Master's Thesis:

Professionalism in the Business School Curriculum

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CERTIFICATION OF ORIGINALITY

I, <u>HORTIN Kyrstin Lynnette</u>, hereby declare that I am responsible for this Master's thesis and it is my own individual work. All material is original, except for contributions and information cited accordingly. It has not been submitted to any universities or educational institutions, other than Ritsumeikan Asia Pacific University.

<u>HORTIN Kyrstin Lynnette</u>

2019

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This research topic originated from my profession of education, and from my objective to transform and enhance academia. I would like to personally thank my work colleagues and my students for making me realize that as an instructor continuous learning and self-improvement is the key to success and happiness. I would furthermore like to thank my parents for their encouragement, and my partner for his constant positivity and patience.

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Thank you for your support. God Bless.

ABSTRACT

In contributing to the improvement of higher education curriculums in business schools, this thesis creates insight on the current situation of business professionalism in academia. Research focuses on the factors promoting business professionalism, components of a structural incorporation of business professionalism, and the impacts of business professionalism on the business school curriculum. The hypotheses revolve around the idea that a structured incorporation of business professionalism designed and implemented can create positive performance outcomes, such as enhancement of teachers. For the idea of a structured incorporation of business professionalism, attributes and behaviors – traits – of business professionalism are highly addressed. Methodology included surveys, interviews and focus groups. Using the Affinity Diagram Method (KJ Method) and Grounded Theory Principles, data pertaining to professionalism traits were captured and analyzed. Results pointed to the need of further research regarding promoting factors, however the research formed a practical structural incorporation and provided plausible impacts on the curriculum.

*Keywords***:** professionalism, business school, higher education curriculum

1. CHAPTER 1 – INTRODUCTION

The introduction presents the topic of business professionalism. Research justification on the importance of business professionalism, and its ties to current students and graduated students entering professional workforces. Research objectives in correlation with the problem statement of a structured incorporation of business professionalism impact on business schools' curriculum for improved performance are elaborated. Research questions of this thesis are stated. Lastly, the significance of study is mentioned.

1.1. Research Justification

Business Professionalism is often described as a vague concept lacking a cognitive base (Steinert et al., 2005) and, at the same time, a concept that requires to be emphasized and a necessary component of business education.

After graduation, employers often emphasize the importance, seek and expect their new hires, especially in entry-level positions, to be "professional" along with having their general knowledge and attributes. These new hires and recent graduates are often clueless as to what is truly expected of them, and unsure if they have the 'correct' qualities and characteristics for the career world, including business professionalism. An American national survey conducted by Harris Poll (Nikravan, 2017) said that in 2017, 74 percent of employers planned to hire recent graduates and the most sought-after recent graduates were business graduates at 30 percent of overall graduates wanted for hire. Nevertheless, many of the employers felt concerned that recent graduates were not as prepared as they should have been for the workforce. Employers blamed the higher academic institutions when the students lacked a certain 'je ne sais quoi' – a positive indefinable trait that

could not be adequately described - and stated that book learning had been emphasized more than interpersonal skills and problem-solving skills (Nikravan, 2017). Furthermore, a study by Center for Professional Excellence at York College of Pennsylvania (Silverman, 2013) had similarly announced results saying that employees believe new hires lacked good work ethic and perceived that the level of professionalism in new graduate hires had significantly decreased by over 33 percent.

Reasoning suggests that the quality of professionalism desires to be strived and endorsed. The question of when business professionalism should have been taught is apparent; beforehand – before the business students were hired and while they were still students in business school. However, business professionalism is often hard to define and to teach the meaning to students. The majority of business schools offer only courses that are considered for 'making money' and 'sustaining business' such as accounting, finance, management, and marketing, and not specifically for 'creating business professionals.' There is no Business Professionalism 101 in the vast majority of curriculums, and there are rarely Professional Development sessions or programs offered at universities. The requirement for these is understandable with business scandals being so prevalent nowadays in the news; for example, the recent cases of power harassment and gender discrimination in Japanese business schools, sexual harassment allegations against Bill O'Reilly and Harvey Weinstein, Samsung's Lee Jay Yong's bribery charges, and Well Fargo creating fake bank credit accounts (Shen, 2017). While these scandals are part of the big problem of a lack of ethics in business, there was the deep-rooted quality of professionalism additionally lacking.

Perceptibly, research into business professionalism is required to be conducted for young professionals to improve performance in their academic environment, which carries on to their business careers and environments. A structure or creation of a plan for incorporation of business

professionalism in the higher education curriculum of business schools needs to be focused on. Business professors have a duty to help their student grow in all aspects of business, even behavior and character developmental areas. Programs or courses that incorporate business professionalism elements could be significant for students' business careers and the higher education environment, if done successfully. Design and implementation for business professional behaviors could be used for improvement and recognized.

1.2. Research Objectives and Problem Statement

The overall objective of this thesis is to address the problem statement that the concept of 'business professionalism' needs to be focused on using a structured incorporation to create an impact in the business schools' curriculum for improved performance in the curriculum that carries on to business careers and environments. TABLE 1: Problem Statement with Q & A shows the 'Five Ws and How' of the problem statement, with corresponding comprehensive and simplified problem statement.

TABLE 1: Problem Statement with Q&A

Query:	*Answers:*
Who?	Students and recent graduates who seek to be young professionals in business fields.
What?	The concept of 'Business professionalism' needs to create an impact.
Where?	Higher education curriculums of business schools.
When?	Current time.
Why?	For improved performance in the curriculum that carries on to business careers and environments.
How?	Main focus factors promoting business professionalism and a structured incorporation of business professionalism.
Comprehensive Problem Statement	Students and recent graduates, who currently seek to be young professionals in business fields, need to have the concept of 'business professionalism' create an impact in the business schools' curriculums of improved performance in the curriculum that carries on to business careers and environments, by focusing on main

	factors promoting business professionalism and a structured incorporation of business professionalism.
Simplified Problem Statement	Business professionalism needs to be focused on using a structured incorporation to create an impact in the business schools' curriculum for improved performance.

1.3. Research Questions

Even with the available research on 'professionalism', there is still a need to focus on the attributes and behaviors of 'business professionalism' to be able to teach and incorporate it into higher education curriculums of business schools. The impact of business professionalism when incorporated in the higher education curriculum of business schools is the final aim. Therefore, in order to accomplish the aforementioned objectives and aim of the research, the answers to the following research questions are discussed in this thesis:

1.) 'What constitutes business professionalism?'

2.) 'What main factors promote business professionalism?'

3.) 'How can business professionalism aspects be structurally incorporated effectively in the higher education curriculums of business schools?'

4.) 'What is the impact of a structured incorporation of business professionalism on business schools' curriculums?'

Question 1 is necessary to continue to the other questions. It assumes that more focus is needed on the accurate meaning and characteristics of 'business professionalism'. Question 2 assumes that there are driving forces that promote business professionalism. Question 3 ties to identifying a strategy of implementation and forming a design of business professionalism.

Lastly, Question 4 is related to assessment of the teaching and incorporation of 'business professionalism'. Design and implementation for business professionalism could be used for improvement and recognized. The results could be significant for the higher education environment and correspondingly students' business careers.

1.4. Significance of Study

The contribution of this study is for the improvement of the higher education curriculum in business schools. Students, faculty, and business employers deserve an improved system. This research aims to create insight on the current situation of business professionalism in academia. Moreover, to establish that a structured incorporation of business professionalism designed and implemented can create positive performance outcomes; such as enhancement of teachers, creation of career advantages, and transformation of students.

1.5. Location of Research

Ritsumeikan Asia Pacific University (APU) is a private university in Beppu City, Oita Prefecture, Japan. It was founded in April 2000 by the Ritsumeikan Academy, with the dream of being a leading international university in Japan with the utmost multi-cultural campus environment. This includes having a 50% international student body, 50% non-Japanese faculty ratio, and students from over 50 countries. As of 2019, there are students from 147 different countries and 80% of undergraduate courses are held in both Japanese or English. Graduate courses are conducted in only English, except for the optional Japanese Language courses (Ritsumeikan Asia Pacific University, 2019; Ishikawa & Yokoyama, 2017).

