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Cooperative education partnerships: an examination of reciprocal relationships between universities and tourism and hospitality industry organisations in providing professional development education for their employees

Helen Breen
Southern Cross University

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Cooperative Education Partnerships: An
Examination of Reciprocal Relationships
between Universities and Tourism and
Hospitality Industry Organisations in
providing Professional Development
Education for their Employees

Thesis submitted by
Helen Breen
BA (Deakin), BBusTourism (Hons) (UNE)

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Statement of Originality

This thesis is to the candidate's knowledge and belief, an original work except as acknowledged in the text. This thesis has not been submitted for the award of a degree or diploma in any other tertiary institution. All research procedures reported in the thesis were approved by the Ethics Committee, Southern Cross University, Lismore.

Signed:

Date:

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Helen Breen
Southern Cross University
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Abbreviations used in this work

BHP..... Broken Hill Propriety

BP British Petroleum

CPD Continuing Professional Development

DEETYA..... Department of Employment, Education, Training and Youth Affairs

DETYA Department of Education, Training and Youth Affairs

HECS Higher Education Contribution Scheme

IBM..... International Business Machines Corporation

IMC..... International Management Centre

NSW New South Wales

QLD Queensland

SCU Southern Cross University

UK United Kingdom

UNSW University of New South Wales

USA United States of America

Abstract

Cooperative educational partnerships in Australia are considered to be innovative ventures where universities join with industry in a working relationship, sharing resources to develop and provide professional development education for the industry employees. The distinguishing feature of a cooperative education partnership is that all partners contribute to the development, design and delivery of academic courses in the workplace.

This research assesses the role and key aspects of professionalism developed by professional development education for industry employees. More specifically, the investigation examined the conditions that contribute to building mutually beneficial, reciprocal cooperative education partnerships between a university and its tourism and hospitality partners.

A qualitative approach was adopted to analyse and to understand five cooperative education partnerships situated within the School of Tourism and Hospitality Management Southern Cross University, Lismore, Australia. The investigation used the 'Tit-for-Tat' strategy (Axelrod, 1984; Ridley, 1996; Davies, 1999) based on the old French game of 'Prisoners Dilemma' (Campbell, 1983; Trivers, 1983) to examine reciprocity.

The investigation revealed that providing university-level professional development education through cooperative education partnerships contributed to the development and enhancement of professionalism in the tourism and hospitality organisations involved in the study. Two aspects of professionalism, a renewal of learning, and establishing a positive professional reputation, were found to be important for advancing professionalism in this education arena.

A further finding was that when a university, tourism and hospitality businesses and industry associations join together in cooperative education partnerships, they generally respond and adapt to each other in reciprocal ways to ensure the sustainability and success of their partnership. Adjustment, adaptation, responsiveness and synergy were found to be important reciprocal concepts that underpin cooperative dynamics in this investigation.

Chapter 1 – Introduction

1.1 Introduction

As the development of the knowledge-based economy and information society gathers pace around the world, global demand for higher education is growing. To succeed in a dynamic and competitive environment, businesses and industry associations have been forced to reassess their roles and operations in various ways. Businesses and industry associations aim to effectively service the changing needs of their client base. They maximise their returns from new and expanding markets by developing innovative ways to attract and retain clients. Universities are able to assist industry organisations, Windle (1999:6) explains, through providing continuing professional development programs to meet the changing knowledge, skill and competency requirements for their workforce.

In light of the pace of change in society and the new knowledge economy and information society, universities face similar pressures to those faced by business. Universities have been forced to reassess their operations and roles. However, universities face other uncertainty with government reforms. In Australia, government reforms include the forced amalgamations of what were previously tertiary colleges of advanced education with universities; reduced access to government resources with increasing dependence on funds from non-government sources; and reforms based on the *Karpin Report* (1995) whereby the development of management skills has seen significant growth in university education, particularly in areas where industry has a special interest in the nature of courses being offered. In fact, Turpin *et al.* (1999:5) argue that emerging professional fields of study associated with industry professions like business, nursing and engineering have achieved the most significant growth in Australian universities since the mid 1980's. Evidence of the connections between industry organisations and universities are apparent in the growth of study fields linked to industry professions.

An important aim for people in industry organisations and universities is the successful acquisition and application of new knowledge, skills and competencies. New knowledge, skills and competencies are widely understood to assist in equipping people with confidence to identify challenges in the new knowledge based economy and emerging applied professions, to address them in a professionally thoughtful yet strategic manner. The ability to adapt to continuous change, Terpestra (1996:16) explains, will be one of the essential ingredients in high quality employees who contribute to organisational success. However, it takes confidence to undertake new or renewed learning and competence to act on the outcomes that new learning brings. Confidence enhanced through

continuing professional development and learning, empowers many people in the workforce to adapt to and manage inevitable change.

To meet current and future demands for an appropriately skilled and knowledgeable workforce, ongoing cooperation in professional development education between universities and industry organisations is necessary because such cooperation contributes to developing professionalism in emerging applied professions. Professional development education for industry employees aims to build on previous learning, to continuously meet the changing knowledge and skills requirements of industry professions, in order to maintain and extend capability and flexibility in the workforce.

The present investigation embraces a view derived from Becher (1999:141) that professional development education is “periodic renewal” of knowledge and qualifications in response to escalating knowledge growth. The speed of the knowledge growth itself indicates a need for continuous renewal. Becher’s (1999) view needs to be extended, as professional development education is a complex phenomenon. It must be extended to embrace certain concepts of professionalism, the development of the professional knowledge base and aspects of status and cache associated with formally recognised professional education. While many institutions provide formal professional development education, this investigation focuses on professional development education provided through cooperative education partnerships.

A cooperative education partnership, Davies and Hase (1994:2) maintain, is a partnership between an educational institution and an industry in which education and training is jointly developed and delivered for the principal benefit of the industry employee and the employer. Their perspective suggests that professional development education has the potential to precipitate professionalism as it relates to professional development education for industry professionals. However the nature of partner relationships between universities and industry organisations is not well understood. A number of central concepts need to be explored to shed light on the essential elements underpinning partner relations.

Central to cooperative education partnerships are the concepts of trust, preservation, adaptation and reciprocity: these are the defining concepts in the development of a partnership and the means of its survival. These concepts date back to Darwinian theories on evolution and survival of the fittest as explained by Dawkins (1976), Campbell (1983), Trivers (1983), Axelrod (1984) and Brittain (1997).

Notions of trust and preservation are important for cooperative education partnerships as partnerships expect to function more effectively with trust, than without trust. A most important adaptive challenge in partnerships, Heifetz and Laurie (1997:126) say, is “creating trust throughout the organisation”. Partners are expected to learn to collaborate and adapt through trusting each other

with reciprocating behaviour. Furthermore, high trust organisations, Shaw (1997:181) argues, have the “collaborative capital” to sustain and preserve them in turbulent times. They learn to develop a sense of collective responsibility for preserving the partnership. While some partnerships are able to adapt and adjust their strategies to ensure that they reach a position where they can preserve their operations and reputation, the interactions of trust and preservation between organisations in partnerships are not well understood. This investigation signals the importance of identifying trust and preservation concepts inherent in partnership relations in order to support cooperative education partnerships between universities and tourism and hospitality industries.

Adaptation can be a source of renewal or a source of tension, depending on the cohesiveness of a partnership and its capacity to adapt. Constantly evolving social changes, Johnson (1979:59) claims, threaten or enhance the stability of organisations, including organisational partnerships. Partnerships able to adapt to changing environments, sometimes acting ruthlessly in Darwinian ‘survival of the fittest’ mode, can tap into the roots of sustained growth. Yet, while partnerships are trying to adapt and evolve in order to preserve their position, they need to remain relevant and loyal to their clients. Successful adaptation appears to be an important and critical factor in cooperative education partnerships and will be examined in this investigation. The findings of this investigation may have implications for the managers of current and potential cooperative education partnerships between universities and industry organisations, particularly tourism and hospitality organisations.

Reciprocity involves mutual exchange behaviours where one party expends their resources in the expectation of a similar return by the other party. Reciprocity, Trivers (1983:44) asserts, is based on returning mutual benefits. In partnerships, reciprocity implies a level of trust between people, in that their actions build relationships to reinforce their partnership. While the dynamics of building reciprocity and mutual trust appear to be closely linked to building and preserving a trustworthy reputation, how reciprocity transfers into a partnership and into a marketplace environment is not entirely clear. Therefore, in an attempt to address this deficit, this investigation also aims to examine concepts of reciprocity that contribute to mutually beneficial cooperative education partnerships. The study will specifically investigate the nature of reciprocal relationships that encourages tourism and hospitality organisations to cooperate with universities in providing professional development education for their employees.

In the related literature there are many definitions of professionalism, professional development education and cooperative education partnerships. In the present investigation, the term professionalism is derived from Abbott (1988) and Eraut (1994) who view professionalism as knowledge development and accumulation, where education provides a standards framework for the continuous professional development of industry professionals. The concept of professional development education in this investigation derives from Becher (1999), who argues that professional development education is timely or continuous renewal of knowledge and qualifications,

to establish and maintain capability and reputation, in developed and emerging professional fields. The term cooperative education partnership evolves from the work of Beeson, Stokes and Symmonds (1994), Davies and Hase (1994), and Hase (1997), who view it as a partnership between an educational institution and the workplace whereby education and training is jointly developed and delivered for the principal benefit of the employer and the employee. In this investigation, a cooperative education partnership is a partnership venture between universities and industry organisations in which the provision of professional development education for employees in the workplace is a shared responsibility, through a joint management committee of both partners, for the benefit of all partners.

Any consideration of the nature of cooperative education partnerships must take into account a range of contextual factors that might influence the nature of relationships. In particular, the background conditions for universities in the Australian higher education system, together with those for typical partner industries, need due consideration.

1.2 University pressures

Universities, as diverse and evolving organisations, face many uncertainties and challenges. Taking a broad view, Maslen and Slattery (1994:242) identify four troublesome issues challenging universities generally. The first issue is the questionable ability of governments to continue funding universities, in their efforts to reduce public spending and move to a user pays system. The second challenge is maintaining equilibrium or the delicate balance between each of the three main university functions: research, teaching and providing community service, to continually advance the development and transmission of knowledge for the benefit of society. The third challenge for universities is the extent to which the utilitarian or practical views of the university mission are likely to damage the more liberal humanities and social sciences disciplines, thus undervaluing and neglecting long term knowledge development in those disciplines for short term returns. Finally the political issue challenging universities is the undermining of their critical function of academic freedom in which traditionally they have been publicly outspoken institutions on matters of social and ethical concerns.

The first of these challenges concerns government funding for universities. Wilson (1997:220) observes “Australian society has moved increasingly to a user-pays mode as governments attempt to reduce public expenditure”. Further, Wilson (1997:220) states that Australian universities are included in this move to user-pays mode, with reductions to institutional budgets, higher student numbers, increasing student fees and funds awarded on the basis of institutional assessments or quality profiles. While much of the literature on reforms to universities in Australia concerns encouraging universities to become less economically dependent on governments through user-pay systems (see for example Marginson 1993, 1997; Miller, 1995; Stanley, 1997; Harman, 1997),

government actions continue to modify and control university functions largely through limiting resources.

While universities maintain historical rites and rituals, they are dynamic and subject to economic, social and political imperatives. During the past decade there has been much turbulence and reform in university systems in Australia. Anderson and Johnson (1998:25) believe that the direction of evolving reform is generally towards “greater deregulation and exposure to market competition”. Deregulation and competition, exemplified by reforms such as amalgamation of institutions, quality audits, introduction of student fees, profile negotiations between universities and governments, have had a dramatic effect on university autonomy and governance. Meek and Wood (1998:17) have identified reforms that raise “mixed mode” management tensions. These tensions consist of market based deregulated economic and academic activity in universities, the importance of the market and the more regulated establishment of a centrally regulated bureaucratic control system. While reforms such as these are not unique to Australia, they illustrate fundamental changes and new activities that are occurring in university systems – systems that on the surface seem to be stable, static, traditional and unchanging. This apparent contradiction is described by Clark (1983:276) as “uncommon complexity” and suggests that an enormous variety of new activities underpin university systems across the world.

Australian universities are reinventing themselves as enterprise universities, to overcome some of the challenges outlined by Maslen and Slattery (1994) and Meek and Wood (1998). Enterprise universities, Marginson and Considine (2000:5) explain, can be identified by their academic and economic dimensions, in which research and scholarship survive in “new systems of competition and demonstrable performance”. The authors (2000:189) have developed a segmented system for identifying Australian universities according to their diverse characteristics. In order of descending status and academic and economic strength, they are the Sandstones, the Redbricks, the Gumtrees, the Unitechs, and the New Universities.

The Sandstones are the oldest and most traditional of all Australian universities, distinguished by their historical sandstone buildings. They are located in capital cities, are very powerful, have more resources and status than other segments. The Redbrick universities are the strongest of the post World War Two universities, characterised by their redbrick buildings. The Redbricks are located in cities and have similar size, academic roles and incomes to the Sandstone universities, but do not have equivalent status. The Gumtree universities were established after the Redbrick universities, in city suburbs and regional centers. The Gumtrees are a result of an expansion of publicly funded education, are modern and more radical than the Sandstone and Redbrick universities, but lack their positional status and sources of private income. They are distinguished by their planting of native vegetation, not the traditional garden beds of older, colonial times. The Unitech universities have been established from large but now defunct Colleges of Advanced Education in city centers, with a

strong vocational and industry emphasis. They are large, modern institutions, mass-producing employment-ready graduates for industry and new markets. Finally, the New Universities have been established since the mid 1980's, based on amalgamations with the old but smaller Colleges of Advanced Education and located in regional and outer suburban centers. The New Universities are outward looking, have regional support but lack the depth of academic culture and private funding sources found in many of the other segments. To fund their continuing development, New Universities need to find successful niche roles for themselves often obtained by providing distance education, fee paying international programs and commercial research. Much of the diversity in the Australian university system can be explained by using these segment names. They capture the evolving historical, academic and entrepreneurial trends apparent in the system of contemporary Australian universities (Marginson and Considine, 2000: 191-202).

The focus of universities is upon the development of knowledge. Even though it is increasingly about marketing knowledge to new markets, Clark (1983:14) notes that a focus on knowledge distinguishes universities from "industry organisations, governmental bureaux, and the many agencies that dot the nonprofit sector". Such a distinction is useful because it presents a view of universities in pursuit of advancing knowledge, which is a very different focus from the pursuit of profits by industry or the pursuit of efficiency by governments or even the pursuit of support by charities. Universities, according to Clark (1983:26), help evolve and define "what currently counts as knowledge". That is, academics develop categories of knowledge around a disciplinary field, determine that certain types of knowledge exist and become authorities in that field or discipline. Teaching and research, Clark (1983:25) argues, are the "basic activities" for shaping and managing knowledge materials. In fact, academics in disciplinary groups or individually, directly research, conserve, advance, refine, develop, augment and transmit material around a particular body of knowledge. The internal momentum intrinsic to building a knowledge tradition in a specific disciplinary field is complex and volatile, and these features are features of university organisations. So while universities are intricate, dynamic organisations, their central knowledge-based tasks are intricate, complex and evolving.

Increasingly, in Australia, universities have developed complex relationships with governments. Universities often have to cope with the rival demands of meeting national economic imperatives while striving to meet their own essential knowledge goals. Wilson (1997:220) observes "For better or for worse, universities are now regarded as contributors to the national wealth". Australian universities attempt to set and meet their own goals about how they develop and provide the advancement of knowledge, but goal rivalry creates challenges for universities in trying to meet two often quite different goals: the imperatives governed purely by national economic strategies and those of the pursuit of knowledge or the betterment of society.

Thus challenges for Australian universities' result from both international and national trends centred on a paucity of government support and a growth in government constraints resulting in a search for

alternative means of survival. One of these alternatives is the establishment of full-fee paying courses to augment government funding. Cooperative education partnerships are one such course arrangement. They are joint ventures between universities and industry organisations that together produce and provide professional development education courses for industry employees, for the payment of course fees.

1.3 Business organisations

Business organisations are very different kinds of settings from universities. Business organisations compete to provide goods and services for profit. Competition is encouraged as the customer searches for the best product or value for price, while the producer seeks to achieve the highest profit. Competition and exchange occur through markets, yet many industry organisations have short lives and fail for non-economic reasons. In fact, industry organisations often fail because they place too much emphasis on economics, including “land, labour and capital”. They overlook the human beings in their communities and do not fully recognise that “labour means real people” (de Geus, 1997:52). While industry organisations value and protect their physical assets of land and financial assets of capital, they appear overall to recognise and nurture their employees as human assets to a lesser extent (de Geus, 1997). However, this is not true always. When people are encouraged to train, undertake further education, to be creative and to diversify their skills, then industry organisations are seen to value their people, their human assets.

Industry organisations that adapt and evolve to meet changing conditions do this partly through their efforts in galvanising human development, extending learning and developing new knowledge. Browne, in an interview with Prokesch (1997:148), maintains that in an era of globalisation, industry organisations that expand their human resources or assets through building and leveraging knowledge, build an organisation capable of success or what de Gues (1997:59) calls “living longer”. Extending this idea, Drucker (1997: 22) argues that “the only comparative (economic) advantage of the developed countries is in the supply of knowledge workers”. Knowledge workers create an environment where ideas and information can be transformed into goods and services that satisfy the market. While this alone does not guarantee the competitive success of the industry organisation, it builds workforce knowledge and mobility that assists longevity and prolongs survival in an intensely ambitious business environment. One way to assist with developing human capacity for new learning, Windle (1999:6) explains, is through the provision of, and encouragement for, further professional education. Some industry organisations work with universities to develop cooperative education courses for their employees to extend their human knowledge resources. Co-operative education courses aim, through teaching and enhancing learning, to extend and motivate employees to achieve knowledgeable, creative yet competitive advantages for their industry organisations.

1.4 Professionalism

Professional learning and continuing professional development education emerge as key elements of the concept of professionalism. Much of the early literature in the 1960's and 70's on professionalism focused on research into historical trends, structural characteristics and cultural attitudes of professionalism (see for example McGregor, 1967; Anderson and Western, 1976; Johnson, 1979). More recently, in the 1990's, there has been a move towards focusing on the nature of professional learning and continuing professional development education (see, for example Eraut, 1994; Fincham, 1996; Becher, 1999; Watkins and Drury, 1999).

Professionalism is often associated with the notions of abstract knowledge, intellectual work, service and higher education. Eraut (1994:223), for example, explains that professionalism is an ideology composed of three central features "a specialist knowledge-base, autonomy and service". Taking the first of these features, a specialist knowledge base, Halliday (1987:29) argues that knowledge is a "core generating trait" of professionalism. A body of formal, rational scientific knowledge is a starting point for research into professionalism. Concerned with theory and practice, Abbott (1988:19) explains professionalism as a service with "a focus on work". The content, control, variety and jurisdiction of professional work form the base elements of Abbott's (1988:31) theory of professionalism. The importance of abstraction is also important for Abbott (1988:9) who contends that "abstraction is the quality that sets interprofessional competition apart from occupations in general ... only a knowledge system governed by abstractions can redefine its problems and tasks, defend them from interlopers, and seize new problems". An essential feature of professionalism is, therefore, the profession's abstract knowledge system, a specialist knowledge base.

In an emerging professional field such as tourism and hospitality management, the provision of continuing professional development education by universities is one way of assisting in the growth and development of knowledge relating to the field. In order for professionalism to mature, it is important to foster professional knowledge, skills and attitudes through encouraging continual intellectual growth. Geiger (1992:1045) for example, explains that contemporary knowledge-based societies depend on generating new knowledge. Most occupations, including tourism and hospitality management, need cognitive upgrading where intellectual skills are fostered and developed in sufficient depth for people to be able to function independently, to rearrange old knowledge, create new knowledge, and adapt to rapid change in their work environment. For instance, Harris and Jago (2001:384) explain that tourism and hospitality industry associations (retail travel, meetings and inbound associations) have been active in the field of professional development, seeking professional growth and accreditation for employees to establish and maintain acceptable quality standards in their fields. Cognitive upgrading encourages skills that create value, quality and competitive advantage in an organisation, particularly in new research areas that include developing innovative tourism and hospitality software packages, adapting services to meet new economic and seasonal

demands, extending communication systems to remote areas, expanding consulting services. Geiger (1992:1045) argues that this cognitive upgrading is one of the basic functions of higher education. Growth in professionalism partly depends on the motivation to nurture intellectual growth through continuous learning. Development of professionalism through university education can be seen as an exemplary way to stimulate further intellectual growth, to foster professional knowledge, to develop acceptable quality standards and to accumulate a specialist knowledge base because universities have for centuries been the vanguard of Knowledge. The imprimatur of a university represents the highest level of knowledge achievement for many people. To meet current and future demands for an appropriately skilled and knowledgeable workforce, ongoing cooperation in professional development education between universities and industry organisations is likely to be vital in its contribution to developing professionalism in emerging applied professions.

1.5 Cooperative education partnerships

A cooperative education partnership encompasses a very broad range of associations between universities and industry organisations. In fact, almost any association between an education institution and an industry association can be called an education partnership or alliance. According to Beeson *et al.* (1992:26), sandwich courses, involving periods of industry placement in an academic course, are “widespread” and constitute typical education programs. Yet Beeson *et al.* (1992:22) Davies and Hase (1994:3) and Hase (1997:51) all seem to agree that the distinguishing features of a cooperative education partnership are that all partners contribute to the development, design and delivery of academic courses in the workplace. As well, the learning outcomes of cooperative education partnerships are relevant to, and encouraging of, development of continuous improvements in the workplace. When this happens, these particular cooperative education partnership courses are distinctly different from sandwich courses.

A cooperative education partnership is usually expected to contribute to improved competitiveness, quality service standards and responsiveness of an industry organisation. A notable feature of cooperative education partnerships, Davies and Hase (1994:v) claim, is the cooperation between industry organisations and the university, “in the planning, development, delivery and accreditation of award programs”. The Business Council of Australia (1990:11) notes that “links with formal education institutions are highly valued and in almost all instances, companies have demonstrated a commitment to pursuing formal accredited qualifications for their employees”. Industry anticipates that the provision of cooperative education programs is seen as a commitment to human resources, to professional development of staff, as well as meeting organisation goals. Cooperative education partnership programs offer a range of education activities for industry organisations to assist them help their goals, as well as foster closer links between business and the education sector.

The foregoing picture of challenges and opportunities for universities and industry organisations and their reactions to changing environments depicts a dynamic background to the present investigation. There is little doubt that universities and industry organisations see cooperative education partnerships as an important and valuable means to assist them in adapting to increasing volatile and evolving environments, and to ensure that they meet their individual goals. However the dynamics that underpin successful partnership operations are little understood.

1.6 Partnerships and reciprocity

A partnership model that combines a section of a social nonprofit organisation – a university – with a section of a commercial sector organisation – a business – into a new learning organisation, will require flexibility and sensitive adaptations to sustain the new organisation’s operations. Brittan (1997:374) argues that adaptation, rather than competition, is the evolutionary key to explain development and transformation in both individuals and organisations. Adaptation produces a range of basic survival strategies, one of which is reciprocal altruism. Reciprocal altruism, as explained by Ridley (1996:137) and Trivers (1983:44), is a degree of self-sacrifice for the sake of a reciprocal advantage. That is, if an organisation forfeits some resources to establish a cooperative education partnership it expects some benefit in return. Reciprocal behaviour emphasises fair treatment so that mutual benefits accrue to all parties involved in a partnership. Ridley (1996:138) argues that “reciprocity motivates people” in that they are concerned to protect their reputation for being trustworthy and not “too nakedly opportunistic at each other’s expense”. Ideally each organisation in a partnership offers the other mutual benefits through contributing their skills and resources and receiving different skills and resources in return. Reciprocity should lead to what Dawkins (1976:84) describes as an evolutionary stable state or an adaptable beneficial relationship with a reputation for being trustworthy and cooperative.

Reciprocity between organisations usually results in mutual benefits to participants, but issues may arise with the temptation to not return or repay a benefit. Reciprocity evolves through natural selection of unfair behaviour to detect cheats and to avoid being thought a cheat. The ancient French game of “Prisoners Dilemma”, explained by Axelrod (1984:17) and Campbell (1983:22), focuses on problems of competition and cooperation, group formation and preservation. “Prisoners Dilemma” describes a situation where two prisoners are charged and held separately in prison. Each prisoner has two choices, to cooperate and trust in the common good of working towards freedom, or to defect and cheat in self-interest. Each must make a choice without knowing what the other prisoner will choose. The “Prisoner’s Dilemma” vignette illustrates organisational reciprocity in that each party must trust the other to act fairly in order for each to obtain a reciprocal advantage. A key element in achieving successful outcomes, explains Ridley (1996:138), is embodied in “Prisoners Dilemma”: the need “to pick the right partner”. Thus reciprocity theory is initially based on the first act of cooperation. Reciprocal advantages obtained by both partners encourage cooperation to thrive.

Once established, reciprocity can defend itself from invasion through long-term bonds of trust and credible reputations established between both partners. With sufficient trust, reciprocity leads eventually to cooperation in partnerships.

This investigation provides an opportunity to assess the contribution of reciprocity in cooperative education partnerships in tourism and hospitality industries. However little attention has been directed towards aspects of reciprocity in building of cooperative links in cooperative education partnerships. In this investigation, reciprocity is seen as a means of by which extensive reciprocal, collaborative and cooperative relationships between universities and industry organisations are formed in cooperative education partnerships.

While the typical steps in developing reciprocity are less than concrete, a range of considerations need to be taken into account. These include cooperation, competition, trust, adaptation, transformation, preservation, learning and sacrifice (Brittan, 1997, Ridley, 1996, Axelrod, 1984, Campbell, 1983, Dawkins, 1976). Considerations such as these may be instrumental in the development of mutually beneficial partnerships. Yet how they interact and operate is not yet well documented in the related literature.

Other considerations that might influence the nature and success of partnerships include the multidimensional nature of cooperative education partnerships, their dissimilar stakeholders, industry organisations, universities, employees and governments, and their dynamic operations. Furthermore, reciprocity concepts, exemplified by learning, adaptation, preservation and competition offer an opportunity to examine key aspects of professionalism and their nexus with professional development education. It is argued that when universities and industry organisations join together in cooperative education partnerships, they will respond and adapt to each other in reciprocal ways, to ensure the success of their partnership. Although theories of reciprocity and evolutionary cooperation have been postulated since the time of Darwin, the authenticity of reciprocal concepts, using a partnership model has to date attracted little empirical interest in the related literature.

1.7 The importance of cooperative education partnerships to Australian universities

Cooperative education partnerships were first established in Australia, in the late 1980's and early 1990's, according to Treyvaud and Davies (1991:36) and Beeson *et al.* (1992:21). It is no surprise that the scholarly literature concerning this topic is limited for, by all accounts, the relationships between universities and industries are still in their infancy. This investigation provides an opportunity to illuminate the nature of the relationships, the stages in their development and the key conditions for successful outcomes in cooperative education partnerships. In addition, there exists a need to better

understand the role and impact of professionalism in professional development education for industry professionals.

This investigation documents the issues, claims and concerns of universities and their partners in the construction and renewal of professional knowledge, important for both professionalism and the education of industry professionals. Strong links between emerging professional fields, such as tourism and hospitality management, and growth in professionalism are considered to be essential in the documenting, extending and accumulating of professional knowledge. Thus, research into the nature of professionalism and its impacts is a critical step in identifying and explaining the links between professional development education in universities and the development of professional knowledge domains.

1.8 Purpose of the investigation

The purpose of this investigation centres on the provision of professional development education for industry employees through cooperative education partnerships between universities and industry organisations, particularly in tourism and hospitality organisations. The aim is to examine the role of professionalism in professional development education for industry professionals and to examine the conditions that contribute to mutually beneficial cooperative education partnerships in providing professional development education for industry employees.

It is intended that this investigation should address the following questions concerning the nature of cooperative education partnerships and the issues generated about them in the literature in order to examine the expectations and consequences between the partners in cooperative education partnerships. As explained in Chapter Four, these questions will be addressed drawing on case studies of cooperative education partnerships between one university and selected industry partners in tourism and hospitality industries.

1. What principal dynamics, including reciprocity, underpin cooperative education partnership strategies that encourage or motivate tourism and hospitality industry organisations to cooperate with universities in providing education for their employees?
2. What is the role of professionalism in professional development education provided by cooperative education partnerships?
3. What key aspects of professionalism are developed by professional development education for industry employees in cooperative education partnerships?

4. How important are cooperative education partnerships to the partners in assisting them to meet their individual goals?

1.9 Structure of the investigation

This thesis is structured in six chapters.

This first chapter has provided an overview of the study, including its rationale and general aims. Background information in Chapter One has set the scene, establishing the topic and identifying gaps in related literature that this study aims to address. The purpose of the study has been identified, including a short discussion on the theoretical concepts to be investigated. The study purpose is stated. Finally, this chapter ends by posing four research questions to be addressed in this investigation.

The investigation begins in Chapter Two with a comprehensive review of literature relating to the need for professional development education. Chapter Two includes discussion on professional development education concepts, trends, activities, associated organisations, the development of a professional knowledge base and their interaction with the notion of professionalism.

The review of literature continues in Chapter Three, focusing on cooperative education partnerships, their history and growth in Australia. Chapter Three discusses theories underpinning cooperative education partnerships, benefits and risks for partners, and distills ideal practices and benchmarks.

Methodological considerations are raised in Chapter Four with an explanation of the methodology used in this study, the research design, and various stages in data collection and data analysis using induction. As well, considerations of rigour, credibility and trustworthiness are explained, along with the study limitations and assumptions.

The main findings of this investigation are presented in Chapter Five. The four research questions listed in 1.8 above, concerning the nature of cooperative education partnerships and features of professionalism developed by university level professional development education in the workplace, are addressed.

The investigation concludes in Chapter Six by drawing in and summarising the main research findings and examining the implications and contributions of the study for universities and for industry organisations.

In conclusion, Chapter One has introduced the study and provided a foundation for the rest of the research. The topic that this investigation attempts to address has been identified in the rationale,

general aims and background information. The purpose of the study, some theoretical concepts and four research questions have been identified.

In the next chapter, the relevant literature is reviewed. The notion of professionalism is explained and key concepts involved in establishing and maintaining professionalism are highlighted. The discussion addresses the role of professional associations in developing professionalism and the evolving construction of professional knowledge as an integral element in developing professionalism.

Chapter 2 – Professionalism

2.1 Introduction

The focus of this chapter centres on reviewing the existing literature concerning the provision of professional development education for industry employees through cooperative education partnerships. Cooperative education partnerships, in this investigation, are partnerships between universities and industry organisations in which the provision of professional development education for employees in the workplace is a shared responsibility, through a joint management committee of both partners, for the benefit of all partners. As explained earlier, it is argued that to meet current and future demands for an appropriately skilled and knowledgeable workforce, ongoing cooperation in professional development education between universities and industry organisations contributes to developing professionalism in emerging applied professions.

In considering the nature of cooperative education partnerships that aim to provide professional development education for employees in the workplace, it is prudent to examine several important dimensions of professional development. These dimensions include the need for professional development education to meet the goals of both industry organisations and universities, including trends in, and ranges of, typical professional development activities. These will be discussed in Section 2.2. The nature of professionalism implicit within professional development, the concepts of reputation, autonomy, service, expert knowledge and higher order learning skills are examined in 2.3. A discussion of how the nature of professionalism links to the provision of professional development education, the role of professional associations and university education is provided in 2.4. Finally, the role developing professional knowledge plays in professional development education, particularly for emerging professional occupations is examined in 2.5.

2.2 The need for professional development

The reasons why formal professional development programs appear to be proliferating is that global market catalysts, such as increased competition, privatisation, technology advances, growing client expectations, industry demand for high level knowledge and skills, and rising individual aspirations have had a marked impact on the need for recognisable achievements of individuals within particular industries. Watkins and Drury (1995:27) suggest that one important catalyst for the growth in professions and professional development education is as a response to changes in the nature of

commerce, the values of the market economy and the consequent rise of enterprise and management professions.

A market economy is one in which competitive interactions between suppliers and purchasers, or supply and demand, underpin economic activity. Connecting economic goals with education, Abbott (1988:211) maintains that corporate investment in professional development education is an “attempt to direct education towards the immediate goals of commerce”. The market economy perceives links between higher education and better employment prospects. For instance, Teichler (1992:989) explains, “Completion of higher education [has become] a prior condition for access to top positions”. Further education and a heightened perceived need for academic credentials in many professions and occupations have led to the situation where Teichler (1992:989) argues “some occupations previously not requiring degrees underwent upgrading, and now require completion of higher education as a rule”. These perceptions reflect rising demand for emerging professional occupations to incorporate an analytical approach to new knowledge and ideas that are inherent in processes of higher education learning, and incorporate this into their workplace, to remain competitive in their market environments.

It is clear there are many market catalysts encouraging continuing professional development education. Mass higher education provides considerable individual benefits, such as well-paid, prestigious positions. Consistent with Teichler’s (1992) view, Stanley (1997:243) claims that some graduates replace non-graduates in non-traditional graduate areas of employment. Replacement, Marginson (1993:131) criticises as credentialism, connoting “... the increasing supply of graduates, the continuing demand for graduates in the workplace, and the under-use of their knowledge and skills”. In contrast, market forces which consist of, “less secure employment, greater competition for jobs, companies focusing on short-term profitability”, according to Hemmington (1999:49), provide the most basic motives for employees participating in formal professional development education, that is, to enable employees to achieve individual personal and professional success.

