <i>A hint at being conservative is by manager (098G) who feels that there is a danger that staff development could be a 'managed event'.</i></p> |
| C07 | <p>...think/s that staff development is mainly facilitated by others A view that has association with the staff development interview.</p> | <p>...think/s that staff development is mainly about individual drive The managers and lecturers agree that negotiation and self-direction create ownership of the process by individual's managers (026G, 032M and 135J) and lecturers (028A, 020J and 023S).</p> |

| | Left pole | Right pole |
|-----|---|---|
| C08 | <p>...believe/s that a staff development event may be appreciated later upon reflection</p> <p><i>The respondents describe reflection on experience and their ability to transfer learning to their work – lecturers (022C, 074J, and 034C), managers (030G, 026M).</i></p> | <p>...believe/s that a staff development event must be planned in advance with clear expectations to be of benefit</p> <p><i>Lecturers describe taking a strategic view (158D) and knowing their own direction (109A). Managers overall stress flexibility and self-direction rather than planned in advance – however planning to address an individual's needs is confirmed by manager (024M).</i></p> |
| C09 | <p>...recognise/s they may gain additional new expertise through staff development programmes</p> <p><i>The managers' responses confirm that new expertise is gained, evidenced by the confidence and competence shown by individuals following staff development.</i></p> | <p>...believe/s they have more relevant expertise than those who deliver staff development programmes</p> <p><i>A tendency to this view is shown in a response by lecturer (092T) who after three years in her role felt that she had no outstanding development needs; she was advised by the staff development manager that a mentor outside the organisation may be good to help facilitate her development.</i></p> |
| C10 | <p>...believe/s staff development follows the latest trend</p> <p>This pole was offered as a contrast to the right pole and was not a view held by the interview respondents.</p> | <p>...believe/s staff development caters for fundamental needs</p> <p>Based on the evidence of respondents who described the achievement of work-related activities in response to development needs.</p> |
| C11 | <p>...seek/s primarily physical exercise</p> <p><i>An ordinary activity/pleasurable experience designated by the researcher as a focal issue that has bearing on the matters being investigated.</i></p> | <p>...seek/s primarily mental stimulation</p> <p><i>An ordinary activity/pleasurable experience designated by the researcher as a focal issue that has bearing on the matters being investigated.</i></p> |
| C12 | <p>...think/s that staff development is about attending conferences and courses</p> <p>An approach expressed by lecturers.</p> | <p>...think/s that staff development is about continuous lifelong learning</p> <p>Managers and lecturers describe learning as an on-going process that builds confidence and understanding.</p> |
| C13 | <p>...enjoy/s a wide social network</p> <p><i>An ordinary activity/pleasurable experience designated by the researcher as a focal issue that has bearing on the matters being investigated.</i></p> | <p>...prefer/s own company</p> <p><i>An ordinary activity/pleasurable experience designated by the researcher as a focal issue that has bearing on the matters being investigated.</i></p> |

| | Left pole | Right pole |
|-----|---|---|
| C14 | <p>...believe/s that higher education institutions are self-governing communities of scholars <i>Designated by the researcher to consider the impact of government/agencies in professional development.</i></p> | <p>...believe/s that higher education institution are managed accountable organisations <i>Designated by the researcher to consider the impact of government/agencies in professional development.</i></p> |
| C15 | <p>...believe/s that higher education institutions should be fundamentally concerned with research Designated by the researcher to address tensions in teacher/scholar activities.</p> | <p>...believe/s that higher education institutions should be primarily about teaching Designated by the researcher to address tensions in teacher/scholar activities.</p> |
| C16 | <p>...believe/s that they receive staff development on their merits <i>The lecturers generally viewed the process as one of equality rather than on an individual's merit, (103A and 066J).</i></p> | <p>...believe/s that they are discriminated against in staff development opportunities <i>Lecturers find that a level of discrimination exists in the allocation of resources.</i></p> |
| C17 | <p>...put/s obligation to family before personal interests <i>Designated by the researcher to assess the impact of significant others on identity.</i></p> | <p>...feel/s an obligation to develop personal talents to the full <i>Designated by the researcher to assess the impact on identity.</i></p> |