In August 2016, APU acquired accreditation from AACSB (Association to Advance Collegiate Schools of Business) International - one of the most influential business school accreditation agencies in the world. Studying at an AACSB-accredited institution carries a

number of benefits for students: Connections to Other Business Schools, Quality of Instruction, Assurance of Learning, Continuous Improvement, Value for Graduates (APU AACSB INTERNATIONAL ACCREDITATION, 2019). However, there are challenges APU's College of International Management (APM) and the Graduate School of Management (GSM) school must tackle for their quality improvement ahead of the accreditation renewal screening scheduled for 2021 (APU Global Learning, 2016 Sep 27; APU Global Learning, 2016 Oct 21). This include that existing educational systems need to be maintained, but furthermore that APM and GSM are expected to undertake continuous improvement in three key areas: (1) the strategic management of APM and GSM, (2), the maintenance of world-class faculty, and (3) assurance of learning (APU Global Learning, 2016 Sep 27). "According to the AACSB standards, procedures for accreditation must be completed on the basis of mission" which is a foreign concept for Japanese universities, and mission-based organizations and activities are difficult to implement (Ishikawa & Yokoyama, 2017).

According to APU News and interviewees, there are multiple training sessions, faculty workshops, and faculty development activities throughout the academic year. These include training new Academic Office employees, APU's Center for Language Education (CLE) instructors, and other faculty and staff members. Academic Office employees have semesterly guidance sessions, including the proctor information guidance session which are conducted in order to create an honest exam-taking environment and foster teamwork. CLE instructors have "professional workshops that aim to improve the quality of education at APU by reassessing course content and refining instruction methods" (Ritsumeikan Asia Pacific University, 2018 June 19). On October 18, 2016, a staff development session was held on using student feedback

to make a better APU. Its main goal was to stress the need to strengthen relations between APU

and its students and alumni (APU Global Learning, 2016 Oct 26).

Additionally, one of the major changes at APU, due to the AACSB accreditation process and

the establishment of a multicultural center at APU, was the introduction of The Institute for

Professional Excellence in Global Learning (IPG) holding training sessions and workshops for

faculty and staff (APU Global Learning, 2016 June 6). In June 2018, APU offered a workshop

titled 'The Institute for Professional Excellence in Global Learning (IPG) Workshop' as part of

their Faculty Development activities. This interactive workshop was advertised as a workshop

for "interested" faculty and staff members - not mandatory - and only given as an introductory

level course on the overview of examining and revising course objectives, assessing student

learning, and structure teaching activities to align with course objectives and measurements as

stated in course syllabi (APU Global Learning, 2018 June 15; APU Global Learning, 2018 June

18). Additionally, in December 2019, another 'The Institute for Professional Excellence in

Global Learning (IPG)' held the first APU OWL (Opening the World of Learning) meeting as a

project for faculty and staff to "gather together to share their vision, discuss university issues,

and share information with each other." A dozen out of the 166 Full-time Faculty members

attended (APU Global Learning, 2019)

APU Students similarly have opportunities to attend programs and seminars. RCAPS

(Ritsumeikan Center for Asia Pacific Studies) "holds research seminars and international

symposiums, conducts research projects and joint research, disseminates APU research results,

and strengthens the network of researchers and research institutions around Japan and across the

world." (RCAPS, 2012). These seminars are available to everyone on campus. Additionally,

there is a study program for freshman called 'Introduction to Peer Leader Training' which is

"designed to help first year students get the most out of their college life and utilize APU's

multicultural campus to their advantage including interpersonal skills, time management skills,

and discussion techniques in Japanese and English" (Ritsumeikan Asia Pacific University, 2016).

Lastly, the APU club-circle Global Business Leaders (GBL) is for students interested in learning

business skills and for cultivating themselves as global business leaders. Club members

participate additionally participate in business case challenges (Ritsumeikan Asia Pacific

University, 2011).

2. CHAPTER 2 - LITERATURE REVIEW

The literature review studies general perspectives of professionalism and higher education perspectives on business professionalism. Furthermore, the relationship of leadership and trust on professionalism are viewed. Teaching and incorporating professionalism in a higher education curriculum of business schools are stated. Additionally, addressed are the impacts on performances in the curriculum, such as enhancement of teachers. Supplementary addressed are the measuring and evaluation of business professionalism.

2.1. Perspectives on Professionalism

Dictionary definitions of 'Professionalism' tend to be simple and do not fully reveal what the concise meaning of 'Professional' is. The Oxford English Dictionary merely defines professionalism as, "The competence or skill expected of a professional." (Oxford University Press, 2019). While the Merriam-Webster dictionary similarly defines professionalism "the conduct, aims, or qualities that characterize or mark a profession or a professional person" (Merriam-Webster Inc., 2019).

Nonetheless, the perspective of 'Professionalism' tends to be much broader than a mere dictionary definition; "interpretations and definitions vary amongst those who research and study it, but they are also likely to deviate considerably from those used in the vernacular" (Evans, 2017). 'Professionalism' is often viewed as a series of behavioral norms and appearance obligations to follow, such as appropriate mannerisms and 'professionalism' clothing (Evans, 2017). Furthermore, 'Professionalism' is frequently tied with ethical behavior (Evans, 2017).

However, while behavior and appearance, and ethics are possible aspects of professionalism, the concept of professionalism is more profound:

"Professionalism is not generally considered an esoteric concept; since it is a widely used term everyone has an idea of what it means, and unless they have researched it in any depth, their understanding of it is grounded in everyday usage of the term, which represents professionalism as something desirable, something commendable and praiseworthy, something worth pursuing and claiming, and whose loss or diminution is therefore regrettable. Being 'professional' carries positive connotations, whilst 'unprofessional' is uncomplimentary. Moreover – and a factor that explains why those two adjectives (professional and unprofessional) have acquired such wide general usage and application – professional status seems to have been appropriated by increasing numbers of occupational groups or workforces over the last few decades. Yet this appropriation of professional status by the many, rather than the elite few, reflects a societal shift that has reshaped academic conceptions of professionalism" (Evans, 2017).

Professionalism is often simplified as showing or acting in a manner that is accordance with the occupation. Yet as stated above, 'professionalism' is subjected by standards of one's occupation, and moreover, societal background and academic environment. The behavior norms of these reshape concepts of 'Professionalism'. Knowing how the reshaping occurs in the academic conceptions of professionalism is critical to adapting.

From this knowledge, further discussion can be made on what constitutes or structures the characteristics of 'professionalism' that are to be adapted. How is 'professionalism' characterized? To answer this question, knowing who wants the 'professionalism' is key - the occupation groups and workforces. The employees and overall workforces in society are seeking something

"desirable", "commendable", and "praiseworthy," which represented 'Professionalism' (Evans, 2017).

In the 2013 study by the Center for Professional Excellence at York College of Pennsylvania (Silverman, 2013), when employers were asked to describe why they perceived that the level of professionalism in new graduate hires had significantly decreased (with over 33 percent of employees stating that the level of professionalism had decreased), they stated that arrogant and 'air of entitlement' behaviors were prominent. The studies further stated that unacceptable behavior, such as using technology inappropriately and using personal social media during work were high. New hires were behaving as if they were among peers, not coworkers and supervisors. The study concluded by saying managers were looking for several specific "lacked traits" or "characteristics of professionalism" in entry-level workers. These characteristics included: (1) appropriate appearance, (2) punctuality, (3) regular attendance, (4) honesty, (5) attentiveness, and (6) sticking with a task through completion (Silverman, 2013). The assumed perspective of this study is that behavior norms could shape what it means to have 'Professionalism'. It is clear that a lack of these behavior norms creates a perception of low professionalism. Furthermore, if these behavior norms were shown to employers and these characteristics were combined, then the perceived level of professionalism would increase.