In terms of the education market, the expanded supply of higher education courses, along with increasing demand for recruiting innovative staff who are able to meet and critique changing competitive and technological conditions at work, are further market catalysts for continuing or professional development education (Blackman and Segal, 1992:941). Additionally, as a catalyst for market rewards, higher educational attainment is increasingly seen as a prerequisite employment pathway “for access to the most powerful, most prestigious, and most highly remunerated occupations” (Teichler, 1992:976). In a similar vein, Bereday (1973:140) claims that in an industrial society there is no avoiding the social significance of educational aspirations and the dignity that accompanies a recognised professional position. Close links between education attainment and career progression, especially for emerging managerial and professional occupations, are obvious factors influencing market stimulation for continuing professional development education.

Continuing innovation in professional development education encourages closer links between higher education and industry through responses to fluctuations in competitive markets and evolving knowledge domains. When supply of professional development education programs outweighs demand, only the premier programs, those that are relevant, effective in meeting market needs and with efficient delivery, will survive. Educational innovations have to be added to existing professional development programs to attract and retain strong market demand. Furthermore, professional development education courses require effective two-way communication between the higher education partner and industry partner to ensure their utility and effectiveness for both individuals and organisations involved. Evaluating the source, strength and direction of market catalysts poses a challenge for education providers who must refine the content, relevance and provision of professional development education courses to ensure that employee aspirations and industry demand for high level knowledge and skills are met.

2.2.1 Trends in professional development education

No professional or vocational qualification could be expected to survive without change and improvement, as the pace and growth of knowledge and the rate of change in society move along in a rapid, volatile way. Indeed, Becher (1999:141) observes that vocational qualifications need to be periodically refreshed. In addition, Duke has (1992:1055) suggested that the diverse needs of society and the individual aspirations of people give rise to motivations for renewal. Duke (1992:1055) writes, "The expansion of adult and continuing education is ... a complex phenomenon reflecting ... aspirations of individuals". Further, Duke (1992:1057) observes that educational refreshment or renewal is called vocational education or continuing professional development education. As beneficiaries and often financiers of professional development activities, industry organisations have a particular interest in professional development education. Universities which supply some professional development education courses also have a particular interest, although they may be seen as distinctly different from the interests of their industry partners.

Education can be thought of as a series of developmental stages, with professional development sometimes referred to as the fourth stage of education. Teichler (1992:975) describes basic school education as stage one, followed closely by secondary school as stage two, and tertiary education as stage three. The fourth stage of education consists of a wide variety of professional education options and this stage is referred to by a wide range of terms. Among these terms are: further, adult, in career, recurrent, permanent, self-directed, continuing, lifelong, informal education, and professional development, among many others. Professional development, a term synonymous with others such as continuing, lifelong, adult, recurrent, informal education may be seen as consisting of Duke's (1992) notions of upgrading and renewal, together with Candy's (1991) notion of lifelong learning and characterised by refreshment, as observed by Becher (1999). Professional development

education can be considered as encompassing four trends. These are upgrading, training and development, vocational education and continuing lifelong education trends.

Upgrading, the first trend in professional development education describes an upward movement from an earlier professional qualification to a broader, more advanced knowledge field. Upgrading is “designed to add new skills and qualifications ... to a prior qualification in another specialised field” (Duke, 1992:1056). Upgrading occurs when a previous or earlier qualification is extended, adding new skills and knowledge in a different, but related knowledge field. Upgrading represents progress from a previous professional qualification, such as engineering into a broader knowledge field, such as management. Upgrading, Becher (1999:160) suggests, includes contextually oriented courses. Contextual courses are any activities related to the wider professional context, not just related to the subject matter of the profession or occupation. Contextual courses often include developing management skills in areas such as personnel, marketing, business, financial and risk planning, and information technology. In fact, Becher (1999:160) observes “Management ... is a significant element in the training needs of most professions”. Moreover, Becher (1999:159) argues that practitioners rate contextually oriented professional development courses as being more important than technical courses. Thus, upgrading indicates advancement from a professional or technical qualification into broader, more advanced, often contextually based knowledge development.

The second trend in professional development education involves attempts to improve employee performance. An insightful explanation of this trend in practice is articulated by Schuler, Dowling, Smart and Huber (1992:329) who see professional development as “... attempts to improve current or future employee performance by increasing, through learning, an employee’s ability to perform, usually by increasing his or her skills and knowledge”. By expanding staff knowledge and skills, their ability to perform is anticipated to improve. Employees are expected to learn to perform at a higher level, improving their performance and productivity by undertaking further training and extending their professional development education. Staff training and development is a widely recognised means for improving employee performances at work.

Vocational education, the third trend in professional development education, is concerned with the upgrading and updating of knowledge, skills and competencies of people in their occupational roles. Vocational education can be a compulsory activity to fulfil some professional association or legal requirement for further professional education or a voluntary professional development activity. Vocational education is seen as contributing to further career progression for interested individuals. Linking vocational education to its funding, Duke (1992:1059) notes that vocational education is funded either by an employer organisation, self-funded by the individual or funded from public revenues through taxation relief or government subsidies. Addressing the scale of operations for the provision of vocational education, Duke (1992:1057) argues that continuing professional education is, “...a large scale enterprise, partly within and partly outside formal higher education. Large

budgets are involved, and high fees can be charged”. Large organisations, private companies, as well as colleges and universities provide vocational education. It has become an area of competition between public education providers such as colleges and universities, and private education providers for high revenue work (Duke, 1992). Vocational education connotes a popular understanding of professional development education as updating occupational skills, knowledge and competencies.

Continuing lifelong education, the fourth trend in professional development education, is considered to combine upgrading, training and development, vocational education and lifelong learning. Lifelong learning, a trend championed in Australia by Candy (1991), extends the idea of professional development to include a very long time span and a variety of approaches to learning. Lifelong learning, as explained by Candy, Crebert and O’Leary (1994: xi), concerns comprehensive learning which includes all types of, “ ...formal, nonformal and informal learning - whether intentional or unanticipated, which occurs at any time across the lifespan”. Continuing lifelong education can be either self-directed or directed by others. In fact Candy (1991:15) explains a prominent aim of lifelong learning as “ ... equipping people with skills and competencies required to continue their own “self education” beyond the end of formal schooling”. The concept of lifelong learning implies that it is normal to expect that people will return to and continue with their education at different periods in their lives.

Trends in professional development have shifted from traditional stages of upgrading and training, to a more continuous approach, where lifelong learning is required to equip people with the skills and competencies to manage the different stages of their careers. This does not suggest that more established traditional stages of professional development are outdated, but instead signifies a need to effectively combine a range of professional development activities, which extend and renew earlier education and learning.

For this investigation, an important convergence of trends in professional development culminates in a definition recognising that professional development education extends and renews previous education and previous ways of learning. That is, all types of learning, at various stages in a career, contribute to the development of professional competence, knowledge, ability and attitudes. In particular, this investigation is really concerned with, and concentrates on, formal professional development education, particularly that offered by universities in Australia.

2.2.2 Range of professional development education learning activities

From a wide range of professional development education designed to meet the diverse requirements of professional development education, three main kinds of provision may be

distinguished in the relevant literature (see, for example, Schon, 1983; Marsick and Watkins, 1990; Duke, 1992; Eraut, 1994; Becher, 1999). These three main forms of professional development education activity are informal, marginal and formal activity. Informal activity in professional development learning Schon (1983:62) explains as reflection-in-action. "Reflection-in-action ... is central to the art through which practitioners sometimes cope with troublesome divergent situations of practice". Reflection-in-action is the development of individual problem solving skills using research-like creative thinking and tacit knowledge to generate fresh understandings about past practices and develop new professional learning. A similar perspective is provided by Marsick and Watkins (1990:7), who summarise learning as a by-product of some task or activity, as incidental learning. Incidental learning, is enhanced by proactivity, critical reflection, initiative, questioning assumptions, and seeing an old problem from a different perspective. Marsick and Watkins (1990:7) believe that incidental learning, "is never planned or intentional", instead following on from some work activity that has produced a new problem. Incidental learning identified by Marsick and Watkins (1990:7) is close to and supports Schon 's (1983:62) reflection-in-action theory. However Marsick and Watkins (1990:6) actually call informal learning "self-directed learning", incorporating both workplace mentoring and coaching, concepts which are not included in Schon's (1983) articulation of forms of professional development.

Marginal professional development activities include learning at industry-organised events. In addition to informal modes of learning, Becher (1999:168) identifies marginal learning as "activities run by members ... in which the input is also professionally contributed". Attendance at, and participation in, industry conferences and seminars are activities organised by members of a profession or occupation, either to catch up with, and share new developments, to develop contextual capabilities or to have time out from usual work routines. Linking motivation to learning activity, Becher (1999:171) argues that marginal professional development activities may be used to advance education and learning for participants. Industry conferences and seminars usually provide varying levels of professional development activity depending on the expectations of different industry groups. Participants who elect to undertake professional development activity at conferences, seminars and such, are indeed pursuing marginal learning.

Formal professional development activities are structured education courses, of variable length, provided to inform and renew professional knowledge. Formal professional development educational activities identified by Duke (1992:1056) are:

... expanding within higher education while the growth of in-company refresher and updating programs on a large scale ... means massive increase ... outside the recognised higher education system.

Professional development educational activities can include private in-house training sessions. These are generally held within large professional organisations or large professional firms with participation from invited smaller firms in the same local area. Professional organisations, private firms, colleges and universities generally provide formal professional development education courses. An important distinction is made by Duke (1992:1056) between voluntary and compulsory professional development educational activities and among those formally provided by, or recognised by, professional associations for their members. According to Duke (1992:1056) university professional development education courses include "...established or specially created degree and other award-bearing courses, or special-purpose, usually non-award bearing short courses designed to meet particular needs".

Formal professional development educational courses that are university award courses have particular significance for emerging applied professions, such as tourism and hospitality management, as they focus on understanding the nature of experiences in the field. Formal professional development courses that are university courses connect the professional occupation to a developing, expert knowledge base, through building and sustaining relationships within higher education. Eraut (1994:63) notes that traditionally universities have given priority to "discipline based theories and concepts derived from bodies of coherent, systematic knowledge".

The bond between a profession and a mature knowledge base reflects the historical development of those very early medieval professional occupations such as the clergy, medicine and law. These early professions are based on a lengthy and extensive accumulation of knowledge, built on continuous linking of theory with practice. Over time, a stage is reached where these professional occupations have a recognisable well-developed, abstract, scientific foundation of knowledge, a mature discipline. In contrast, less mature professional fields, such as tourism and hospitality management, are still developing knowledge traditions by underpinning their practice with applied empiricism and theory building to establish a knowledge base. A particular advantage of the development of applied fields of study as departments within universities, Eraut (1994:14) explains, can help to organise and codify much professional knowledge accumulated in the field. As well, importing concepts and ideas from related fields hastens the growth of a professional knowledge base. The developing maturity of a young professional field can be linked to knowledge development and to the provision of professional development education courses in universities.

A broad range of professional development education and learning opportunities are available for nurturing emerging professional occupations. It appears that the development of a mature knowledge base depends heavily on an emerging professional field's ability to draw on, and use, its links to university education and university expertise, to assist in developing its own specific field of knowledge over time.

2.3 The nature of professionalism

There is a wide body of literature addressing different aspects of professionalism and professional development. In this literature, there has been a move away from research into historical trends, structural characteristics, traits and cultural attitudes of professionalism and a move towards a focus on research into professional learning and continuing professional development education (see, for example Eraut, 1994; Fincham, 1996; Watkins and Drury, 1999; Becher, 1999). Professional learning and continuing professional development education are emerging as key features of professionalism. The emphasis on continuing professional development education in professionalism is important for this investigation, because it is intricately linked to characteristics of professionalism, such as developing knowledge, instilling ethical work attitudes, skills growth and articulating acceptable quality standards of practice for building professional reputations. Formal professional learning and formal professional development education play a key role in the development of these characteristics, possibly even more than the informal and marginal professional development activities.

Understanding the nature of the concepts of professions and of professionalism within them requires an examination of the elements underpinning professionalism, for there are many interpretations of the term professionalism: autonomy; service; aspirations involving status, reputation and public image; and expectations of professional expertise; and higher order learning and skills.

2.3.1 Meanings of professionalism

Concepts such as abstract knowledge, intellectual work, service and higher learning are associated with many common interpretations of professionalism, (see for example Halliday, 1987; Abbott, 1988; Murphy, 1988; Eraut, 1994; Piper, 1994; Fincham, 1996; Becher, 1999). For Eraut (1994:223), professionalism is an ideology composed of “a specialist knowledge-base, autonomy and service”. Recognising the importance of knowledge, Halliday (1987:29) believes that knowledge is a “core generating trait” of professionalism. A body of formal, rational scientific knowledge is the foundation stone of professionalism. Linking professionalism based on knowledge to social and cultural aspects of professional knowledge, Macdonald (1995:160) observes that control and status strategies in handling knowledge are important to professionalism. Control and status strategies are exemplified as higher education credentials, strict entry criteria for professional bodies, license to practice and intellectual work. Connecting control of knowledge with developing new knowledge, Murphy (1988: 246) refers to the construction of professional knowledge as “the process of rationalisation ... the systematic, codified, generalised (which implies abstract) knowledge of the means of control (of nature and of humans)”. Professional knowledge is therefore abstract, theoretical, expanding and generalising yet is a means of occupational control and status.

Concerned with both theory and practice in professionalism, or how modern societies' institutionalise expertise, an eminent writer on the nature of professions, Abbott (1988:19) explains professionalism as a service with "a focus on work". The content, control, variety and jurisdiction of professional work form the empirical base that supports Abbott's (1988:31) theory of professionalism. The importance of abstraction in theories of professionalism for Abbott (1988:9) is that "abstraction is the quality that sets interprofessional competition apart from occupations in general ... only a knowledge system governed by abstractions can redefine its problems and tasks, defend them from interlopers, and seize new problems". Thus a fundamental feature distinguishing a profession from an occupation is the profession's abstract knowledge system.

The cultural work of professionals in relating a particular case to its formal knowledge system is a way of justifying practice. As well, relating cases to a knowledge system is a means of generating autonomy in front of the general public. Professionals engage in a work culture of diagnosis, inference and treatment of client problems (Abbott, 1988:30). Work practices, such as critical analysis and treatment, usually create conditions for clients, competitors, the state and the public to accept and acknowledge the profession's right to practice autonomously within their own jurisdiction, using their own particular knowledge systems. Linking client needs as a basis for professional services to moral accountability for clients, Eraut (1994:225) maintains that providing optimum client service is another significant aspect of professional work cultures. Optimum client service helps to justify autonomous practice and assists in the formation of improved practice in professionalism. Professionals, as knowledgeable, autonomous people, are accountable for their own competent and reputable practices in so far as they affect the wellbeing of clients and others in the community. Professionalism is an important concept in this investigation because it carries an implicit cultural assumption of aspiring to best practice work standards, standards that underpin professional development education and tertiary level cooperative education partnerships.

2.3.2 Autonomy

The idea of autonomy, exemplified by the ability to make independent decisions, is implicit in professionalism as defined by Eraut (1994:225) above. Professional development education at university level is expected to produce professional practitioners who, through critical analysis and peer review, are able and willing to self regulate. Autonomy implies self-government in a collective sense and personal freedom in an individual sense.

Collectively, members of a professional occupation are expected to be sufficiently able, competent and knowledgeable to evaluate the quality of work undertaken by fellow members through self-regulation. A profession often assumes that it is the best judge of "the competence and good conduct of its members, because only they have the requisite knowledge" (Eraut, 1994: 224). Self-regulation and peer review indicate autonomy in a professional occupation. Professional development

education activities that encourage critical analysis of workplace practices and the roles management play in the workplace can lead to self-regulation. Analysis of the gap between actual and expected standards, Becher (1999:209) argues, should uncover “the irresponsibility of some practitioners, the misconduct of others, the increased media coverage given to both”. Professionalism sometimes fails in the area of autonomy. Professional practitioners who abide by the collective accepted industry standards of autonomy achieve the ideal of professionalism espoused by Eraut (1994) and the standards expected by Becher (1999).

Individually, members of a professional occupation have a certain degree of freedom in their daily decision-making. At a personal level, Eraut (1994:224) claims, autonomy is about “control of one’s own work”. Practising professionals with high levels of competence and autonomy, Eraut (1994:204) explains, are good investigators, knowledgeable about options, able to reason critically, compare and contrast, and learn from experience by reflecting on issues in light of their eventual outcome. Individuals have a role in establishing and continuously improving the quality standards that inform their professional practice. While Brennan (1990:11) criticises autonomy in professionalism that is overly judgemental and dismissive of the rights of an often less well-informed general public, it is evident that the balance between autonomy and domination is finely tuned. Autonomy in providing acceptable client service assists in building quality practice standards in professionalism through responsible critical inquiry and review. Thus, practices of critical evaluation and review are essential activities in the general framework of university education programs as well as professional development education programs.

2.3.3 Service

Service is an important responsibility in professionalism. Professional development education, particularly using problem based learning and case study methods, can assist in developing responsible ethical attitudes towards clients. Piper (1994: 3) claims that “the professional’s first responsibility is to the client”. Professional responsibility infers the need to consult with the client to find the best solution for their problems. Most tourism and hospitality clients, Harris and Jago (2001:386) suggest, are heavily dependent on, and trust that they are getting responsible, quality service from the professional. Acting responsibly for clients has a range of outcomes for clients who depend on the practitioner’s accumulated level of competence, a wide breadth of expert knowledge, a variety of technical skills and a professional yet compassionate attitude. For example in hospitality, managers supervising alcohol service need to be competent and responsible in the service of alcohol. Clients can endanger themselves and others as a consequence of high consumption levels of alcohol, even though these same clients may provide the venue with considerable profits from high levels of alcohol consumption. Case studies, role-play and problem-based learning are valuable tools in learning to resolve such ethical dilemmas. They provide learning scenarios for professionals, in which to make hypothetical decisions about responsible service. While Eraut (1994:46) notes that ethical

client services may “conflict with organisational policy”, Piper (1994:227) explains the responsibility of managers for ethical client service reflects “ an altruistic commitment to the welfare of individual clients and the good of all”. By ensuring responsible practices with alcohol service, hospitality managers forgo some profit in an effort to be ethical, balancing service responsibility with profits.

Client services based on acceptable standards of practice are important elements of professionalism, to maintain professional standards of quality work. Continuing professional development education is one way of encouraging the sharing of knowledge related to quality standards of practice, either through formal or informal means. Professional development education is one means of “maintaining capability” (Becher, 1999:236), of coping with the acquisition and development of new or updated knowledge. Capability, Eraut (1994:204) suggests, is concerned with “knowledge in use”. Knowledge that is frequently used is incorporated into a person’s active, working professional knowledge. In contrast knowledge that is not used does not contribute to capability and is rapidly lost. Continuing professional development education usually provides the rationale, methods and suitable role models to help achieve acceptable quality standards of autonomy and service in a specific field. The practice of professional autonomy and client services reflect the quality standards of a professional occupation, and may be seen as comprising Becher’s (1999) notion of capability, together with Eraut’s (1994) notion of control and characterised by responsibility as recognised by Piper (1994). Meeting high standards of accountability and responsibility generally equates to clients receiving optimum levels of service.

2.3.4 Status and reputation

Status and reputation are important aspects of professionalism. Positive status and reputation connote a certain professional, even personal, dignity. *The Concise Oxford Dictionary* (1989: 976) defines professionalism as being trained and skilled in the scientific parts, being raised from an occupation to the dignity of a learned profession. Professionalism is seen by Fincham (1996:2) as “an attempt to rationalise the pursuit of superior occupational standing”. One method of occupational upgrading is the linking of an occupation to a framework of university education standards, to ensure quality controlled entry standards, to provide recognisable learning processes, to achieve university qualifications or awards as credible outcomes and to validate the knowledge claims of a particular professional group. Incorporating a standard university education framework assists the profession “to confirm the status, worth and complexity of its knowledge base” (Eraut, 1994:8). Tying education to reputation, a notable characteristic of professionalism as Becher (1999:144) explains, is “to aim to achieve capability in order to maintain a professional reputation”. The aspiration for professional status, partly achieved through a university qualification, is accepted as an important element in professionalism. Ensuring close links between professionalism and university qualifications is one way that professional occupations seek to advance professional reputation and status.

Professional transformations occur to improve the public image of a professional occupation. Striving for professionalism can include “the conscious ‘remaking’ of occupations” (Fincham, 1996:2). Transformation options, according to Fincham (1996:2), include a restructuring of traditional professional occupations; the rise of new occupational configurations; increased collective mobility in professional occupations; and continued but varied pressure to control areas of work and professional expertise. Taking this last point, exclusive control over work and professional expertise, it presents an “aura of certainty”, justified by a “long period of training” and should be “different” to other professional occupations, asserts Eraut (1994:14). For example, Miller (2000:113) writes that, in Australia, the police service is being transformed through initiatives with universities by providing continuing professional development education for their employees. Professional development education through a partnership with a university is supporting the transformation of police work, by extending it to the traditional university expectation of acquisition and dissemination of knowledge. As well, access to university-standard education frameworks helps legitimise policing as a professional occupation with a legitimate knowledge base represented by degree qualifications. Formal professional development education provided by universities in conjunction with the employer organisations can enhance the aspiration for improving a professional image and reputation through the use of expanding professional expertise and knowledge.

Professional knowledge based on established disciplinary knowledge carries implicit status or value attached because of its association with a particular disciplinary field. Both Schon (1983:25) and Becher (1989:147) observe that major, hard pure, scientific knowledge fields tend to have high knowledge status. For most occupations, high knowledge status is more attractive than low knowledge status, even though there may be little intellectual difference between different the disciplinary knowledge domains underpinning an occupation or profession. When using academic criteria, hard pure research and knowledge domains, such as chemistry and physics, will usually be favoured, as they appear to be objective and simple to measure. In contrast the soft applied knowledge domains, such as management and education, appear to be more complex to measure and more susceptible to subjective judgements (Becher, 1989:164). Linking measurement and judgement to language use in disciplinary fields, Parry (1997:169) explains the tacit language rules in a hard scientific field such as geology emphasise concreteness and objectivity, while in the soft applied field of education, the tacit language emphasis is less concrete and more self conscious or persuasive. That is, hard pure scientific disciplinary fields appear to be more reliable and held in higher regard than soft applied disciplinary fields. Distinct differences between high-status and low-status disciplines are coupled to similar status differences in professional occupations.

Professional development education programs provided by universities for entrepreneurial industry professions extend that industry’s knowledge base, through encouraging intellectual pursuits. Entrepreneurial industry professionals are stimulated in part, by the tempting perception of improved status for their industry to join with higher education in professional development education programs

at university level. Status is an attractive outcome of professional development education within a university system.

2.3.5 Expert knowledge

Expert knowledge is one means by which expertise is vested in people as experts. Abbott (1988:323) explains professional expertise as:

... professionalism's expertise is abstract, but not too abstract; it is not generally diffused; its practitioners work full time in particular areas ... the quality of institutionalising expertise in people.

One basic way to acquire and use expert knowledge is through engaging in professional development education. The acquisition and use of expert abstract knowledge through education is a central feature of professionalism in any field. Many professional occupations, as exemplified by accounting, are based on personally held resources, knowledge, skills and attitudes of the practitioner. Expert practitioners provide the public with advice and service grounded in their abstract, tacit knowledge, gained through higher and continuing education, practical professional experiences, reflection and acquired competencies. Further, the *Australian Standard Classification of Occupational Groups* (1987:37) describes professionals as those who perform conceptual and creative duties requiring high levels of intellectual ability and a thorough understanding of a body of theoretical knowledge. Professionalism combines the acquisition and use of an expert abstract knowledge base to provide practical professional services such as problem diagnosis, expert advice and experienced decision making for the resolution of specific problems, within a particular field.

Professional expert knowledge is exclusive because it is not available to everyone. In fact, Eraut (1994:2) suggests that some people regard expertise as “the prime source of professional power and influence”. While those who acquire expertise use it in effective ways, only those who have the resources and the desire to acquire such expertise, will master it. Education qualifications and awards are usually recognised as the beginning of a journey of maturity, towards acquiring abstract specialist knowledge. The journey of maturity is continued and extended through professional development education, involving learning through practical experience, research and reflection to become an effective practitioner in a professional field. The journey of continuous learning supports the notion that expertise has a fundamental role in professionalism.

2.3.6 Higher order learning skills

Developing higher order learning skills is an underlying element contributing to professionalism. Higher order learning is that aspect of learning and the associated acquisition of skills that create

value and competitive advantage in an organisation. They help to set up conditions for professionalism to develop and mature. In order for professionalism to grow and evolve, it is essential to nurture professional knowledge, skills and attitudes through assisting intellectual growth and knowledge creation. Cognitive upgrading, Geiger (1992:1045) argues, is one of the basic functions of higher education and one that current knowledge-based societies depend on for generating new knowledge. Most contemporary and emerging professional occupations depend on cognitive upgrading where intellectual skills are fostered and developed in sufficient depth for people to be able to function independently, to rearrange old knowledge, to create new knowledge, and to adapt to rapid change in their work environment.

A distinction can be made between the development of higher order learning skills by employees and the development of basic cognitive skills. Higher order learning skills are exemplified by capacities such as developing innovative software packages, adapting financial services to meet new economic demands, expanding communications, inventing new health care products and expanding consulting services. Rather than focus on perfecting the basic cognitive skills of employees through training, Quinn, Anderson and Finkelstein (1996:72) explain that organisations do better to encourage higher order skills such as understanding new systems and inspiring intellectual growth. The ability to foster intellectual growth through higher order learning reflects the ability to transform useful knowledge. Organisations that encourage university level professional development education for their employees anticipate that higher order learning and skills development will assist them in becoming more creative and competitive. The development of higher-order learning is a valuable and effective way to foster growth of professional knowledge and higher order learning skills.

Thus, professionalism is an evolving concept involving of knowledge development and continuous learning, where higher education provides a standards framework for the professional development of an industry workforce. The educational standards framework contains theory elements, including the development, use and control of an abstract specialist knowledge base, and practical elements including the provision of, and reputation for, autonomous, ethical service in the interests of the general public. The concept of professionalism embodies the aspiration to provide knowledgeable, ethical, yet creative services to the public. Initially, this is accomplished through formal university qualifications. Professionally competent work practices, the nurturing of higher order intellectual development and developing an expert knowledge base in meeting client needs generally follow this. Continuing professional development education through the provision of university programs may be an important and useful way to stimulate further intellectual growth, to foster critical thinking in professional knowledge and to successfully meet creative and competitive workplace challenges.

2.4 The influence of professional associations

An understanding of professional development education requires some exploration of the nature of professional associations, as these represent the collective and public face of an occupation or professional group. An association is a group of people with a common purpose, usually having some type of “formally organised group” as structure (Abbott, 1988:70). The functions of professional associations, Becher (1994:161) argues, include the promotion of their “collective interests” and maintaining “a favourable public image”. Professional associations aim to promote their joint interests through projecting a confident public image of competent, knowledgeable members.

Professional associations depend on the competence of their members to maintain their territory, or in Abbott’s (1988:68) words “their jurisdiction”. Competence, according to Eraut (1994:167), is a concept that has both technical and political aspects. The technical aspect presumes that members of a professional association are qualified, can perform a wide range of tasks with reliable skills and make quality judgements concerning their work that provides satisfactory service to the public. The political aspect includes claiming the maximum number of members who are competent within their professional association territory or jurisdiction. A high number of members provide the association with a membership base that is large, viable and powerful, able to dominate entry criteria and defend their “competence territory” (Eraut, 1994:165). For instance, most Australian hotel managers are technically and practically competent. They are usually capable of managing a hotel and all the services it supplies. As well, they are generally members of the Australian Hotels Association, the political voice of the national hotel group, identifying hoteliers as a single professional occupation, managing hotels Australia wide. Professional associations are formal organisations essentially based on the competent political and technical command over particular kinds of work.

While the sphere of influence of professional associations is broad and spans many different types of activity, Watkins and Drury (1999:3) suggest that most professional associations commonly contain four key elements. These four elements consist of setting entry requirements for joining the professional association; maintaining a members register; constructing and maintaining a professional code of conduct; and endorsing quality control systems to maintain professional standards. The fourth element, a quality control system to maintain professional standards, plays a key role in professional associations because it ensures that members are aware, knowledgeable and provide competent, reputable services. Professional associations monitor their members through quality control measures such as sharing current information, industry benchmarking, updated training and continuing professional education to foster the collective responsibility of maintaining the reputation, profile and competence of their profession. The sharing of information and building of professional networks through professional association sponsored education activities helps to maintain the culture of, as well as providing quality control systems for, the association.

Professional associations seek to preserve and control their professional jurisdiction through their claims over certain work. They do this first through their initial entry criteria, usually a graduate qualification and some work experience, and second through members meeting the required quality standards of competence, conduct and education to maintain the collective reputation and membership of the association. In reality the professional association acts to protect its own professional boundaries, through implementing quality control strategies, such as continuing professional development education, to survive.

2.4.1 The role of continuing professional development education in professional associations

A key characteristic of professionalism and professional associations is the growing role of continuing professional development education. Continuing professional development education is, in Becher's (1999:141) words, "periodic renewal" of knowledge and qualifications as the speed of knowledge growth escalates, indicating the need for continuous educational renewal. Professional associations strive to maintain currency and share new knowledge through continuing professional development education. For instance, Drucker (1997:22) notes that "knowledge constantly makes itself obsolete, with the result that today's advanced knowledge is tomorrow's ignorance". Rapid knowledge growth, knowledge obsolescence and knowledge replacement is at the heart of continuing professional development education. The need for continuing professional development education is fundamental to university-industry partnerships, which must continuously build on previous learning and face changing knowledge and skill requirements of industry professions in the workforce.

Professional associations are in a special position because they are close to and able to respond to their members' ongoing need for learning, guidance and competence. Encouraging and developing continuing professional development education (CPD) is vital for the knowledge renewal of professional association members. Capable, reputable and well-educated association members, who achieve and adhere to their association's quality standards, advance the professionalism of their association. Hemmington (1999:49) contends that the role of the professional association in:

... providing the strategic long-term, planned approach to their members' professional development through CPD schemes will be fundamental to both individual and organisational success.

The professional association supports members' engagement in continuing professional development education for the joint prosperity of the members and the association. Linking encouragement for continuing development education to responsibility and sponsorship of the same, Abbott (1988:210) argues that "Continuing education is ... heavily sponsored by professional associations in certain professions ... they have shouldered the main responsibility for continuing professional education".

Professional associations who respond to, and provide for, their members' continuing professional development education needs, enhance the professionalism of their association as well as that of their members.

A professional association usually provides a range of continuing professional development education activities as part of their member support services. This includes: formal and informal education courses, articulated career pathways, portfolio of work experiences, records of professional development activities, conference presentations, local network contacts, on-line discussions, help-line facilities and more. For instance, Friedman, Durkin and Hurran (1999:52) suggest that professional associations play an important role by "providing access to information, counsellors and mentors, as well as support to enable professionals to plan and reflect on their individual learning experiences". These activities provide opportunities for what Becher (1999:142) termed "keeping up-to-date, enhancing professional capabilities, and solving specific problems". Vital learning activities and support services provided by a professional association contribute to building professionalism in emerging applied professions through continuing professional development education.

2.4.2 Compulsory and voluntary professional development education

Continuing professional development education courses can be either compulsory or voluntary, depending on the policies of the professional association. Compulsory continuing professional development education, Becher (1999:144) explains, is evidence of the strength of professional association continuing education policies in the public arena. Professional associations can resist calls for external regulation, particularly by governments and consumer groups, through showing association members' responsibility and professional currency via their policies for, and participation in, compulsory professional development education programs. By measuring and publicising professional development education activities, the association aims to protect its jurisdiction from outside intervention and maintain a favourable public image.

Adult learning principles of informal learning, self-direction, voluntary participation and critical dialogue appear to be encouraged through voluntary, rather than compulsory participation in professional development education. Compulsory professional development education compels association members to undertake professional development education. It may support the appearance of enhancing competence. Critical of compulsory schemes, Friedman, Durkin and Phillips (2000:53) claim that they prove attendance, but may not evaluate whether the activity met the members' professional learning needs. Additionally, Lester (1999:110) observes that compulsory schemes may only "create a burden of recording and evidencing". Given a choice between compulsory or voluntary professional development education, Brennan (1990:42) notes that the

person most in need of further professional development education is generally the least likely to become voluntarily involved. Adult learning principles, upheld by individual freedom of choice, are supported by voluntary participation in professional development education activity.

The paradox of the debate about compulsory professional development is that individually and collectively, each professional member of an association has a responsibility to maintain quality standards, currency, competence and reputation in their field. Yet a professional association may impose compulsory professional development education as a precaution that this responsibility is not taken seriously. Professional reputations might suffer as a consequence. According to Becher (1999:144), professional development education activities are strategically aimed towards proficiency in order to “maintain a professional reputation”. Thus, motivations to become involved in continuous professional development education are driven by meeting people’s needs at a particular time in their career, to develop their professionalism, reputation and expertise. Professional associations which encourage continuous professional development education and attract members to voluntarily engage in them are seeking to maintain their professional standards and reputation.

2.4.3 Professional associations and universities

Of many different types of providers of professional development education programs for professional associations, universities are seen as appropriate partners. A constant body of professional knowledge is taught in a university at the beginning of most professional careers. At the beginning of a professional career, Becher (1999: 241) explains, “the emphasis tends to fall almost exclusively on inculcating the technical aspects of professional knowledge”. When knowledge changes very rapidly, it is often separated from the main body of professional activity, leaving the main body more constant and controllable (Abbott, 1988:182). The separation of professional knowledge into two parts leaves professional associations to take up the responsibility for the second part, the acquisition of current professional knowledge, which accumulates and evolves through new discoveries and creative thinking. Professional associations strive to incorporate changes in professional knowledge and current professional thinking into their continuing professional development education programs, to keep their members informed, current and knowledgeable.