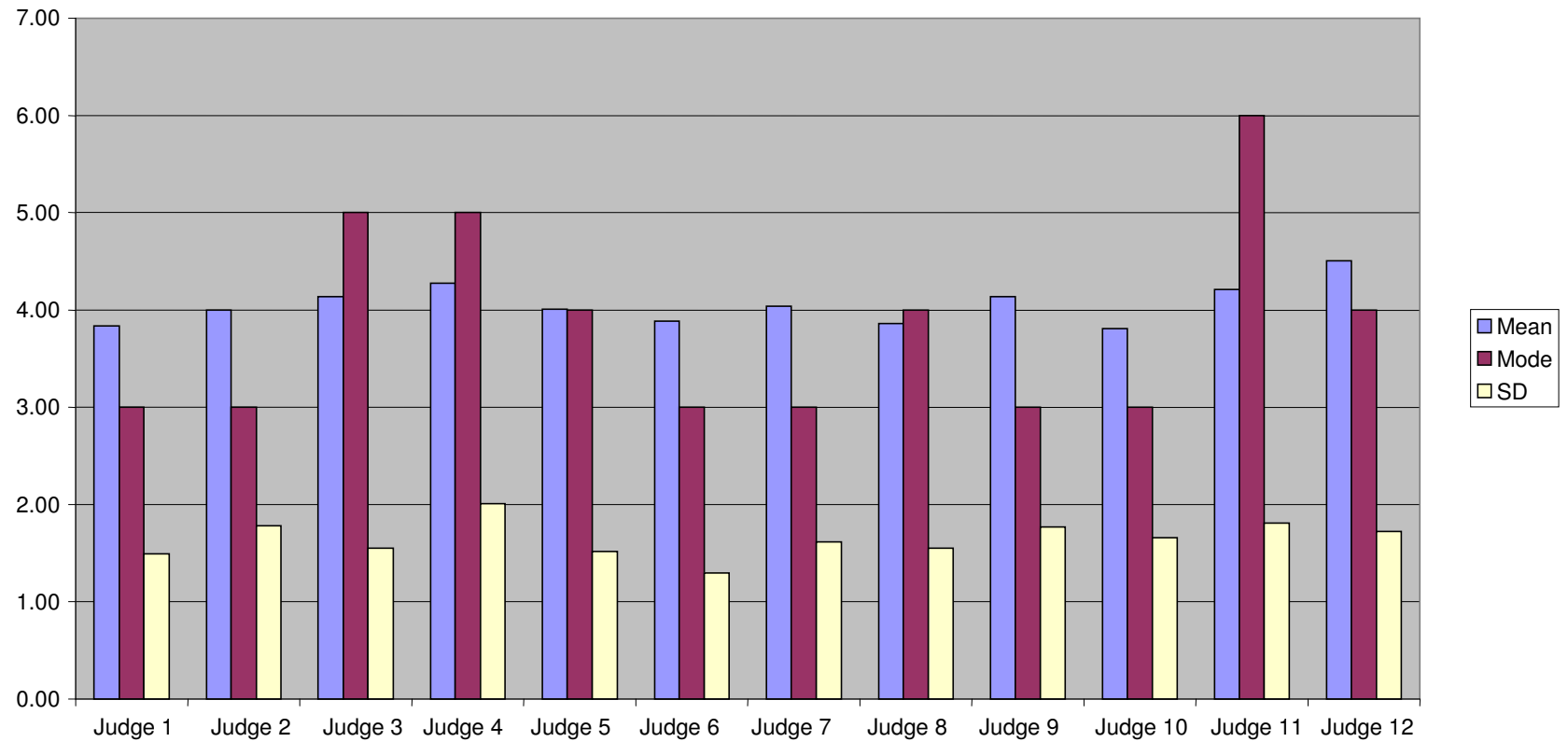
Appendix 6
Attitude inventory development

Analysis of judgment scores for attitude measurement

12 participants were presented with 109 statements and asked to make a rating on a 7 point Likert scale.

From Figure 7 overleaf, it will be seen that the majority of judges showed similar patterns of responses; however, Judge 11 showed a significant positive skew in the difference between mean and mode, and Judge 4 had the highest standard deviation in the responses given.