Additionally, a U.S. national survey for Career Builder conducted in 2017 by Harris Insights & Analytics (Nikravan, 2017), known simply as Harris Poll, a renowned market research firm, concluded by saying that the "fresh perspective and skills" or characteristics that attracted employees that new hires needed the most were: (1) Interpersonal or people skills [50 percent], (2) Problem-solving skills [45 percent], (3) Teamwork [39 percent], (4) Oral communication [39 percent], (5) Leadership [38 percent], (6) Written communication [35 percent], (7) Creative

thinking [34 percent], (8) Project management [26 percent], and (9) Research and analysis [17 percent] (Nikravan, 2017). Similarly, these behavior norms could shape 'Professionalism' that is needed for the workforce. Displaying these skills could attract employees.

Subsequently, an article titled "*What Business Wants from Tomorrow's Leaders*" in BizEd (Bisoux & Shin, 2009), a periodically published magazine regarding collegiate business education published by AACSB International – the world's leading membership association for educational institutions with business programs and organizations devoted to advancing business education – characteristics of career progression are discussed. It is mentioned that new sets of skills are needed for business nowadays and in the future, and questions whether business schools are teaching students what they really need to know for business. These attributes and skills that are needed according to the article include: (1) Passion, (2) Multiple skill sets, (3) Initiative, (4) Flexibility, (5) Networking Skills, (6) Attitude, (7) Potential to grow, (8) Ethical clarity, and (9) Openness to opportunity. The article concluded with saying that businesses want well-rounded hires to be tomorrow's leaders. These hired individuals need to be integrative thinkers with a mix of creativity, have equally strong quantitative and qualitative skills, be great communicators, have leadership potential, and have critical thinking skills to solve the problems facing business and society in general. Additionally, though, businesses are further anticipating tomorrow's leaders to have a high degree of social consciousness, humility, a sense of ethics, and a desire to contribute (Bisoux & Shin, 2009). Moreover, in the BizEd magazine edition, according to The GMAT Report (Graduate Management Admission Council, 2009), top intangible qualities businesses consider when recruiting leaders are initiative, professionalism, and integrity as shown in EXHIBIT 1: The GMAT Report below. It can be concluded that the authors perspective is that business schools need to teach certain attributes and skills that are needed for career progression. These attributes

and skills are tied to professionalism qualities that are sought. These personal perspectives of professionalism however are very individualized.

EXHIBIT 1: The GMAT Report
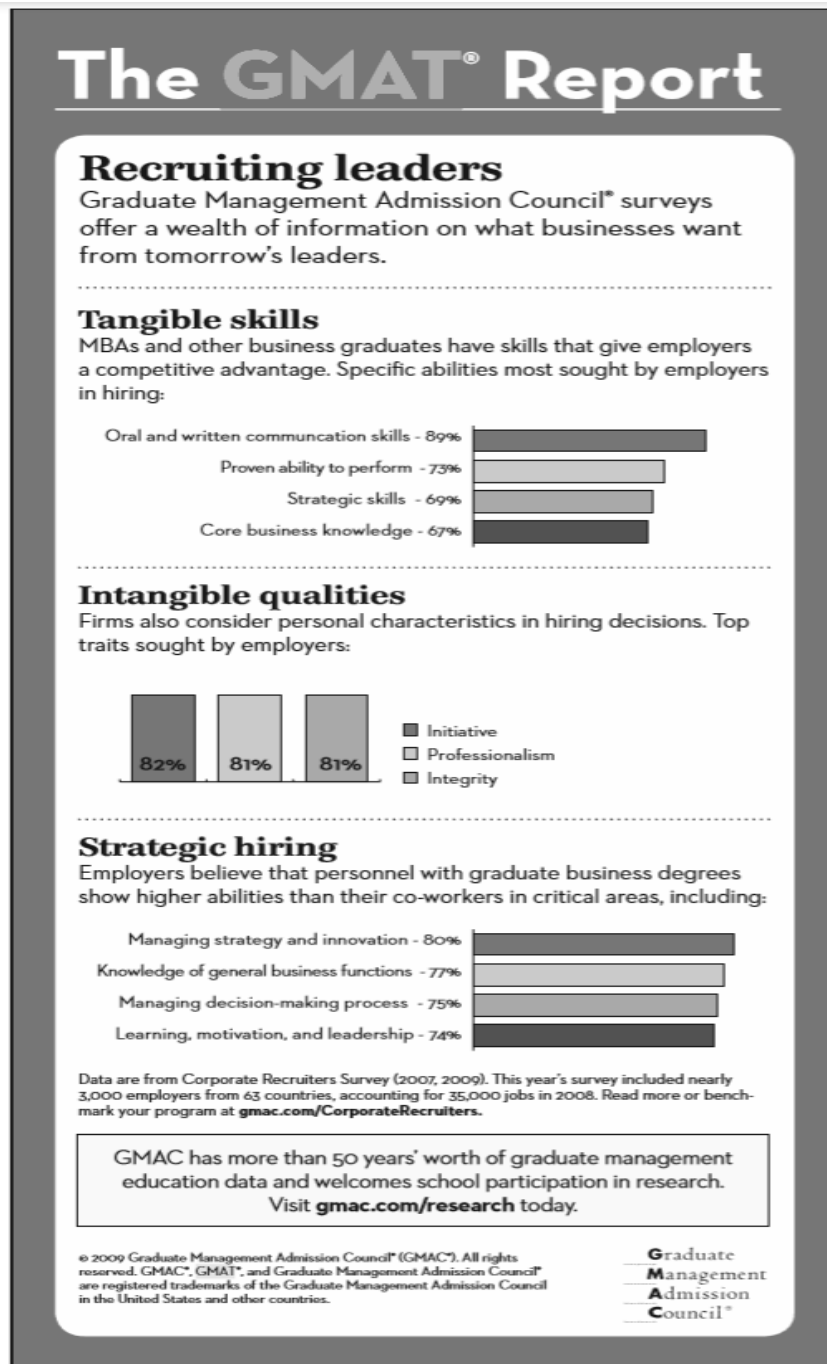
(Graduate Management Admission Council, 2009)

There are moreover institutional perspectives of the attributes that are associated with professions in general; such as professors, accountants, physicians, social workers, and scientists. What attributes do professionalism occupations possess that distinguish them from non-professional one? Conventional attributes, described in the 1950s by Greenwood, of distinguishing a profession were (1) Systematic Theory, (2) Authority, (3) Community Sanction, (4) Ethical Codes, and (5) a Culture. These attributes contributed to life goals, determined behavior, and shaped personality (Greenwood, 1957). The supplement view is revealed:

> *"The sociological approach to professionalism is one that view's a profession as an organized group which is constantly interacting with the society that forms its matrix, which performs its social functions through a network of formal and informal relationships, which creates its own subculture requiring adjustments to it as a prerequisite for career success"* (Greenwood, 1957).

General modern attributes of a recognized profession described by Wideman, the founder of The Wideman Education Foundation and modern project management principles, are the following: (1) A Unique Body of Knowledge, (2) Standards of Entry, (3) A Code of Ethics, (4) A Service Orientation to the Profession, and (5) A Sanctioning Organization (Wideman, 1987). Wideman described "A Unique Body of Knowledge" as principles and concepts learned through formal education, especially graduate or professional schools. "Standards of Entry" were defined as minimum standards for entry, being either experience or an academic degree, program, or test scores requirements. "Code of Ethics" is the appropriate behavior and ethical standards. "A Service Orientation to the Profession" is described as an attitude of the members of the profession to be committed to bettering the profession. Lastly, "A Sanctioning Organization" is the body that sets standards and acts as a self-policing agency (Wideman, 1987). These core aspects mentioned of

'profession' can be agreed upon in society. As well, from Greenwood and Wideman's descriptions, there is a self-process and altruistic view of 'profession' that can be presumed, and the descriptions are helpful for a profession-specific definition of professionalism.

> *"Both radical and traditional sociologists define professionalism as the set of beliefs, values, and norms that legitimize the occupational autonomy and social privileges of professionals"* (Meisenhelfer, 1983).