Universities can play a role here. Universities can assist professional associations in incorporating new knowledge developments into the main body of professional knowledge through joint research and professional development education. Bonds between universities and professional associations are increasing. Geiger (1992:1046) suggests that “...the most rapidly growing fields in contemporary universities have been those most closely associated with business and industry” supporting the idea of close links between university and industry associations. Yet Bryans, Gormley, Stalker and Williamson (1998:136) argue that there has been increasing “commercialisation” of “narrow” professional development education courses by professional associations, universities and other

providers. They conclude that universities must become an interested but neutral party, exercising “critical detachment” (1998:142) in the field of continuing professional development education.

In spite of this criticism, universities and professional associations have in numerous instances in Australia set up joint professional development education courses to provide learning conditions necessary for the growth and accumulation of professional knowledge, for open-ended learning and critical thinking. See Table 3.1 for a list of some documented Australian cooperative educational partnerships. Professional development education courses that are periodically reviewed and revised by a variety of university and professional association stakeholders for currency, content, and flexibility reflect openness to new ideas and acceptance of new professional knowledge. While new professional knowledge may be commercial in nature, it is also valuable for industry employees to expand their understanding, knowledge and skills in managing their workplace. Additionally, courses that are perceived as commercial or narrow can still provide students in their workplace with generic skills such as developing literary research techniques, critical analysis skills and a confident attitude towards learning for a lifetime. These skills are at the core of university learning and are also important for lifelong learning and professional development, regardless of course content.

Professional associations expect members to become and remain proficient, capable practitioners. One of the strategies used by professional associations to maintain capability, achieve appropriate quality control standards and maintain self-regulation is through provision of, and participation in, continuing professional development education. Voluntary professional development through formal professional development education courses provided in partnership with universities can assist association members to acquire expertise, develop critical thinking skills and incorporate new knowledge into their education curricula. Continuing professional development education courses that are university degrees are valuable for a professional association wanting to maintain internal capability and reputation and to build professionalism.

2.5 Developing professional knowledge domains

Understanding professional development education for employees in the workplace requires an examination of the nature of developing professional knowledge and the ways in which it is advanced through professional practice in the workplace. The identification of the distinctive differences between disciplinary and applied professional fields is crucial to understanding how professional knowledge develops. Professional knowledge bases underpin applied professional fields. In Becher’s (1989) work, it is possible to distinguish the difference between pure and applied areas of knowledge. Pure knowledge is theoretical, based on principles, concepts and theoretical constructs. Applied knowledge, however, is based on experience and practice. Becher (1989:15) claims that applied areas are by definition “... concerned with practical as well as theoretical knowledge, and that is ... less easy to pin down and analyse”. Applied areas of knowledge comprising practical and

theoretical knowledge are emerging fields of enterprise and management professions, such as tourism and hospitality management.

2.5.1 Domains of disciplinary knowledge

Advancing the ideas of Kolb (1981), Becher (1989) explains four broad domains of disciplinary knowledge. These are hard pure knowledge, hard applied knowledge, soft pure knowledge and soft applied knowledge. Hard pure knowledge, argues Becher (1989:13), is "...the favoured domain of the natural sciences". Hard pure knowledge has a narrow focus, with new knowledge built on existing knowledge in a steady, linear, cumulative construction. As well, hard pure knowledge has a well-developed theory structure with causal propositions, generalisations and universal laws. Hard pure knowledge is usually associated with the quantitative areas of natural science, according to Becher (1989:155), such as physics, chemistry, pharmacy and mathematics.

In contrast, the characteristics of hard applied knowledge, as exemplified by engineering fields, are explained by Becher (1989:15) as knowledge subject to trial and error, not always cumulative, focused on the physical world and judged by its practical effectiveness. Hard applied knowledge, Becher (1989:15) says, is "concerned with ways of mastering the physical world.... Their primary outcomes ... are products and techniques". Hard applied knowledge uses a mix of quantitative and qualitative techniques and judgements and it forms the basis of accounting, biology and engineering disciplines.

The features of soft pure knowledge, on the other hand, as exemplified by the liberal arts, are distinguished by Becher (1989:13) as being individualistic and interpretive, having a qualitative focus, a theory structure that is not concrete, with a reiterative pattern of argument. Soft pure knowledge, according to Becher (1989:13), takes the form of "interpretations, resulting in an enhanced insight into, or an understanding of, familiar objects of knowledge". That is, soft pure knowledge provides fresh views on familiar topics concerning the nature of human experience, typically exemplified by disciplines such as literature, history and music.

The characteristics of soft applied knowledge, as exemplified by the social sciences, Becher (1989:15) maintains are based on understanding the human situation as a means to improving the quality of social and personal life. The origins of soft applied knowledge, Becher (1989:15) explains, lie in "the frequently reformulated knowledge of the humanities and social sciences." The outcomes of soft applied knowledge are protocols and procedures whose effectiveness is determined in pragmatic and utilitarian terms. Soft applied knowledge forms the basis of study in education, social administration, management and the humanistic aspects of medicine and academic law.

An earlier perspective on the nature of knowledge in applied professional fields is provided by Schon (1983:23) who attributes professional knowledge domains as belonging to major and minor professions. A major profession, described by Schon (1983:23) as medicine, is based on technical rationality as it "... operate(s) in stable institutional contexts... grounded in systematic fundamental knowledge, of which scientific knowledge is the prototype". That is, the major professions are founded on rigorous disciplined instrumental problem solving while using cumulative empirical research. A strictly technological scientific perspective echoes the hard pure knowledge domain as explained by Becher (1989).

In many ways, Schon's (1983) minor professions share some characteristics with the soft applied knowledge domains explained by Becher (1989). Schon (1983:23) identifies the minor professions as being social work, librarianship and education. The professional knowledge base of the minor professions is grounded in non-rigorous, shifting, ambiguous outcomes, using "... unstable institutional contexts of practice...". Identification of the particular differences between discipline development assists in understanding the nature of developing professional knowledge, especially in emerging applied professional fields such as tourism and hospitality management. The nature of developing professional knowledge in tourism and hospitality is advanced through professional practice in the workplace and through theory development reformulated from associated disciplines. Emerging applied professional fields develop their own distinctive knowledge base through evolving and maturing, accumulating experiences over time.

2.5.2 Evolutionary development of knowledge

An expert knowledge base is dynamic. It accumulates, changes and grows through a concentration of documenting professional experiences and research over time. The fields of engineering, agriculture and business, Geiger (1992: 1037) notes, were not regarded as having a theoretical and scientific foundation in their early days. These fields of study "... that dealt with the productive economy ..." were not admitted into early university curriculum on the grounds of being too practical and too closely linked with the economy (Geiger, 1992: 1037). Over time, engineering, agriculture and business studies have become regarded as major disciplinary fields in their own right. Developing long-term contacts and close bonds with industry through professional development education activities provided by universities, encourages university researchers and practitioners in the field to explore and organise applied knowledge fields. Long-term contacts between industry and universities assist in building a dynamic and evolving professional knowledge base for emerging fields, such as tourism and hospitality management.

In the evolution and maturing of an applied professional field, formal education opportunities such as those provided by universities have enormous currency and high industry value. For example, the

Business Council of Australia (1990:105-106) maintains that university industry partnerships that provide joint cooperative education partnership programs in the field of information technology:

... enhance the level and improves the range of education offerings as well as fostering closer links between business and the education sector, increase the quality and quantity of graduates available to the information industry and its customers and, more importantly, to enhance the relevance of the course content in these disciplines.

Recognition of benefits from university and industry cooperation is supported by Eraut (1994:14-15), who explains some dynamics of creating and developing applied fields of study. He maintains that universities help establish the subject base of an industry or occupation by articulating the important aspects of professional competence and expertise, by developing methods to characterise professional knowledge and organise it into a publicly available knowledge base. But he warns that industry needs to be aware that universities are strongly influenced by existing norms and higher education expectations, “possibly at the expense of (industry’s) identified needs” (Eraut, 1994:14). Industry may have to clearly articulate its education requirements for its workforce and be determined to have these met when negotiating with a university provider of professional development education. In negotiations between organisations with different backgrounds, private and public institutions, the prevailing cultures of each organisation influence negotiations and any resulting decisions may favour the strongest culture. Each organisation has to keep their own particular objectives in mind when involved in professional development education programs and try to ensure that these objectives are met. By meeting their set objectives, benefits accrue to both universities and industry organisations from cooperating in joint professional development education programs.

The benefit of university based professional development education programs for industry includes significant opportunities to develop new knowledge and a new learning culture for the company or industry in business terms. However, university based professional development education may challenge some cherished industry beliefs. Challenges to professional beliefs and long held industry practices often bring discomfort for entrenched work habits. Nevertheless, Allison (1999:89) expects that professional development education programs developed in partnership with universities assist in “... bridge(ing) the knowledge gap that would otherwise exist within the company (industry), and therefore allow them to grasp the opportunities that are available”. In research on information systems, an emerging applied professional field, Allison (1999:89) found that university-based professional development education programs have encouraged effective change in managing human resources through work-based learning. Effective change in staff development has resulted in some companies moving into new markets, developing more effective customer service systems, using more sophisticated systems, and reducing lost time through system faults. Thus, industry challenges

raised through work based professional development education in this evolving information technology field, have implications and consequences for staff practices, encouraging some new human resource thinking and extending professional knowledge in the field. The benefit of joint professional development education between universities and industry provides the chance to update and establish innovative work systems through challenging current thinking.

The dynamic interactions between professional development education courses provided by universities appear to be significant for documenting cumulative industry expertise and raising the status of an emerging applied profession or occupation. Underpinning these dynamic interactions, the desire of some industry organisations and emerging professional occupations is to establish an expert knowledge base, one with a recognised structure and a rising reputation as an emerging applied professional field through professional development education in universities.

2.6 Chapter conclusion

This chapter raises significant issues concerning the need professional development education as a process of professionalism and professional knowledge development, particularly for emerging applied professional occupations. Professional development education is a process of continually extending and renewing previous education and previous ways of learning. Further, the implicit desire of some industry organisations and occupations is to establish an expert knowledge base, one with a recognised structure and a rising reputation as an emerging applied professional field through professional development education in universities is established. These two arguments take account of a wide range of opportunities arising from the provision of professional development education for emerging applied professions, such as tourism and hospitality management, at a university level.

In much of the literature on professional development, the importance of professional practice is emphasised (Abbott, 1988; Eraut, 1994; Piper, 1994; Becher, 1999). The role and significance of work-place learning in supporting employee development is outlined (Beeson, Stokes and Symmonds, 1994; Forrester, Payne and Ward, 1995; Chalfosky, 1996; Brown, 1997). Important issues in professional development education are highlighted and suggestions made about how these issues can better support employees (Business Council of Australia, 1990; Watkins, Drury and Bray, 1995; Allison, 1999; Friedman, Hurran and Durkin, 1999; Hemmington, 1999). Some significant weaknesses and defects in the performance of professional development education are identified (Brennan, 1990; Watkins and Drury, 1995, 1999; Jones and Robinson, 1998).

However much of the existing literature, being concerned primarily with issues relating to professional development education, has not taken into account the broader context in which professional development education occurs. The concept of professionalism, the context in which professional development education takes place, is important for developing professional knowledge in emerging professional fields. Developing professional knowledge is intricately linked to the maturing

knowledge base of emerging professions. Developing professional knowledge is also implicitly linked to status and reputation aspects of professionalism. The present investigation aims to contribute to knowledge about university-industry partnerships by focusing on the needs of each partner for establishing professional development education and by examining the ways in which the partnership may contribute to the advancement of professionalism in the field of tourism and hospitality management. An important aspect in providing professional development education is the influence of professional associations, industry organisations and universities, particularly those connected with emerging professional occupations like tourism and hospitality management, seeking to establish and advance a mature body of professional knowledge.

In this chapter the notion of professionalism is explained and key concepts involved in establishing and maintaining professionalism have been highlighted. The discussion has addressed the role of professional associations in developing professionalism and the evolving construction of professional knowledge as an integral element in developing professionalism.

In the next chapter, relevant literature on cooperative education partnerships is reviewed. The notion of educational partnerships is explained, and the key concepts involved in partnership formation, development, maintenance and success are outlined. An overarching framework for understanding how these concepts interact relating to the tourism and hospitality management is proposed, and contextual considerations are identified.

Chapter 3 – Cooperative Education Partnerships

3.1 Introduction

This chapter critically reviews the literature on cooperative education partnerships between universities and industry organisations, particularly tourism and hospitality organisations, which provide professional development education for industry employees. Cooperation involves several people or organisations working together to achieve a common goal or purpose. Working together implies joint cooperative synergy, and embraces elements such as the ability to collaborate, adapt, adjust, trust and reciprocate, for the common good. These elements are important for cooperation generally, and for this investigation particularly, as they support and maintain joint cooperative projects that help to achieve their common goal(s). In the construction and maintenance of cooperative education partnership projects, it is cooperation, the extensive reciprocal, collaborative, trust and synergy relationships between universities and industry organisations, that seem to be of most importance.

To begin to understand the character of cooperative education relationships, a short history of documented cooperative education partnerships in Australia is sketched in 3.2. This is followed in 3.3 by an explanation of the perspectives of industry, universities, employees and government about cooperative education partnerships. 3.4 examines the nature of cooperation; a concept intrinsic in cooperative education partnerships, while 3.5 discusses risks and benefits involved in operating cooperative education partnerships. 3.6 distils from the literature, best practice standards in processes, systems and attitudes for cooperative education partnerships to enable them to survive and grow.

3.2 Historical development of Australian university cooperative education partnerships

Cooperative education partnerships have a reasonably short history in Australia. A survey conducted by Deakin University (1993) in 1992 revealed that, although most Australian universities had some formal integration of industry work experience and academic study, only a few at that time had established formal cooperative education partnerships. As explained earlier in Chapter One, a cooperative education partnership is a partnership venture between universities and industry

organisations in which the provision of professional development education for employees in the workplace is a shared responsibility, through a joint management committee of both partners, for the benefit of all partners.

The first documented cooperative education partnership was founded in about 1988, between The University of New South Wales (UNSW) and International Business Machines Corporation (IBM), an information technology business (Business Council of Australia, 1990:98). The partnership between UNSW and IBM was set up “to increase the quality and quantity of graduates available to the information technology industry and its customers, and more importantly, to enhance the relevance of course content in these disciplines” (Business Council of Australia, 1990:106). Features of the cooperative education partnership between UNSW and IBM included combined academic and industry input into course development and delivery, work place learning and work experience for participants. Employees, the Business Council of Australia (1990:107) explains, are invited to engage in professional development education courses “to encourage personal development, to help (them) become more effective in their job and to increase their potential for promotion within the company” through the IBM and UNSW cooperative education partnership. IBM expects that their investment in cooperative education partnerships will deliver increases in productivity, competitiveness, customer service, increased employee morale and reduce attrition rates.

A chronological summary of documented cooperative education partnerships in Australia can be seen in Table 3.1 below. Although not exhaustive, this table is sufficient to capture some historical steps in cooperative education partnerships in Australia.

Table 3.1 Historical summary of documented Australian cooperative education partnerships

Beginning Date	University	Industry Organisation
1988	University of NSW	IBM
1989	Southern Cross University	Depts. of Education, Health, Family & Community Services, Corrective Services
1990	Deakin University	Ford & Nissan car manufacturing, BP & Mobil oil companies, Australia Post
1990	Southern Cross University	Several manufacturing companies
1991	Southern Cross University	Telstra
1993	Deakin University	Several engineering companies
1994	Deakin University	BHP, Coles-Myer, Coca Cola Amatil, Boral
1994	Southern Cross University	Police service, defence service, oil company, several electrical engineering companies, club industry associations, Restaurant & Caterers Association
1995	Southern Cross University	Ansett Airlines, Franklins
1996	Griffith University	Pan Pacific Hotels
1997	Southern Cross University	Intercontinental Hotels, private hospital
1999	Southern Cross University	QLD Travel & Tourism
2000	Southern Cross University	Meetings, Incentives, Conventions, Events association

Sources: Business Council of Australia, 1990; Lawrence, 1990; Treyvaud & Davies, 1991; Beeson, Stokes & Symmonds, 1994; Sheather, Martin & Harris, 1993; Davies & Hase, 1994; Jamieson, 1994; Davidson and de Marco, 1999; School of Tourism & Hospitality Management, 1999.

In Table 3.1 the direction in cooperative education partnerships over time can be seen to have shifted from partnerships with large manufacturing companies to partnerships with service industries. Within limits, this shift reflects an important long-term transition in the Australian economy, from reliance on manufacturing to service industries. In earlier times, the Australian economy was based on its physical and industrial commodities. More recently, the Australian economy has seen a shift to one based more on customer services and skills, such as those seen in tourism and hospitality management. The shift in direction towards service industries, identified in Table 3.1, supports Meek and Wood (1998:6) assertion that traditional manufacturing industries are reducing in number and

are being replaced by increasing numbers of service industries. Cooperative education partnerships between industry organisations and universities, for professional development of employees in the workplace, appear to follow national economic transitions from manufacturing to service industries.

Another shift in direction indicated by Table 3.1 is that cooperative education partnerships between universities and government departments seem to be declining and similar partnerships between universities and private companies appear to be growing. Within limits, this shift in direction follows Australian Federal Government policy trends towards privatisation. The shift towards privatisation bears out Wilson's (1997:220) claim that the Australian government is moving to reduce public expenditure and move towards a user-pays mode. The establishment of cooperative education partnerships between industry organisations and universities can be seen as a part of wider government moves towards public institutions reducing their reliance on government funds and move towards other sources of funds, including some forms of privatisation.

3.3 The need for cooperative education partnerships

Industry organisations and universities in Australia, as argued earlier, have a role in professional development education. Australian universities are now involved in providing professional development and continuing education programs for particular industries. Of the forty university entities operating in Australia in 1999, thirty-nine (DETYA, 2000) were providing continuing education, award and non-award courses as fee-for-service activities. The total revenue for these activities was \$1.3 billion (DETYA, 2000). Australian fee paying students studying for an undergraduate award numbered 25,896 or 5.9% of all 437,189 Australian undergraduate students (DETYA, 2000). Within DETYA survey limits, most universities provide some form of professional development education, although student numbers appear to be small and fees seem to be modest. It is difficult to assess precisely the number of partnerships between universities and industry organisations with a professional development focus because of their tenuous nature. Most professional development programs have a "limited duration" according to Treyvaud and Davies (1991:30). Programs can be short-lived, sometimes re-activated or extended according to the professional development needs of the industry partner. Professional development needs alter dramatically in a short space of time due to corporate change and are frequently developed using existing undergraduate or postgraduate course work offerings. However, cooperative education based partnerships are increasingly prevalent and of critical importance to the funding base of individual universities. Moreover, as will be explained in the next section, it seems that these partnerships are becoming increasingly important to the industries that seek to develop them.

3.3.1 Industry perspective on cooperative education partnerships

From an industry perspective, cooperative education partnerships are able to provide a source of renewed knowledge for sustaining the economic and social advantage of the organisation. This is important as industry addresses growing competitive pressure to maintain competitive advantage by continuous renewal of knowledge, such as updated market information, innovative technology systems, efficient resources use and more. Industry builds economic and social benefits for itself, the Business Council of Australia (1990:107) argues, by providing cooperative partnership education opportunities for employees that improve customer service, boost employee morale and reduce attrition. Industry recognises that employees with the knowledge, skills and competence to use, discover and recreate knowledge, particularly in emerging applied professional fields, are an essential element for building their viability. Increased knowledge and skill development through professional development education for industry employees, reflects the rise of the knowledge society as described earlier by Drucker (1997:22), and the way industry organisations create, market and sell their goods and services in the future. Industry expects that their participation in Australian cooperative education partnerships with universities will assist them in building competitive advantage in meeting their competitive pressures and achieving their organisational goals.

Professional development education and training is important for far-sighted industry organisations for economic and social reasons. Economically, businesses engage in professional development of employees, to establish a competitive, economic edge in the local and global market place (Beeson, Stokes and Symmonds, 1992:21). Socially, businesses are motivated to engage in professional development education of employees to assist with changing managerial attitudes and behaviour and to embed an open-minded work place culture (Trigwell and Reid, 1998:145). The comparative advantage of Drucker's (1997:22) "knowledge workers" is important for progressive organisations to reflect a social and economic philosophy of creative change and improvement through encouraging continuous workplace education.

A cooperative education partnership between a university and an industry organisation acts as an axis for building strong links between the partners. Industry wants positive partner relationships, access to educated employees and academic expertise, to create economic and social value in their organisations. For instance Buttell (1997:190) acknowledges that in the USA "... university industry relationships ... (are) one of the principal axes of structural change in modern societies". That is, university industry relationships are becoming a pivotal force in modernising parts of the USA economy and business. In the research field, Bowie (1994:57) maintains that it is one thing for businesses to pursue risky profit seeking ventures, but universities have a different implicit social contract with their community, one devoted to the public good. In response to such warnings, Fairweather (1995:609) argues that industry is motivated to join university industry partnerships more "to gain access to graduate students and faculty expertise". Similarly, Buttell (1997:191)

explains that industry relies on making academic connections as well as graduate access through university industry partnerships. Focusing on creating economic growth through enterprise generation and industry partnerships with universities, Twomey (1993:vii) argues that “There is opportunity to create significant employment and economic growth through augmenting the present Australian institutions’ efforts”. Even though concerns are raised about neglecting the public good, industry is actually part of a university’s community, and especially so when a university is contributing to national government objectives through cooperative education partnerships. Cooperative education partnerships with universities provide industry with the opportunity to build and maintain strong links with universities, to gain access to highly educated graduates and academic advice, to create economic and social value in their organisations, to meet their own goals, as well as national economic goals.

3.3.2 Government perspective on cooperative education partnerships

The Australian government anticipates that close ties between work and professional development education are a means to help improve national productivity through upgrading labour markets and improving managerial skills. Government economic planning articulated by Australian federal governments over the past decade have linked increasing skill levels in the workforce and improving economic output further education and training. For instance, the *Carmichael Report* (1992:19) contends “the training reform agenda is a necessary part of national microeconomic reforms to make Australia more economically competitive”. Adding to the government perspective by including vocational education, Marginson (1993:150) claims that the *Carmichael Report* (1992) signalled a move to a “convergence between general and vocational education”. Employees in need of training and further education are generally those in labour markets with lower levels of skill and education than that required of managerial occupations and professions. Improving the skills and knowledge of these labour markets provides them with opportunities to develop personally, assist their workplace to become more creative and competitive, eventually assisting to improve national productivity. One means of implementing increased training and further education in the workplace is by providing professional development education programs through cooperative education partnerships between universities and industry organisations. As the Australian government expects labour markets to become better equipped with skills and knowledge, to adapt to technological change, to discover new techniques and develop into a more capable workforce, then cooperative education partnerships assist in this cause, in the interests of improving national productivity.

The *Karpin Report* (1995) identified skill deficiencies in Australian managers and concluded that, without an adequately skilled workforce, it will be problematic for Australian industry organisations to remain competitive (Karpin, 1995: xiv). Karpin (1995:88) observes that:

All Australians can benefit from improving the skills of managers, not only in terms of higher living standards but also in terms of better employment prospects and more satisfying work environments. Better managed enterprises would minimise unemployment, provide higher level jobs and improve employee relations.

Australian government reports such as these highlight government recognition of deficiencies in Australian labour markets and management, by expressing the expectation that further education and training of adults in the workforce will eventually enrich national productivity and output.

Australian legislation has reinforced the national government focus for further education and training to enhance national productivity. The *Training Guarantee Act 1990 Cth.* was introduced to improve the efficiency and competitiveness of Australian industry by enhancing skills of the Australian workforce in terms of productivity, flexibility and safety (*Training Guarantee Act 1990 Cth.*). The Training Guarantee Scheme (TGS), Lawrence (1992:3) notes, forced industry organisations with payrolls over \$200,000 per annum to spend a minimum proportion of their payroll, rising to 2%, on training their workforce.

A guaranteed pool of funds for training and education to develop workplace skills extends industry training and education and anticipates advances in national economic performance (Marginson, 1997:212). Critical of narrow occupation training, Maslen and Slattery (1994:227) claim that skills training required for the performance of occupational tasks neglect the knowledge base underlying the application of those skills. In spite of this narrow view, one effect of the TGS scheme implementation was to introduce some labour markets, often those with less than professional education qualifications, to further and wider education and training opportunities at a university level. Lawrence (1992:viii) reported that twenty-seven of Australia's thirty-six universities in 1991 were involved in providing over one thousand eligible training courses and further education for industry organisations from July 1990 to June 1991. The most popular fields of education and training for industry organisations were "... administration/business and mathematics/computing" (Lawrence, 1992:viii). These same fields are now emerging as professional fields of study. They are closely associated with the growth of industry professional occupations and service industries. In Australia, Turpin *et al.* (1999:5) note that "The most significant growth in university education has been in areas where industry has a special interest in the nature of the courses being offered". Rather than simply providing narrow skills based training, the Training Guarantee Scheme opened the door to a wide range of choice in education and training opportunities for industry organisations. Legislation has strengthened Australian government support for further education and training to enhance national productivity.

Legislation such as the *Training Guarantee Act 1990 Cth.* identified a need for, and forced the provision of, further education and training for improving skills, efficiency and competitiveness in the Australian workforce. While the Scheme lapsed in 1995, it did encourage industry organisations into cooperative education partnerships with some universities, such as those between Southern Cross University and the restaurant and caterers and club industries. As well, the most popular courses chosen by industry were emerging professional fields of study linked to emerging industry professions. The relevance of education and training courses in meeting the needs and demands of industry is an important factor in the provision of professional development education for employees. Australian cooperative education partnerships have developed partly as a consequence of government reform and legislation to enhance national productivity through advancing workforce education and training.

3.3.3 University perspective on cooperative education partnerships

Cooperative education partnerships provide universities with an opportunity to meet some of the education needs of industry, to respond to government policy on industry education and to improve their sources of funds. Industry demand for university expertise and professional development education has seen the establishment and expansion of partnerships between universities and industry organisations. Within training and education sectors, joint ventures emerged, strategic alliances and cooperative education partnerships were established between some universities and industry organisations (Maslen and Slattery, 1994:52). These joint ventures became part of an emerging education industry nexus which Davies and Hase (1994:2) call “a new paradigm” of cooperative education. Cooperative education partnerships have allowed people in occupations identified by Davies and Hase (1994:4-13) as production line supervisors, nurses, police, electrical engineers, manufacturing staff, plant operators, maintenance workers and managers, access to university courses. Through education and training in cooperative education partnership programs, Davies and Hase (1994:1) explain, employees in these occupations have the opportunity to advance their learning skills, knowledge and competencies, to enable multi-skilling, to upgrade their technical requirements, and to increase potential for positive organisational change. Cooperative education partnerships not only offer university education to employees in some emerging professional occupations not previously expected to access university education, but also respond to industry needs for better educated employees.

Cooperative education partnerships can foster innovative course delivery because they provide efficient professional development education to full time employees in their workplace. While universities traditionally use face to face teaching for many of their courses, workplace education programs enable universities to embrace a variety of flexible, innovative methods and structures in delivering education (Beeson, Stokes and Symmonds, 1994:1). Innovative delivery methods include

technology based teaching, distance learning and multi-unit operations to assist with education processes and learning. The use of improved technology, such as electronic communications and internet broadcasting, means that some universities now educate people through cooperative education partnership programs for a new and diverse range of industry professions and occupations in emerging fields such as business, information technology and tourism and hospitality management. The significance of developing distance education and flexible learning, Marginson and Considine (2000:222) maintain, is that as university reinvention strategies, they suit niche markets and can sustain university operations. Universities are diverse, ever changing organisations, subject to much reshaping by forces outside their control. Cooperative education partnership programs add diversity to their education offerings and help to reshape education delivery by providing education to full time employees in their workplace.

Professional development education for workers and managers through cooperative education partnerships is expected not only to update their knowledge and skills, but also encourage further workplace knowledge development. Not all universities have embraced continuing professional development education and cooperative education partnerships as part of their course offerings and structure, however. Becher (1999:248) observes that the main disincentive in supporting professional development education programs is competitive pressure on university staff to "... earn research funding and at the same time meet exacting requirements for quality in teaching". Time and work pressures prohibit some academics from getting involved in an increasingly wide and diverse range of activities like continuing professional development education programs. However Eraut (1994:57) explains that "updating of syllabus-type knowledge ... is more likely to follow from a more general emphasis on continuing knowledge creation and development". Over time, interaction between employees, graduates and academics through cooperative education partnerships and professional development programs in universities helps to document and establish workplace knowledge and to legitimise emerging professional fields and their knowledge base.

Emerging professional fields are linked to evolving and maturing university professions. To meet the needs of industry, new and emerging professional fields, such as business and information technology, have grown rapidly (Turpin *et al.*, 1999:5). Industry professional occupations, such as those in business, tourism and hospitality management, have recently begun their journey to developing an abstract knowledge base, or a disciplinary field within universities. For instance, the field of tourism studies began evolving from other disciplines in the 1960-70's. Tourism was then trans-disciplinary, part of sociology, anthropology, geography, economics and psychology. However the editor of *Annals of Tourism Research* (Jafari, 1981:6) argued in a *Special Issue on Education* that tourism in the 1970-80's began emerging as a distinct discipline or branch of learning in its own right. According to Leiper (1981:71), the earlier multi-disciplinary approach had no core body of knowledge on which to focus, to provide a sense of cohesion, order and unity. Over time, the tourism field has developed its own substance. As Leiper (1982:10) says, beginning as an "...

embryonic field of studies” it is growing through experience into a discipline, around which a recognisable, abstract body of knowledge is being established.

As evidence of growing maturity in the professional field of tourism and hospitality, a current requirement for a managerial position in many Australian tourism and hospitality sectors is now a university degree, report Beck and Richardson (1997) in the *Tourism Education Directory*. Tourism and hospitality management includes elements of finance, human resources, communications, sales and marketing, environmental care, occupational health and safety, recreation, museums and teaching. Using these elements from other fields assists in providing an understanding of the nature of experiences in the tourism and hospitality field, grounded by empiricism and theory construction, helping to establish a tourism and hospitality discipline. Through participation with higher education, tourism and hospitality management has increasingly professionalised over the past decade.

Emerging professional knowledge fields are often refined and legitimised by research, publications and teaching in universities. Some universities in Australia, such as Griffith University (Gold Coast) and Southern Cross University (Lismore), have cooperative education partnerships and extensive links with tourism and hospitality industry organisations. Southern Cross University Lismore has a School of Tourism and Hospitality Management with strong professional connections to, and cooperative education partnerships with, the Club Managers Association of Australia and Clubs NSW, both of which are associations linked to the provision of gambling in New South Wales. Emerging Australian research into social responsibility for hospitality’s gambling industries published by staff at Southern Cross University, Lismore (Hing, Breen and Weeks, 1998) demonstrates incorporation of evolving professional knowledge into recent publications for use by the entire industry. Research into social responsibility also demonstrates some of the knowledge sharing connections between professional associations and universities, built initially from a cooperative education partnership. According to Abbott (1988:201), universities help a profession seize control over its own educational planning. The university, Abbott (1988:201) explains, becomes an external ally of the emerging profession and its professional association. Thus, university research, publications, teaching and learning innovations present an opportunity for professionals and their association to analyse and publish aspects of their emerging professional knowledge, to assist in discipline development and to legitimate its professional connections.

3.3.4 Student perspective on cooperative educational partnerships

Driven by legislation and reforms in work, training and higher education, cooperative education partnerships foster the desire for, and provide the means by which, economic, educational, political, social and personal goals of student participants can be met. Cooperative education partnership programs between industry organisations and university partners provide employees, who sometimes

are nontraditional students, the chance to study in their workplace. Non-traditional students, Hore (1992:1666) observes, are generally mature, over 25 years as they begin formal tertiary study, and in work. Workplace education, usually offers an employee-centred learning approach, a continuous, rather than one-off education opportunity. It involves employees, education providers, unions and employers in developing, administering and supporting the education course, and encourages the right to learn while at work (Forrester, Payne and Ward, 1995:4). Learning opportunities offered through workplace education schemes such as cooperative education partnership programs, present personal and professional development opportunities for participating employees.

Most nontraditional students enter university education with a desire for personal growth and for better career choices. While Hore (1992:1669) notes their drop-out rate is the same as more traditional school leaver students, Stephens (1992:997) argues that older, mature students perform well at university study, due to their higher motivation and extra maturity. Experience in life and the workplace contribute to the academic success of mature students. West, Hore, Eaton and Kermond (1986) examined the effects of higher education on older, mature graduates and found personal changes summarised by Hore (1992:1670) as "... very large increases in their communication skills, academic ability, and leadership skills; large increases in their academic interests and self-esteem". Widely improved skills, personal growth and self-fulfilment are important personal changes for older, mature graduates. These attributes are similar to those described in developing lifelong learners through undergraduate education by Candy, Grebert and O'Leary (1994:xi-xii). These authors found that undergraduate education forms a "... potentially vital link" in the lifelong learning processes for each person, providing university courses are designed with lifelong learning in mind. Cooperative education partnership programs at university that enhance attitudes towards developing lifelong learning patterns are expected to motivate people to take control of their current and future learning.

Cooperative education partnerships providing university education through workplace schemes generally raise the satisfaction levels, employment and career prospects of participating employees. Changes in employment levels for nontraditional students detected by West *et al.* (1986) were very advantageous after successful completion of a university degree. Hore (1992:1671) explains these advantages as:

... improved their occupational status ... their job prospects ... their work satisfaction. They felt the work to be more challenging, stimulating, responsible, and important, albeit marginally more stressful.

Thus, enhanced occupational status and job prospects were notable features of employment changes for nontraditional students on completion of a degree level education course.

Older, mature students exhibit professional and personal development through access to, and successful completion of, continuing and further education in universities. Yet some factors inhibit continuing and professional development education by some older, mature students. Stephens (1992:996) summarises these as a loss of earnings, isolated location, lower completion rates, and a very slow change in anti-intellectual attitudes. Some of these inhibitions can be overcome, Stephens (1992:997) explains, by providing opportunities for part-time and continuing education through flexible modes of delivery, open and distance learning, improved credit transfer arrangements and improved links with other education institutions. For older, mature graduates, higher education completion has a significant impact upon their personal and professional growth.