Figure 7: Analysis of Judges' Responses to Attitude Scale



Statistical analysis of attitude scale items

| Scale item | Mean | S.D. | Min | Max | Range |
|------------|--------|---------|-----|-----|-------|
| 1 | 5.0833 | 1.31137 | 3 | 7 | 4 |
| 2 | 1.0833 | 0.28868 | 1 | 2 | 1 |
| 3 | 5.3333 | 1.15470 | 3 | 7 | 4 |
| 4 | 4.6667 | 1.23091 | 2 | 6 | 4 |
| 5 | 2.1667 | 0.83485 | 1 | 4 | 3 |
| 6 | 2.4167 | 0.99620 | 1 | 4 | 3 |
| 7 | 5.6667 | 1.15470 | 3 | 7 | 4 |
| 8 | 4.3333 | 1.07309 | 2 | 6 | 4 |
| 9 | 2.8333 | 1.11464 | 1 | 5 | 4 |
| 10 | 1.5833 | 0.66856 | 1 | 3 | 2 |
| 11 | 4.5833 | 1.62135 | 3 | 7 | 4 |
| 12 | 4.3333 | 1.37069 | 2 | 6 | 4 |
| 13 | 2.4167 | 0.90034 | 1 | 4 | 3 |
| 14 | 4.2500 | 1.13818 | 2 | 6 | 4 |
| 15 | 3.0833 | 1.31137 | 1 | 5 | 4 |
| 16 | 3.1667 | 1.19342 | 2 | 6 | 4 |
| 17 | 2.9167 | 0.66856 | 2 | 4 | 2 |
| 18 | 1.5000 | 0.67420 | 1 | 3 | 2 |
| 19 | 5.5000 | 1.24316 | 4 | 7 | 3 |
| 20 | 3.0833 | 1.16450 | 2 | 5 | 3 |
| 21 | 6.0000 | 0.73855 | 5 | 7 | 2 |
| 22 | 3.2500 | 1.13818 | 1 | 5 | 4 |
| 23 | 5.0833 | 0.90034 | 4 | 7 | 3 |
| 24 | 3.6667 | 1.07309 | 3 | 6 | 3 |
| 25 | 5.4167 | 1.31137 | 3 | 7 | 4 |
| 26 | 2.0833 | 1.08362 | 1 | 4 | 3 |
| 27 | 3.8333 | 1.11464 | 3 | 6 | 3 |
| 28 | 5.0000 | 1.12815 | 3 | 6 | 3 |
| 29 | 5.5000 | 1.16775 | 3 | 7 | 4 |
| 30 | 4.6667 | 1.49747 | 2 | 7 | 5 |
| 31 | 5.7500 | 0.86603 | 4 | 7 | 3 |
| 32 | 5.4167 | 0.90034 | 4 | 7 | 3 |
| 33 | 3.6667 | 1.23091 | 2 | 6 | 4 |
| 34 | 5.1667 | 1.52753 | 3 | 7 | 4 |
| 35 | 5.7500 | 1.05529 | 4 | 7 | 3 |
| 36 | 3.8333 | 1.02986 | 3 | 6 | 3 |
| 37 | 4.6667 | 1.49747 | 1 | 6 | 5 |