There seems to be a common idea that 'Professionalism' is a synthesis of behavioral norms or qualities which are highly sought and benefit the profession. Moreover, similarities above show that ethics or ethical behavior is a part of 'professionalism'. Due to occupational groups or workforces being multidimensional environments that require professionalism, adaption is needed for career progression. Therefore, the preparation of behaviors, characteristics, and attributes for 'professionalism' are to occur in an academic environment, especially in higher education or business schools. The education in these schools are often the prerequisite to entering professional careers.

Additionally, it can be noted that both Greenwood (Greenwood, 1957) and Wideman (Wideman, 1987) focused more on societal-accepted technical knowledge instead of professional skill development in regards to professionalism. The constant evolution of technical knowledge could have resulted in higher education focusing more on the institutional perspective of professionalism, and less on the individual or personal perspectives of professionalism, including professional skill development. This could explain the study results by Center for Professional Excellence at York College of Pennsylvania regarding why the perception of the level of professionalism has been decreasing (Silverman, 2013). It additionally can help in the

improvement of teaching and incorporating business professionalism in the higher education curriculum – a major focus of this thesis.

2.2. Higher Education Perspectives on Business Professionalism

Higher education has to recognize the significance of professionalism, due to workforce and occupational demand and success (Evans, 2017). In higher education, there are countless specializations that lead to professions. For this thesis, the focus is geared toward business – business professionalism – in higher education due to business schools preparing students for professional careers, and creating future company and industry leaders. Perceptions of what accurately constitutes ethical behavior and business professional behavior will influence business students' actions once they enter the business world (Lawson, 2004). Students and faculty are the main targets for this thesis due to their roles in higher education.

There are different perspectives on professionalism in higher education. One view is that "ideology of professionalism provides the university's administration with an atomized and disciplined workforce" (Meisenhelder, 1983). This view supports the notion what professionalism from higher education is transferred to the workforce and professional careers. Another view is that there is common perception that business is focused on profit and is highly unethical, therefore professionalism does not synthesis (De George, 2006). An additional view states that ethics and business professionalism differs greatly depending on age and sex - with higher ethics and professionalism among older students and women (Sedmak & Nastav, 2010). Ethics in relation to business professionalism needs to be merged. Overall, these perspectives show the necessity to conduct more research on the overall perspectives on professionalism in higher education.

In business schools, the perspectives of business professionalism seem to differ among faculty and students. Hall and Berardino, found that business school faculty considered professional behaviors to include "honesty and ethical decision making, regular attendance and punctuality, professional dress and appearance, participation in professional organizations, and appropriate behavior during meetings" (Hall & Berardino, 2006). However, students had different perceptions about what was considered appropriate professional behavior; in terms of ethics, time management, appearance, and required activities (Hall & Berardino, 2006). Yet, both groups did rank interpersonal skills, ethical values and responsibility as more important traits (Hall & Berardino, 2006). Tichenor and Tichenor, similarly found professionalism among faculty was associated with specific behaviors; including appearance, punctuality, using proper language, and building strong relationships (Tichenor & Tichenor, 2005). They further noted that professionalism had various levels. Additionally, interestingly, professionalism could be critically classified into three categories: attitude, behavior, and communication (Tichenor & Tichenor, 2005). Socket additionally describes professionalism among faculty as a "manner of conduct within an occupation, how members integrate their obligations with their knowledge and skill in a context of collegiality, and their contractual and ethical relations with clients" (Socket, 1993). Further, Socket identifies five major aspects of professionalism among faculty: character, commitment to change and continuous improvement, subject knowledge, pedagogical knowledge, and obligations and working relationships beyond the classroom (Socket, 1993). From these perspectives, Hall and Berardino, and Tichenor and Tichenor, focused solely on individual or personal perspectives of professionalism, while Socket focused more on the need for technical knowledge for professionalism. Both perspectives of professionalism seem to have importance for the development of professionalism.

Lastly, perspectives and behaviors among students from the academic to business world seem to flow. Students who engaged in unethical or unprofessional behaviors, such as cheating on exams or plagiarizing papers, were more likely to display similar behaviors in the workforce, such as lying to employers or using insider information (Lawson, 2004). There seemed to be an evident relation of ethics and professionalism from the academic higher education to the workforce.

In order to teach and incorporate professionalism in a curriculum understanding of 'business professionalism' is necessary. Stating perspectives and characterizes of business professionalism is essential for this thesis to create discussion. Faculty and students require to have synergy and an understanding in regards to what truly signifies 'business professionalism'. This is needed for framework and methodology. This literature review has identified perspectives that are recurring and coherent regarding 'business professionalism' - these included behavioral, attitudinal, and intellectual components; such as ethical sense, attendance, and appearance.

2.3. Leadership and Trust Relation to Professionalism

This section discusses Leadership and Trust, and their relation to Professionalism.

2.3.1. Leadership Relation to Professionalism

While professionalism can be described with usage of sought traits, it is often unknown which traits or characteristics are the most influential in promoting an overall concept of professionalism, especially business professionalism. While 'professionalism' is broadly applied to professions, the most common and readily available literatures concerning 'promoting professionalism' often tie to medical profession fields not general business profession fields. There seems to be a lack of understanding on the influences of professional behaviors and

professionalism in business. In order to identify possible 'promoting factors' for business professionalism, promoting factors in non-business fields were researched.

First, in the medical field, the Accreditation Council for Graduate Medical Education has characterized Professionalism as "one of the core competencies that programs for medical school graduates must cultivate and evaluate in their trainees" (Hatem, 2003). Hatem states that there are teaching approaches that reflect and promote Professionalism in medical education, including resident-as-teacher programs where residents are prepared to be educators or leaders in academic medicine. Teacher or leader programs impact the patient care and enhancement of the training experience, which is for "fostering and implementing the values espoused by our [medical] profession" (Hatem, 2003). Additionally, Reed and Dix (Reed & Dix, 2018) concluded that among nurses and midwives, an environment that "enables professionalism" included leadership, innovation, collaboration, development, and resourcefulness. They further mentioned that for "upholding individual professionalism" a practitioner needed to learn continuously, to be a role model, to be supporting, and to be leading professionally (Reed & Dix, 2018). One of their interviewees aligned with their view on having an 'enabling professional' model focused on leadership and stated that leadership team meetings were organized to prevent operational issues. Reed and Dix concluded by stating that leadership, resilience, and improvement were essential in their framework for promoting professionalism (Reed & Dix, 2018).

Another article (Ennis el al., 2015) focusing on mental health nursing, also concluded that leadership was the "enabling" factor for professional development. Clinical leaders played a role in modeling, teaching, and influencing staff to be professional. The authors concluded by stating the importance of effective leadership in professionalism (Ennis el al., 2015).

In the engineering field, Farr and Brazil, described leadership in their article as a "key element advancing for the engineering profession to remain relevant and connected in an era of heightened outsourcing and global competition" (Farr & Brazil, 2010) - career progression of engineers. The authors (Farr & Brazil, 2010) stated that educators and managers need to produce junior engineer graduates that are able to lead. Furthermore, universities need to broaden their curricula into the greater domain of professionalism for engineering, including leadership and entrepreneurship (Farr & Brazil, 2010).

Lastly, in the business-related field of accounting, another author briefly mentioned in their article on developing accounting professionals, that leadership outcomes included professional decisions and ethical judgements (Kelly, 2017). Furthermore, the article mentioned that ethical leaders recognized the need for professional competence (Kelly, 2017). More in depth, Banham and He, stated that there was a development of leadership skills and abilities being placed in the profession of accounting for "creating a vision, providing intellectual stimulation, and being an agent of change" (Banham & He, 2013). Furthermore, these leadership skills were essential skills for the career advancement of management accountants and finance professions (Banham & He, 2013). They concluded by stating that leadership was essential to promote excellence in the profession of accounting and for future changes in the profession (Banham & He, 2013).

A common theme among promoting and enabling medical, health, engineering, and accounting professionalism was not only leadership, but also aspects of leadership. These aspects included role modeling, supporting, teaching, influencing, which were needed for change. In context, the statements of leadership in these disciplines and leadership aspects in regards to promoting professionalism could be transferrable to the general business profession.