In summary, cooperative education partnerships providing professional development education to employees in their workplace help industry organisations and universities transform and diversify to meet demands from governments and students. University education programs offered through cooperative education partnerships, assist in the important task of building and extending professional knowledge, with the collaboration of emerging professional occupations. Emerging fields of professional practice legitimise their knowledge base partly through collaborative links with universities in constructing their particular disciplinary fields. Cooperative education partnerships developed for continuing professional development education of employees in the workplace support the development of new knowledge for industry organisations.

3.4 The nature of cooperation

Cooperation is a concept based on the activity of several people or organisations, united in working together to reach a common goal or purpose, according to *The Macquarie Dictionary* (1990:205). Joint cooperative activity includes elements such as the ability to collaborate, to adapt and adjust to evolving conditions in the cooperative venture, to trust others to act fairly, and to repay or reciprocate obligations, to achieve synergy, all for the common good of the venture. These elements are important for cooperation generally, and for this investigation in particular, as they support joint cooperative education partnership relations, helping them to achieve their common goal or purpose. The term 'cooperation' is important in cooperative education partnerships between universities and industry organisations, as it embraces broad reciprocal, collaborative, trust and synergistic partner relationships.

The evolution of cooperation between organisations depends on evolving adaptations and modifications between all parties. Knowing how to evolve and adapt helps an organisation position itself for the future. The Darwinian lesson of the dinosaurs, Hague (1997:112) observes, is that those who cannot adapt to change cannot survive. Organisations that fail to respond to their changing environment become extinct. Adaptation, rather than competition, is the evolutionary key that explains development, transformation and change in and between organisations (Brittan, 1997:374).

Adaptation produces a variety of survival strategies, of which one is cooperation based on reciprocity. Reciprocity, as explained by Ridley (1996:137) and Trivers (1983:44), is a degree of self-sacrifice for the sake of a reciprocal advantage. Thus when a partner in an organisation forfeits some benefit in order to treat their partner or any other people fairly, that partner trusts and expects fair treatment in return.

3.4.1 Reciprocity and games theory strategy

Reciprocity between partners is important for cooperative education partnerships, as reciprocity relies on evolving adaptations and meeting mutual obligations between partners. The ancient French game of “Prisoners Dilemma”, explained by researchers such as Davies (1999:38), Axelrod (1984:17), Campbell (1983:22) highlights issues and problems of competition and cooperation, group formation and group preservation. “Prisoners Dilemma” describes a situation where two prisoners are charged and held separately in prison. In the game, each prisoner has two choices, cooperate and trust in the common good, with both being set free, or to defect and cheat in self-interest, implicating the other prisoner. Each must make a choice without knowing what the other will choose. The “Prisoner’s Dilemma” vignette highlights important concepts relevant to this discussion on reciprocal relationships in cooperative education partnerships. A fundamental element for achieving successful partnership outcomes is that each partner, in “Prisoners Dilemma” each prisoner, trusts the other to act fairly, in order for each to obtain reciprocal benefits in the partnership. Initially, cooperation is based on the first act of trust. Reciprocal benefits obtained by one partner, followed by the other in turn, through adaptation and trust, nurtures cooperation and synergy. Over time, reciprocity can defend itself from invasion through long-term bonds of trust, adaptation and reputation established between both partners. Evolving reciprocal adaptations based on building trust and acquiring mutual benefits, over time, leads to cooperation in partnerships.

The concept of cooperation through reciprocity, as explained by Dawkins (1976), Campbell (1983), Trivers (1983), Axelrod (1984), Ridley (1996) and Brittain (1997), is important for understanding how cooperative education partnerships are established and survive. Developing a model of cooperation based on the “Prisoners Dilemma”, Axelrod (1984:31) and Davies (1999:38) explain a games model, ‘Tit-for-Tat’, of which particular aspects are relevant to cooperative education partnerships. ‘Tit-for-Tat’ is a model that can be used to help assess the commitment of partners when establishing a new partnership; it forces reciprocal exchanges; and it eliminates the risk of finding that the other partner motivated only by self-interest. ‘Tit-for-Tat’ comprises four staged strategies to develop successful partnership cooperation through reciprocity.

The first ‘Tit-for-Tat’ strategy, Davies (1999:38) explains, is to always cooperate on the first move. This ‘Tit-for-Tat’ strategy is supported Oliner and Oliner (1995:141) who explain that voluntary acts of cooperation by partners are motivated by the returns they are expected to bring, and typically do

bring, from others. The simple message here is, it pays to be nice. The second ‘Tit-for-Tat’ strategy (Axelrod, 1984:54) is to always replicate the previous move of the other party. Treat a partner in exactly the same way as the original partner has been treated. Dawkins (1976:80) calls this retaliation. A retaliator or “conditional strategist” allows the other partner to feel the repercussions of benefits and withdrawal of benefits of cooperation. Put simply, this behaviour is paying back with the same behaviour. The third ‘Tit-for-Tat’ Axelrod (1984:54) strategy is to be forgiving after just one act of retaliation or selfishness by a partner. Take any reciprocity as an invitation for further positive action. Oliner and Oliner (1995:132) maintain that even if previous contacts have been competitive or even belligerent, having a common goal brings groups together, helping them cooperate in current circumstances. The final Axelrod (1984:54) ‘Tit-for-Tat’ strategy is to have clearly obvious rules by negotiating conditions and rules that are understood by all partners. ‘Tit-for-Tat’ depicts reciprocity through adapting behaviour to suit the partnership environment, which in turn nurtures cooperation.

Cooperative education partnerships are based on a significant sharing of resources to deliver professional development education to the workforce. Joint ownership of the partnership is shared between a university and an industry organisation. Yet the development of these partnerships requires significant cooperation and flexibility by both partners. Using the ‘Tit-for-Tat’ model, Axelrod (1984:118) and Davies (1999:38) maintain that, whenever cooperation is successful, the ‘Tit-for-Tat’ strategy is likely to emerge as an important factor underpinning reciprocity and eventually, survival. It is the basis of many familiar social transactions including, “... trade and commerce, military alliances” (Davies, 1999:38). While the typical steps in building cooperation through reciprocity seem obvious in the “Prisoners Dilemma” scenario and the ‘Tit-for-Tat’ strategy, the moves made in industry-university partnerships are not particularly well understood, especially in terms of the development and maintenance of cooperative education partnerships between organisations with quite different goals. It is evident that following the typical steps in the ‘Tit-for-Tat’ strategy alone does not automatically make a successful or perfect partnership. So, while there may be other influences and attributes that contribute to the success of cooperative education partnerships, the basic concepts underpinning successful cooperation identified by games theory strategists are worth considering.

3.4.2 Trust relationships

Trustworthy relationships are important between partners in cooperative education partnerships. Cooperative education partnerships rely on mutual partnership obligations being met by all partners, as and when necessary. Trust, according to McGregor (1967:163), is a “delicate property of human relationships. It is influenced far more by actions than by words”. Mutual trust in a partnership allows partners to confidently make important decisions, risking other partners’ assets and goodwill, in building a viable partnership operation. For instance, Shaw (1997:21) asserts that “We trust those who demonstrate they are worthy of it”. A physical item like a broken table can be repaired but an

intangible relationship with broken trust is more difficult to repair. It is essential for any partnership, in this case a cooperative education partnership, that partners can be relied on, and be capable of, high thresholds of trust and behave in a trustworthy manner, in order to enhance the goodwill, confidence and reputation of the partnership.

Organisations which form partnerships look for relationships that are likely to become trustworthy assets providing advantages, rather than liabilities. They manage their collaborative relationships more like a personal relationship than simply a business arrangement. "Successful partnerships manage the relationship, not just the deal," maintains Kanter (1994:96). Trustworthy partners, like intangible long-term assets, are essential for setting up a long-term productive framework for supervising the operation of, and for ensuring the survival of, a partnership, including a cooperative education partnership. The ability to create and sustain trusting relationships provides a partnership with long-term advantages over time.

Trustworthy partners add value to the basic capacity of a new or restructured partnership organisation. Three fundamental conditions, Kanter (1994:97) explains, are present in successful cooperative business alliances and partnerships. The first condition is that benefits are available to, and shared by, all partners; the second condition incorporates genuine cooperation and trust in a working partnership; while the third condition includes a building up of personal connections rather than control functions. Examining a partnership between the Department of Hotel, Restaurant and Institution Management at Kansas State University and a rural community involved in marketing rural tourism via the internet, Spears, Gould, Boger and Brannan (1998:33) describe how a partnership between a university and a community, meets Kanter's (1994:97) three fundamental conditions. The rural community found that the tourism web pages set up by the university partner contributed valuable human resources, economic advantages and skills not available in their community. The university had the benefit of an active teaching tool for students and staff, in a practical rural case study. Genuine cooperation and trust were demonstrated as all partners contributed to and encouraged each other's further development and learning. Personal connections were evident, as Spears *et al.* (1998:36) report that rural leaders became mentors and potential employers for students. The emphasis for developing partnerships based on genuine cooperation and trust reflects Kanter's (1994:97) three conditions of willingness to share and exchange, rather than to compete and control.

Trust is increasingly important in organisations as they struggle to adapt to their behaviour in order to thrive in turbulent environments. Trust, as explained by McGregor (1967), Kanter (1994), Shaw (1997) and Spears *et al.* (1998) is an intangible concept based on an accumulation of reputable behaviour and cooperation in a relationship over time. Yet much of the existing literature concerned with the value of trust in organisations has not taken account of the development of trust, the risks and challenges of adaptation that underpin concepts of cooperation, synergy and reciprocity in cooperative education partnerships. The paradox of trust is that trust cannot grow unless risks are

taken that may result in distrust. For instance, Shaw (1997:24) notes that “we must risk being wrong if we are ever to determine whether we are right in giving our trust”. When a cooperative education partnership is created between a university and an industry organisation, the goal of the new partnership is to survive and be successful in meeting its objectives. It would be naïve to underestimate the risks and challenges that cooperation between dissimilar parent organisations pose. However, developing trust in cooperative education partnerships and building trustworthy relationships are important tasks for industry organisations and universities, when cooperation is actively sought. Trust underpins developing confidence in, and building reliance on, partners. There is, therefore, a need to address the processes involved in developing trust, the adjustments and adaptations made by partners, and how these contribute to building extensive reciprocal, collaborative and cooperative relationships between universities and industry organisations in cooperative education partnerships.

3.4.3 Synergy

Synergy is a concept embracing exchange, sharing, combined action and working together efficiently. The principle of synergy in cooperative education partnerships is based on the idea that partners achieve more working together to provide efficient and effective professional development education for employees in the workplace, than they could by doing the same thing on their own. Synergy is explained by Buckminster Fuller (1970:263) as the ability of two or more components in a functioning system to achieve more in combination than they could independently. Further, Campbell (1983:22) argues that optimum collective goods often create a cooperative entity, such as a partnership, whose survival becomes a goal. For the sake of a common goal, such as partnership or organisational survival, cooperation promotes trust, lessens stereotypical thinking, and reduces “us” and “them” barriers (Oliner and Oliner, 1995:203). Synergy is important for cooperative education partnerships as greater benefits are expected to accumulate from the joint cooperative activity between partners, than from individual activity in the same field.

In the field of business collaborations and partnerships, capturing cross-business synergies is at the heart of much corporate partnership strategy. Such collaborations hope to increase business benefits and reduce business risks by synergy efficiencies in the new organisation. However, such “synergies are notoriously challenging to capture” claim Eisenhardt and Galunic (2000:91). In practice, Goold and Campbell (1998:132) claim that there is a propensity to lean towards a positive cooperative bias, as most enthusiastic organisations and leaders overestimate the benefits and underestimate the risks or costs of synergy. The prospect of future organisational success often obscures the myriad practical organisational details for implementing synergy strategies. Coevolution helps to avoid bias and build synergy through adaptations. Coevolution, Eisenhardt and Galunic (2000:92) explain, is a series of complex adaptations between different organisations building a relationship web “... that exploits fresh opportunities for synergies and drops deteriorating ones”. Coevolving adaptations are like biological adaptations, where two organisms live in a symbiotic relationship, being better off in

collaboration than apart. In coevolving organisations, such as cooperative education partnerships, collaboration is effective only when it makes sense for two organisations to collaborate, not because a higher authority has dictated that collaboration takes place. When partner organisations recognise that benefits from a cooperative education partnership are superior to the benefits of their working alone, then collaboration will usually help them achieve their individual and partnership goals. Coevolution is a response to overcoming synergy problems through flexible, adaptable behaviour, in exploiting benefits and reducing costs in cooperative partnerships.

Rational model assumptions underpinning games theory, as described by Buckminster Fuller (1970), Campbell (1983), Axelrod (1984) and Davies (1999), underlie a strong belief in practical synergy, through implementing stages of reciprocity, to encourage cooperation and to meet organisation goals. While coevolution is a synergistic adaptation that works well in biology, and games strategy is one that works well in theory, their transfer to arenas of industry and education partnerships is not yet well documented. The following discussion provides the opportunity to assess whether cooperative education partnerships contribute to building extensive reciprocal, collaborative and cooperative relationships between universities and industry organisations.

3.5 Contributions and outcomes of cooperative education partnerships

As indicated earlier, this section of the study focuses on reviewing literature related to encouraging cooperative education partnerships between universities and industry organisations, particularly tourism and hospitality organisations that provide professional development education for industry employees.

The distinguishing contributions by, and outcomes for, partners in a cooperative education partnership are important for the process of building cooperation because the contributions represent acts of trust and mutual obligation between partners, as characterised by McGregor (1967:163). As well, the contributions provided by partners are critical to the operations of the partnerships, for without them, there would be no genuine partnership. Industry input, advice and consultation is required to ensure the credibility and financial viability of the program, to maintain a source of relevant material and for critical evaluation. The industry organisation receives a custom designed academic program developed specifically for its purpose, to enhance the capability, professionalism, quality systems and competitiveness of its workforce over time. University input is required to ensure academic standards, maintain award credentials and provide quality assurance standards. The university partner contribution, Davies (1998:8) explains, can be distinguished as the provision of educational facilities, skills and services to the industry organisation for a very relevant curriculum delivered at work, with university credentials. The university payoff includes additional industry contacts and improved revenue from course fees. Student contributions are required to engage in

learning activities, to take up the opportunity to develop their skills and knowledge to cope with increasingly complex concepts and tasks. Student outcomes are recognisable university credentials and improved career and personal prospects. Contributions by all participants in cooperative education partnerships are valuable for building mutual connections between partners, for understanding that meeting obligations enhances the partnership.

It is important in this study to understand how contributions and outcomes build or detract from reciprocal relationships in cooperative education partnerships.

3.5.1 Contributions to cooperative education partnerships

A variety of contributions, such as use of resources, time and energy are required from partners for their involvement in setting up and managing a cooperative education partnership. Contributions are shared by the cooperative education partners and participating employees, and have been identified in related literature on Australian cooperative education partnerships [see for example Beeson *et al.* (1994), Davies and Hase (1994), Jamieson (1994), Hase (1997)].

From a collective industry view, direct resource contributions such as time, money and facilities are incurred from their participation in cooperative education partnerships. Resources include the use of paid time for individual employee education; staff time spent as mentors and coaches; administration time involved in negotiation and course communications; facilities use such as computers, fax, phones, printing; and the risks of confidential business practices being made public (Davies, 1998:9). Cultural difficulties, such as rigid attitudes to change, inflexibility of staff and partners, are resistance costs borne by industry. Davies and Hase (1994:viii) report "... cultural differences" between partners as indirect and sometimes unexpected difficulties for industry organisations. While resource contributions are predictable, cultural barriers are much less predictable and, as such, detract from wholehearted industry contribution to and participation in cooperative education partnerships.

For employee participants in cooperative education courses, contributions like the use of time and effort devoted to learning and studying are personal costs. Davies (1998:9) explains that employee contributions are the use of their own time in pursuit of employer goals, and possibly some partial fees payment, depending on agreements between employer/employee. In addition, Trigwell and Reid (1998:146) describe employee costs as potentially not transferable when moving from job to job. Individually, contributions by employees grow as their personal and professional development expands.

Contributions incurred by universities in cooperative education partnerships include direct financial costs of setting up, writing, supervising, awarding of qualifications etc. and managing an education program in a workplace setting. Beeson *et al.* (1994:78) found direct contributions were "...

development costs ... delivery ... workplace tutorials". As well, indirect costs are derived from the rigid attitudes of colleagues opposed to innovation, bureaucratic obstacles and potential ethical and legal dilemmas. Indirect or resistance costs were reported for universities in cooperative education partnerships by several researchers. Davies and Hase (1994:viii) found "... bureaucratic impediments, academic attitudes, a lack of flexibility in course design, an unresponsiveness to workplace needs" were intangible costs for universities. Further, Trigwell and Reid (1998:146) maintain that any disregard for confidentiality with the use of workplace knowledge, which is potentially an ethical conflict, is an intangible cost. Direct education program contributions are anticipated, but the indirect costs of cultural inflexibility and ethical problems are far less predictable, and where evident, will detract from robust university participation in cooperative education partnerships

In summary, substantial contributions arise for all partners from participating in cooperative education partnerships, as identified in Table 3.2. Direct resource contributions are usually anticipated as operating expenses of an educational operation. Indirect costs, identified as inflexible attitudes, bureaucratic barriers, cultural differences and potential conflict are problems to be overcome, to secure the future of cooperative education partnerships. Acknowledging that problems such as these are possible, the challenge for partners in cooperative education partnerships is to prevent them arising or to find solutions to overcome them early in the partnership. To advance positive outcomes, partners will need high levels of collaboration and adjustment skills. They also have to build on Kanter's (1994:97) notion of genuine trust in one another, to effectively manage their cooperative education partnerships. While there may be other attributes required by partners to reduce costs in cooperative education, this investigation provides an opportunity to assess the strategies that partners use to overcome cultural differences in cooperative education partnerships.

Table 3.2 Contributions expected in cooperative education partnerships

Industry contributions	Resource contributions of staff time, facilities use, course fees, cultural differences, potential confidential leaks.
Employee contributions	Personal contributions of time, facilities, potential lack of transferability.
University contributions	Resource contributions of curriculum development, managing student learning through external studies mode, staff time, rigid attitudes, bureaucratic impediments, potential confidential leaks, potential litigation & ethical conflict.

Source: Beeson, Stokes and Symmonds, 1994; Davies and Hase, 1994; Jamieson, 1994; Hase, 1997; Davies, 1998; Trigwell and Reid, 1998.

3.5.2 Outcomes resulting from cooperative education partnerships

A range of outcomes, such as personal and professional development of employees, improved competitiveness and productivity for industry and increased financial independence for universities, are widely expected to accrue to partners from participating in cooperative education partnerships. Outcomes such as these have been documented in several previous evaluations of Australian cooperative education partnerships [see for example Beeson *et al.* (1994), Davies and Hase (1994), Jamieson (1994), Hase (1997) and Mellor (1998)].

From a collective industry organisation view, improved competitive advantage, productivity increases, relevant, credible education courses and access to university expertise, services and graduates are seen as important outcomes emanating from participating in cooperative education partnerships. For example, Davies and Hase (1994:viii) found that industry partners saw overall "... improved competitiveness and quality service" as a beneficial outcome emanating from their involvement in cooperative education partnerships. While Mellor (1998:189) reported that industry organisations saw their involvement in course input as "... ensure(ing) the credibility of the programs ... maintain(ing) a source of relevant material and critical evaluation". A range of outcomes accrue collectively to industry organisations from their participation in cooperative education partnerships.

From an individual employee view, personal growth, professional development, improved career and employment prospects, and lifelong learning potential were seen as valuable outcomes arising from successful completion of education courses provided by cooperative education partnerships. Beeson *et al.* (1994:63) report employee effects as "... increases in confidence, and knowledge and skills ... in communication and computing". Additionally, Davies and Hase (1994:viii) found "... increased opportunities within the organisation and marketability outside" as career prospects improved for participating employees. Individually, employees' personal growth is expected to extend as their professional development education expands.

For universities, cooperative education courses provide more relevant, flexible and innovative education programs, additional industry contacts and increased revenues. Davies and Hase (1994:viii) summarise university outcomes as "... improved relevance of their vocationally oriented programs and increased responsiveness to the environment they serve". Jamieson (1994:3) found one university, which by being "... flexible and innovative ... operate(ing) in a business like manner" in the ways it delivered education and learning services to working adults, built a growing, profitable cooperative education partnership.

For the Australian government, outcomes emanating from cooperative education partnerships include more value for education expenditure and congruence with government policies. Davies and Hase

(1994:viii) report "... greater value per taxpayer's dollar and an education and training system more geared to government priorities" as a beneficial outcome

In summary, significant results are evident for all partners in cooperative education partnerships, identified below in Table 3.3. More importantly, relevant course input by all partners establishes close, regular contact and communication between them. As well, curriculum development becomes more credible and relevant with considered and considerable, partner input. Working together in cooperative projects to produce beneficial outcomes such as those seen in Table 3.3, indicates synergy through adjustments and collaborations in thriving cooperative education partnerships. Individually, the industry partner has access to better educated more knowledgeable staff and individually, the university partner has access to knowledgeable industry sources and other revenues. However, collectively the partners have the ability to build a partnership founded on mutual exchange behaviours or reciprocity, through beneficial outcomes arising from cooperative education partnerships.

Table 3.3 Outcomes arising from cooperative education partnerships

Industry outcomes	Relevant, credible, university curriculum; access to graduates and university expertise; potential to improve competitive advantage and productivity with professionally educated employees.
Employee outcomes	Personal and professional development; university credentials; improved career progression prospects; potential lifelong learner.
University outcomes	Diversity in curriculum development with industry input; more industry contacts; course fees; financial independence.
Government outcomes	Greater value for education expenditure; meeting government priorities.

Source: Treyvaud & Davies, 1991; Beeson, Stokes & Symmonds, 1994; Davies & Hase, 1994; Jamieson, 1994; Hase, 1997; Mellor, 1998.

Notwithstanding the identification of a range of outcomes and contributions for all stakeholders, debate continues over the value of cooperative education partnerships between industry organisations and universities (see for example, Treyvaud and Davies, 1991; Bowie, 1994; Marginson, 1997; Hase, 1997; Davies, 1998; Trigwell and Reid, 1998; Bryans *et al.*, 1998). The main areas of contention are whether the beneficial outcomes outweigh the contributions, and the nature of indirect benefits and costs. There is debate about whether the partnerships achieve their goals, about the cultural differences and barriers between dissimilar organisations from industry and

education, and about the value of building cooperative links between different parent organisations, from industry and education. These concerns are fuelled by a lack of documented research on the nexus of relationships and reciprocal connections that exist between partners in cooperative education partnerships. In the analysis that follows, there is a focus on investigating and clarifying reciprocal, collaborative and cooperative relationships.

3.6 Critical conditions for encouraging the survival of cooperative education partnerships

Some critical conditions for fostering success or encouraging best practice in several cooperative education partnerships that provide professional development and workplace education were identified in Australia during the 1990's. Critical conditions influencing the viability and survival of cooperative education partnerships are widely seen to include: sharing a commitment to the partnership with long term partner contact; meeting learning outcomes for both students and the partners; encouraging flexibility in organisation structures; and making adjustments in staff practices [see for example Treyvaud and Davies (1991); Beeson, Stokes and Symmonds (1994); Davies and Hase (1994); Jamieson (1994); Hase (1997) and Mellor (1998)].

3.6.1 Sharing a commitment to, and confidence in, a long term partnership

The importance of partners sharing a commitment to the success of their cooperative education partnership through regular contact and leadership cannot be underestimated. Regular contact between partners establishes positive communication habits, such as sharing information and making joint decisions, which assist in developing commitment to, and confidence in, the partnership. In a case study of one Australian cooperative education partnership, Jamieson (1994:3) surveyed key personnel of both partners and noted that a cooperative education partnership needs "... a strongly bonded core of people". In their research, Beeson *et al.* (1992:35) noted that, after some early communication difficulties, cooperative education partnership involvement was strengthened by constant contact, trust, growing confidence and improving communications between partners. Strong leadership in a new partnership is exemplified by entrepreneurial activity and lobbying for government support by senior decision-makers. A common vision, constant communication, leadership, confidence and genuine commitment are qualities vital for the survival of cooperative education partnerships.

3.6.2 Meeting learning outcomes through cooperation in work based learning

Meeting learning outcomes is essential for every participant in a cooperative education partnership. Industry organisations and universities who cooperate in providing professional development

education for industry employees want to see a return for their efforts, with increased productivity and competitiveness, university educated employees, genuine relationships between partners and improved revenues. For workplace based learning to occur effectively, Mellor (1998:189) maintains, “There needs to be genuine support provided and a recognition of both the learning process as well as the organisations’ outcomes”. In terms of specific learning outcomes, Beeson *et al.* (1992:33) identify “... increased confidence, knowledge, computer skills, technical skills, and a greater understanding of management issues” as significant qualities or results apparent in successful industry graduates. Jamieson (1994:3) notes that a strong message for cooperative education partnerships is to be “... very flexible and innovative in the ways in which they design, deliver and assess the learning services they offer to working adults”. Looking at ways of improving cooperative education programs and learning outcomes, Mellor (1998:190) observes that unless universities and industries work together to continually develop further options for inclusion in cooperative education partnership programs, then they will have little to offer in the way of expanding flexible learning in the workplace. Genuine learning support, innovative learning programs and legitimate recognition of learning outcomes are critical factors encouraging best practice operations in cooperative education partnerships.

3.6.3 Flexibility in organisations

Flexible, innovative and diverse organisational structures are important for cooperative education partnerships as they are built on recognising the needs of the partnership. While most cooperative education partnerships use a similar partnership model, each partnership is designed to suit the individual needs of the partner, of whom no two are exactly the same, even within a specific field such as tourism and hospitality. Cooperative education partnerships are characterised by innovative learning organisations, with dissimilar parent organisations and often, conservative, bureaucratic, parent organisation structures. Jamieson (1994:2) suggests that, while university and industry partners in cooperative education partnerships adjust their organisation structures and cultures as they come to terms with each other, adjustments are very slow and are made in incremental steps. The first five years of establishing a cooperative education partnership between a manufacturing plant and a university was a long and difficult learning period, according to Jamieson (1994). However in the sixth year, that particular manufacturer was winning quality awards for its manufactured products, awards for best practice in education and training, and was internationally very competitive. At the same time, the university partner was recognised as a national leader in provision of professional education and vocational upgrading of the workforce. In many ways this can be seen, as it is by Treyvaud and Davies (1991: ix), as meeting the challenge of becoming open and accepting of innovative and diverse ways to raising the quality of “... the human estate”.

Traditional bureaucratic structures and organisational behaviour can be slow to adapt to change. Even though Beeson *et al.* (1992:36) identify inflexible and slowly changing organisation structures

as impediments to implementing work based learning innovations, Hase (1997:144) maintains that universities and academics with flexible, open views that are responsive to changes in their environment are particularly important for cooperative education partnership survival. Flexibility in cooperative education structures, Hase (1997:144) suggests, concerns being responsive to operating effectively in diverse environments. Flexibility in cooperative education partnership organisational structures is important, to overcome structural barriers and to meet the specific learning needs of the participants. Nurturing flexibility in cooperative education partnerships encourages incremental adjustments that allow the partnerships to adapt to changes in their environments.

3.6.4 People adjustments

Capable people, able to respond and adapt to the challenges of being genuinely involved in cooperative education partnerships, are essential collaborators in the survival of cooperative education partnerships. Academic staff, Beeson *et al.* (1992:36) maintain, are required to demonstrate flexibility "... in recognising and responding to the challenges of participation". A problem area for cooperative education partnerships, Davies and Hase (1994:vii) observe is that some academic staff believe "... that academic standards and the real mission of universities would be eroded by cooperative education ventures". Further, Treyvaud and Davies (1991:viii) note, staff that are reluctant to support the inclusion of cooperative education programs as part of an integrated learning model are a divisive influence. With staff selection for involvement in cooperative education programs, it is important that selection panels look for people with flexible attitudes, the ability to adapt to changing circumstances, as well as relevant educational qualifications and experience. The ability to build genuine relationships in cooperative education partnerships depends on staff with the versatility to rise to challenges as they appear, and to have open rather than closed views on work-based learning.

In summary, critical conditions identified in literature for encouraging best practices in, and fostering success of, cooperative education partnerships, such as authentic commitment to the partnerships, flexible attitudes, adjusting organisation structures, and meeting learning outcomes, are identified in Table 3.4 below.

Table 3.4 Critical factors for encouraging the survival of Australian cooperative education partnerships

Davies and Hase (1994:viii)	Shared governance of partnership; formal agreements; commitment of funds by all partners; enthusiastic staff; open communication; needs analysis of the workplace; shared curriculum development; shared course delivery using innovative learning methods; flexible systems adapted for effective client service.
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Jamieson (1994:124-129)	<p>University flexibility.</p> <p>Industry partner continues to resource education in the workplace; be committed; develop a staff reward system; allow time for study; ongoing review for continuous improvement to courses.</p> <p>Student motivation; apply learning to the job; do work based assignments; use technology; use academic staff as resource.</p> <p>Partnership board willing to listen; be sensitive to other cultures; have expert negotiation skills; trust each other; have a common educational philosophy; and a strong personal commitment by a 'champion'.</p>
Hase (1997:143-148)	<p>University develop an open systems view; be flexible; meet the needs of the workplace using innovative means; become entrepreneurial in attracting business; reward staff; senior management be committed to cooperative education partnerships; need for 'champions', and open communication channels.</p> <p>Government incentives to encourage cooperative education partnerships.</p>
Mellor (1998:189-190)	<p>All partners provide genuine support; recognise the learning processes; recognise organisations' outcomes; continually develop further options for innovative inclusions in the courses.</p>

3.7 Chapter conclusion

While there is some evidence in the existing literature that focuses on critical conditions influencing success or failure in cooperative partnerships, there is little evidence that informs our understanding of reciprocal relationships that underpin cooperative education partnerships. The relationships between all stakeholders, Beeson *et al.* (1992:28) argue, requires that "each partner would trust the other" with respect to relationships in the partnership. The aspect of trust in cooperative education partnerships needs closer examination. Therefore, the present investigation builds on some aspects of earlier literature, by examining in detail the nature of relationships in cooperative education partnerships that have a bearing on the effectiveness of the operations of the partnerships. It is intended that the focus of this research should throw light on a number of issues concerning cooperative education partnerships, including expectations, synergy, reciprocity, trust and adaptation and consequences of cooperation for the organisations involved in cooperative education partnerships. It is argued that cooperative education partnerships contribute to building extensive reciprocal, collaborative and cooperative relationships between universities and industry organisations.

In the next chapter, Chapter Four, the research methodology used in this investigation are explained.

Chapter 4 – Research Methods

4.1 Introduction

In Chapter One, the principal aim of this investigation was stated as being an examination of the nature of reciprocal relationships that encourages industry organisations in tourism and hospitality sectors to cooperate with universities in providing professional development education for their employees. Reciprocity is seen as a means by which extensive reciprocal, collaborative and cooperative relationships between universities and industry organisations are formed in cooperative education partnerships. In this chapter, methodological considerations, approach, design and analysis used for this investigation, are elaborated.

4.2 Considerations

This investigation is concerned with examining the processes by which reciprocity is developed between partners in cooperative education partnerships. Knowledge generated by exploring the relationships involved in cooperative education partnerships, as reported by the participants, reveals major aspects of the partnership strengths, weaknesses, expectations and outcomes. Although relationships within cooperative education partnerships are intangible, interpreting these from the participants' viewpoints will illuminate the nature of reciprocity, trust, preservation and adaptation underlying successful relationships. Concepts such as reciprocity, trust, preservation and adaptation are expected to underpin partner relationships. However, it is important to assess how such partnerships assist the partners in meeting their individual goals. The emerging knowledge should shed light on a rational interpretation of reciprocal concepts underpinning cooperative educational partnerships.

This investigation is also concerned with illuminating the role of professionalism in professional development education provided by cooperative education partnerships. Knowledge produced by exploring the role and key features of professionalism, interpreting these from the participants' responses, will contribute to understanding how concepts implicit in professionalism, such as expert knowledge, higher order learning skills and status relate to, or are developed by, professional development education for industry professionals in cooperative education partnerships. Knowledge such as this is important for the partners, to evaluate program outcomes from, and to extend their understanding about, their joint efforts in cooperative education partnerships. As well, it is important

to contribute to the knowledge of professionalism and reciprocity at a theoretical level, to advance understanding of this phenomenon in society.

Dynamic organisations generally live in a state of constant change, ranging from small barely perceptible movements to huge tsunami-like waves, so organisational research is only ever a snapshot in time. While relationships are constantly evolving in dynamic environments such as those for industry organisations and universities, for the purposes of this investigation, they are treated as fixed, rather like a photograph. What is illuminated therefore, risks being seen as dated by an external reader. Research methods used in this study are thus limited by their time frame.

In order to get an overall snapshot of industry and university organisations, it is important to enter their environment to observe, to understand their issues and hear claims in their natural setting. Thus the phenomena under review are expected to illuminate the expectations and consequences of cooperative relationships between the partners in cooperative education partnerships.

Permission to undertake this investigation was obtained from the Ethics Committee of Southern Cross University, Lismore. See Appendix A for a copy of this letter and proposed questionnaire and ethics committee response approving the application.