| Scale item | Mean | S.D. | Min | Max | Range |
|------------|--------|---------|-----|-----|-------|
| 38 | 5.9167 | 1.16450 | 3 | 7 | 4 |
| 39 | 1.9167 | 0.66856 | 1 | 3 | 2 |
| 40 | 4.5833 | 1.31137 | 3 | 7 | 4 |
| 41 | 3.0833 | 1.08362 | 1 | 5 | 4 |
| 42 | 4.7500 | 1.42223 | 3 | 7 | 4 |
| 43 | 4.9167 | 1.50504 | 3 | 7 | 4 |
| 44 | 2.0000 | 0.60302 | 1 | 3 | 2 |
| 45 | 1.1667 | 0.38925 | 1 | 2 | 1 |
| 46 | 2.0833 | 0.79296 | 1 | 4 | 3 |
| 47 | 4.0000 | 1.12815 | 3 | 6 | 3 |
| 48 | 4.2500 | 1.05529 | 3 | 6 | 3 |
| 49 | 5.3333 | 1.30268 | 3 | 7 | 4 |
| 50 | 6.0000 | 0.73855 | 5 | 7 | 2 |
| 51 | 6.0833 | 0.90034 | 4 | 7 | 3 |
| 52 | 3.7500 | 1.48477 | 2 | 6 | 4 |
| 53 | 2.0000 | 1.04447 | 1 | 4 | 3 |
| 54 | 3.3333 | 1.15470 | 1 | 5 | 4 |
| 55 | 3.0833 | 1.72986 | 1 | 7 | 6 |
| 56 | 5.6667 | 1.15470 | 4 | 7 | 3 |
| 57 | 5.5000 | 1.00000 | 4 | 7 | 3 |
| 58 | 6.0833 | 0.79296 | 5 | 7 | 2 |
| 59 | 3.8333 | 1.02986 | 3 | 6 | 3 |
| 60 | 5.7500 | 0.75378 | 4 | 7 | 3 |
| 61 | 3.6667 | 1.15470 | 2 | 5 | 3 |
| 62 | 3.8333 | 0.93744 | 3 | 5 | 2 |
| 63 | 4.4167 | 1.72986 | 2 | 7 | 5 |
| 64 | 4.1667 | 1.19342 | 3 | 6 | 3 |
| 65 | 3.4167 | 0.79296 | 2 | 5 | 3 |
| 66 | 2.4167 | 0.99620 | 1 | 5 | 4 |
| 67 | 4.0833 | 1.50504 | 2 | 7 | 5 |
| 68 | 2.3333 | 1.15470 | 1 | 4 | 3 |
| 69 | 4.9167 | 1.24011 | 3 | 7 | 4 |
| 70 | 3.5833 | 1.31137 | 1 | 6 | 5 |
| 71 | 4.8333 | 0.83485 | 4 | 6 | 2 |
| 72 | 6.0833 | 0.79296 | 5 | 7 | 2 |
| 73 | 5.5833 | 0.79296 | 5 | 7 | 2 |
| 74 | 5.5833 | 1.08362 | 4 | 7 | 3 |
| 75 | 2.2500 | 0.62158 | 1 | 3 | 2 |
| 76 | 3.8333 | 1.19342 | 2 | 6 | 4 |

| Scale item | Mean | S.D. | Min | Max | Range |
|------------|--------|---------|-----|-----|-------|
| 77 | 2.6667 | 0.88763 | 1 | 4 | 3 |
| 78 | 4.0833 | 1.08362 | 3 | 7 | 4 |
| 79 | 3.0000 | 0.95346 | 2 | 5 | 3 |
| 80 | 4.1667 | 0.93744 | 3 | 5 | 2 |
| 81 | 4.8333 | 1.11464 | 2 | 6 | 4 |
| 82 | 3.5833 | 0.99620 | 2 | 5 | 3 |
| 83 | 3.9167 | 1.08362 | 2 | 6 | 4 |
| 84 | 3.6667 | 1.37069 | 1 | 6 | 5 |
| 85 | 3.8333 | 1.19342 | 2 | 6 | 4 |
| 86 | 1.9167 | 0.66856 | 1 | 3 | 2 |
| 87 | 3.4167 | 1.16450 | 2 | 6 | 4 |
| 88 | 3.5833 | 0.79296 | 3 | 5 | 3 |
| 89 | 2.1667 | 1.26730 | 1 | 4 | 3 |
| 90 | 4.2500 | 1.28806 | 2 | 6 | 4 |
| 91 | 4.5833 | 1.37895 | 2 | 6 | 4 |
| 92 | 5.4167 | 1.50504 | 3 | 7 | 4 |
| 93 | 2.6667 | 1.23091 | 1 | 5 | 4 |
| 94 | 5.5833 | 0.90034 | 4 | 7 | 3 |
| 95 | 2.2500 | 0.96531 | 1 | 4 | 3 |
| 96 | 3.4167 | 1.16450 | 2 | 5 | 3 |
| 97 | 4.5000 | 1.24316 | 2 | 6 | 4 |
| 98 | 3.8333 | 1.12986 | 2 | 5 | 3 |
| 99 | 5.1667 | 0.38925 | 5 | 6 | 1 |
| 100 | 4.5833 | 0.99620 | 3 | 6 | 3 |
| 101 | 5.6667 | 1.23091 | 4 | 7 | 3 |
| 102 | 5.5000 | 0.90453 | 4 | 7 | 3 |
| 103 | 4.5833 | 0.90034 | 3 | 6 | 3 |
| 104 | 5.0833 | 1.24011 | 2 | 7 | 5 |
| 105 | 3.2500 | 1.13818 | 2 | 6 | 4 |
| 106 | 5.9167 | 0.90034 | 4 | 7 | 3 |
| 107 | 4.9167 | 1.16450 | 3 | 7 | 4 |
| 108 | 3.6667 | 0.98473 | 2 | 5 | 3 |
| 109 | 3.8333 | 1.02986 | 3 | 5 | 2 |