In order to further understand why these authors stated leadership as an essential trait for professions, and a promoting or enabling factor for professionalism, explanations of the concept of leadership are discussed in the next section.

2.3.2.   Leadership Concept

Leadership has been defined by many scholars and researchers as a term for expressing the concept of leading or influencing others. According to Bernard M. Bass, the creator of Bass's Theory of Transformational and Transactional Leadership, the "use of the concept of influence marked a step in the direction of generality and abstraction in defining leadership" (Bass, 1990). Bass further quoted J.B Nash who suggested "leadership implies influencing change in the conduct of people" and Stogdill who termed leadership as "the process of influencing the activities of an organized group in its efforts toward goal setting and goal achievement" (Nash, 1929; Stogdill, 1950 both quoted in Bass, 1990:17). Further in detail, leadership is described as a power which has the ability to influence or change values, beliefs, behaviors, and attitudes of people (Ganta & Manukonda, 2014). Leadership is an interaction between multiple group members who structure or restructure situations, perceptions, and expectations of the members (Luu Trong Tuan, 2012). Leaders motivate and organize the competencies of group members. With this, leaders are in charge of the change, and whose actions affect the group (Luu Trong Tuan, 2012). Business Leadership is using this influential power and interaction in business practice.

Furthermore, there are many types of leadership theories and styles within general leadership and business leadership. Leader-centered theories include trait theories, behavior theories, personal-situational theory, and interaction-expectation theory (Luu Trong Tuan, 2012). Traditional styles of leadership include Transactional Leadership, Transformational Leadership, and Open Leadership Style. Transactional Leadership and Transformational Leadership are

considered two leadership paradigms that are meaning-making concepts, as shown below in EXHIBIT 2 (Luu Trong Tuan, 2012). Transformational Leadership and Open Leadership Style are directly related to Change-Oriented Leadership (Detert & Burris, 2007). It is critical for leaders to show an openness or an appreciation for change in order to influence other people in business for change (Detert & Burris, 2007). Transformational leaders motivate their subordinates to perform above expectations and make them more aware of the importance and value of goals, while having them think about the good of the group instead of individual interests (Luu Trong Tuan, 2012). Additionally, they influence employees to customer-oriented interaction (Luu Trong Tuan, 2012). Transformational leadership behaviors can impact organizational and outcomes.

EXHIBIT 2: Leadership as Meaning-making
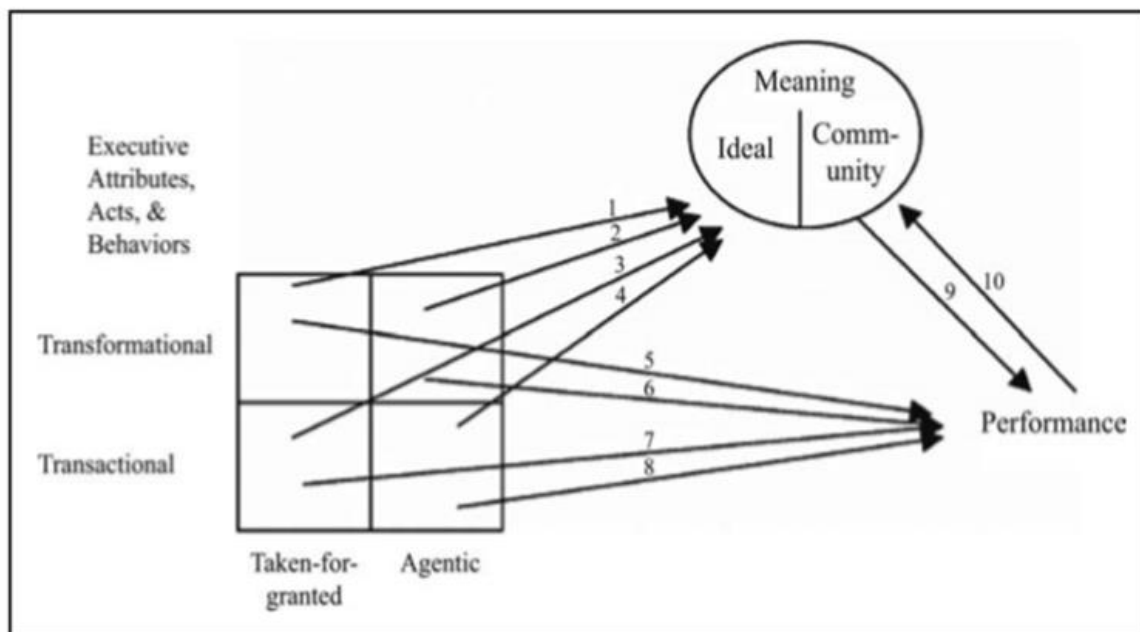
(Luu Trong Tuan, 2012: 135)

Another type of leadership style that has had increased attention in the last decade is Ethical Leadership, also known as Leadership Ethics. Due to high-profile cases of leaders' ethical failure

in different settings and sectors, such as the Enron and WorldCom cases, the study of ethical

leadership has rapidly developed (Hartog, 2015; Svensson & Wood 2007). Ethical leadership is

associated with perceived behaviors and characteristics, and strongly ties to other leadership styles,

especially Business Leadership (Hartog, 2015). Svensson and Wood, state that companies need to

provide a conceptual framework for sustainable leadership ethics in order to have societal

responsibility (Svensson & Wood 2007). This includes a continuous process of inputs and actions

leading to outputs, which all constantly reconnect for successes. Their Conceptual Framework of

Sustainable Leadership Ethics – Continuous and Iterative is shown below in EXHIBIT 3. Inputs

that influence sustainable leadership ethics expectations include associations, competition,

education, integrity, legislation, lobby, managers, media and responsibility (Svensson & Wood,

2007). Following are actions that influence sustainable leadership ethics expectations, competitor,

customer, leadership, shareholder, staff, stakeholder, and supplier (Svensson & Wood, 2007).

Lastly, outputs that influence sustainable leadership ethics expectations behavior, citizenship,

economy, employee, environment, product, service, and tax (Svensson & Wood, 2007). Inputs

initiate the process of sustainable leadership ethics by determining the issues in the businesses'

activities. Business leadership values, norms, and beliefs need to make these inputs match with

operational, tactical, and strategic business operations, so that outputs can be achieved. Then, the

process reconnects (Svensson & Wood, 2007). The ways that leadership, especially business

leadership, interprets inputs and reacts to actions, produces outcomes. The criteria directly and

indirectly affect business practices and culture. Leadership culture is significant in business for

success (Svensson & Wood, 2007).

EXHIBIT 3: Conceptual Framework of Sustainable Leadership Ethics– Continuous and Iterative

Inputs
- Association
- Competition
- Education
- Integrity
- Legislation
- Lobby
- Manager
- Media
- Responsibility

Actions
- Competitor
- Customer
- Leadership
- Shareholder
- Staff
- Stakeholder
- Supplier

Outputs
- Behaviour
- Citizenship
- Economy
- Employee
- Environment
- Product
- Service
- Tax
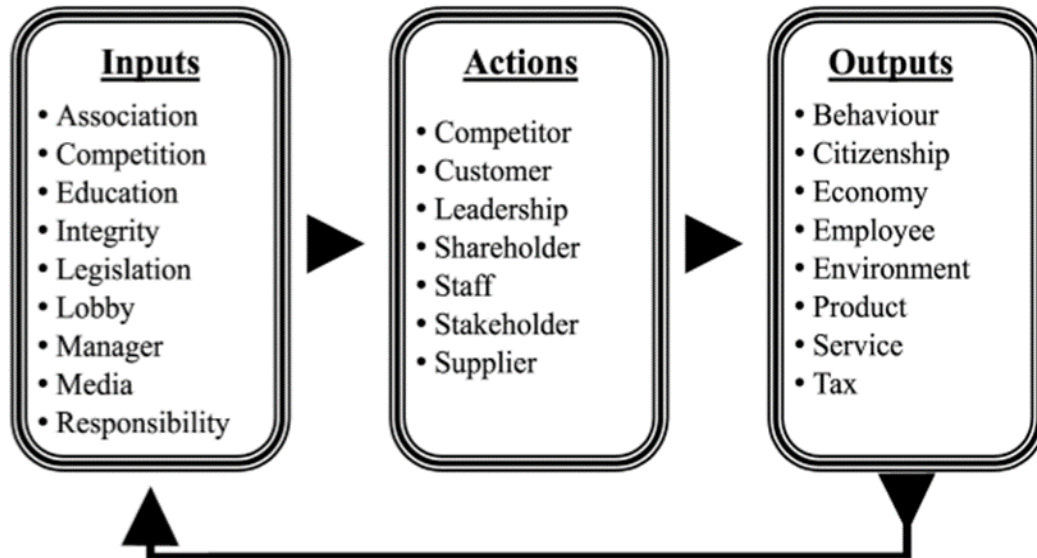
(Svensson & Wood, 2007: 253)

2.3.3. Trust Relation to Business Professionalism

Trust correspondingly has a relation with professionalism due to its linkage with leadership. A trust exists between business organizational leaders and employees or organization.