4.3 Approach

Naturalistic inquiry, as explained by Lincoln and Guba (1985), describes and analyses the phenomena under review using an illuminative approach. It also includes a range of criteria for trustworthiness. Naturalistic inquiry implies that the investigation was carried out in a natural setting, in the relevant organisations, and was open to what ever emerged in this investigation. The approach of seeking to understand naturally occurring phenomena in its naturally occurring state is described by Patton (1990:39) as being a credible research method when certain trustworthiness criteria are met. Gathering detailed information through interviewing participants in their work setting, in this case the industry organisations and a university, is important for gaining reasonable insight into the expectations that underpin each organisation.

Trustworthiness criteria, including operational techniques of credibility, transferability, dependability and confirmability, have been met to provide “the naturalist’s equivalents” (Lincoln and Guba, 1999:407) of operational techniques of internal validity, external validity, reliability and objectivity for quantitative methods.

An illuminative approach to data collection, based in part on Grounded Theory introduced by Glaser and Strauss (1967) and extended by Strauss and Corbin (1999) among others, assumes that meaning and understanding is grounded in the information provided by the study participants, and not

by the researcher. Parlett and Hamilton (1976:144) explain that the illuminative approach, “seeks to address and to illuminate a complex array of questions”.

The illuminative approach, Patton (1990:119) notes, comprises:

- an understanding of people and programs in context;
- a study of naturally occurring phenomena without external controls or manipulation; and
- an assumption that meaningful understanding emerges from inductive analysis of an open ended, detailed, descriptive, and quotational data gathered through direct contact with the program and its participants.

The illuminative approach underpins the methodology for this investigation.

Qualitative research has the capacity to capture and display the realities within an organisation. Miles and Huberman (1984:5) explain that qualitative research methods can assist in uncovering and understanding the nature of a phenomenon, find new areas of the phenomenon or simply give intricate details about the phenomena that are difficult to find using other methods. The authors describe eight characteristics of qualitative methods as recurring core features of naturalistic inquiry. These characteristics are: the carrying out of the research through lengthy experience in the field; the use of a holistic view of the context under investigation; the capturing of data from the “inside” through a deep understanding of the field; the maintenance of original data; the explication of the ways people account for and manage their situations; the discovery of compelling grounds for interpreting data; the use of the researcher as the research instrument; and the analysis of words using constant comparison, contrast and patterns. It is widely accepted (Patton, 1990:14; Strauss and Corbin, 1999:76) that these characteristics address many of the apparent problems in grounded theory, including theory development generated from the data, researcher responsibility for interpretation and the judgement of rigour. In fact, Strauss and Corbin (1999:79) argue that, while no research method has a monopoly on quality, qualitative methods are acceptable and valued in organisational research, because they are able to focus on the diverse details and complex nature of organisations, which can remain undetected using quantitative methods. The eight, recurring, core qualitative inquiry characteristics expounded by Miles and Huberman (1984:5) are present in this investigation.

Trustworthiness of the data, qualitative researchers (see for example Miles and Huberman, 1984:5 and Patton, 1990:472) suggest, is directly linked to the trustworthiness of the researcher. Researcher information is included below to ensure that research credibility and rigour is satisfied. This information and responses (*in italics*) are:

- Any personal background details which could affect the objectivity of the research: *The researcher is an academic coordinator of one of the cooperative education partnerships to be studied. The researcher has known two interview participants since 1993, but the other seven for much less time, only one or two years.*
- Any observed researcher and research effects on participants: *From working with one cooperative education partnership, the researcher has a reasonably good understanding about the operations of the partnerships under investigation.*
- Any instrumentation effects, that is changes that occur during the project which affect the neutrality of the results: *This part time research project has been completed over two years. The cooperative education partnerships will have evolved naturally over that time, not due to this small investigation but due to overall evolving education needs.*
- To build a case record to provide an overview of the entire project to show researcher competence and impartiality of the findings: *A case record of the investigation has been kept in a chronological time-line. See Appendix B for a copy of this record.*

Inductive logic is used to build theory emerging from the information gathered from each of the participant interviews and relevant documents. Inductive data analysis meets the need to be “faithful to the everyday realities of a substantive area that has been carefully induced from diverse data” (Glaser and Strauss, 1967:238). That is, grounded theory and inductive analysis closely fit the conditions or situation under investigation, to be applicable and relevant to dealing with them. As Strauss and Corbin (1999:80) explain, from the systematic theoretical construction of data, which is grounded in reality and faithful to the research purpose, meaningful interpretations can be made about the phenomenon under investigation. In this case, meaningful interpretations are made about underlying reciprocal relationships, plausible relationships between concepts and sets of concepts, and the implicit and explicit outcomes expected by the partners involved in cooperative education partnerships.

4.4 Design

Based on the principles of Grounded Theory, as exemplified by Glaser and Strauss (1967), Lincoln and Guba (1985), Berg (1989) and Strauss and Corbin (1990; 1999), the present investigation is designed to illuminate reciprocal relationships, that is, between partners who participate in cooperative education partnerships. It intends to discuss and document important experiences, issues, claims and concerns reported by participants and brought to light by this investigation of cooperative education partnerships.

4.4.1 Study site

In the context of providing professional development education to industry employees, selecting a suitable site for this study was restricted to universities that have established cooperative education partnerships with industry organisations. That is, cooperative education partnerships are defined as, partnership ventures between universities and industry organisations in which the provision of professional development education for employees in the workplace is a shared responsibility, through a joint management committee of both partners, for the benefit of all partners.

It was decided to use an Australian university with a concentration of cooperative education partnerships between themselves and industry organisations, modelled on this definition. Southern Cross University in northern New South Wales is such a site. Southern Cross University is identified by Marginson and Considine (2000:189) as being part of the New Universities segment in their classification of Australian universities as enterprise universities. It is young, located in a rural region and has origins based on a previous College of Advanced Education. At the time of data collection and assembly during 1998-99, it had in its School of Tourism and Hospitality Management five industry partners each with varying partnership histories. The site was convenient and provided access to industry and university personnel involved with cooperative education partnerships. A simple case was drawn up for each partnership (Yin, 1994). See Appendix C for a list and description of the cooperative education partnerships involved in this investigation.

The investigation sample comprised knowledgeable sources from which data was collected in several steps. The knowledgeable sources were people primarily connected to industry organisations, and representatives universities involved in cooperative education partnerships. Their close connection to the partnerships provides explanations about the naturally unfolding structures, processes, relationships and outcomes emerging from the investigation.

In the first step of the investigation, this design involved preliminary interviews with two senior academic colleagues in social and workplace practice fields who had lengthy experience in establishing cooperative education partnerships. This step was useful for generating initial issues for further exploration. The second step was for the author to attend a Southern Cross University conference for academics and potential and current industry partners. The conference generated a wide range of themes to be considered by potential partners before entering a partnership and was therefore central to this investigation.

The third step in this research design involved conducting individual interviews with industry and university partners closely involved in five cooperative education partnerships. These people were board members and knowledgeable sources, and interviews were held in their work settings. The interviews were in-depth standardised, but open-ended. The fourth step included several

confirmatory interviews with the same knowledgeable individuals, to establish the authenticity of the interpretation made of their reported issues, claims and concerns. The fifth and final step of the investigation involved looking into the technical literature to compare secondary information to the findings of the previous four steps.

The value of this design rests in the illumination of the values, culture, relationships and outcomes that sustain cooperative education partnership operations. The design attempts to draw out the issues, knowledge, opinions and experiences from the stories by each of the participants. As data from each step were analysed, meaningful themes began to evolve, which guided the course of the investigation.

4.4.2 Primary interviews

To ensure a routine process in data collection, all participants were first sent a letter explaining the nature of the research, the ethical obligations of the researcher and a consent form. Following this they were contacted by telephone to set a time for the interview and to field questions concerning the research. All nine people approached confirmed by phone as definite interview participants. Participant anonymity was a condition of the interview process, to guarantee sensitive information was safe from public identification. See Appendix D for a copy of the letter sent to participants and the consent form they were asked to complete.

The interviews took place in the work setting of each participant, except one. In the exceptional case, the participant was closely involved in an unexpected management restructure. This last interview took place by telephone after three work-related postponements.

The interviews were in-depth, using open-ended questions relating to the participants' association and experiences with cooperative education partnerships. The questions were used to obtain detailed descriptions from the nine different participants as to the nature of their experiences, the involvement they had, and the consequences and outcomes they saw as a result of participating in cooperative education partnerships. The interview structure followed Patton's (1990:284-7) advice to allow for free-flowing comment and clarification by the participants. As a result, each interview took about two hours to complete. All interviews were recorded on tape and transcribed within a few days, except the phone interview, which was transcribed immediately after the interview. Interview transcripts were posted or emailed to participants. They checked these for accuracy and authenticity through several follow up phone interviews and email postings. Interview adjustments were made from such feedback. From here, a range of ideas and concepts were identified as being key factors in the dynamic processes and practices that support cooperative education partnerships. Additionally, important aspects of professionalism associated with professional development education were illuminated and linked to cooperative education partnerships between industry

organisations and universities. See Appendix E for a list of questions participants that were asked to begin the interviews.

4.4.3 Secondary material

Written documents, organisational structure charts, education records, media publications, board of management reports, newsletters, memos and correspondence relating to the five cooperative education partnerships, were examined. The review produced supporting and/or contrasting information on the organisational structures, processes and relationships within the cooperative education partnerships. Secondary literature including research studies, theoretical and professional papers were used as secondary sources to compare previous findings with actual data gathered in this research on outcomes expected by industry organisations in joint cooperative education partnerships with universities.

4.5 Analysis

To ensure that qualitative analysis is academically rigorous, able to be evaluated and meet expected scientific standards in this qualitative investigation, explicit analytical procedures are explained.

First, from the interview transcripts, short case histories were developed for each partnership in order to identify potential variables through comparing and contrasting different developments. The second task was to organise, label and number the data, to begin initial analysis. Interview transcripts were labelled, as suggested by Johns and Lee-Ross (1998:131), with three levels of code. The first code, five alphabetical letters, identified the participant and their parent organisation. The second code, a number, identified sections within the interviews specifically related to the guiding questions. The third code, a bracketed alphabet letter in italics, identified emerging features of the data for initial analysis into themes. This sequential coding allowed for the maintenance of original data but also established an audit trail for independent member checking. The maintenance of original data and clear records were important for this investigation for complying with eight essential qualitative characteristics expounded by Miles and Huberman (1984:5) above. See Appendix F for an example and explanation of coding procedures and Appendix G for an independent statement of audit trail authenticity.

“Patterns, themes, and categories” (Patton, 1990:406) were uncovered by making carefully considered judgements about what is significant and meaningful in the data. Using the constant comparative method to develop inductive categories of themes, each with similar dimensions and properties, through open and axial coding, allowed for linking or grounding of these categories to the data (Glaser and Strauss, 1967:vii).

Finding patterns and themes in the data was the third task of the analysis. Open coding is the method of breaking down, examining, comparing and conceptualising data to find patterns (Strauss and Corbin, 1990:51). Some of the emerging patterns, such as lifelong learning patterns, fitted well together and had similar properties and dimensions. When some emerging patterns, such as academic resistance, did not fit well together, the initial analysis was repeated. Further systematic investigation of the patterns followed with the use of axial coding. Axial coding was used to make new connections between the patterns through rearranging the patterns into a more abstract, conceptual theme (Strauss and Corbin, 1990:96). The rearrangement resulted in the formation of new themes, such as cultural tension, related to each other by their conditions and consequences. New inductive themes, were linked to, or grounded in, former patterns in the data.

The fourth task of the analysis was to synthesise the main themes into core categories, such as the capacity for partners to adjust in cooperative education partnerships, around which other themes like business adjustments, university adjustments and partnership adjustments, were integrated. This stage required moving back and forth between the data and the categories, reviewing the categories to trace linkages from an organisational and institutional level, down to an individual level, to ensure stable and meaningful core categories are found (Strauss and Corbin, 1999:74). The results generated by the investigation are thus developed through interplay of the data collected during the investigation.

4.6 Trustworthiness

Criteria for trustworthiness, Strauss and Corbin (1999:397) explain, supports the maintenance of academic rigour of naturalistic inquiry through credibility, transferability, dependability and confirmability. In order to enhance credibility and ensure rigour, Patton (1990:464) and Strauss and Corbin (1999:407) recommend a range of activities that increase the probability that credible findings will be produced. These activities include: prolonged engagement, triangulation, different investigators, multiple theories, peer debriefing, negative case analysis, referential adequacy, member checks, thick description or conceptual density with rich descriptions of concept development and relationships, inquiry audit, an audit trail, a journal and more. Several of these activities were used in this investigation to enhance credibility.

The investment of sufficient time or prolonged engagement recognises that the cultural context of the investigation is important for identifying self or participant distortions and for building trust (Strauss and Corbin, 1999:407). The research design included long open-ended interviews and several confirmatory interviews in the participant's workplace and by phone, to ensure that the interviews were authentic for both the participant and the researcher, and to make sufficient time for a trusting rapport to be established.

Triangulation assists with reducing bias in a project completed by a single researcher (Patton, 1990:464). Completing interviews in the workplace using a tape recorder provided one data set at work. Content analysis of the technical literature allowed comparisons with primary data collected during the interviews. Personal contact with conference delegates attending a cooperative education partnership conference in 1999 provided a third source of valuable yet different information for the research on the outcomes expected from cooperative education partnerships. In most cases, triangulation of data clarified findings by providing further details of similar information from different sources.

Negative case analysis, Strauss and Corbin (1999:414) explain, requires the researcher to look at disconfirming data in both past and future observations. Discrepancies lead back to the data to ask further questions about the variations and the conditions under which they occur. Further analysis of negative cases, reduces exceptional cases to nil, as further review leads to alternative considerations to ensure that findings are representative. For example, one large professional association had far less influence in encouraging education participation within its membership compared to similar professional associations. In this case, participants were able to explain that the fragmented nature of this large association, the diverse range of activities within its jurisdiction and the ease of entry, meant that it was often unable to check on the competence of all its members. This assessment led to further consideration of the ways in which professional development education is or is not supported by professional associations.

Member checks by others, Strauss and Corbin (1999:418) argue, is where data, analytical techniques and categories, interpretations and conclusions are tested independently by other knowledgeable individuals for credibility, dependability and confirmability. For this investigation, an experienced qualitative researcher at Southern Cross University was asked to review the investigation procedures. This person reviewed the data labels, coding, categories, audit trail, relationships and findings as genuinely emerging from this investigation on cooperative education partnerships. See Appendix G for a statement verifying the audit trail authenticity.

During the course of the investigation, the author was able to confer with academic colleagues and to present preliminary findings in two research seminars. Their professional yet disinterested critical advice on the data collected in the field, the analysis and emerging findings was a form of peer debriefing, at two different stages during this investigation. Later, the author was able to present preliminary findings in papers presented at two international conferences. Feedback from conference delegates was another form of peer review.

Transferability is the provision of what Patton (1990:375) calls a solid thick description of the investigation results, so that others can understand the results and draw their own interpretations. Transferability implies that individual participant results are capable of being linked or transferred to

larger, more abstract issues, emerging from and surrounding the investigation. In this investigation the conclusions are drawn from the data collected as part of the project, to support broad assertions about the role of reciprocity in cooperative education partnerships.

4.7 Reporting results

Reporting the results of the research should serve two functions. First, the participants expect this evaluation to confirm what they already know with supportive data. Patton (1990:428) describes this as a release from misconceptions and illumination of things that they did not know, but needed to know. Second, the results will be disseminated to a wider audience, those interested in the same field, but also policy makers, practitioners, industry leaders, professionals and research providers.

4.8 Boundaries

This investigation is bounded by the following limitations:

- First, only that part of the organisation's history that relates to and is defined by the cooperative education partnerships with the School of Tourism and Hospitality Management at Southern Cross University, Lismore will be used.
- Second, this research includes only the accredited undergraduate university courses within five cooperative education partnership programs. Results cannot be generalized from this small number of cases in one university School.
- Third, the research effort is limited to the calendar years 1998–2000.

4.9 Chapter conclusion

This chapter has provided an explanation of the research approach, design, data collection, analysis, trustworthiness criteria, credibility measures, reporting results and boundaries to explore reciprocity between industry organisations and universities entering into cooperative education partnerships. The results or outcomes of the research are documented in Chapter Five, the following chapter.

Chapter 5 – Results and Discussion

5.1 Introduction

This chapter presents the findings of this investigation, which examines reciprocal relationships in cooperative education partnerships between universities and tourism and hospitality industry organisations in providing professional development education for employees. This investigation has focused on the provision of tertiary professional development education for employees in the workplace through cooperative education partnership programs. Throughout this chapter, interpretation and discussion of the results are integrated with illustrative extracts from the interviews, to show the relationships under investigation.

As explained earlier in Chapter One, this investigation aims to illuminate some of the expectations and consequences of cooperative relationships between the partners in cooperative education partnerships. To do this, the following research questions underpin the nature of cooperative education partnerships.

1. What principal dynamics underpin cooperative education partnership strategies that encourage or motivate tourism and hospitality industry organisations to cooperate with universities in providing education for their employees?
2. What is the role of professionalism in professional development education provided by cooperative education partnerships?
3. What key aspects of professionalism are developed by professional development education for industry employees in cooperative education partnerships?
4. How important are cooperative education partnerships to the partners in assisting them to meet their individual goals?

As a result, four meaningful categories have emerged from the investigation into cooperative education partnerships between tourism and hospitality industry organisations and a university. The first category points to a range of shared factors indicating the capacity of partners to adjust and to

learn from each other. A second category is that of rising professional confidence underpinning the growing role of professionalism in tourism and hospitality employees undertaking professional development education.

The third category of results concerns key aspects of professionalism, such as a renewal of learning emanating from professional development education of people in their workplace. A renewal of learning produces both expected consequences such as encouraging lifelong learning and unexpected consequences, such as heightening of industry morale from providing professional development education in the five cooperative education partnerships.

The fourth category relates to the activity of, and returns to, parent organisations in sponsoring professional development education for employees through cooperative education partnerships. Returns for industry include establishing a common vision to attain industry goals and improving competitive advantage. For the university, cooperative education partnerships help to improve core teaching and learning activities. These returns are reported to be critical influences in fostering genuine involvement in cooperative education partnership relationships.

5.2 First category: Principal dynamics of the capacity to adjust in cooperative education partnerships

A range of dynamic organisation adjustments and adaptations for partners underlie gradual transformations in cooperation, within cooperative education partnership settings. For tourism and hospitality and academic partners, the capacity to adjust to the needs of the partnership was very important for their continuing existence. Partnership adaptations and adjustments in meeting their mutual obligations help to account for many partners' reciprocal actions as they strive to achieve their joint partnership goals.

5.2.1 Capacity to adjust

Cooperative education partnerships are established and maintained in a setting that is largely governed by their parent organisational structure, systems and culture. Parent organisations here are tourism and hospitality businesses and industry associations, plus a university. Like any partnership, learning to adjust to conditions in a cooperative education partnership is important for building an harmonious relationship, reducing tension and subsequently meeting partners' long-term expectations and goals. The effects of adjustment and adaptation in cooperative education partnerships are slow, resulting in very gradual change in parent organisations and in the partnership itself. An understanding of how adjustment processes evolve, as detailed below, helps to explain the importance of building strong long-term relationships based on reciprocity and trust and reducing partnership tensions based on inflexibility and an unwillingness to change.

5.2.1.1 Organisation adjustment by the university

Parent or sponsor organisations of cooperative education partnerships are generally large and hierarchal, with complex administration systems to navigate. The capacity for adaptation and flexibility in a complex university organisation seems to surprise some industry respondents. One industry participant commented:

The ability to canvas across a whole range of perspectives, to get a variety of opinions from education, industry, graduates, students ... showed effectiveness. The review process was itself revealing, as reviewers with high profiles in the ... industry voiced their different points of view. The capacity of the university to adopt the resulting recommendations showed that (the university) could move with the times, alongside a changing industry.

Wfindq12 (a)

The invitation for genuine, wide-reaching comments and opinions in reviewing cooperative education partnership programs opens up an organisation to a range of different responses. The same invitation acts to reduce the image of rigid organisational complexity. A concern for large hierarchical organisations is that adaptations, flexible ideas and innovative projects can be constrained by the time taken to negotiate through various organisational levels of administration.

In the secondary material relating to this investigation, adjustments found to be made as a result of education program review included:

- introducing a dedicated management stream of study;
- refining communication systems;
- encouraging students into further research units;
- strengthening articulation with other education programs;
- widening access to partnership programs; and,
- changing the names of some units to better reflect industry terms.

(Hayden and Parry, 2000; Saenger and Hayden, 1998; Prosser, Breen and Dimmock, 1998)

These program adjustments brought benefits to students who had access to a greater number of, and more relevant, education programs. Of greater significance however, was the fact that industry partners saw that their views were heeded, valued and acted on, to provide more appropriate

professional development education for their employees. The university, by acting on industry advice, proved that it was capable of adaptation. One industry participant said:

The (university) was able to accommodate the requests of industry from the original talks with industry. The built in flexibility meant distance learning, no exams, tutor support and much more. The (university) provided what the industry wanted, an innovative, very non traditional program which meets the specific needs of the industry. Other universities just wanted us to fund a chair in gaming and the like, more like the US (United States of America) model.

Taindq13 (a)

Adaptation is widely recognised as being an essential Darwinian means of survival (Brittan, 1997; Hague, 1997) in many professional fields and organisations. For example, Turpin *et al.* (1999:5) found that in the emerging professional fields of business and information technology, where university programs were adapted to meet the needs of these industries, industry growth and development was a crucial outcome. Adjusting to meet partner needs is obviously significant for setting up harmonious partnerships and possibly for initiating growth and development in tourism and hospitality industries.

From an academic perspective, one university respondent characterised this adjustment:

In terms of quality of delivery, (cooperative education partnership programs) kept us up to the mark and improved the materials and responsiveness in external delivery in winning awards for quality through the quality audit. It led us to exploring new teaching and learning, into distance education.

Adaca2 (b)

An industry respondent confirmed this by stating:

In my role on the Board I hear ... that flexibility and accessibility in communication is available to all. The (university) publications and newsletters are excellent sources of information. The library facilities, the residential school, e-mail access and the student network all work well.

Wfindq9 (c)

Examples of adjustment, of university flexibility and adaptation in cooperative education partnership programs, reflect ideas of organisational flexibility that Davies and Hase (1994), Jamieson (1994)

and Hase (1997) regard as vital for effective cooperative relationships in cooperative education partnerships. The act of making amendments to programs after an external review demonstrates that a university partner can adapt, be responsive and listen (Hayden and Parry, 2000; Saenger and Hayden, 1998; Prosser, Breen and Dimmock, 1998). Some of the inertia of a large complex organisation, a university, is reduced when it responds and adjusts to industry and market requests. The capacity of the university to adjust to a partner's advice and recommendations is important for the development of harmonious partnership relations, but as Turpin *et al.* (1999:5) found, it can be a potential catalyst for industry growth and development.

5.2.1.2 Organisation adjustment by tourism and hospitality businesses and industry associations

The opportunity to cooperate with a university in providing professional development education programs for their employees presents some organisational and educational challenges for tourism and hospitality organisations. As industry is constantly adjusting to market demands to maintain their competitive position, so too, in cooperative education partnerships with universities, they adapt and adjust to cope with education challenges. An industry representative illustrated the nature of adjustment in one business by saying that cooperative education programs:

... move the ... organisation from one which only valued previous industry experience to one which also values education alongside experience. Usually an employee moves up through the ranks from a low position to a higher one, based on experience.

Gcind13 (a)

Slow, gradual adjustment in an industry culture that is just beginning to value higher education and knowledge renewal is an important adaptation for some organisations. Adding to or renewing workforce knowledge, skills and competency through further education builds a workforce that can assist organisations to adapt to changing conditions in the market place. Abbott (1988:211) found linkages between business investment in professional development education and achieving commercial goals. However, the preceding quote points to more than just achieving commercial goals. It points to the increasing value of education to industry. Encouraging intellectual pursuits is a characteristic of emerging professionalism that is consistent with the views of Eraut (1994). This finding shows a gap in Abbott's (1988) argument, namely that industry is largely focused on achieving commercial goals. In this investigation, industry is shown to value education as an important organisational adaptation, through which it expects to advance and to renew the organisation and its employees.

Professional development education supports tourism and hospitality organisations in their succession planning, while aiming to produce sound business results. As one industry participant noted:

The ultimate aim is to enhance the leadership capabilities of individuals to prepare them for greater challenges and deliver results to our parent company.

Gcind4 (a)

Capability is adapting to, and incorporating new knowledge into, everyday work practice. Improving capability renews professional knowledge and refreshes quality work standards. Both Eraut (1994) and Becher (1999:236) support the idea that acceptable professional standards are sustained and renewed through “maintaining capability”, especially by access to further professional development education. Building and maintaining capability are important goals for businesses, to enable them to get the results they want. Furthermore, improving capability means business and industry associations have a more professional workforce to meet challenges and lead the way to getting their desired results.

As others have noted (Business Council of Australia, 1990:105; Windle, 1999:6; Terpestra, 1996:16; Leiper, 1995:207), progressive businesses and industry associations are aware that a variety of adjustments are needed to meet market conditions. To make effective adjustments they are increasingly being assisted by updated or renewed education, skills, knowledge and competency of their workforce. Industry partners in cooperative education partnerships make significant adjustments, such as accepting and valuing education equivalent to their previously dominant value of experience. Their involvement in cooperative education partnerships anticipates improved intellectual capability in their organisations as well as better business outcomes.

5.2.1.3 Organisation adjustment within the cooperative education partnerships

Genuine responsiveness and commitment by partners are important internal adjustments for cooperative education partnerships. Responsiveness and commitment mean trying to see a situation from another’s perspective and making subsequent adaptations within the partnership. A practical demonstration of responsiveness and commitment has been the introduction of mentors. A mentor system whereby an experienced, educated person became a role model and coach for a less experienced person was introduced to encourage a culture of learning and reduce feelings of isolation. One academic reported that:

The ... program for front line managers was very good. It was mentored in the workplace with subject experts, people worked in teams and had institutional support. The ... management program had problems early because of student isolation.

Adacaq9 (a) (b)

In another setting, a mentor system was introduced in response to student concerns about studying in isolation. The challenge of isolation, is described by another academic as follows:

One of the things we've attempted ... is to address that with a mentoring system. It is a good idea but has been difficult to make work in a way that really has a significant impact on the nature of relationships in their organisation.

Gpacaq8 (b)

Mentoring in the workplace depends on the workplace environment. In the dynamic and changing fields of tourism and hospitality, employees might be situated anywhere in the world, working and studying. It is very important to find processes that work anywhere. Mentoring processes such as being prepared to assist and coach an employee, to follow up unforeseen problems with action, to respond to partner learning needs, and to set up workplace learning support are valuable for reducing isolation and encouraging learning. These adjustment processes have a critical reciprocal relationship building effect. Partners who forfeit something, such as the university training mentors for the workplace or the employer providing mentoring time at work, build up a bank of favours to be returned. When these favours are returned, reciprocity is at work. Ridley (1996) and Trivers (1983) argue that those who forfeit something of value expect similar treatment in return. If partners determine that mentoring is a valuable commitment for them both, then they cooperate and reciprocate in providing resources for mentoring. Each partner depends on the other to be responsive to adapt and reciprocate in each other's benefit.

Adjusting to, and managing relationships in cooperative education partnerships for the long-term, requires ongoing involvement to build partnership synergy. Commenting on the high level of involvement needed by partners to meet emerging changes in society, one industry person said:

The ongoing involvement by all the partners to successfully identify and change to meet the needs of potential students is essential. As industry changes socially, by legislation, by education frameworks, the partnerships need to stay on top of these and be realistic about managing them.

Wfindq15 (a)

The synergy of two partners working together to provide professional development education for employees entails continuous dialogue and adaptation to keep abreast of social and legal developments. Evolving social and legal developments, such as the emergence of social and legal

pressure for more responsible conduct of gaming, have to be captured in education material for education relevance. This material is collected and supplied by industry, analysed, adapted and documented by a university. Partners find that they are more effective working together in adjusting to, and coevolving with, changes in society than in working apart. This is consistent with the work of Eisenhardt and Galunic (2000) who explain that building of relationship networks through adaptations and joint synergies produces opportunities for coevolution. While Johnson (1979) maintains that evolving social change can threaten or enhance stability in organisations such as partnerships, Buckminster Fuller (1970) strongly advocates that realistic teamwork between different organisations will produce effective synergies to enhance cooperation in most situations. Adjusting to evolving social and legislative changes with partner assistance helps to build partnership synergy.

In committed partner relationships, each partner seeks to act in the best long- term interests of the partnership. However, one industry association respondent remarked:

Some universities set up industry panels, get a lot of industry input and once their program has been approved then forget about the concerns of the industry. So a long term relationship is a sign of effectiveness.

Taindq12 (a)

Being a genuine partner in for the long term is obviously vital for an effective cooperative education partnership. Those who are less than genuine attract resentment and criticism. In support, Kanter (1994:97) confirms each partner must demonstrate strong commitment, to genuinely cooperate and trust in the work of the partnership, for its long-term viability. Emphasising the value of commitment needed by those involved with building partnerships, an academic respondent commented that:

It needs top to bottom commitment ... where everyone needs to feel committed.

Vcacaq12 (a)

Support from those involved in cooperative education partnerships demonstrates commitment to the partnership, from the top staff to the bottom. A capacity for lengthy commitment is an essential element in building trust and sustaining partnership relationships. Such comments about close partner involvement with each other and the long-term commitment needed to build relationships provide strong support for Kanter's (1994:96) argument that successful partnerships manage their relationship more like a marriage relationship than simply just a business deal. Cooperative education partnerships need genuine, committed partners to provide effective professional development education to employees in the workplace.

5.3.1.4 Adjustment tensions

Organisation adjustment is generally accompanied by some tension, either real or perceived. In a university, tensions arise from simultaneously pursuing mixed educational and commercial objectives in fee-paying cooperative education partnership programs. Adjustment tensions resulting from cooperative education partnership operations were identified by all three academics interviewed. In contrast, industry saw much less stress resulting from adjusting to cooperative education partnerships, being reported by only two out of six industry respondents.

Adjustment tension, from an academic perspective, is created by the delicate balancing act of positioning the university as a provider of quality education programs and the commercial imperatives involved in recruiting students from industry. One academic respondent claimed:

I don't think that we have ever compromised our educational principles. But there is potentially some tension between meeting our educational objectives and attempting to position our School as a provider of quality educational programs with the commercial imperatives involved in recruiting students from industry or anywhere. The other disadvantage is the converse of the benefits that we get in terms of the general positioning of the university, which is seen as industry friendly. Some people would interpret that as not being academically serious.

Gpacaq4 (a) (b)

There is a perception that cooperative education programs or work-based education is not suitable for, or clashes with, traditional university courses. In this setting, the mix of commercial objectives (collecting fees) and educational objectives (providing high quality education) is a strain. This strain is identified by several researchers (Meek and Wood, 1998; Anderson and Johnson, 1998) regarding the tensions raised in universities by mixed mode management, between market-based activity and traditional highly regulated activity. In fact, Marginson and Considine (2000:4) call the emerging institution resulting from such higher education economic and academic strains, the Enterprise University. Even though this university is a New University in Marginson and Considine's (2000) terms, acceptance of dynamic change is not always easy. For some, a conservative university mindset means little change. However, Clark (1983) makes the important point that while traditional rites and rituals of a university often remain the same, the focus on knowledge in universities is dynamic, subject to continuous, rolling change. The "uncommon complexity" (Clark 1983:276) of university work and the wide variety of activities undertaken there underpin an evolving university knowledge system based on advancing knowledge through research and teaching. Cooperative education partnership adjustments bring tensions for the organisation, but the industry knowledge and experiences they bring add to the diversity and dynamism of university life and education program offerings.

As Clark (1983) explains universities are founded on knowledge discovery, knowledge accumulation and knowledge transfer, involving a wide variety of sources and an equally wide variety of people. Some academics have difficulty in accepting that professional development education programs can be delivered in the workplace. Another academic remarked that:

There are a number of traditionalists who have resisted, seen industry programs as not appropriate for a university to engage in this type of activity.

Adacaq4 (a)

Balancing commercial and educational objectives to reduce tensions is crucially important for the university's internal harmony and external relationships. Critical of those academic traditionalists, Davies and Hase (1994) contend that some acceptance of evolving change is an essential feature needed in all university staff, but particularly those involved in entrepreneurial cooperative education partnerships. In fact, Hase (1997) argues strongly that flexibility or the ability to adjust is one of the most critical factors ensuring the survival and success of a cooperative education partnership. A united university approach in establishing external relationships such as cooperative education partnerships is needed to reassure partners that their interests will not be subjugated by a lack of university flexibility and resulting internal tensions.

On the other hand, far less tension was experienced by industry organisations in adjusting to cooperative education partnerships. For example one industry respondent commented:

The culture, the language and the signals can be different in importance in one forum and not the other between the industry and academia.

Prindq7 (c)

This culture, language and views of partners may be similar, but the importance of each is different. For example, industry recognition of the national competency standards in hospitality qualifications is very high. University recognition of the national competency standards is lower because the university is an autonomous body that sets its own quality standards. Such differences did not attract much comment from industry respondents.

Adjustment tensions can lead to stressful, deteriorating partnership relations. Yet there is more acceptance of adjustment tension between partners in cooperative education partnerships, than within the internal operations of the university partner. This reflects similar tensions described by Meek and Wood (1998:17) as emerging from mixed mode management in universities. Mixed mode management tensions arise when contradictions appear in a combination of deregulated market

based activities and highly regulated bureaucratic activities in a university system. Although cooperative education partnerships have to meet the regulated academic and bureaucratic quality control standards set by the university, they are also seen as being part of the deregulated market activity base of the university. For some, a mixed mode style of management is a source of tension, even in a new university with a short history. Their resistance to adjusting and adapting limits the evolving diversity and discovery of a niche for a New University.

In summary, this section has focused on explaining some of the principal dynamics that underpin cooperative education partnerships. The capacity to adjust to partnership needs through being adaptable and flexible was important for all partners.