Summary of scale items by Likert Score

| | Likert Scale Point | | | | | | |
|--------|--------------------|-----------|-----------|-----------|-----------|-----------|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Item 1 | 10 | 18 | 65 | 17 | 21 | 50 | |
| Item 2 | 45 | 39 | 77 | 62 | 99 | 58 | |
| Item 3 | | 44 | 88 | 80 | | 60 | |
| Item 4 | | 46 | | 109 | | 72 | |
| Item 5 | | 75 | | 71 | | 73 | |
| Item 6 | | 86 | | | | | |

Items chosen (highlighted in **bold** in the table) when range is less than 3 or SD is less than 0.9.

It will be noted that there were no items that met the criteria for inclusion at Likert point 7.

Items 58 and 72 respectively from the original list of 109 statements are selected as being the closest match to the 7th Likert scale point (means and standard deviations were 6.0833, 0.79296 for both scale items).

Attitude Inventory Measure (Researcher's Copy)

| Scale no. | Item statement | Original item no. | Score value |
|-----------|--|-------------------|-------------|
| 1 | Staff development can be a bit off-putting if I feel I haven't accomplished my goals fully | 88 | 3.58 |
| 2 | Staff development is the blind leading the partially sighted | 44 | 2.00 |
| 3 | Staff development trivialises lifelong learning | 75 | 2.25 |
| 4 | The specific activities of staff development can have a general application | 71 | 4.83 |
| 5 | Professional development may not match personal development | 80 | 4.17 |
| 6 | I have yet to experience a useful staff development interview | 10 | 1.58 |
| 7 | Staff development is a positive event | 21 | 5.67 |
| 8 | Staff development is like rounding up cats in getting them to attend | 17 | 4.33 |
| 9 | The positive aspects of my staff development interview outweigh the negative | 99 | 5.17 |
| 10 | Most people can benefit from staff development | 50 | 6.00 |
| 11 | Staff development can be a motivational tool | 58 | 6.08 |
| 12 | Staff development can be life enhancing | 72 | 6.08 |
| 13 | Staff development is a necessary but expensive process | 65 | 3.41 |
| 14 | Staff development is a complete waste of time | 45 | 1.17 |

Notes:

The original item number is that given to item on the 109 cards, which judges were asked to assess.

The score value is taken as the mean of the 12 scores given by judges to the specific statement.

The 14 items above were chosen as having the closest means to the 7 scale points, 2 items chosen per scale point. This was except for point 7, for which there were no means close to the scale point in the dataset, therefore the statements were selected on a 'best fit' basis in terms of mean and standard deviation.

Appendix 7

Web-based attitude inventory and profile

Welcome to the attitude to staff development In higher education inventory and biographical profile.

Please click the boxes of the statements you agree with:

| | |
|--------------------------|---|
| <input type="checkbox"/> | Staff development can be a bit off-putting if I feel I haven't accomplished my goals fully. |
| <input type="checkbox"/> | Staff development is the blind leading the partially sighted. |
| <input type="checkbox"/> | Staff development trivialises lifelong learning. |
| <input type="checkbox"/> | The specific activities of staff development can have a general application. |
| <input type="checkbox"/> | Professional development may not match personal development. |
| <input type="checkbox"/> | I have yet to experience a useful staff development interview. |
| <input type="checkbox"/> | Staff development is a positive event. |
| <input type="checkbox"/> | Staff development is like rounding up cats in getting them to attend. |
| <input type="checkbox"/> | The positive aspects of my staff development interview outweigh the negative. |
| <input type="checkbox"/> | Most people can benefit from staff development. |
| <input type="checkbox"/> | Staff development can be a motivational tool. |
| <input type="checkbox"/> | Staff development can be life enhancing. |
| <input type="checkbox"/> | Staff development is a necessary, but expensive process. |
| <input type="checkbox"/> | Staff development is a complete waste of time. |

How many boxes did you tick?