Trust is defined as a "willingness to be vulnerable to others whose behavior one cannot control" (Zand 1972; Hansen el al., 2011). Similarly, trust is described as having the confidence or belief that the other party will not exploit or take opportunistic advantage of another's vulnerabilities (Dryer et al., 1998; Hart & Johnson, 1999). Additionally, trust in relation with psychological safety and voice, in a leader facilitates the relationship between a leader's transformational behavior and employees' provision of other no-risk organizational citizenship behavior (Detert & Burris, 2007).

Stakeholders decide to trust organizations based upon their assessment of the organization's values and ethics. Therefore, trust is regarded as the primary indicator of strong management or leaders - trust is a key mediator. Trust is perceived as a pivotal aspect of business relationships (Mouzas el al., 2007). In organizational behavior, employee trust is labeled as a 'core' basis for effective leadership and perceptions of effective leadership by subordinates (Dirks 2000; Dirks & Ferrin, 2002). Trust might be a primary mechanism through which CSR activity influences employee attitudes and behaviors. Trust is an immediate outcome of organizational CSR perceptions that may shape employee attitudes and behaviors. When employees develop trust, they adopt attitudes and engage in behavior that serve to improve their organization's overall performance. Trust mediates the relationship between CSR perceptions and employee attitudinal/behavior outcomes (Hansen el al., 2011).

Furthermore, in the article, *The Linkages among Leadership, Trust, and Business Ethics*, Luu Trong Tuan states that there is a linkage between leadership and organizational trust that can be applied in different industries and markets of business (Luu Trong Tuan, 2012). Leaders' behaviors, especially including, communicative and supportive behaviors, shape and sustain trust (Luu Trong Tuan, 2012). Leaders' strategy-based role and organizational communication directly influence their employees' trust in their leaders (Luu Trong Tuan, 2012). Also, ethical and professional behaviors, which are conceived as the perceived degree of values that are adopted and followed, are crucial for employees' trust in leaders (Luu Trong Tuan, 2012). Trust dimensions includes competence, benevolence, and integrity (Luu Trong Tuan, 2012). In theory, they include calculus-based trust, knowledge-based trust, and identity-based trust (Luu Trong Tuan, 2012).

As stated in the previous section, Transformational leaders motivate and influence employees to customer-oriented interaction, therefore relating it to identity-based trust (Luu Trong

Tuan, 2012). With creating, following, and being committed to a shared vision and goals, along with developing a sense of collective identity, leaders strengthen identity-based trust (Luu Trong Tuan, 2012). This characterizes transformational leadership.

Finally, transformational leaders ensure individualized consideration, which ties to knowledge-based trust, by individualizing group members by their needs and competencies. Knowledge-based trust, with exchanging information and building understanding, helps introduce ethical and professional behaviors. Transactional leaders increase employee performance and satisfactions by linking job performance with valued intrinsic and extrinsic rewards, therefore it is related to calculus-based trust. Calculus-based trust is characterized by short-term expectations. This creates fragility and it is based on interests being served, therefore it is susceptible to unethical and unprofessional practices. Transactional leaders are actively involved in making ethical and professional decisions, since they are concerned with end-values, including liberty, justice and equality (Luu Trong Tuan, 2012).

Concluding, to promote ethical and professionalism behaviors in a business environment, leaders and managers need to initiate an identity-based trust and knowledge-based trust approach, or change their calculus-based trust towards identity-based trust or knowledge-based trust. This is a transformational leadership approach, which is ideal for expanding corporate social responsibility, and ethical and professionalism behavior (Luu Trong Tuan, 2012). This outlook can further expand to business professionalism.

2.4. Higher Education Curriculum of Business Schools

The approach to teaching professionalism lies within the business schools' curriculum. There are three types of curriculums; formal, informal and the hidden curriculums. The formal

curriculum is stated as planned learning offered by a school, such as a classroom lesson. Informal curriculums are usually learning in co-curricular activities, such as school circles. The last, hidden curriculum is "unintended lessons, values, and perspectives that students learn in school," such as unofficial rules or hallway conversations (Zarco, 2018). While formal and informal are intended, it is likewise important to realize that the hidden curriculum plays an essential role. Formal business curriculums are often limitedly focused on technical business learning. Informal can have technical, and some personal perspectives of business. Hidden curriculums are normally very influential for individual or personal perspectives of business and professionalism. Since personal perspectives are lacking in business professionalism teaching, hidden curriculums need to be focused on and incorporated. To conclude, each of these curriculums are critical regarding the teaching of professionalism.

The BizEd article mentioned previously states business schools must supplement the traditional pre-set, formal curriculum with interactive forums and introduce concepts beyond the typical disciples of finance, marketing and accounting (Bisoux & Shin, 2009). First, information regarding professionalism can be distributed and skills can be shown by business schools and instructors. Whether as a course or a segment of a course, or as an unofficial occurrence, professionalism can be taught and be part of the academic curriculum. Second, students already have the opportunity to be exposed to professionalism skills, in informal curriculums, so the exposures can be emphasized. These opportunities can include special lectures and business-related university circles. Third, an offered program, a co-curricular program, to foster professionalism behavior is ideal. Schools with co-curricular programs can help student gain more practical and individual perspectives. The approach of a co-curricular program is the main focus

on incorporation of business professionalism in the higher education curriculum for this thesis paper.

2.5. Impacts on Curriculum

In order to fully invest in the idea of adding professionalism into the curriculum, a reasoning is usually sought – the impact. Reasons for knowing the impact of professionalism are for results, management, accountability, learning, improvement, and decision-making (Borg, 2018). Professionalism teaching is an input, which impacts the output of performance. Performance is the general term for the process of accomplishing an action or function and its results by a person or organization. Performance is often tied to quality and quantity. It is theorized that professionalism has a positive and significant impact on performance – it is a causality relationship. Impact is a term "defined as 'the lasting or significant changes … in people's lives brought about by a given action or series of actions'" (Roche, 1999: 21 quoted by Borg, 2018)

This section will mention possible impacts of professionalism in relation to improving the performance in the curriculum that carries on to business careers and environments. The impacts relate to multiple performance functions; including enhancement of teachers, transformation of students, and creation of career advantages. Enhancement of teachers is the main impact to be discussed.

2.5.1. Enhancement of Teachers

The performance that will be focused on is the development and enhancement of teachers. Enhancement of teachers is a possible performance impact of professionalism that proceeds and boosts other impacts due to the role of teachers in the process of education in the curriculum. While students are the ones that need to be taught professionalism in higher education, teachers need to

know what to teach. With any change in the curriculum there requires teacher enhancement. For formal curriculums, the focus of the enhancement strongly depends on the teachers training, education, and background; it is very institutional. For informal and hidden curriculums, there requires greater enhancement of teachers, due to the need of individual or personal perspectives of professionalism. However, this is challenging:

"Many of the faculty members who must implement these new initiatives are unable to articulate the attributes and behaviors characteristic of the… professional, do not serve as effective role models, and have not mastered appropriate teaching and evaluation methods. As a result, faculty development [teacher enhancement] is needed to achieve success in promoting professionalism" (Steinert & et al., 2005).