- The university adapts its teaching and learning systems to workplace education while tourism and hospitality industry partners adjust their values to include workplace education as a primary source of industry development and growth.
- In the partnership itself, joint adaptations include the introduction of mentors, evolving production of material on changing legal and social issues and growing commitment to genuine long-term partnership sustainability. While there is an inability to adjust by some academic staff, industry partners do not view adjustments in their education relationships to be a major issue.
- The capacity to adjust to partner needs and overcome resistance builds genuine partner reciprocity through working cooperatively together. Responsiveness by the university, commitment by industry and reciprocity between partners and a view to long-term relationships in the cooperative education partnership relationships underpin and encourage cooperative education partnerships between tourism and hospitality industries and a university. This evolutionary process takes time, creates tensions but develops synergy in the partnership.

Responding to, and making adjustments to meet partner obligations, provides evidence of reciprocity in these cooperative education partnerships. As well, responsiveness, commitment and reciprocity have been shown to be important concepts that underpin and sustain the life of cooperative education partnerships in this investigation.

5.3 Second category: The role of professionalism in professional development education provided by cooperative education partnerships

For industry partners, enhancing professional confidence is seen as an important outcome resulting from their gradual perseverance with cooperative education partnerships. Increasing industry

professional confidence, reported by four out of six industry respondents, signals that professional development education programs are influential forces in improving professional standards in tourism and hospitality industries. Growth in professional confidence and quality work standards is reported to occur at two levels, the individual and the industry level.

5.3.1 Individual effects

At an individual level, cooperative education partnership education programs attempt to enhance and transform the knowledge, skills and attitudes of employees. The results of industry research projects by individual employees have assisted industry to reduce operational problems such as inefficient transport systems and to refine human resource workplace practices. More significantly, the research projects have improved the level of critical awareness and analysis in the workplace. This improvement has had an effect of raising quality standards at work and enhancing the confidence of employees. One industry person said:

We have been able to increase the pool of qualified staff available to ...We are developing employee capability. It has given us the opportunity to tailor something specifically for the organisation. Flexible delivery of the course means that we minimise disruption in the workplace. The ... project unit has achieved a high level of kudos for the ... organisation. It has delivered real benefits which have paid off for ... These projects have raised valid workplace issues and improved the level of analysis in the workplace.

Jbindq5 (a) (b)

While the motivations for professional development education among adults is a complex topic, people's aspirations for success are important. Educational success, as others have found (see for example West *et al.*, 1986; Duke, 1992; Hore, 1992; Beeson *et al.*, 1994) enhances confidence, knowledge and skills and can stimulate personal growth. Additionally, nurturing critical reflection processes is important for stimulating new learning and for broadening traditional industry practices that may be narrow and restricted. This new learning can deliver benefits for the employer organisation. On the same theme, an academic respondent remarked:

Universities are good at postulating other ways of doing things, encouraging experimentation. Experimenting takes time and is not easy. We can be limited by existing practice particularly when practice gets narrow by being commercialised. Business practice may not create scepticism because of the risk factor, but universities are supposed to encourage this scepticism. We need to create a balance.

Universities endeavour to stimulate reflection as well as analytical thinking. Stimulating reflective practice and critical self-awareness are some of the vital teaching and learning tools that assist students to progress in becoming lifelong learners (Candy, Grebert and O’Leary, 1994). As well, innovative, confident staff, Blackman and Segal (1992) maintain, become those at the forefront of meeting or leading changing competitive and technological conditions at work.

Results such as these are valuable for identifying some of the contribution that professional development education has on developing the confidence and professional skills of particular individuals. As well, new ideas and reworked knowledge are evidently being transformed into valuable goods and services that create industry benefits. In spite of Bryans *et al.*’s (1998:142) criticism of “narrow” professional development programs, students in these cooperative education programs are encouraged to reflect on the nature of their work and their workplace. Analysis of, and critical reflection on, work practices have been shown to have a flow-on effect in the form of improved work systems and standards. In support of these findings, Allison (1999) finds that critical review of, and thoughtful reflection on, work practices, can generate renewed professional knowledge for industry and more importantly extend individual learning and confidence. Thus, upgrading and renewing the knowledge and skills of individuals undertaking professional development education at university levels provides benefits for the individual in the form of higher qualifications and personal development. In turn, these benefits provides valuable and effective ways to nurture professional confidence and advance professional practices in tourism and hospitality industries.

5.3.2 Collective industry effects

At an industry level, the collective effect of combining higher education qualifications obtained through cooperative education programs with growing professional confidence is seen as an incremental step towards developing professionalism. Increased confidence is illuminated by the following remark from an industry respondent:

It has only been a short time to make a reasonable judgement, but the confidence of the supervisors seems to be growing.

Gcind12 (a)

Another industry respondent declared of professional development education at university levels:

It lifts the professional standing of the industry, in an industry with uneven professional standards.

Abindq4 (a)

The value of further education, through cooperative education programs, has inherent value as education, but has additional professional recognition value for managers in tourism and hospitality as an emerging professional field. Leiper (1981) and Jafari (1981) explain that tourism and hospitality management is an emerging professional field, developing since the 1960's and 1970's. University qualifications, awarded from completing professional development education, officially recognise tourism and hospitality as reaching towards a professional level in education. Other emerging professions such as policing have used the university education path to help establish their professionalism (Miller, 2000). As well, employees with higher education awards in tourism and hospitality, Harris and Jago (2001) maintain, are expected to establish, certify and maintain high quality service standards, raising professionalism in these industries. Harris and Jago (2001) suggest that the road to recognition of professional status is a long-term process: a university award is a powerful step in that direction because it assists the transition process from operationally managed industries to professionally managed industries.

For some industry association members, higher education programs specifically developed for their industry have sparked a wider interest in education generally, as well as increased professionalism for members. One industry association respondent remarked on:

Increased professionalism, and increased contacts with the ... Association, with their organisational members having an increasing education interest for their membership.

Taindq16 (a)

Eraut (1994) and Murphy (1988) explain that upgrading education requirements to include university level learning, links professional knowledge accumulated in the field to its codifying and generalisation by academics. Rearranging current knowledge into curricula and generating new knowledge through links with other disciplines or research are important cognitive aspects of growing professionalism. The value of these academic links and connections is not lost on tourism and hospitality industry associations. When these industry associations see their accumulated practical knowledge linked to academic theories and principles, they see the development of their own professional knowledge base. For them, this is a cause of pride and increasing interest in education.

Growing professionalism through continuing education provides increased opportunities for human resource planning, staff succession and professional credibility. As one industry respondent remarked:

There is an opportunity for succession planning ... It enhances the credibility of hotel administration as a professional career.

Abindq6 (b) (c)

Professional development education through cooperative education partnerships is seen to assist in building professional confidence, gradually enhancing the credibility of tourism and hospitality management as a professional occupation. Providing professional development education as part of a well thought out human resources strategy, promotes employees' careers and fosters their management potential. It allows a business to make long-term plans with more certainty, having highly trained well-educated staff. Improving managerial skills in employees satisfies some of the recommendations of the *Karpin Report* (1995). As well it heeds the warnings of de Gues (1997) and Drucker (1997) about recognising and valuing employees as real people needing nurturing. Rising professional confidence associated with higher education qualifications is becoming an influential force for improving human resource planning in tourism and hospitality industries.

To summarise this section, professional development education is significant for people working in tourism and hospitality industries, for their continuing drive towards professionalism.

- Professional development education stimulates individual professional confidence which can be seen as fostering critical analysis in the work place and of work practices, raising quality work standards, renewing industry knowledge and providing employee personal development.
- At a collective industry level, enhanced professional confidence developed through professional development education at university levels, is a short-term result in a long-term strategy to attain professionalism. Professionalism is being stimulated by, and is emerging from, establishing and maintaining acceptable education standards and quality standards for industry-wide practice.
- Professional development education at university levels for tourism and hospitality employees fosters aspirations for being recognised as a professional.

In this investigation, a goal is provided in that employees seek to increase their professionalism, and professional development education at universities is an important step in reaching that goal.

5.4 Third category: Key aspects of professionalism that relate to and are developed by, professional

development education for industry employees in cooperative education partnerships

One of the key aspects of professionalism that relates to and is developed by professional development education through cooperative education partnerships is a renewal of learning. Continuing professional development education is a catalyst for a renewal of learning through establishing and then enhancing professional capability, for solving old problems with new thinking. The ways in which a renewal of learning is manifested through professional development education for people in their workplace, in tourism and hospitality industries produces both expected and unexpected consequences.

5.4.1 Consequences expected to emerge from a renewal of learning provided by cooperative education partnership education programs

Insights into expected consequences from a renewal of learning through professional development education for employees depend heavily on the nature of the parent organisation, business, industry association or university. Tourism and hospitality industries expect cooperative educational partnership programs to revitalize a commitment to education, particularly to continuous learning; to establish credibility; and to enrich their human resources by developing a loyal, competent workforce. In contrast, the university responses on expected consequences of renewal of learning through cooperative education partnerships focused on improving the university position or reputation.

5.4.1.1 Continuous learning

Five of the six industry participants reported the emergence of a growing commitment to revitalising and furthering industry learning. Establishing specific cooperative education programs to support continuous learning is immensely important for professional development of employees, they claimed. Such programs help to engender an acceptance of education as an intrinsic part of progressive industry maturity. Describing the benefits of continuous learning as an integral part of developing a learning organisation and improving industry viability, one industry respondent said,

The benefits include increased competitiveness, increased capability of the workforce and increasingly developing a learning organisation.

Gcinq5 (c)

Employees who choose to continue with professional development education are able to adapt their generic learning skills and problem-solving abilities to their work culture. For example, one industry respondent commented:

... there are some generic qualities that are probably not testable which have become apparent. For instance, graduates have to develop research skills or they will not succeed. Research skills are valuable assets for any person yet no one really tests this. Students just learn to cope with getting these skills and if not successful do not complete university education. So education has some untested benefits which we don't articulate very well.

Taindq5 (a) (b)

In a similar vein, another industry respondent said:

Students can conduct research projects to get academic credits and these also provide valuable information for the hotel.

Abindq5 (b)

To succeed in their education, most students develop professional research skills; are able to conduct research; acquire library expertise; focus on thinking analytically; and reflect on, evaluate and present an argument. The same employees use these skills everyday in their workplace. When these skills are in continuous use, the business endeavours to become a learning organisation. One industry respondent remarked:

As with any training and development in any sector the more we do the more informed we are and knowledge grows in our workforce.

Wfindq5 (b)

However, Candy (1991) warns that this type of continuous learning takes a long time, a lifetime in fact. Nevertheless, a renewed commitment to education, particularly continuous education, is valuable for the workplace in a time of rapid knowledge turnover, as explained by Drucker (1997:22). In support of continuous learning, one industry association respondent remarked:

Cooperative education partnerships reinforce the value of doing further study and it encourages managers and their staff to join the course. It improves their image and the perception of value in education.

Taindq4 (a) (b)

Renewed and continuous learning can lead to more autonomy or “control over one’s own work”, Eraut (1994:224) maintains. It helps employees make their own decisions to commit to, and try to

raise, industry quality standards. Continuous learning, as espoused by Candy (1991), is also evidence of important adult learning principles, such as self-direction and voluntary participation in education. In this investigation, a commitment to a renewal of learning is demonstrated by employers encouraging employees to return to and continue with education at different times in their work careers.

5.4.1.2 Credibility

Continuing professional development education programs, particularly those offered at university level, help a professional association establish public credibility. Developing credible professional development education programs in collaboration with a university is a public signal about an association's commitment to raising education and competence levels. Evidence of credibility is seen in the words of this industry association representative:

It (the cooperative education partnership program) affects the industry at a number of levels. It forms part of our overall training and education structure... We are a national network with close ties between NSW and QLD and this closeness is growing. The value and effect of education for the industry adds to our credibility and value in the hospitality industry.

Wfindq4 (a)

The same respondent continued:

With university partnerships there is a perception and maybe it is an actual fact that credibility and esteem are attached to the industry and to the individual. The only previously available education opportunities were generic business, economics or similar degrees. We now have a ... specific degree.

Wfindq5 (c)

Credibility is an important aspect of professionalism. Credibility for an industry association means being reputable in public and a valuable industry support for members. University level professional development education programs validate an association's high education standards. Watkins and Drury (1999), Eraut (1994) and Mellor (1998) explain that, as an external provider of professional development education programs for associations, the university is a credible prominent body with publicly recognised credentials. Taking this a step further, Becher (1994) and Abbot (1988) argue that maintaining a positive public image is very important for an industry association, to advance its collective interests. Thus, publicly recognised university level professional development qualifications,

such as those described in this investigation, provide industry associations with a well-connected ally to heighten their public credibility, their self-esteem. The same industry association respondent said:

While we are still in the infancy of the program, we still have a long way to go to cover all the industry needs. There is a degree of consistency with the university and that has been valuable, given that the vocational education framework is ever changing. This has made a difference to the way we provide education. As well there is a self-esteem factor that is associated with university education that we had not experienced before with other training and education.

Wfind13 (a) (b)

An association's attitude of encouragement for university-level professional development education provides the impetus for developing more competent and knowledgeable members. Additionally, the dignity and status that university awards confer on graduates is linked to constructing a long-term professional reputation for members. Hemmington (1999) finds that industry associations, in providing professional development education programs at university level, are taking a long-term strategic approach to get the support of their members and develop a reputable name. When an industry association joins with a university to provide professional development education for members, it is reinforcing a credible public image. This approach is fundamental to its continuing public and member acceptance.

5.4.1.3 Human resource development

A visible investment in developing the management competencies of employees through professional development education invokes commitment by fostering employee loyalty and reciprocity. These employee effects, loyalty and dedication, culminating in reciprocity and improvement in management skills, were reported as equally important by four of the six industry respondents.

The opportunity for professional development education acts as a motivating tool to retain current staff, to establish reciprocal loyalty for the business. One industry respondent observed:

An educated capable workforce should help to reduce staff turnover and eventually have an impact on the bottom line. The tightness of the labour market is especially evident in the ... areas. With an emphasis on developing employees this should lead to a greater commitment and a reduction in turnover.

Gcind13 (b) (c)

There is an expectation that staff will show reciprocal loyalty to their organisation and be more committed to their employer through access to, and engagement in, professional development education opportunities provided by their employer. The employee forfeits time and personal energy to obtain a university award. The employer forfeits resources to obtain well-educated, competent employees. Both parties expect a fair return, loyalty and achievement of business goals. This expectation reflects the 'Tit-for-Tat' strategy at work as expounded by Axelrod (1984). 'Tit-for-Tat' strategies require reciprocal loyalty from employees to remain with, and work towards, achieving the goals of the workplace in return for sponsored education opportunities. When professional development education at a tertiary level is provided to an employee, there is an expectation that this will be repaid in kind. Repaying an education obligation with loyalty expands and broadens the human resources in the organisation. Paying back a mutual obligation with equivalent behaviour, as explained by Davies (1999), Axelrod (1984), Ridley (1996) and others, is reciprocity. Reciprocity in the workplace is expected to reduce business risks and advance business performance through having well-educated, loyal staff members doing their best for the organisation. The reciprocal effect of investing in staff development is predicted to reflect improved business operations and better organisation performance, overall.

Effective management skills and competencies are key requirements for the successful and viable management of most businesses, including tourism and hospitality businesses. Professional development education programs provided by cooperative education partnerships make opportunities available for developing employee management skills for those who aspire to management positions. One industry respondent said:

It (professional development education) has had a positive effect. We use participation in this course to develop our people. It demonstrates ... commitment to the development of its staff. As well the subjects that people study are relevant and applicable to the ... organisation.

Jbindq4 (a) (b)

Further, the same respondent noted that:

Amongst our core goals, one is 'people development'. The Diploma helps us achieve that core goal. It provides base qualifications for those people who want to go into management.

Jbindq6 (a) (b)

The respondent continued:

The (degree) has raised staff awareness that people need to develop themselves and we have found that many are keen to do just that. Many staff have found they need to study if they want to get on, they need new skills and qualifications for promotions.

Jbind13 (a)

The development of competent managers with effective management skills is important for business viability. Management competencies fostered by professional development education programs that combine theory with practice to optimise learning in the work context, have been documented by others (see for example Lawrence, 1992; Turpin *et al.*, 1999; Walo, 2000). Some of these competencies include being able to adapt to technological change, refreshing work techniques, managing people and administering organisations to ensure higher productivity. As well, these employees see a vital need to obtain or renew their skills through undertaking higher education, both to increase their management competencies and for better promotion prospects. Others (see for example West *et al.*, 1986; Hore, 1992; Stephens, 1992; Windle, 1999), have also argued that continuing higher education has assisted developing management competencies in employees.

As the management of their tourism and hospitality sector has broadened and become more sophisticated and more competitive, some businesses and industry associations have realised that they need to have competent managers to survive. One industry association respondent remarked:

The industry has changed so rapidly in the past few years, there is much more competition from other gaming and entertainment options that clubs need to perform really well in the management area to remain competitive and prosper. Earlier, clubs did not need to try so hard, with little competition. Clubs need management skills the same as other industries.

Taindq6 (a) (b)

In times of rapid change, professional development education for employees is more important than ever for renewing skills and competence. Continuing professional development education, Windle (1999) argues, develops the human capacity for new learning. One effect of increased industry competition in the services sector is higher dependence on quality customer services, to ensure repeat business. Employees who take the responsibility to learn to provide quality service to customers act in a professional manner. Employees who endeavour to share their updated knowledge and managerial skills with others are seriously committed to professionalism in tourism and hospitality. Indeed, Piper (1994) argues that the responsibility to provide quality service is a most important aspect of building professionalism in any sector. Tourism and hospitality businesses

manage to provide quality customer services by developing, transforming and upgrading the general management competencies of their employees through professional development education. Growing industry professionalism is one consequence of strengthening managerial competencies.

Having a reserve of professionally educated managers and supervisors means less reliance on importing professionals from other fields, particularly those with limited tourism and hospitality understanding and experience. As one industry respondent remarked:

There are generic management skills like finance and marketing, economics, business administration, needed in our industry and all industries. The recognition that we need and can provide these skills will balance our industry with other specialists at that same level. There will be less need to import people from outside clubs, in marketing, finance and HRM as we have trained people with high academic standing. In contrast we will be able to bring people in from other industries and have them readily assimilate into the industry through aligning with other education standards and courses.

Wfindq6 (a) (b)

Well-educated, competent employees, who are also graduates of professional development education in the workplace, raise the general standard of human resources in an organisation. Given scope, they are able to improve their business operations, particularly in areas of finance, marketing and people management, through the use of their expert knowledge, their technical skills and effective management competencies. As well, reciprocal links are nurtured when education opportunities are provided to a work force. This educated workforce who learns to understand and analyse crucial links between theory and practice, and apply this learning in the workplace, is able in return to provide the business with the human resources it needs to operate in an increasingly competitive market place. Based on Dawkins' (1976) view of reciprocity, mutual benefits such as effective and efficient business management accrues to the business. On the other hand, improved personal management skills accrue to the employees. Mutual benefits from a contribution of skills and resources are repaid by receiving different skills and resources in an adaptable beneficial relationship between employer and employee.

Meeting business goals via employees who are highly competent with effective management skills is a very important expectation for tourism and hospitality industries who sponsor professional development education through cooperative education partnerships. Competent management skills are equally important for the Federal Government's business priorities. Recommendations in the *Karpin Report* (1995) called for improved management training to raise the competency and proficiency of Australian business managers. Industry partners anticipate that professional

development education will assist in achieving their business goals through developing managerial competencies in employees. They trust that educated employees with well-developed management skills are amongst those most capable of meeting potential industry opportunities and threats, as well as enhancing productivity and output. Enhanced management competencies have the potential to improve both the individual business and national productivity.

5.4.1.4 Position

Creating a valuable positioning opportunity for the university through establishing close relationships with industry is an outcome the university expected from their cooperative education partnerships with industry. Position or standing among universities is important for image building, for establishing a reliable university reputation and for extending opportunities for education and research, explained two of the three academics interviewed. Referring to strategic long-term positioning in regard to developing a strong niche in tourism and hospitality, one academic said:

... it is different in part because we have learnt a lot over the intervening period and we no longer have to prove ourselves as a university who can deliver in this area. We can point to a track record. As we talk to people they perceive us as having an established reputation. The same thing was important in the partnership arrangement with the ... It was recommended that they come to us. Similarly with ... we did not go looking for them, they came to us because ... recommended us. So there is a general kind of positioning that has worked well for us.

Gpacaq3 (c)

Another academic added:

... as a regional university they have helped our reputation grow, which is now out of proportion to our size. This reputation is growing bigger. These programs have given credibility at a national level far beyond that which our undergraduate programs could have given us.

Adacaq4 (b)

As a New University (Marginson and Considine, 2000) cooperative education partnerships have not only helped to build specialist areas for teaching and research, but also to provide valuable positioning opportunities. Since cooperative education partnership programs have been established, the university's reputation for providing professional development education for work place employees had grown disproportionately to its size. Being in regular contact with key industry opinion leaders, being aware of emerging industry trends and understanding industry needs are very

important precursors to developing the momentum for designing and delivering viable joint cooperative education partnerships. Establishing a reputation for being able to work with industry and deliver professional development education, the university has created a position that is perceived as reliable and trustworthy. Positional status for New Universities, Marginson and Considine (2000) argue, is low as they lack the traditions, large alumni, deep academic culture, high social status and broad economic base of the Sandstone Universities. To find diverse and innovative means of support, this New University has established a niche in cooperative education partnerships, built on entrepreneurial strategies. A notable consequence of developing successful cooperative education partnerships within tourism and hospitality sectors is industry recommendation for further industry partnerships. Recommendations help to cement a position for the university in this niche area.

New Universities that are regional in orientation, such as the one in this investigation, have limited positional status to attract surplus students or to offer widely diverse, comprehensive fields of undergraduate study. However, establishing a reliable reputation in the field of cooperative education partnerships positions the university to gradually promote its professional development education graduates and engage in tourism and hospitality research. One academic remarked:

The university needs to recognise that its two primary functions as far as the employer is concerned, is that they are a certifying institution and a research institution.

Adacaq1 (f)

Further, another academic said:

The partnership programs focus on educational leaning outcomes. Learning that is practicum based is the best learning of all. But research and structured learning are also important. Now the university brings research and structured leaning while the industry brings relevance and immediacy that tends to enhance learning. The closer management learning and business education get, there is a tendency to produce good learning.

Vcacaq9 (b)

When contemporary industry knowledge and practice is combined with relevant academic teaching, learning and research, it often results in positive learning outcomes. Thriving cooperative education partnerships, slowly but surely build a specialist reputation for a university which provides industry with positive learning outcomes from professional development education. This is supported by Turpin *et al.* (1999), who found that closer education and research links between emerging

professional fields and key industry leaders, help to build a position of a strength for the institution and help to promote disciplinary advances. Earlier, Fairweather (1995) confirmed that what industry really wanted from university industry research partnerships was access to academic expertise, useful research outcomes and well-educated graduates. These dynamic interactions between industry and academia for creating learning, teaching and research innovations support Eraut's (1994) view that integrating a university education framework with an emerging professional knowledge field, helps to establish the position and complexity of that particular knowledge. Historically, emerging fields of professional knowledge, such as agriculture and engineering, have evolved and accumulated to develop into a distinctive body of knowledge and eventually into academic disciplines. The nature of professional knowledge in tourism and hospitality at Southern Cross University is being advanced through the combined inputs of practical industry knowledge and theory reformulations by academics. Advancing knowledge in any professional field has many consequences, one of which is to enhance the position and reputation of the institution, the university in which this happens. Additionally, the reciprocal interactions of university and industry partners having input into developing cooperative education programs together, intricately binds the partners as they establish practical and theoretical elements of that professional knowledge. Consequently, some outcomes possible from joint input into cooperative education partnerships include advancing industry knowledge and developing a specialist niche position for the university.

For industry associations, cooperative education partnerships with a university are public acknowledgment of the importance of continuous professional development education for their membership. One academic commented:

It is positioning for those industry associations as much as it is for the university. They get some kudos from having a close relationship from working well with a university in the same way a university gets benefits from working well with an industry association.

Gpacaq13 (a)

Supporting continuing professional development education improves and promotes an industry association's membership services and their membership benefits. There is ample evidence of the collective interests of the association being heightened by continuous professional development education being part of an association's public service activities (see for example Abbott, 1988; Eraut, 1994; Becher, 1999; Watkins and Drury, 1999). Professional development education here is seen to bring kudos to, or improves the position of, an industry association. This result supports similar arguments by Becher (1994) and Abbott (1988). A robust position allows the association to set high technical and competence skills, as well as high professional and education standards for members. Being a partner in a cooperative education partnership providing professional

development education at university levels, enables an industry association to create a favourable position for itself.

In a cooperative education partnership, reciprocal exchanges assist the position of both the industry association and the university as they benefit from their mutual dependence. The pursuit of establishing or expanding their position and reputation sustains both partners through reciprocal dependence. Working well together in cooperative education partnerships means that partners adapt and adjust their behaviours to suit the partnership, nurturing cooperation. Cooperation, Axelrod (1984) attests, is acting for the mutual interest. In this investigation, cooperation between partners within cooperative education partnerships provided reciprocal positioning opportunities for both the university and tourism and hospitality industry partners.

5.4.2 Unexpected consequences emerging from the operations of cooperative education partnerships

One unexpected consequence of professional development education emerging from a renewal of learning in cooperative education partnership programs is a heightening of industry morale and self-assurance. A heightening of industry morale was not an obvious issues in the related literature on university industry partnerships.

5.4.2.1 Heightening of morale

Heightening of industry morale through a growing respect for university level professional development education is an important but unexpected consequence resulting from cooperative education partnership programs. Industry attitudes towards accepting tertiary education are slowly beginning to change as tertiary education and qualifications become more widely recognised as the preferred education qualifications for managing tourism and hospitality industries (Beck and Richardson, 1997). Six of the nine respondents' reported that heightened morale could be seen via growing self-assurance. Heightened industry morale and self-assurance, encouraged by professional development education at tertiary levels, has a transforming effect on professionalism. Some evidence of transformation can be seen in this comment from an industry association respondent:

It has raised the level of professionalism in the industry and the perception of professionalism in the industry. Having a degree in ... management has given managers respectability and a level of self esteem from both within and outside the industry ... managers are now professional people, its not just any old job ... There is something for ... managers to aspire to, this level of professionalism.

Taindq4 (a)

The occupation of a tourism and hospitality manager has been upgraded through the addition of tertiary level education and transformed through a perception of increased professionalism. Rising education levels have heightened industry morale and lifted the self-assurance of managers. Enhanced self-assurance is an essential part of establishing a professional reputation, as argued by Becher (1999). Further, Fincham (1996) maintains that occupations can be transformed by education in their striving for professionalism. Introducing university-level professional development education for employees can assist in the transformation of an occupation seeking to build professionalism into its ranks. Transformations such as this stimulate morale through a perception of parity with other professional groups. As well, professional development education at university levels helps to establish some parity with other more established professions operating in tourism and hospitality sectors, such as accounting or marketing.

Extending the link between increasing self-assurance, rising industry morale and access to important abstract knowledge, one industry association respondent said:

The credibility that flows from working at a university level to get a university qualification is important for students. With Southern Cross University we were able to take advantage of the research, the information and skills that had already been developed in the area of vocational education.

Prindq5 (a)

Tourism and hospitality industry respondents see that the abstract knowledge acquired in, and developed by, participating in professional development education at university level, is helping to transform their occupation into one with professional status. This is consistent with Abbott's (1988) argument that an abstract knowledge system separates an occupation from a profession. The emphasis on knowledge development and research, supports Eraut's (1994) argument that gradual interaction between students, graduates and academics over time, builds scholarly skills and networks, which help in the gathering and documenting of much workplace knowledge. Workplace knowledge, or applied soft knowledge as Becher (1989:15) calls it, is based on understanding a situation, professional or personal, so as to take steps to improve the quality of life. By improving the work practices of employees in tourism and hospitality industries through university level professional development education, morale is boosted, developing professional knowledge is documented and the quest for professionalism is advanced.

In summary, this section has examined key aspects of professionalism that relate to or are developed by professional development education for industry employees in cooperative education partnerships.

- The most important and overarching aspect of professionalism that is nurtured and advanced by professional development education in this investigation is a renewal of learning. A renewal of learning as a core category was synthesised from several important underlying themes that emerged from the interviews, as key aspects of professionalism.

These important underlying themes were, a growing commitment to continuous or lifelong learning; improved credibility; an increasing investment in human resource development; creating a name for, or position as, being reputable in the joint provision of professional development education in cooperative education partnerships; and a heightening of industry morale.

- The first theme is a growing commitment to continuous or lifelong learning. Tourism and hospitality businesses and industry associations recognize that professional development education programs invigorate a commitment to education through encouraging continuous learning, especially when using consistent, recognisable university level education that has credibility in industry circles. Returning to education to refresh learning is an essential part of becoming a competent, credible professional. As a product of the joint input into cooperative education partnership programs, workplace knowledge is documented, researched and used as study material. The writing and researching process helps to establish, accumulate and legitimise tourism and hospitality professional knowledge. This knowledge is a foundation stone for professionalism.
- The second theme is investing in human resource development. When tourism and hospitality businesses and industry association sponsor professional development education for employees, they expect that one consequence will be increasing the loyalty of their workforce. The reciprocal outcome of industry sponsorship is the retention of their well-educated workforce. A further important consequence of human resource development is that professional development education provided in the workplace cultivates effective management competencies. Being a competent manager is vital for recognising and implementing quality workplace standards. Setting and maintaining acceptable quality workplace standards is an essential element of professionalism.
- The third theme is that partners in cooperative education partnerships are able to improve their position and reputation through providing jointly developed professional development education for employees in the workplace. The kudos they gain through making adjustments and adaptations in creating a successful working partnership enhances their respective positions. The university has a reputation for being entrepreneurial in developing an expert niche for itself. Industry association partners have a university as an external ally. Using university education frameworks for professional development education helps these associations preserve their territory and status. Status, reputation and position are important for aspiring professionalism.

- Finally, a heightening of industry morale or self-assurance through growing industry respect attached to gaining university education and qualifications was articulated as an unexpected outcome of professional development education through cooperative education partnerships. This finding illustrates the kinds of flow-on effects experienced from renewing and invigorating workforce learning. Professional development education is expected to contribute to the development of professional knowledge, ability, attitude and competence, but that it contributes to heightening industry morale has been little understood. This result throws new light on the underlying value of university level professional development education as an individual pathway to professionalism, but also as a means of inspiring growth in industry morale.

5.5 Fourth category: The importance of cooperative education partnerships to the partners in assisting them to meet their individual goals

The activity of tourism and hospitality businesses, industry associations and a university in sponsoring and resourcing cooperative education partnerships has relationship returns that can be linked back to these parent organisation's missions and goals. From an industry view, the two most important relationship returns were reported to be encouraging a common vision to reach business goals and improving competitive advantage. These two results were equally important for four of the six industry respondents. From a university point of view, all three academics reported that cooperative education partnerships were becoming an important part of core university activities. All partners recognized that cooperative education partnerships consumed resources, but that resource use was essential for their participation. The environment in which reciprocal relationships develop depends on a substantial contribution of resources or a degree of forfeiture by participating organisations for the sake of building mutual advantages (see for example Ridley, 1996; Axelrod, 1984; Campbell, 1983). Accumulating mutual advantages through reciprocity and the synergies of working with cooperative partners can eventuate in a long term trusting relationship.

5.5.1 Encouraging common vision to reach clear goals

Having a vision is being farsighted enough to set up a plan, to align people and to take some risks in order to achieve particular goals. Each business or industry association has its own particular vision and goals. The motivation for each partner to work consistently and cooperatively towards realising its goals emanates from their own organisation vision. This is apparent in the following comment from an industry respondent:

(It is) the vision of the state head of divisions to re-image ... to meet the broad needs of the community and the vision of the ... operations managers.

Gcind14 (a)

A common vision shared among all levels of the organisation keeps the parent organisation and the partnership motivated to achieve their education goals. For instance, one goal of cooperative education partnerships includes the successful provision of professional development education to improve and extend the knowledge, skills and attitudes of industry employees in the workplace. To achieve this, partners need a common vision that helps them to plan and to gather supportive people, encouraging them to work together in their joint tasks to realise their education goals. This is consistent with the views of Campbell (1983) and Oliner and Oliner (1995) who maintain that the common goal of a collective body inspires cooperation and reduces the risk of competition. Cooperation is thus a vital aspect of planning a vision and achieving goals.

For a common vision to be developed and sustained in a partnership, mutual understanding, respect and trust between partners is important. One industry association person said that:

Combined bipartisan support is vital.

Taindq11 (b)

The same respondent continued:

The fact that it is a partnership and that there is a mutual respect for what each is trying to achieve. While we do not have identical aims, we have enough in common to keep it going.

Taind14 (a)

In the same vein, another industry respondent remarked:

The first essential feature is an understanding of each other, each partner, on what the organisation is trying to achieve.

Jbindq15 (a)

Mutual respect or consideration of others is vital for developing partnership synergies. Effective cooperation depends on contributing, adjusting and adapting to others in the partnership and trusting that they will do the same in return. Making partnership contributions, McGregor (1967) argues, represents critical acts of trust between partners. Earning partner respect through reciprocating contributions, adjustments and adaptations is fundamental for operating cooperative education

partnerships from a trustworthy base. While a common vision and clear goals are essential for giving the partnerships direction, partner contributions are vitally important for developing mutual respect and trust between partners. This finding supports Shaw's (1997:21) assertion that "we trust those who demonstrate they are worthy of it". Mutual respect and trust are essential elements for effective cooperation in the partnerships.