Please tell us a little about yourself (you must fill these in):

Profile

| | |
|--|---|
| | Gender |
| | Ethnic origin |
| | Highest educational qualification |
| | Professional qualifications |
| | Occupational status |
| | Subject area |
| | Length of time in current position (years) |
| | Do you conduct staff development interviews/appraisals? |
| | How long since your last development interview/appraisal? |
| | What is the frequency/timing of staff development interviews/appraisals in your organisation? |

Appendix 8

Idiographic IDEX 2 – profile, attitude inventory, entities and constructs

Profile

Gender: Male Female

Ethnic origin:

- | | | |
|--|--|--|
| <input type="checkbox"/> Asian-Pakistani | <input type="checkbox"/> Chinese | <input type="checkbox"/> Other mixed backgrounds |
| <input type="checkbox"/> Asian-Bangladeshi | <input type="checkbox"/> Mixed White and Black Caribbean | <input type="checkbox"/> Other ethnic background |
| <input type="checkbox"/> Asian-Indian | <input type="checkbox"/> Mixed White and Black African | <input type="checkbox"/> Other Black |
| <input type="checkbox"/> Asian-other | <input type="checkbox"/> Mixed White and Asian | <input type="checkbox"/> White |
| <input type="checkbox"/> Black-Caribbean | | <input type="checkbox"/> White Irish |
| <input type="checkbox"/> Black-African | | <input type="checkbox"/> White other |
| | | <input type="checkbox"/> Decline to indicate |
-

Educational qualifications:

- Diploma Bachelors Masters PhD
-

Professional qualifications:

- Teaching Qualification recognised by the NMC/ILT
- Registered Nurse
- Registered Midwife
-

Are you a:

- | | |
|---|---|
| <input type="checkbox"/> Lecturer | <input type="checkbox"/> Senior lecturer |
| <input type="checkbox"/> Reader | <input type="checkbox"/> Professor |
| <input type="checkbox"/> Department/section manager | <input type="checkbox"/> Other (please specify) |
-

Years in higher education post:

- 0 – 3 3 – 6 6 – 10 More than 10 years
-

Do you currently conduct staff development interviews/appraisal?

- Yes No
-

What is the normal frequency for staff development interviews/appraisal in your organisation?

- | | |
|--|---|
| <input type="checkbox"/> Annually | <input type="checkbox"/> Annually with a six month review |
| <input type="checkbox"/> Annually with a periodic review | <input type="checkbox"/> Other (please specify) |
-

If you have not had a staff development interview/appraisal, why not? (please comment)

Marriss Attitudes to Staff Development in Higher Education (MASDHE)
– an attitude inventory

Managers and lecturers in higher education made the following statements.

Please tick those with which you agree.

| No. | Statement | I agree | Office use |
|-----|---|--------------------------|--------------------------|
| 1 | Staff development can be a bit off-putting if I feel I haven't accomplished my goals fully. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 | Staff development is the blind leading the partially sighted. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 | Staff development trivialises lifelong learning. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 | The specific activities of staff development can have a general application. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 | Professional development may not match personal development. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 | I have yet to experience a useful staff development interview. | <input type="checkbox"/> | <input type="checkbox"/> |
| 7 | Staff development is a positive event. | <input type="checkbox"/> | <input type="checkbox"/> |
| 8 | Staff development is like rounding-up cats in getting them to attend. | <input type="checkbox"/> | <input type="checkbox"/> |
| 9 | The positive aspects of my staff development interview outweigh the negative. | <input type="checkbox"/> | <input type="checkbox"/> |
| 10 | Most people can benefit from staff development. | <input type="checkbox"/> | <input type="checkbox"/> |
| 11 | Staff development can be a motivational tool. | <input type="checkbox"/> | <input type="checkbox"/> |
| 12 | Staff development can be life enhancing. | <input type="checkbox"/> | <input type="checkbox"/> |
| 13 | Staff development is a necessary, but expensive process. | <input type="checkbox"/> | <input type="checkbox"/> |
| 14 | Staff development is a complete waste of time. | <input type="checkbox"/> | <input type="checkbox"/> |

Thank you very much for your time, it is appreciated.