Learning is a continuous process for not only student, but for the teachers. Teacher must be committed to enhance themselves in order to teach and synthesize behavioral norms or qualities which are considered 'professionalism'. This includes the preparation of behaviors, characteristics, and attributes of 'professionalism'. As one group of professions stated, "to help our students learn and change their behavior, we [the teachers] have committed ourselves to our own continuous learning and behavior change" (Suchman & at al., 2004). Therefore, teachers' enhancement is essential, and significant for informal and hidden curriculums for teaching professionalism. Thus, teachers need the impact of enhancement themselves from learning professionalism in order to continue that professionalism learning to students for student transformation.

This idea is further supported due to the impact of professionalism mentioned in the previous section - a positive impact on patient care and enhancement of the training experience, which was for "fostering and implementing the values espoused by our [medical] profession" in preparation

for educators or leaders in academic medicine. This later impact means the enhancement of teachers and subsequently the creation of career advantages for themselves.

Borg found that the impact of professional development and professionalism courses on teachers was increased satisfaction, increased language proficiency, improved overall teacher knowledge, better implementation of instructional skills, positive attitudes and beliefs, changed classroom practices, and reflective competence (Borg, 2018). Formal professional development was key to teacher competence or enhancement. Further mentioned was the impact of the teachers taking professional development and professionalism courses on the students – student enhancements of more motivation, engagement, and confidence (Borg, 2018). "The centrality of teacher competence to student outcomes has been highlighted repeatedly in the literature in recent years" (Borg, 2018). Borg argues that "enhancing teacher quality is key to improving the quality of an educational system more generally" (Borg, 2018) Concluding, professional development and professionalism courses were a key strategy for teacher improvement or enhancement, and bring about positive change in teachers' competence (Borg, 2018).

Furthermore, a study on school improvement found significant impacts of teachers' professional development and professionalism activities on school improvement. Also found were that maximum school improvement could be achieved if schools put more emphasis on teacher's training, instead of individual action enquiry (Hoque & et al., 2011). The findings of the study provided educational managers, headmasters, and teachers crucial information on improvement of teachers' quality in schools (Hoque & et al., 2011).

Another study, an experimental study of the impacts of professional development and professionalism courses, had similar results. It was reported that professional development and professionalism courses had a positive impact on teacher effectiveness. Furthermore, a long-term

program has a substantial impact on the quality of teaching (Kyriakides & et al., 2017). Both teacher effectiveness and a teacher's quality of teaching tie to teachers' enhancement.

In summary, development or enhancement of teachers seems to be a major and essential impact for any change in the curriculum, including professionalism teaching. There seems to be a continuous circle loop of enhancement of teachers for continuous learning of both teachers and students.

2.5.2.   Other Performance Impacts

There are other possible performance impacts from professionalism. For example, along with teacher effectiveness is organizational effectiveness. A case study by Holder researched how aspects of professionalism by management could be employed to achieve organizational effectiveness in failing organizations. The approaches of professionalism employed had a significant effect of on the "attainment of organizational effectiveness, as demonstrated by improvements in financial stability, credibility, reputation and improved stakeholder relations" (Holder, 2017). The professionalization of the management team demonstrated a change in the "willingness and ability to learn and adapt to achieve success and change" (Holder, 2017). The results concluded by stating professional bodies and professionalism played important roles in achieving organizational effectiveness. In relation, if the organization was, for example, a school, such as a business school, the possibilities of 'effectiveness' as a performance impact of professionalism could be numerous.

2.6. Measuring Professionalism

Previously mentioned, professionalism can be taught in higher education with proper design and implementation. Teaching and incorporation can be from formal, informal, and the hidden

curriculum. Enhancement of the teachers seems to be necessary to the success of 'professionalism' being taught. However, in measuring professionalism specifically in the higher education curriculum in a co-curricular program, an emphasis on recognizing and assessing professionalism are key. Designing, implementing, and teaching a curriculum, and enhancement of teachers is not sufficient enough for a successful development of 'business professionalism'. Some parts of business professionalism can be measured easily. Measuring factors have been defined and characterized from the above perspectives. Furthermore, a measurement needs to rate and track professionalism behavior. After data has been completed, 'business professionalism' is measured and discussed in the analysis section of this thesis paper. Assessments from measurements are for effectiveness.

3. CHAPTER 3 - CONCEPTUALIZATION AND MODELS

This chapter contains the conceptualization and all models formed for the hypotheses. First, variables relationships, including independent and dependent variables, are stated for understanding. Conceptualization was formed from research in order to form the first two models. The hypothesized model is the full groundwork, which is composed of the conceptualization and other models. Lastly, implications are mentioned.

3.1. Variable Relationships

Variable Relationships include relationships between independent variables and dependent variables, which are discussed subsequently discussed.

3.1.1. Independent Variables

From the Comprehensive Problem Statement in TABLE 1, shown previously, there are independent and dependent variables to be mentioned.

The independent variables are the factors promoting business professionalism and a structured incorporation of business professionalism. These two variables are essential for the descriptive perceptions and explanatory driving elements of the concept of 'business professionalism'. While both are independent variables in the problem statement, the factors promoting business professionalism are further independent of a structured incorporation of business professionalism. The two main promoting factors of business professionalism, based from academic literatures, are presented as business leadership and trust.

3.1.2. Dependent Variables

The dependent variables are the impact in the business schools' curriculums of improved performance in the curriculum that carries on to business careers and environments. This variable is the end result to be explained from the data to be collected. Examples of improved performance in the curriculum, include enhancement of teachers, creation of career advantages, and transformation of students.

3.2. Conceptualization

A structured incorporation of business professionalism was formed. First, from 15 academic sources and studies discussing traits related to professionalism and sought for professions, frequency was tallied in a list in TABLE 2: Traits Related to Professionalism and Sought for Professions, in the APPENDICES. Traits are stated as any attributes, characteristic, behaviors, or skills. Each trait has been labeled into one of three groups from the context of the source; Business and Professions Employers [E], Higher Education Faculty including Professors [H], and Students [S]. After frequency was tallied, the traits were categorized by identifying qualities; ethical clarity, personal and interpersonal skills, cognitive skills, productivity, or presentability using the Affinity Diagram Method.

From TABLE 2, FIGURE 1: Conceptualization of Traits of Professionalism shown below was designed. The Conceptualization of Professionalism contains the 4 main categories of Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, and Presentability Attributes on the outer sides and a 5th main category Ethical Clarity centered. Each of the main categories contains example traits that were most frequently tallied in TABLE 2. Personal and Interpersonal Skills includes communication, teamwork, sociability, responsibility, time management, and commitment skills. Cognitive Skills includes problem solving, critical thinking,

creative thinking, adaptability, multi-skilled, and knowledge skills. Productive Behavior includes

participation, initiative, effectiveness and being systematic. Presentability Attributes include

appearance, respectfulness, humility, and appropriate conduct and attitude. Lastly, Ethical Clarity

includes social consciousness, and honesty and integrity.

TABLE 2: Traits Related to Professionalism and Sought for Professions

- Located in the APPENDICES.

FIGURE 1: Conceptualization of Traits of Professionalism

FIGURE 1: Conceptualization of Traits of Professionalism

Personal and Interpersonal Skills	Cognitive Skills
• Communication	• Problem-Solving
• Teamwork	• Critical Thinking
• Sociability	• Creative Thinking
• Responsibility	• Adaptability
• Time Mgt	• Multi-skilled
• Commitment	• Knowledge

Ethical Clarity
- Social Consciousness
- Honesty & Integrity

Productive Behavior	Presentability Attributes
• Participation	• Appearance
• Initiative	• Respectfulness
• Effectiveness	• Conduct
• Systematic	• Humility
	• Attitude

3.3. Model 1

From FIGURE 1, the starting model, MODEL 1: Structured Incorporation of Business Professionalism was designed. This model presents that Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes, and Ethical Clarity incorporated shape Business Professionalism.