One of the risks in cooperative education partnerships is that occasionally partnership vision can be clouded by disappointment and a loss of faith. Such risks can result in deterioration of the partnership, producing blurred vision in respect of reaching potential goals over the long term. One industry person commented on:

... the clear vision of the program coordinator in both the academic role and the ... experience. There are constant reminders to each of the partners involved of the benefits of the venture, to continue with faith in the venture. From time to time, when one of the partners' is disappointed by the other, they should be able to see the balance of a harmonious partnership. Both partners do benefit, but sometimes it is easy to get caught up in daily affairs and lose sight of the long-term benefits, to keep showing good faith.

Abindq14 (a)

In working towards supporting mutual interests for the common good and goals of the cooperative education partnership, cooperation developed through reciprocity needs time to evolve and mature. Hague (1997) argues that a failure in the long term, to respond to a partner's cooperation, adaptation and reciprocity is a recipe for extinction and death of the partnership. In the short term, Axelrod (1984) maintains that to be forgiving after some neglect or selfishness by a partner rebuilds trust and nurtures cooperation. Cooperation evolves initially from a common vision but is maintained in the long term by partners' reciprocal commitment to accomplish the goals of the cooperative education partnership. In support, Kanter (1994) and Mellor (1998) note that genuine partnerships build relationship connections rather than just business links. Further, Kanter (1994) argues that the ability to sustain long term partner relationships is evidence of being a collaborative partner. Genuine cooperation in cooperative education partnerships can defend such partnerships from risk, through long term bonds created by reciprocity between partners.

Shared vision, clear goals and reciprocating partners are essential for establishing cooperative relationships. For example, when asked about illuminating some key aspects necessary for establishing strong partnership relations, one industry respondent said plainly:

Shared vision and good partners.

Another industry respondent simply said:

Cooperation.

Taindq15 (a)

Encouraging a shared common vision, clear goals and reciprocal partner contributions in cooperative education partnerships are important concepts that underpin synergies in nurturing reciprocal relationships between partners. In this investigation, reciprocal relationships are important for creating mutual respect and trust in cooperative education partnerships involved in providing professional development education to employees in the workplace. This result meets a critical condition of sharing a commitment to, and confidence in, the partnership, for encouraging the survival of cooperative education partnerships as identified in the published literature and outlined in Chapter Three (3.6.1).

5.5.2 Competitive advantage

In the competitive contest for survival, an increasingly well-educated and competent workforce is a major advantage for any business organisation, particularly in an emerging professional field like tourism and hospitality. One industry respondent said:

The (tourism and hospitality) industry is well aware that its competitive advantage is through their people, the quality of their people. If you raise the expectations of people, give them opportunities to develop, make a long term investment in them, you will eventually raise the competitive advantage of the whole organisation.

Jbind16 (a) (b)

As businesses and industry associations adapt and evolve in their attempts to develop a competitive advantage in the market economy, professional development education for their workforce is often part of their competitive strategy. The growth of professional development education has been stimulated partly by changes in the competitive nature of commerce and pressures of the market economy. Researchers, such as Terpestra (1999), Windle (1999) and Watkins and Drury (1995), have made similar findings. The long-term vision for developing employees' higher order learning skills through university level education, as argued by Quinn *et al.* (1996) and Geiger (1992), is seen here to stimulate learning in the workplace to enable new knowledge to be generated out of old. Renewing workplace knowledge and skills is a long term process. Professional development education in the workplace is expected to raise the competitiveness of a business through improved

work knowledge of employees, over time. In this investigation, professional development education is able to improve the long term competitive advantage of an organisation through using the skills, knowledge and competencies of an increasingly well-educated workforce. This is an important outcome for tourism and hospitality organisations that provide professional development education for their employees through cooperative education partnerships.

Cooperative education partnerships are attractive to businesses and industry associations when industry has shared input into the development of professional development education programs. This often means linking education programs directly to their competitive goals. One academic respondent remarked:

Industry likes to tailor university qualifications for their needs and their outcomes, for improvement of the bottom line, to make money for their shareholders. They see educated employees as better employees. Education that they have had some input into is seen as better education.

Vcacaq13 (a)

Another academic said:

Industry really wants improved competitiveness and they see that through their association with the university.

Adacaq1 (a)

Accumulating competitive advantage in the workplace encourages tourism and hospitality industries to participate in the professional development education of their workforce. Extending and renewing learning and knowledge in employees is an essential element of building competitive leverage and is consistent with the views of others (see for example Davies and Hase, 1994; Browne, 1997; de Gues, 1997; Drucker, 1997). At a business level, employees undertaking professional development education at university level, have the advantage of using an expanding academic knowledge base, as well as their prior work experience, to underpin their education and enhance their workplace decisions. Similarly, Blackman and Segal (1992) argue that using an expanded knowledge base allows a wider and more considered choice in making innovative managerial decisions in changing and upgrading competitive and technological conditions at work. In this investigation, industry partners by providing relevant, university level, professional development education for their employees, want improved competitiveness for their organisation.

At a national level, employees undertaking professional development education improve the general management skills and competency of the adult workforce. Education and training for developing

effective management skills has been actively encouraged by the Federal Government and business associations in the past decade (see for example Business Council of Australia, 1990; *Carmichael Report*, 1992; the *Karpin Report*, 1995). It is anticipated that professional development education provided through cooperative education partnership programs will enrich national productivity through more effective and efficient management of participating tourism and hospitality industries.

In summary, by providing a range of university level professional development education opportunities for their workforce, tourism and hospitality industries trust their workforce to reciprocate by remaining with, and creating economic value for, their organisations. In return, employees who devote effort and energy in undertaking professional development education for their employer trust that their careers in the organisation will rise progressively. This reciprocal effect strengthens the organisation in its efforts to operate and survive in changing competitive conditions. Being more attuned to identifying and combating competitive risks and challenges, an educated workforce is generally more prepared than an uneducated workforce to solve problems in creative and thoughtful ways. Such creativity and reflective thought, refreshed through professional development education, helps an organisation to establish a competitive advantage in a very vigorous market place.

5.5.3 Core university activity

Cooperative education partnerships have grown to become an essential part of the university's mission and operations, partly due to the innovations and adaptations they have helped introduce. One academic commented:

We have a reputation amongst industry as an innovator ... have told us that we do not have the prestige of the older universities, a drawback. They came to us because we are an innovative university, most thoughtful and want to stay in touch with us as we are doing the thinking as to where industry is going, better than others.

Adacaq2 (d)

The university has developed innovative education programs for and with tourism and hospitality organisations that are both relevant and flexible. Industry input has brought relevance, while thoughtful adaptations by the university have brought flexibility in distance education delivery, as a consequence of being involved in cooperative education partnership programs. These comments reflect the claims of Turpin *et al.* (1999:5) that areas of innovation and development in university education have been predominantly in emerging professional fields where industry has a "special interest" in the courses being offered. As well, these comments support the emerging university

system identified by Marginson and Considine (2000), who maintain that older, well-funded Sandstone Universities with long histories and high status do not see a need to diversify into innovative educational activity to prosper. However, these authors (2000) argue that New Universities, such as the one in this investigation, have had to develop entrepreneurial niches, such as joining with industry in cooperative education partnerships for the provision of professional development education for employees in the workplace, to create a diverse, innovative university.

Addressing the idea that cooperative education partnership programs had become a core university activity, one senior academic remarked:

As CEO my role is to make it very clear to prospective partners that this is a core activity of the university. There are probably some members of the university who would not share this view, that this is a core activity of the university. The university council is coming around to seeing that this as a core activity. Part of my role is to put that across.

Vcacaq5 (a)

As a core activity, cooperative education partnership programs rely on university executive support as well as university wide support. These programs involve risk as well as innovation. Acceptance of cooperative education programs has been slow by the university council. University councils, as Marginson and Considine (2000) explain, have ultimate responsibility for the operations of the university. The introduction of entrepreneurial cooperative education partnerships providing pioneering education programs for professional development of employees in the workplace is a risk for some council members that is taking some of them time to accept.

Cooperative education partnership programs have brought a diversity of older, mature, working students that have forced innovative changes in education program content and delivery. To illustrate this point, one academic said:

Our industry students have forced this change for the better. The school leaver market is far more predictable, based on disciplines and schools, predictable and ordered. Industry brings a diversity of students and the need for systems to control this diversity. Industry programs got us into external courses, have pushed the university to its limits in terms of recognition of prior learning, continuous entry, advanced standing, equipped us fairly well. Even though we have made some mistakes, we were first there in this field.

Adacaq2 (c)

This university has had to adapt its academic and administrative systems for distance education, recognition of prior learning, continuous entry and advanced standing based on combinations of education, experience, skills, knowledge and challenges, to meet the needs of this diverse student group. In support, Marginson and Considine (2000:226) call universities like this a “flexible university specialist” due to their developing expertise in providing distance education, particularly to mature aged students. Additionally, Marginson and Considine (2000) maintain that distance education helps New Universities escape their geography, build their student numbers and develop niche markets. For New Universities, it is a strategy for reinvention, for finding a particular niche and developing its strengths. Reassessment of traditional university education systems and delivery, evolving from reciprocal adaptations in cooperative educational partnerships, has been the catalyst for providing more relevant, flexible and innovative education programs for many students. Such flexibility, Jamieson (1994:124) maintains, is critical for the success of cooperative education partnerships. Flexible education systems and programs have become a core part of the university system as a consequence of providing professional development education through cooperative education partnerships.

The process of incorporating industry learning into education programs has had the effect of forcing critical adaptations, such as cross-fertilisation, in some more established university programs. More relevant education programs were the result of these adaptations, as is evident in the following comment:

I see it as essential that whenever possible, all university programs should connect with the appropriate industry. Where that's possible it could lead to input from that industry, which is how I would define cooperative education partnerships with industry; that is where cooperative means development of elements of the course in collaboration and cooperation with the industry and/or an employer.

Vcacaq1 (a)

The same academic followed with:

... anytime we connect with industry in the vision, creation and development of courses, presumably we would have more relevant courses and job ready (students).

Vcacaq 2 (a)

Cooperative education partnership programs are connected to many tourism and hospitality education program offerings in the university. Cross-fertilisation occurs between cooperative

education partnership programs with older, more established university programs. Cross-fertilisation includes incorporating new industry material into multiple undergraduate programs, interchanging staff between programs, exchanging research information and having regular contact with industry experts. Cross-fertilisation adds relevance and value to curricula and to the teaching and learning of both students and staff. This contention is consistent with the findings of Twomey (1993) and the Business Council of Australia (1990) who assert that industry input augments the efforts of Australian universities in education and research. There is a reciprocal exchange of benefits and resources both ways. Industry relevant programs contribute to developing a high degree of integration within this university. They provide relevance through cross-fertilisation and improve the range, depth and stability of many core tourism and hospitality university education programs.

University operations expand through having a critical mass of students and their fees provide a buffer from the decreasing financial support of the Federal Government. These ideas are further explained by the following comments from an academic:

... there are some issues that flow from that in our staff structures, our income flows, so that we have been somewhat insulated from the budget cuts that have occurred in other parts of the university. Our industry programs have given us a financial buffer that has flowed from their scale. We have staff and expertise that we would not be able to support without those students. There is a whole lot of cross-fertilisation that goes on within our curriculum that again would not happen without industry partnerships.

Gpacaq10 (a) (b)

Integration of cooperative education partnership programs into mainstream education programs and increased funding have been stabilising factors for the tourism and hospitality school in this university. Cross-fertilisation has reduced the possibility of competitive boundary disputes (Abbott, 1988), as resources and knowledge developed for cooperative education programs are shared back and forth with more established traditional education programs within the school. Boundary disputes reported by Davies and Hase (1994) and Jamieson (1994) were seen to have featured in the provision of some earlier cooperative education programs offered in parallel to traditional education programs. There appears to be less competition between the education programs in a university school or department when cross-fertilisation and integration strategies prevail. In this investigation, cooperation and reciprocity are fostered through cross-fertilisation and integration of a variety of university programs. Cooperative education partnerships have contributed to core university activities by introducing education innovations from industry input and by maximising curriculum integration through cross-fertilisation. This result meets a critical condition for flexibility in

organisation structures and systems, for encouraging the survival of cooperative education partnerships as identified in the literature and outlined in Chapter Three (3.6.3).

5.5.4 Resource expectations

All partners expect that cooperative education programs will consume resources. Industry expects that professional development education for employees will need resources such as time, funds and access to education. Tourism and hospitality employees are usually busy people and pursuing tertiary education programs adds further pressure to their timetables. Five of the six industry respondents saw resource pressures as time, cost and access, with one industry person describing these as:

Access and cost, whether time costs or actual dollar costs are two disadvantages but not isolated to this course. Whether it is university or vocational training and education, time is important, especially for junior people. The juniors cannot use their prior experience as examples to draw on for research as can more senior experienced people, and thus need more hours to actually complete the course.

Wfind7 (a)

All the participating employees need appropriate access and adequate time to complete professional development education courses. However, junior managers appear to need extra time as they often do not have the depth of experience from which to draw industry examples for their practical learning. They usually need to read, research and analyse situations more thoroughly than experienced employees, in order to reflect, understand and respond to their learning assessments. While Forrester, Payne and Ward (1995) found that professional development education provided in the workplace is powerful encouragement for workplace learning, competition between resources, such as the use of time for following personal interests or professional development education, is a conflict that some employees find difficult to resolve.

One of the resource difficulties for some industry sectors is that some professional development education programs are expensive. While cooperative education partnership units of study costs (\$975 since 1993) are decreasing relative to equivalent Australian Federal Government HECS fees for similar traditional undergraduate units of study (\$606 since 1997), small businesses in tourism and hospitality sectors are deterred by high program costs (DEETYA, 1998). For example in the restaurant and café sector where businesses are typically very small and have an operational focus, the market is large and staff numbers are low, professional development education is seen to have a low priority. The industry association respondent reporting this said:

The restaurant industry is made up of many very small businesses. About 90% of restaurant businesses have less than 20 people working in them, about 80% of

these have less than 10 people and 50% have less than 5 people so there is a majority of small operations. Trying to access that market has been very difficult as it is not an ordinary type of industry with a wide range of sizes.

Prindq8 (a)

The same respondent commented further:

Employers will probably not pay employee fees but will support them in the time they spend in doing assignments or help them out with something. I think the reason employers will help out is that if they see there is a benefit for the business, self-interest.

Prindq11 (a)

The respondent added that:

We can still identify a lack of trained supervisory and management people so (professional development education) probably has not had much effect at all.

Prindq4 (a)

Prioritising competing demands for money is important for very small business operators. In this investigation, small restaurant businesses see professional development education programs for employees as expensive. However when a benefit arises from this education, reciprocity can appear. When a restaurant owner manager helps or mentors a self-funded employee with further education, there is an expectation of a return benefit for the business. The return benefit is a motivated employee who is better educated, more informed and competent. Self-interest by the employer generates the initial offer of assistance. This supports the first move in the 'Tit-for-Tat' strategy (Davies, 1999; Axelrod, 1984) where voluntary acts of cooperation are typically motivated by the expected returns. Reciprocity influences employers in assisting employees with their professional development education in a variety of ways, even in very small businesses.

Competence, based on Eraut's (1994) interpretation of the word, has both technical and political aspects for industry associations. Associations require their members to have certain technical skills in restaurants, to provide acceptable quality food and beverage services to customers. Associations need political skills to establish a wide membership base, to obtain political territory in the restaurant sector. However education skills are absent from this notion of competence. For members of this particular association, education skills have a low priority in this investigation. There is a gap that

shows some neglect of education skills in Eraut's (1994) idea of competence and some neglect in the association membership's pursuit of further education to advance their industry.

On the other hand, universities expect to obtain fees from non-government sources. Resources and fees from cooperative education programs are a valuable source of extra funding. One academic commented:

In this university we are likely to rely more and more on the added value revenue that comes from our cooperative education courses. The financial outcome is a second advantage ... There is a worldwide trend that is obvious in Australia for less reliance on government funding. Non government funding through cooperative education partnership fees is seen as a relevant and good way to increase revenue for the institution charging either employees or employers in industry for doing what we are supposed to do – that is develop people in relevant ways, in terms of their qualifications.

Vcacaq2 (b) (c)

The user-pay system funds cooperative education partnerships. The Australian trend of less dependence on government funds for many types of public institutions, including universities (see for example, Maslen and Slattery, 1994; Marginson, 1993 and 1997; Wilson, 1997; Marginson and Considine, 2000), is balanced by a corresponding growing reliance on externally generated funds, such as user-pay systems. A New University (Marginson and Considine, 2000), such as the one in this investigation, needs to be outward looking and finance much of its own development. By creating a niche or speciality in developing cooperative education partnerships with industry, some development in this university is following an entrepreneurial path. In some instances revenues have been initially less than expected, but the partnership continuance has been justified by providing valuable links with industry that give the university the potential to develop further entrepreneurial opportunities. Nonetheless, the fees obtained from cooperative education partnership programs are a tangible and welcome benefit for the university.

In summary, the activity of parent organisations in cooperative education partnerships has reciprocal returns linked to their parent organisations. Reciprocity within partnerships has been found to be vital for creating a shared vision and common goals from which cooperation grows.

- The most important relationship returns for industry partners include encouraging common vision and clear goals and improving competitive advantage. Additionally, reciprocity creates loyalties and flexibility that enhance competitive advantage in tourism and hospitality businesses and industry associations.

- The most important relationship return for the university was that cooperative education programs support and enhance core university organisation activities, particularly through increased flexibility and cross-fertilisation in other school education programs.
- Partners found that cooperative education partnerships need a variety of resources and that resource use can cause tension in an organisation. Conversely some sectors of industry found that using alternative resources, such as mentoring, can improve learning in the workplace through reciprocal arrangements. Extra resources for the university means some growth, when the potential for university growth from the public purse is poor.

Reciprocal relationships depend on participating organisations to building mutual advantages through meeting mutual obligations. Reciprocity and synergy in a partnership can gradually lead to trusting relationship in the long term.

5.6 Chapter conclusion

This chapter has presented and discussed the findings of examining reciprocal relationships in the selected cooperative education partnerships between one university and tourism and hospitality industry organisations in providing professional development education for employees. Four major categories emerged as a result of this investigation into cooperative education partnerships between tourism and hospitality industry organisations and a university.

The first category explored some of the principal dynamics underlying organisation adjustments and adaptations for partners in cooperative education partnerships.

- For tourism and hospitality businesses, industry associations and academic partners, the capacity to adjust to partnership needs through developing reciprocal bonds was found to be very important.
- Tensions arise for some academics, as professional development education in the workplace has become more important for the university.

Partnership adaptations and adjustments in meeting mutual obligations help to account for many partners' reciprocal actions in striving to achieve their joint partnership goals. In spite of tensions, the dynamic adjustments within and between committed partners support and sustain reciprocal links between them in cooperative education partnerships.

The second category delved into the role of professionalism in professional development education provided by cooperative education partnerships.

- Transformations in professionalism for these tourism and hospitality businesses and industry associations were found to be enhanced individual and collective professional confidence.

Professionalism is an important aspiration for many tourism and hospitality employees, businesses and industry associations. Enhanced professional confidence reported to be a consequence of encouraging university level professional development education for employee is an incremental step in working towards in achieving professional status.

The third category emerging from this investigation found some key aspects of professionalism that relate to, or are developed by, professional development education for industry employees in cooperative education partnerships.

- A key aspect of developing professionalism is a renewal of learning. A renewal of learning produces both expected and unexpected consequences.
- Expected results found in this investigation include developing continuous learning for industry participants, credibility, a commitment to continuing staff development and achieving a strong position or reputation for organisations.
- A heightening of industry morale was an unexpected result of a renewal of learning for the involved industry organisations.

Thus, a key aspect of professionalism developed by professional development education for employees in the workplace is a renewal of learning, and this comprises of sub-themes including continuous or lifelong learning, credibility, human resource development, position or reputation and heightening of industry morale.

Finally, the fourth category found the importance of cooperation using reciprocity and synergy in cooperative education partnerships to assist partners to meet their individual goals. Results showed that the activity of parent organisations in cooperative education partnerships has several individual organization returns.

- Having a clear vision and shared goals and improving competitive advantage are important partnership returns for tourism and hospitality businesses and industry associations.
- For the university, supporting core university activities is an important individual return.
- Both partners expect to use resources to get some return on their investment in the partnerships.

These returns are crucial influences in fostering reciprocal relationships in cooperative education partnership relationships as they provide the motivation for continuing support, so critical for the survival of cooperative education partnerships. Partners experiencing the synergies of working together to provide professional development education for employees in the workplace, acknowledge that these returns help them to continue to support their cooperative education partnership programs. Partners realise that they achieve more together, than they could doing the same thing on their own, through reciprocal exchange and synergy.

Chapter Six concludes this investigation by summarising the research, examining the overall implications and contributions of the investigation, by identifying major limitations and by evaluating the potential of this topic for future investigation.

Chapter 6 – Conclusions and Implications

6.1 Introduction

This chapter concludes the thesis. A summary of the investigation is provided in Section 6.2, which draws together the main findings of examining reciprocal relationships in cooperative education partnerships between universities and tourism and hospitality businesses and industry associations by providing professional development education for employees. Section 6.3 discusses the implications of the investigation's findings for the joint education providers and graduates of professional development programs provided by cooperative education partnerships. Limitations of the investigation are outlined in Section 6.4, while Section 6.5 discusses how this investigation has contributed to advancing knowledge in this field. Section 6.6 presents potential research opportunities and Section 6.7 concludes the investigation.

6.2 Summary of findings

Professional development education programs provided through cooperative education partnerships have been shown to provide a wide range of opportunities for cooperation. Partnership cooperation can be seen in mutual adaptation and adjustment providing evidence of reciprocity. Strong reciprocal links can accumulate to gradually build an underlying value of trust between partners. Not all opportunities for cooperation demonstrate these values. In some cases, strains and stresses resulting from the opportunity to cooperate become a source of tension. Tensions can reduce and slow cooperation. However, when adaptations and adjustments work successfully, they facilitate gradual improvements in the dynamic practices and processes of professional development education programs in the workplace, which in turn creates opportunities to develop reciprocal relations in cooperative education partnerships. This evolving process is ongoing in successful cooperative education partnerships.

To illuminate the expectations and consequences of cooperative relationships between the partners in cooperative education partnerships, it was explained in Chapter One that this investigation would address the following questions concerning the nature of cooperative education partnerships.

1. What principal dynamics underpin cooperative education partnership strategies that encourage or motivate tourism and hospitality industry organisations to cooperate with universities in providing education for their employees?

In this investigation one core category, the willingness and capacity to adjust to partner needs, emerged as a principal dynamic that underpinned successful cooperative education partnerships between tourism and hospitality organisations and a university. Underneath this core category lay a range of sub-categories, important dynamics that support the core category. These important underlying dynamics include responsiveness by the university, commitment by industry, creating synergy and establishing reciprocity between partners who want to establish long-term relationships. These underlying dynamics have been found to provide the fundamental base for strategies that encourage tourism and hospitality organisations to cooperate with a university to provide professional development education for their employees. Table 6.1 provides a summary of these findings.

Table 6.1 Principal dynamics that encourage and motivate cooperative education partnerships

Core category outcome: Ability and capacity to adjust

Supporting sub-categories: Responsiveness; synergy; reciprocity; long-term commitment

As a core outcome of the investigation, the capacity of partners to adjust and adapt to partnership needs provided the means for partner cooperation and mutual exchange. All partners recognised that they had made genuine and lasting adaptations in their organisation and in the partnership, for the good of the cooperative education partnership. Sub-categories supporting the core category included responsiveness, synergy, reciprocity and long term commitment. Adaptations included becoming more responsive by overcoming university organisation structures, obstacles and staff resistance by introducing systems and reforms that were user friendly for workplace education programs. Other adaptations included a commitment by tourism and hospitality industry partners that gradual acceptance of workplace education at university level is becoming an integral part of industry progress or advancement. In the partnership itself, adaptations that build partner synergies through jointly providing a mentor system and developing material on evolving legal and social issues created a growing obligation to genuine long-term relationships. While concerns were raised about an inability to adjust by some academic staff and how this might limit the evolving diversity and establishment of a specialist niche for the university, industry partners did not see this a major issue for them.

Adaptations and adjustments such as those described here indicate the resolve and motivation between partners to ensure the survival and success of their cooperative education partnership. The ability to adjust and adapt is essential for successful cooperative education partnership relationships. As illuminated in the remark of one industry person that:

The ongoing involvement by all partners to successfully identify and change to meet the needs of potential students is essential.

Wfindq 15 (a)

Adaptations such as those described in Chapter Five and summarised here, reflect the wisdom of knowing how and when to adapt and cooperate, enabling these organisations to position themselves for meeting future challenges. Both Hague (1997) and Brittan (1997) argue that responding to changing environments by adaptation in, and cooperation between organisations is the key to their survival. Johnson (1979) ambiguously contends that continuously adapting to social change can either enhance or threaten the organization. In a Darwinian sense, survival of the fittest means that organisations that are unable to adapt wither and die alone from rigidity, while those who adapt and adjust to their environment tap into the roots of survival and growth. Evidence of partners' ability to adjust and adapt to the needs and conditions of their cooperative education partnership has shown that they need to embrace the dynamic processes of being responsive, committed and reciprocating to develop long-term cooperative relationships. The evidence in the present investigation makes it clear that these dynamic adjustments underpin and sustain cooperative links between partners in cooperative education partnerships.

2. What is the role of professionalism in professional development education provided by cooperative education partnerships?

The role of professionalism in professional development education provided by cooperative education partnerships has been found to be a growing professional confidence by employees in the workplace, individually and collectively. Enhanced professional confidence is a core category, and this is supported by two sub-categories, rising individual professional confidence and rising collective professional confidence. One of professionalism's roles, as others have noted (see for example, Eraut, 1994; Fincham, 1996; Becher, 1999) is to achieve a superior standing by various means, but particularly through upgrading and refreshing professional knowledge and education to remain current, competent and confident in the job. Table 6.2 summarises these findings.

Table 6.2 The role of professionalism in professional development education provided by cooperative education partnerships

Core category outcome: Enhanced professional confidence

Supporting sub-categories: Individual effects; collective effects

At an individual level, professional development education has had the effect of raising quality standards in the workplace and enhancing the confidence of employees. As the knowledge, analytical and critical reflection skills of employees have been advanced through further education, the effects have been personal development, improvements in work practices and as a consequence, rising quality standards at work. These outcomes were found to be important for employees in these tourism and hospitality organisations who are striving for professionalism in their careers.

At a collective industry level, the connection between professional development education and university qualifications is a source of pride for these tourism and hospitality industries. Tourism and hospitality was not previously seen as needing university level education in the workplace when on the job training and apprenticeships were acceptable. However, in the quest for professionalism, the step from an operationally managed sector to a professionally managed sector has become a reality with professional development education at university levels. Building professionalism in these tourism and hospitality organisations through professional development education at university levels has been found to increase industry confidence, enhance staff capabilities and improve quality work standards. These findings can be summarised by the following quote from an academic:

It (professional development education through cooperative education partnerships) has provided an opportunity for people in industry to become involved in university, something which they would not previously have had. In the process it has made study a more acceptable part of culture and life.

Adacaq10 (b)

Evidence has been provided to show that university level professional development education is intricately linked to enhancing professional confidence and work standards for these employees and their organisations. Formal, university level professional development programs provided by cooperative education partnerships have been found here to play an important role in advancing professionalism of participants in the emerging professional field of tourism and hospitality management.

3. What key aspects of professionalism relate to, or are developed by, professional development education for industry professionals in cooperative education partnerships?

A focus on professional learning and continuing professional development education have been described as key aspects of professionalism (see, for example Eraut, 1994; Fincham, 1996; Becher, 1999; Watkins and Drury, 1999; Freidman *et al.*, 1999). An understanding of the ways in which professional learning is developed through participating in university level professional development education has been explained here as a renewal of learning. A renewal of learning is highly valued by partners because it has been found to contribute to growing professionalism in emerging tourism and hospitality fields. A renewal of learning is a core category outcome that is underpinned and supported by four sub-category outcomes. These comprise encouraging continuous learning, stimulating human resource development, creating a valuable position and a heightening of industry morale. These findings are summarised in Table 6.3.

Table 6.3 Key aspects of professionalism developed by professional development education for employees in the workplace through cooperative education partnerships

Core category outcome: A renewal of learning

Supporting sub-categories: Encouraging continuous learning; stimulating human resource development; creating a valuable position; and heightening of morale

A key aspect of professionalism is continuous renewal of learning. Stimulating intellectual skills growth for employees and their organisation through encouraging continuous learning was clearly demonstrated by the improved level of critical analysis in the workplace resulting in more effective work place practices. As well, education renewal and stimulation has had continuous learning effect, where students find their knowledge and skills useful in many settings. They influence others in the workplace, as their renewed knowledge and problem solving skills become more obvious. For example one industry person commented:

It has had a positive effect. We use participation in this course to develop our people.

Jbindq 4 (a)

Encouraging continuous learning has been found to enable participating employees to return to education to become more competent and credible in both a personal and professional capacity.

A second key aspect of professionalism fostered by professional development education provided by cooperative education partnerships is the stimulation of human resource development within industry partner organizations. Devoting resources to developing staff advances the knowledge, skills and competencies of those staff, but also creates staff loyalty to the employer. The reciprocal effect of both employer and employee forfeiting resources like time, effort, energy and money on professional development education has been shown to have a mutual benefit. The employer has better educated staff with improved management competencies to help them achieve desired business results. The employee has a credible university qualification and has advanced personal career prospects. Energising human resource development has been shown to be important for developing reciprocal loyalties between employer and employee and improving the depth of management competencies in participating tourism and hospitality businesses and associations.

Third, creating a valuable position and reliable reputation in the marketplace is an important aspect of professionalism that has been found to be an outcome of providing professional development education through cooperative education partnerships for the university partner. As a New University (Marginson and Considine, 2000) with limited resources, developing a specialist niche in with industry in joint cooperative education partnerships is a strategy for long term survival and increasing independence from protracted government funding. Building a reputable name for being a reliable partner has been found to provide the university with a valuable position as being innovative. Further, close relationships with tourism and hospitality organisations in developing joint professional development programs have had the effect of creating reciprocal positioning opportunities between the partners. The industry organisation gets some kudos from having firm links with academia. On the other hand, the university gets some kudos from being flexible enough to work with industry. Both partners relinquish some independence to work with each other, and they both benefit from the valuable reputation and strong position that this creates for each of them.

Finally, a heightening of industry morale in the participating tourism and hospitality industry organisations was revealed as a significant, yet somewhat unexpected consequence of a renewal of learning. Professional development education was found to act as a catalyst for transforming attitudes to university education for becoming the preferred education choice for these organisations. As well, university level professional development education assists in developing and documenting professional knowledge, to build a professional knowledge base to reach some parity with other emerging professional fields. Rising self-assurance and growing industry morale is a key aspect of developing professionalism. A renewal of learning through professional development education provided by cooperative education partnerships has been found to be a critical factor in introducing and improving some key aspects of professionalism in the emerging field of tourism and hospitality.

4. How important are cooperative education partnerships to the partners in assisting them to meet their goals?

The fourth category arising from this investigation has shown that cooperative education partnerships which provide professional development education in the workplace have significant cooperative relationship returns for parent organisations. These returns include having a common vision and attempting to reach clear goals, while improving competitive advantage, and are important for tourism and hospitality businesses and industry associations. However, core concepts underpinning and providing the impetus for joint synergies in, and the motivation for, continuing support of cooperative education partnerships are reciprocity and trust. These results can be seen in Table 6.4.