IDEX 2 entities

| | Label | Classification |
|-----|--|-----------------------|
| E01 | Me, as I am now, as myself | Current self |
| E02 | Me at work, as a University lecturer | Current self |
| E03 | Me outside work, relaxing with friends | Current self |
| E04 | Me when acting out of character | Current self |
| E05 | Me when I was a nurse | Past self |
| E06 | Me just before I got this University job | Past self |
| E07 | Me as I would like to be | Ideal self |
| E08 | Me if I had never had any staff development training | Exploratory self |
| E09 | Me as my students see me | Metaperspective |
| E10 | Me as my appraiser sees me | Metaperspective |
| E11 | Someone I really admire | Admired person |
| E12 | Someone I really dislike | Disliked person |
| E13 | A really successful professional person | Work/social world |
| E14 | (Most) male academics | Work |
| E15 | (Most) female academics | Work |
| E16 | My best/closest friend | Social world |
| E17 | My staff development appraiser/interviewer | Work |
| E18 | Academics who believe accomplishments can be traced to staff development | Work |
| E19 | My husband/wife/partner | Family |
| E20 | Academics who avoid/have little faith in staff development | Work |
| E21 | (Most) social and health care professionals in the NHS | Work |
| E22 | My line manager | Work |
| E23 | Senior University managers responsible for advocating/implementing staff development | Work |

IDEX 2 constructs

| | Left pole | Right pole |
|-----|---|--|
| C01 | Strongly advocates teamwork | Has a strong preference for individual effort |
| C02 | Thinks University staff development activities are more about 'spin' than substance | Thinks University staff development activities provide a genuinely substantial and useful contribution to professional development |
| C03 | Believes family should always come before work – no exceptions! | Often finds it difficult to put family before work – especially during very busy periods |
| C04 | Avant-garde in outlook, welcoming and easily embracing change and all things new | Conservative in outlook, tending to resist change |
| C05 | Believes 'professionalism' is either an integral part of a person, or not; it's a whole 'way of being', permeating all aspects of an individual's character and behaviour | Believes 'professionalism' is actually something that can be 'imported' or assumed, and can be switched on and off, as required |
| C06 | Has an overall optimistic attitude and enjoys life to the full | Has a generally pessimistic orientation and is often quite miserable |
| C07 | Believes life in UK universities is governed by genuinely meritocratic structures | Believes life in UK universities today is more about 'who you know' than 'what you know' |
| C08 | Finds emotional intimacy difficult | Enjoys emotional intimacy |
| C09 | Think women are more emotionally intelligent than men and, therefore, make better and more effective managers than men in terms of dealing with people and difficult situations | Think women expend too much energy on emotional labour in managing people and difficult situations, and that men therefore make better and more efficient managers |
| C10 | Is very sociable and happy around friends | Is quite solitary and happy alone |
| C11 | Is easily stressed by daily problems | Is emotionally resilient to daily problems |
| C12 | Believes employees are generally happier and more productive in democratic, 'flatter', horizontal management structures – where everyone feels they have a voice | Believes employees feel generally more secure and are more productive in hierarchical, vertical management structures – where everyone knows who's boss |
| C13 | Believes staff development should necessarily be seen as an inherent part of the job | Believes staff development should be seen as an 'optional extra' to the job |

| | Left pole | Right pole |
|-----|---|--|
| C14 | Believes that staff development enables and encourages fulfilment of potential | Believes that staff development actually achieves very little |
| C15 | Believes that Higher Education Institutions should be fundamentally about research | Believes that Higher Education Institutions should be primarily about teaching |
| C16 | Very likeable and generally easy to get along with | Not very likeable and often not easy to get along with |
| C17 | Believes people should take personal responsibility for self and professional development | Believes others (e.g. family, employers, member groups, and institutions) are largely responsible for one's self and professional development. |
| C18 | Thrives on a really good challenge and will usually be amongst the first to take it up | Shies away from challenge and usually hopes someone else will come along and take it up |
| C19 | Lacks integrity and sometimes acts unethically | Has integrity and generally adheres strongly to ethical principles |
| C20 | Laments the demise of traditional scholarly academic Higher Education Institutions | Celebrates the rise of corporationism and the 'new managerialism' in Higher Education Institutions |
| C21 | Is generally very professional | Is often not very professional |

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