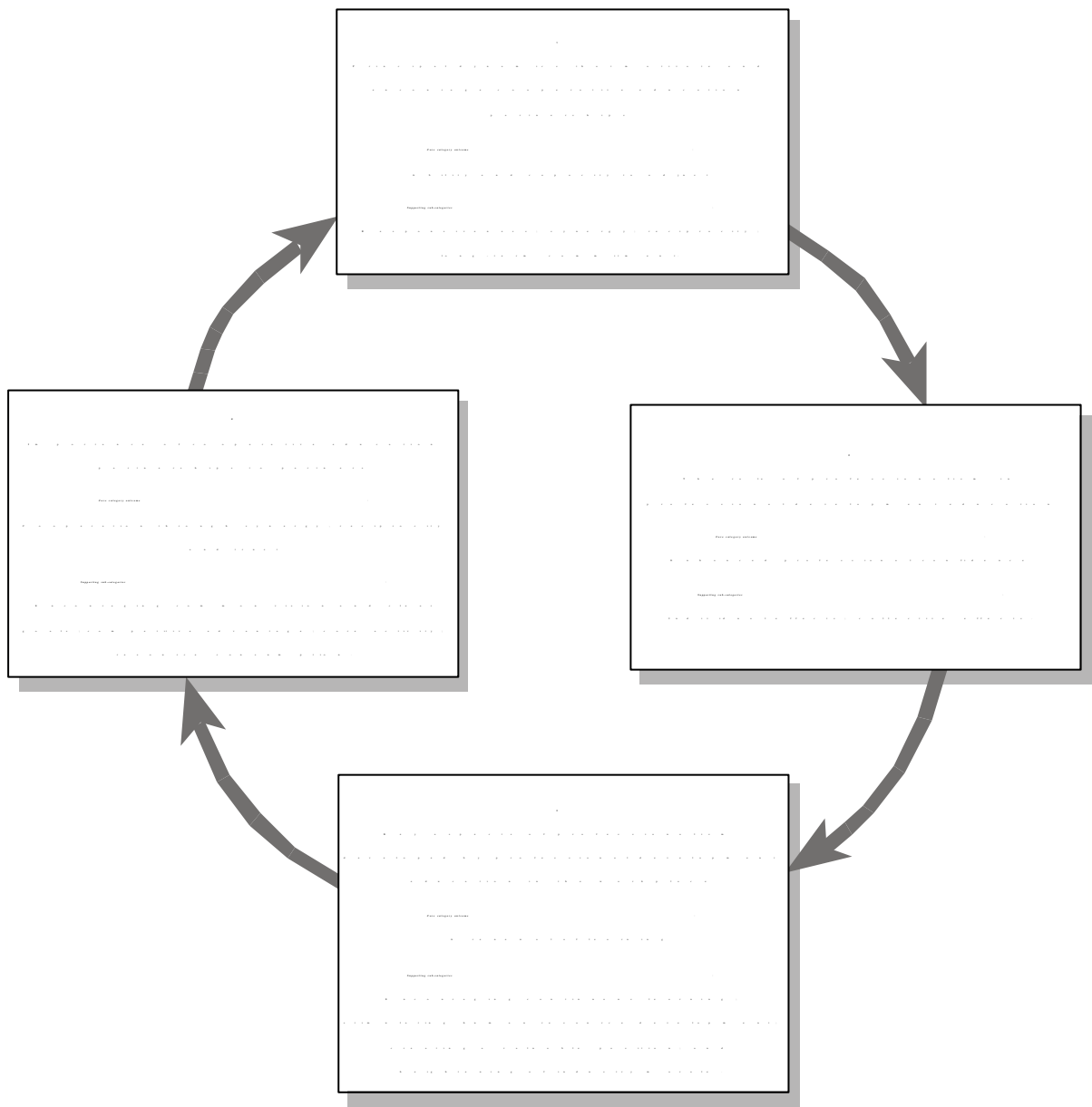
Table 6.4 Importance of cooperative education partnerships to partners in assisting them to meet their goals

Core Categories:	Cooperation through synergy, reciprocity and trust
Sub-categories:	Encouraging common vision and clear goals; competitive advantage; core activity; resource consumption

As core concepts, cooperation and reciprocity within partnerships are vital for creating a shared vision and common goals. Reciprocity creates loyalties and flexibility that enhance competitive advantage in tourism and hospitality businesses and industry associations. The most critical relationship return for the university was that cooperative education programs support and enhance core university activities, particularly through increased flexibility and cross-fertilisation among other education programs. All partners recognised that cooperative education partnerships need a variety of different resources for their operations. Resource provision and use cause personal and organisational tensions. However, for some sectors of industry, alternative resource use improved learning in the workplace through individual reciprocal arrangements between employer and employee. For the university, extra resource funds meant extra growth, when the potential for university growth from government sources is poor. Returns such as these have been shown to foster reciprocity and trust between partners in cooperative education partnership relationships. Resource tensions slow down the reciprocal process. Partners sharing the work of providing professional development education for employees in tourism and hospitality workplaces recognise that these important outcomes, reciprocity and synergy leading eventually to trust, inspire them to continue supporting their cooperative education partnership programs.

The findings of this investigation are summarised in Figure 6.1.

Figure 6.1 A framework for developing and reinforcing reciprocal relationships in cooperative education partnerships



Drawing on the findings of this research, Figure 6.1 depicts key influences that have emerged in this investigation on reciprocal relationships between tourism and hospitality businesses and industry associations and a university which form cooperative education partnerships to provide professional development education for their industry employees. This figure represents an attempt to clarify concepts found here to be underpinning the links between cooperation and reciprocity in cooperative education partnerships.

In summary, four main elements are incorporated in Figure 6.1. The figure proposes that how organisations manage their cooperative education partnerships is subject to their ability and capacity to adjust to the partnership needs, their responsiveness and their ability to develop effective synergy through reciprocity. Partners' ability to adjust and adapt to each other influences and feeds the role of professionalism in, and key aspects of professionalism developed by, university level professional development education for employees in the workplace. Enhanced professional confidence and a renewal of learning are important outcomes for emerging professional occupations such as those in tourism and hospitality. These outcomes were found to be supported by a range of underlying constructs including rising professional confidence; encouraging continuous learning; stimulating human resource development; creating a valuable position or reputation; and a general heightening of industry morale. The value of these underlying constructs to the parent partner contributes to and determines the nature and degree of cooperation that is created in the partnerships. In this investigation, when cooperative education partnerships are important to all partners, then the cooperation between partners that engenders synergy, reciprocity and trust leads to a long term commitment to the partnership. The evolving nature of developing and reinforcing reciprocal relationships is depicted as a continuous cycle. Reciprocity feeds on previous reciprocity. A continuous cycle emphasises the ongoing attempts of partners to adjust and adapt to their own changing circumstances and that of their partner, in a dynamic environment.

6.3 Implications of the findings

There are several limitations of this investigation that prevent generalisations being made beyond the organisations examined here, resulting in only tentative conclusions being drawn. However, there are implications that should be highlighted. These are discussed below.

6.3.1 Implications for tourism and hospitality businesses

The findings of this investigation, supported by literature in this area, suggest that cooperative education partnerships that provide university level professional development education, extend and motivate employees to achieve knowledgeable, creative yet competitive advantages for their tourism and hospitality industry organisations. If tourism and hospitality industries are serious about improving their competitive advantage through further education of their employees, then equally important is sharing a common vision and having clear goals for how this will be achieved. Cooperative education partnerships with one university have been shown to be a very effective and efficient vehicle for the provision of professional development education in the workplace. However a sustainable long term education relationship depends very much on the nature and variety of adjustment and adaptation that each partner is capable of making in developing a reciprocal relationship. Long term, trusting relationships developed in such partnerships ensures that employees can acquire the skills, knowledge and competencies they require for meeting future industry challenges and opportunities.

6.3.2 Implications for industry associations

The findings of this investigation have implications for tourism and hospitality industry associations with respect to their member support services and their desire for developing professionalism. Refreshing and upgrading knowledge and skills through a renewal of learning helps an industry association establish a credible public image. The industry is seen to care about raising education standards, renewing education and seeing value in having professionally educated employees who are capable and competent to meet future management needs. Encouraging continuous learning has been found to be important in advancing the collective interest of industry associations who support members' professional development education.

The concept of professionalism, the context in which professional development education takes place, is important for developing professional knowledge in emerging professional occupations. Developing professional knowledge is implicitly linked to status and reputation aspects of professionalism. The findings of this investigation show that improving status and reputation is important to industry associations, particularly those connected with emerging professional occupations like tourism and hospitality management, seeking to establish and evolve a mature body of professional knowledge.

6.3.3 Implications for universities

The findings of this investigation have implications for a university considering entering a cooperative education partnership with industry to provide professional development education for employees in the workplace. If the university can overcome traditional organisation and attitudinal barriers to cooperate with industry partners, then improved position and reputation, emerging niche markets, more funding and wider industry contacts are possible. It is suggested that for a New University (Marginson and Considine, 2000), the strategy of creating a specialist niche is one way of reinventing traditional university programs to support university growth.

6.3.4 Implications for graduates

The findings of this investigation have implications for graduates with respect to their own personal development, employment and career prospects. The provision of university level professional development education through cooperative education partnerships has been found to be a particularly useful way to stimulate further intellectual growth in the workplace, to foster professional knowledge, to develop acceptable quality standards and to advance the knowledge, skill, and competencies of employees. Student learning outcomes found in this investigation included: improving and transforming the analytical skills; developing critical reflection skills; raising quality work standards; voluntary participation in adult learning; gaining university qualifications; and raised employee awareness of needing new skills for promotion. Developing confidence in graduates has

been shown to have strong links to professionalism and developing a culture of learning in the workplace. If employees want to prosper in their tourism and hospitality career, then the opportunity provided by university courses is one that heightens career prospects and personal development. However, they need to consider the contributions that would be required from them, their personal effort and time. It is recommended that employees plan their professional development education carefully and thoughtfully to get maximum value in terms of their educational, management and personal development.

6.4 Limitations

There is a number of limitations of this investigation and the results need to be viewed with these in mind. The case studies examined in this investigation were based on all five cooperative education partnerships within the one university school, the School of Tourism and Hospitality at Southern Cross University. While the results cannot be generalised from this small number of cases in one university school, a more encompassing study might offer further insight into the issues raised in this investigation relating to developing reciprocal links between partners in cooperative education partnerships.

A further limitation arose through the timing of the research in that after the interviews and literature searches were completed, some of the tourism and hospitality businesses and industry association partners underwent major restructures. The positions of two key people were altered and one person left their job, but not the industry. This shift in positions provides valuable insight into the evolving and ever changing nature of cooperative education partnership relationships between a university, businesses and industry associations.

It is important to note that the findings of the investigation regarding employees were limited to the perceptions of board members of these five cooperative education partnerships. While there was no opportunity in this investigation to interview employees engaging in university level professional development education provided by cooperative education partnerships, it does reveal an opening for further research.

6.5 Contribution to knowledge

While subject to the limitations identified above, this investigation has made several empirical and theoretical contributions to knowledge. The empirical contributions are discussed below.

6.5.1 Empirical contribution

As explained earlier, an aim of this investigation has been to examine the role of professionalism in professional development education for industry professionals and to examine the conditions that contribute to mutually beneficial cooperative education partnerships in providing professional development education for industry employees. Four critical conditions for fostering success or encouraging best practice in several cooperative education partnerships were identified in Chapter Three. These critical conditions were reported to include: sharing a commitment to and confidence in a long term partnership; meeting learning outcomes through cooperation in work based learning; encouraging flexibility in organisation structures; and making people adjustments [see for example Treyvaud and Davies (1991); Beeson, Stokes and Symmonds (1994); Davies and Hase (1994); Jamieson (1994); Hase (1997) and Mellor (1998)]. From Chapter Three, two of these critical conditions have been met in this investigation, sharing a commitment to and confidence in a long term partnership and encouraging flexibility in organisation structures, as discussed below.

6.5.1.1 Sharing a commitment to, and confidence in, a long term partnership

Sharing a commitment to, and confidence in, a long term partnership was found to be important for this investigation. Concepts underlying a shared commitment to the survival of cooperative education partnerships were identified in Chapter Three as including adaptation, reciprocity, preservation and trust. Adaptation has been shown to be both a source of growth and a source of tension. As a source of growth, adaptations such as introducing flexibility in administrative systems; adding responsiveness through a mentor scheme; accepting education challenges and values; developing strong support through all levels of an organisation; a heightening of industry morale; and encouraging a common vision and clear goals, demonstrate that some adaptation leads to effective commitment through involvement in these cooperative education partnerships. Each partner depends on the other to be responsive, to adapt and reciprocate for each other's benefit. In contrast, some adaptations, such as the use of resources for education and academic resistance, are sources of tension within some partner organisations. Consistent with the views of Brittan (1997) and Hague (1997) on adaptation being the means of survival, partners in thriving cooperative education partnerships in this investigation know that successful adaptation means overcoming tensions and inflexibility to allow adaptation to occur. Over time, mutual adaptation leading to respect and trust between partners was found to be an essential element for effective cooperation in the partnerships. In this investigation, reciprocity between partners is an important means of building long term cooperation in cooperative education relationships.

6.5.1.2 Encouraging flexibility in organisations

Developing flexibility in partner organisations was found to be a significant yet gradual process in this investigation. As explained Section 6.3.1, concepts underpinning successful cooperation between

organisations depend on adaptation, adjustment, reciprocity and trust. Adaptation, adjustment and reciprocity are based on flexible activity between partners.

For tourism and hospitality businesses and industry associations in this investigation, the outcomes from developing flexible organisation systems were found to include: embracing higher quality work standards and practices for the organisation; reducing operational problems; encouraging continuous and renewed learning; increasing the capability of the workforce; developing a learning organisation; improving industry morale; developing highly competent managers; and a professionally educated workforce.

For the university in this investigation, the outcomes from developing flexible organisation systems included: the ability to incorporate industry knowledge into education programs as an ongoing process; advancing industry knowledge; introducing innovative learning support for employees studying at their workplace; rising above tensions and resistance to providing professional development education programs in the workplace; and finding an entrepreneurial niche for the university.

The expectation that partner organisations have a variety of important outcomes from being flexible in the provision of professional development education in the workplace through cooperative education programs has been met. Beeson *et al.* (1992), Jamieson (1994), Hase (1997) and Mellor (1998) also found that flexible learning support innovative learning programs; and overcoming organisation barriers are critical factors in nurturing flexibility in cooperative education partnerships. Nurturing flexibility is an important approach in this investigation for implementing gradual change in cooperative education partnerships. It sets the groundwork that allows partners to adapt, adjust and reciprocate with their partners.

In summary, this investigation has made an original empirical contribution to knowledge by testing the relevance of established concepts in the literature on university industry partnerships to the five cooperative education partnerships investigated.

6.5.2 Theoretical contribution

This investigation has also made several theoretical contributions to knowledge.

6.5.2.1 Professionalism

In Chapter One, it was proposed that to meet current and future demands for an appropriately skilled workforce, ongoing cooperation in professional development education between universities and industry contributes to developing professionalism in emerging applied professions. Professionalism was explained in Chapter Two as an evolving concept including the elements of:

autonomy; service; status and reputation; expertise; and higher order learning skills. Evidence of professionalism was seen most clearly in developing higher order learning skills (a renewal of learning) and status and reputation (rising professional confidence). In this investigation, developing higher order learning skills or fostering intellectual development was seen as a renewal of learning. A renewal of learning encompassed: improving capability through incorporating new knowledge into better quality work practices; encouraging employees to return to education from time to time; strengthening managerial competencies through fostering critical reflection and analysis in the work place; and building and expanding a tourism and hospitality professional knowledge base. These aspects of developing and renewing learning support the notions of fostering intellectual abilities, cognitive upgrading, nurturing professional growth, and generating new knowledge that Geiger (1992), Quinn *et al.* (1996) and Harris and Jago (2001) argue are important elements of developing professional through further education. This investigation has shown that an appropriately skilled and knowledgeable workforce with a vital interest in renewing and continuing education is critically important for advancing professionalism in these tourism and hospitality businesses and industry associations.

Another motivation for advancing professionalism is to establish and maintain a positive professional reputation through creating a confident image of competent knowledgeable people. Status and reputation are regarded as important aspects of professionalism by Abbott (1988), Eraut (1994), Fincham (1994) and Becher (1999) who argue that upgrading an occupation with recognisable university education validates their knowledge, ensures quality standards and assists in building professional status. In this investigation, strong evidence of advancing status and reputation from engaging in university level professional development education was found in rising professional confidence and improving quality work standards at an individual and collective industry level; establishing a credible public reputation and image of professionalism; creating a valuable external ally with a university; obtaining university awards; and a heightening of morale and self-assurance within participating tourism and hospitality businesses and industry associations. The aspiration to higher status and reputation is preferable to lowering status and reputation particularly in emerging applied professions. Emerging applied professions like tourism and hospitality see close links between undertaking university level professional development education and parity with other professions, in their striving for professionalism. This study has shown that improving status and reputation through university level professional development education is very important for advancing professionalism in these tourism and hospitality businesses and industry associations. This finding echoes the words of Becher (1999:144) that professional development education “aim(s) to achieve capability in order to maintain a professional reputation”. Thus, it is argued that to meet current and future demands for an appropriately skilled workforce ongoing cooperation in developing and providing professional development education between universities and industry contributes to developing professionalism in emerging applied professions. This argument has been met.

6.5.2.2 Reciprocity

Reciprocity is based on some self-sacrifice for a reciprocal advantage, an exchange of mutual benefits (Trivers, 1983; Ridley, 1996). In this investigation, reciprocity was seen as the self-sacrificing actions in and between partners in building and reinforcing cooperative links that led to long-term relationships. Reciprocity here was seen to exist through: providing mentors to partners; being responsive to evolving social and legislative changes; facilitating long term commitments; developing and retaining loyal staff; establishing mutually credible professional reputations; and encouraging joint vision and mutually acceptable goals. The 'Tit-for-Tat' strategy as explained by Axelrod (1984) and Davies (1999) and the 'Prisoners Dilemma' game as explained by Campbell (1983) and Axelrod (1984) was evident in developing employee loyalty and retention in industry organisations through providing professional development education in the workplace. Reciprocal benefits obtained by both parties, university level professional development education for employees and more competent managerial expertise for the organisation, illustrated that reciprocity in the workplace is based on some self-sacrifice. It starts with the first act of cooperation, the offer of professional development education by the employer. The second step is the acceptance of professional development education by the employee. The third and subsequent steps depend on both sides keeping their promises. The employee gives up time to study and devotes his or her increasing skills and knowledge to the workplace. The employer continues to supply resources for the same purpose. As one and then the other meet mutual obligations, a reciprocal pattern is established. In this investigation, reciprocal exchanges such as these led to establishing long term, trustworthy cooperative education partnership relations. These findings are supported by Ridley's (1996:138) argument that "reciprocity motivates people". The 'Tit-for-Tat' strategy helps to explain how reciprocal exchanges of different skills and resources can lead to the establishment of loyal, trusting relationships.

The importance of reciprocal adjustments is that they should gradually build trustworthy links between partners. Jamieson (1994:2) and Beeson *et al.* (1992:36) argue that university and industry partners in cooperative education partnerships adjust their organisation structures and processes slowly. Further, they argue that growing trust between partners is a critical component of cooperative education partnership relations. One important means to realise growing trust is through reciprocal adjustments to partner needs. This is crystallised by Beeson *et al.*'s (1992:28) view of partners in cooperative education partnerships, that, "each partner would trust the other". However Beeson *et al.* (1992) do not actually examine in any detail the nature of trust between partners, how it is established and maintained, which is a limitation of their (1992) work. This gap is addressed by explaining the activities that partners undertake in making adjustments in response to the partnership needs. Acting responsively, adapting, adjusting and reducing tensions strengthen reciprocity. They are vital to building trust between partners. Explaining these reciprocal processes enhances understanding of how partners make investments in cooperative education partnerships, developing commitment and loyalty to the partnership. This investigation advances existing research by

illuminating the importance of reciprocity underpinning the establishment of trust between partners. Thus, it was argued that when universities and industry organisations join together in cooperative education partnerships, they often respond and adapt to each other in reciprocal ways, to ensure the success of their partnership. This argument has been met.

In summary, this investigation has used university level professional development education to assess the dynamics that underpin successful cooperative education partnerships between a university and tourism and hospitality businesses and industry associations. Using the ‘Tit-for-Tat’ strategy, this investigation has made an original theoretical contribution to knowledge by demonstrating the importance of reciprocity and professionalism to the five cooperative education partnerships investigated.

6.6 Recommendations for future research

This investigation has revealed the need for additional research into reciprocal relationships between universities and tourism and hospitality businesses and industry associations in providing professional development education for employees in the workplace.

As this investigation was limited to one university school and its five cooperative education partnerships, a future investigation using this model, with input from others, be tested using a quantitative approach, in order to be able to generalize the findings.

This investigation has viewed professionalism from the view of board members of cooperative education partnerships. Further research is warranted into aspects of professionalism that are developed by university level professional development education in the workplace. An integrated investigation of employees who undertake university professional development education in the workplace, and of other employers and industry associations who provide the same, would illuminate other influences affecting developing professionalism. These influences might include previous levels of education; support mechanisms provided by the industry or the association; or work conditions that affect continuing education.

The framework depicted in Figure 6.1 summarises the findings of this investigation. Further research is needed to test its application to other organisations in cooperative education partnerships providing university level professional development in other emerging professional fields. These fields might include information technology, marketing or services management. This research could reveal if some or all of the key concepts found here to be underpinning reciprocity in cooperative education partnerships are general or are limited to this particular investigation.

6.7 Chapter conclusion

This final chapter provides a brief summary of the investigation and draws together the main findings in relation to the four research questions posed in Chapter One. The implications of the investigation in relation to tourism and hospitality businesses, industry associations, a university and graduates are presented. The major limitations of the investigation have been outlined and empirical and theoretical contributions to knowledge have been identified. Finally, recommendations for potential research based on the main findings of the investigation have been discussed.

The investigation found that providing university level professional development education through cooperative education partnerships between universities and industry contributes to developing professionalism in emerging applied professions and to meeting current and future demands for an appropriately skilled workforce.

Additionally the investigation found that when universities and industry organisations join together in cooperative education partnerships, they respond and adapt to each other in reciprocal ways, to ensure the success of their partnership. Reciprocity concepts, exemplified by adjustment, adaptation, responsiveness and synergy are principal dynamics that underpin cooperation.

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Appendices

Appendix A – Letter for Ethics Committee

Helen Breen
School of Tourism and Hospitality Management
Southern Cross University
Lismore, 2480
ph: 02 66 203152; fax: 02 66 224168; email: hbreen@scu.edu.au
23/6/98

Re : Survey of Co-operative Industry Partnerships

Ethics Committee
Southern Cross University
Lismore, 2480.

Dear Sir/Madam

As a Masters by Research in Business (Tourism) I will need to conduct primary research interviews for my project. I am submitting the following documents:

1. Brief statement of the research and usefulness of data,
2. Copy of the questionnaire,
3. Copy of the covering letter for participants,

and am asking for your approval of the same to be used in my research.

The interviews will be undertaken with:

1. Interviews with the five SCU partner organisations in Sydney and Melbourne: Club Management, Sydney; the Hotel School at the Inter-Continental, Sydney; Ansett, Melbourne; the Restaurant and Catering Association, Sydney and Franklins retail organisation, Brisbane. This will involve 3 interviews with 5 organisations, a total of 15 interviews.
2. Interviews with other cooperative education partnerships, IMC Robert Burke, Deakin University Ian Dickson, USW Richard Bawden, SCU Bill Ford and possibly other independent training and education bodies. This will involve at least 4 interviews.
3. Interviews with staff of Southern Cross, the Vice-Chancellor, the Head of School, administrative and academic staff, about 7 interviews.

As your next meeting is on July 6, 1998, I am sending this to John Russell today, to be added to your meeting agenda.

Yours sincerely,

Helen Breen

2. Copy of the draft questionnaire

1. Why do industry organisations cooperate with universities in providing education for their employees?
2. What are the advantages?
3. What are the disadvantages?
4. What keeps some cooperative industry and education partnerships alive, productive and evolving while others have failed?
5. What are the essential features for success?

Southern Cross University
Graduate Research College

- MEMORANDUM -

TO: S. Parry & H. Breen
Teaching & Learning / Tourism & Hospitality Management

FROM: Miss Sonja Fechter
Secretary, Human Experimentation Ethics Committee
Graduate Research College

DATE: 27 February, 2001
SF

HUMAN EXPERIMENTATION ETHICS COMMITTEE

You are advised that the Human Experimentation Ethics Committee, at its meeting on 6th July, 1998 approved your application subject to the following:

Title of Project

Survey of co-operative industry partnerships.

- (a) The supervisor's name and contact number should be on the covering letter.

Approval Number

ECN - 98 - 39

The Committee also noted that Question 1 had a word missing.

Sonja L. Fechter,
Secretary, Human Experimentation Ethics
Committee
Graduate Research College

Conditional approval will lapse one calendar month from the date of this memorandum if the conditions have not been fulfilled, and thereafter the University will not accept any further responsibility in regard to the research.

If conditions have been imposed, you must complete the certification below on the attached copy of this form and return it to the Graduate Research College by the lapse date.

I certify that the conditions outlined above have been fully met.

Signature of Researcher: Date:

Appendix B – Case record

1998

June: Application to the Ethics Committee at Southern Cross University for permission to undertake investigation. Approval number ECN – 98 – 39.

July: Begin investigation literature search

November: Attend cooperative education partnership conference, begin to conduct interviews, transcribe and follow up contact with participants.

1999

April: Start data analysis

May: Have emerging findings reviewed by another Southern Cross academic familiar with qualitative research.

June: Follow up contact with several interview participants, to clarify outstanding issues.

July: Present a research seminar to colleagues to the School of Tourism and Hospitality Management at Southern Cross, for feedback.

November: Present a research seminar to colleagues to staff of the Teaching and Learning Centre at Southern Cross, for feedback.

2000

January: Writing drafts.

June: Present interim findings as papers at two international conferences for feedback on results.

2001

January: Writing drafts

October: Revise and amend a refereed research paper accepted by the Journal of Teaching in Travel and Tourism, based on this investigation.

November: Submit thesis.

Appendix C – Case descriptions

The School of Tourism and Hospitality Management (the School), at Southern Cross University, Lismore has cooperative education partnerships in place with five different industry partners. A short overview of the range of partnerships, their academic awards and student body, followed by a simple case summary of each partnership will identify some of the general features about each of the School's cooperative education partnerships. Details about the five partnership cases were obtained from the interview participants, their publications and other relevant secondary material.

Range of Partners

The partners in the five cooperative education partnerships with the School have diverse tourism, hospitality and management backgrounds. The range of industry partners includes hotel, club, restaurant, catering, airline and retail operators. These partners can be seen as existing within the tourism and hospitality management sector as well as other industry sectors such as customer services, sales and marketing sectors. Restaurants, hotels, clubs, airlines and retail operations provide many services, depend on sales and cater for many markets. Their markets can include local residents as well as tourists, domestic and international visitors, depending on their location and marketing reach. The industry partners can also be identified according to whether they are a single business or an industry association. So the five School industry partners belong to many sectors of industry and can be classified in a variety of ways.

Courses and Awards

The range of education programs offered through the cooperative education partnerships varies from undergraduate courses (Certificate, Diploma, Associate Degree and Bachelor Degree) to post graduate courses (postgraduate Certificate, postgraduate Diploma and course work Masters Degree). In this study, investigations focus on undergraduate courses only, as these are provided by every industry partnership. The School has only one industry partnership in the postgraduate field. The majority of the industry partnership courses are offered through external mode or distance education with only one course being offered through a mixture of external and internal modes. Most of the industry partners have students participating in other education and training courses such as TAFE vocational courses and other industry sponsored courses. Two of the School's five industry partners have other industry partnerships with Deakin University in Victoria. Thus cooperative education partnership courses programs with the School are just one set of education courses, in a wide range of education options available to these five industry partners.

Student body and funding

Students in cooperative education programs are generally non-traditional university students. They differ from traditional full time, school leaver university entrants in that most cooperative education program students are mature age, studying part time and working in the industry either full time or

part time. A common problem they face is striking a balance between work, study and personal time. A common aspiration for graduates is an enhanced career path that accompanies a higher education credential. The credential, not available other than through a cooperative education partnership course, is portable and valuable for graduates. Most students are sponsored in their cooperative education course by their employer and/or industry association. Sponsorship can take a variety of forms such as full or part payment of fees, allocated study time, education and training officer assistance, workplace learning groups, mentors, facility and resource use, subsidised conference attendance, study and assessment advice, moral support and more. Non-traditional university students have their work place experiences to assist their study but have work place barriers to negotiate to become successful students.

The Case Studies

Case 1

Case Code : Gcindq1

Academic Award : Certificate

Partners: A multinational organisation and the School of Tourism and Hospitality Management

Management & Administration: The board of management comprises representatives from senior national or senior state management of the multinational organisation, their Human Resources and/or Training and Development departments and the School. Both partners have equal representation on the board and an industry representative is elected as the board chairperson.

Student Profile : Middle managers in the organisation

Funding : Industry sponsorship of student fees

Date Established : 1998

Case 2

Case Code : Abindq1

Academic Award : Diploma, Associate Degree, Bachelors Degree and Masters Degree.

Partners : A multinational organisation, their in-house training school and the School of Tourism and Hospitality Management.

Management & Administration : The board of management comprises representatives from state based senior management of the multinational organisation, their Human Resources department, and the School. Both partners have equal representation on the board and an industry representative is elected as the board chairperson.

Student Profile : Any person who wants a career in this industry; meets set selection criteria; and demonstrates the knowledge, skills and ability to undertake the courses.

Funding : A mix of industry sponsors and fee for service.

Date Established : 1995

Case 3

Case Code : Prindq1

Academic Award : Diploma

Partners : A professional industry association and the School of Tourism and Hospitality Management.

Management & Administration : The board of management comprises representatives from the national education committee of the association, their full-time training and education officer and the School. Both partners have equal representation on the board and an industry representative is elected as the board chairperson.

Student Profile : Members of the industry association, their managerial or supervisory staff who demonstrate the knowledge, skills and ability to undertake the course.

Funding : A mix of industry sponsors and fee for service

Date Established : 1994

Case 4

Case Codes : Wfindq1 & Taindq1

Academic Award : Certificate, Diploma, Associate Degree and Bachelor Degree

Partners : Two professional industry associations, a TAFE institution and the School of Tourism and Hospitality Management.

Management & Administration : The board of management comprises representatives from the state education committee of one industry association, the full time state training and education officer of the second industry association, a representative from TAFE and several representatives from the School. Each partner has one representative on the board and an industry representative is elected as the board chairperson.

Student Profile : Managers and trainee managers in the industry.

Funding : Industry sponsorship of student fees

Date Established : 1992

Case 5

Case Code : Jbindq1

Academic Award : Diploma

Partners : A multinational organisation and the School of Tourism and Hospitality Management.

Management & Administration : The board of management comprises senior management representatives from the multinational organisation, their Training and Education manager and representatives from the School. Both partners have equal representation on the board and an industry representative is elected as the board chairperson.

Student Profile : Middle managers in the organisation

Funding : A mix of industry sponsors and fee for service

Date Established : 1997

Appendix D – Cover letter for participants

Helen Breen
School of Tourism and Hospitality Management
Southern Cross University
Lismore, 2480
ph: 02 66 203152; fax: 02 66 224168; email: hbreen@scu.edu.au
date

Re : Survey of Co-operative Industry Partnerships

Dear Sir/Madam

As a Masters by research candidate at Southern Cross University Lismore, I am writing to seek your cooperation. I am currently examining Co-operative Industry Partnerships as a research project. The research topic is “Co-operative education partnerships: an examination of the reciprocal relationships between universities and industry organisations”. The investigation will look at the nature of reciprocal relationships between universities and industry organisations, particularly those industries that cooperate with universities in providing education for their employees.

As a knowledgeable person in the co-operative education partnerships field, this letter is to request an interview with you to get your views on this issue. The interview would most likely take place during the first week of November 1998, and would possibly take about 45 minutes. The enclosed survey questionnaire will provide you with an outline of the questions to be covered in the interview.

Hopefully, the information you provide will help uncover some of the underlying issues, which support such co-operative ventures. As well it should enable universities and industries, particularly tourism and hospitality industries, to establish and manage future co-operative education partnerships with more certainty.

For this project to be most effective, it is important to carry out the interviews and collect information from as many involved and knowledgeable people as possible. I'm asking for your help with this process.

All information you provide will be kept completely anonymous and strictly confidential. You have the right to withdraw from the research project interviews at any time.

I would be very grateful if you could fax me with a date and time that suits you in the first week of November 1998 to conduct the interview.

Yours Sincerely

Helen Breen

Masters Research Student

Informed Consent Form

Project Name: "Co-operative education partnerships: an examination of the reciprocal relationships between universities and industry organisations"

You are invited to participate in a study of the issues that contribute to mutually beneficial cooperative education partnerships. Specifically the research will investigate the nature of reciprocal relationships that encourages industry organisations to cooperate with universities in providing education for their employees.

If you decide to participate, I would like to interview you for about half an hour to explore the general issues and your experiences in the area of co-operative education partnerships. Any information obtained will be confidential and will be disclosed only with your permission.

If you decide to participate you are free to withdraw at any time without prejudice. If you have any questions to ask before the project begins, please phone or fax me on the numbers printed on the letterhead. I will be happy to answer them. You will be given a copy of this form to keep.

I have read the information above and agree to participate in the study. I am over the age of 18 years.

Name

Signature.....

Name of Witness.....

Date.....

Signature of Witness.....

I certify that the terms of the form have been verbally explained to the subject, that the subject appears to understand the terms prior to signing the form and that proper arrangements been made for an interpreter where English is not the subject's language.

Signature of the researcherDate.....

Appendix E – Questionnaire

Description

1. What cooperative education partnership programs does your industry or university offer?
2. Who runs the program?
3. How is it administered?

Values - Professionalism

4. How does participation in these cooperative educational partnership programs affect the industry or the university? In generally, then specifically.
5. What benefits / advantages are there for your industry or the university? Now and in the future.
6. Why are these benefits important? Values question.
7. What kinds of disadvantages are there for your industry or the university?

Roles – Reciprocal Relationships

8. What is your role in cooperative education partnerships?
9. What are the channels of communication like? Relationships question.
10. What kind of model of information flow exists?
11. Whose roles most affect relationships in the educational partnerships?

Effectiveness – Cooperation strategies

12. How effective do you think the cooperative educational programs are in what they try to achieve?
13. What difference have they made to the industry or the university or the whole community?
14. In your opinion, what do you think keeps these cooperative education partnerships alive?
15. What are the essential features for a successful cooperative educational partnership?
16. Why do you think industry organisations cooperate with universities in providing education for their employees?

Appendix F – Code sample

Three levels of code were used to label and identify data according to Johns and Lee-Ross (1998:131).

The purpose of the first level of coding was to name and identify each piece of data. This first code was five alphabetical letters that identified the participant and their parent organisation. An example is Vcaca, which represents a senior academic.

The purpose of the second level of coding was to name and identify all sections within the data. The second code was a number that identified sections within the interviews specifically related to the guiding questions. The code for an answer to question 1 would be Vcacaq1, with q1 representing question 1.

The purpose of the third level of coding was to identify emerging themes in the data for analysis. The third code was a bracketed alphabet letter in italics. The code for the first theme emerging from question 1 would then be Vcacaq1(*a*).

Thus each participant response was coded using five letters, a number and a bracketed letter in italics. This sequential coding allowed for the maintenance of original data but also established an audit trail for independent member checking.

Appendix G – Statement by an independent researcher

TO WHOM IT MAY CONCERN

In regard to the research conducted by Helen Breen for her Master in Business (Tourism) thesis, I have read the raw data and drafts of analysis at various stages during the process, and can confirm the accuracy of transferring, coding and analysing the raw data into final results and discussion.

A handwritten signature in black ink that reads "Lee Dunn". The signature is written in a cursive, flowing style.

Lee Dunn
Lecturer
School of Social and Workplace Development
Southern Cross University

28 May 2001