MODEL 1: Structured Incorporation of Business Professionalism

MODEL 1: Structured Incorporation of Business Professionalism
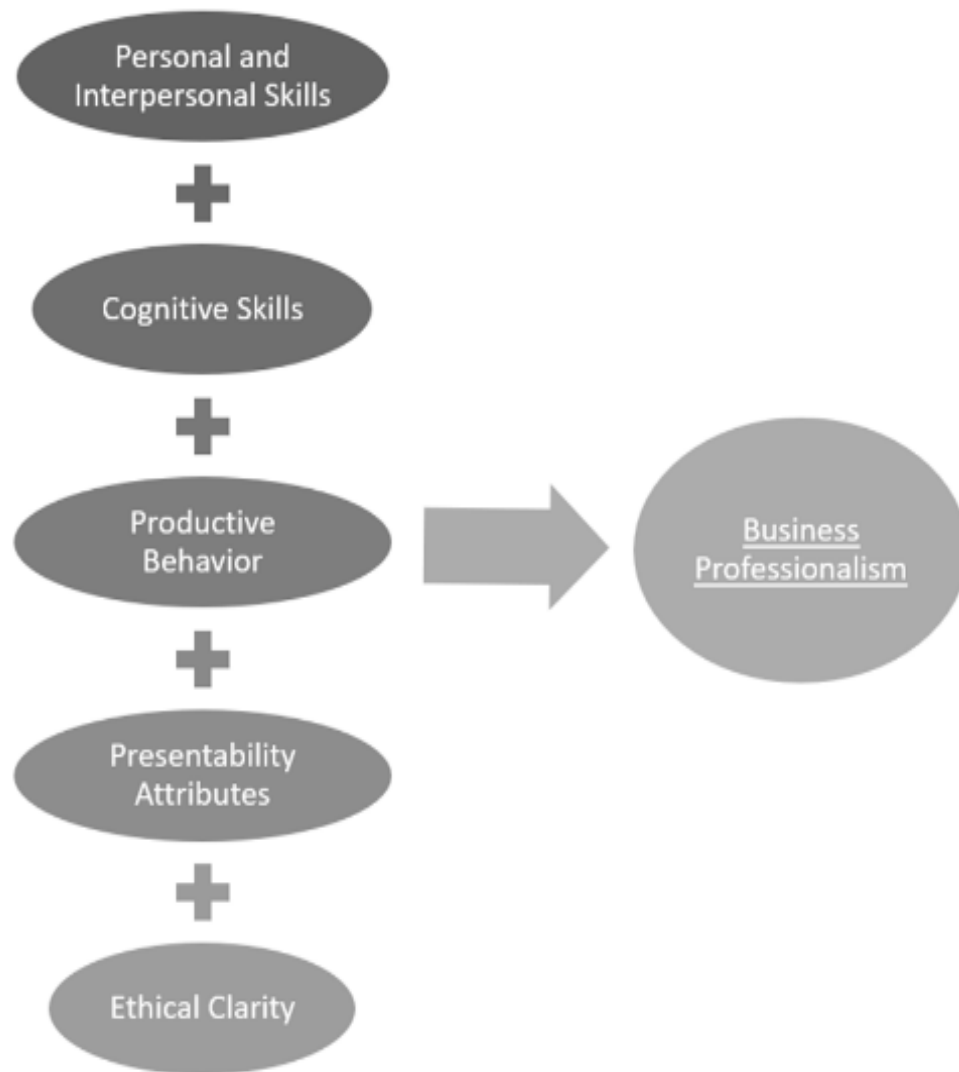
3.4. Model 2

From the identification of independent and dependent variables, MODEL 2: Factors Promoting Business Professionalism shown below and MODEL 3: Hypothesized Model were both formed. MODEL 2 shows the first and starting hypothesis;

H1: Business Leadership and Trust promotes Business Professionalism.

As mentioned previously, while both are independent variables in the problem statement, the factors promoting business professionalism are further independent of a structured incorporation of business professionalism. The relationship between these variables mentioned is positive since it shows a 'promote' correlation.

MODEL 2: Factors Promoting Business Professionalism

MODEL 2: Factors Promoting Business Professionalism

Structured Incorporation of Business Professionalism with Leadership and Trust

Business Leadership

Trust

Promotes

Business Professionalism
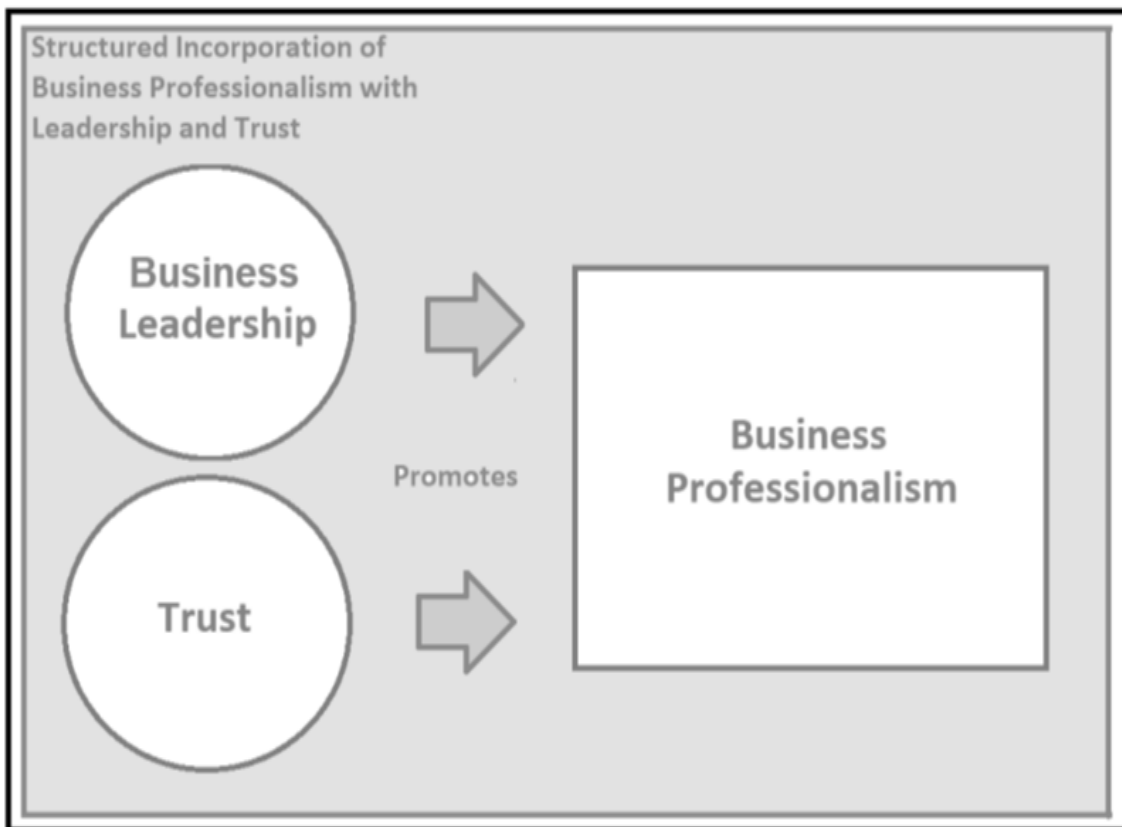
3.5. Model 3: Hypothesized Model

MODEL 3: Hypothesized Model shown below includes the Structured Incorporation of Business Professionalism from MODEL 1. This Structured Incorporation of Business Professionalism ties to the second hypothesis;

H2: Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes and Ethical Clarity incorporated structure Business Professionalism.

These incorporated traits have a positive relation since they shape a structured clarification of Business Professionalism. Furthermore, the model is expanded to include the Main Hypothesis;

H3: A structured incorporation of Business Professionalism impact performance in the higher education curriculum in Business Schools.

The last relation was predicted as a positive impact; however, data would determine the results of the correlation between the independent and dependent variables. In the APPENDICES, there is MODEL 3b which is a comprehensive version of MODEL 3, including types of Business Leadership and types of Trust, and examples of improved performance in the curriculum to be examined.

MODEL 3: Hypothesized Model

MODEL 3: Hypothesized Model
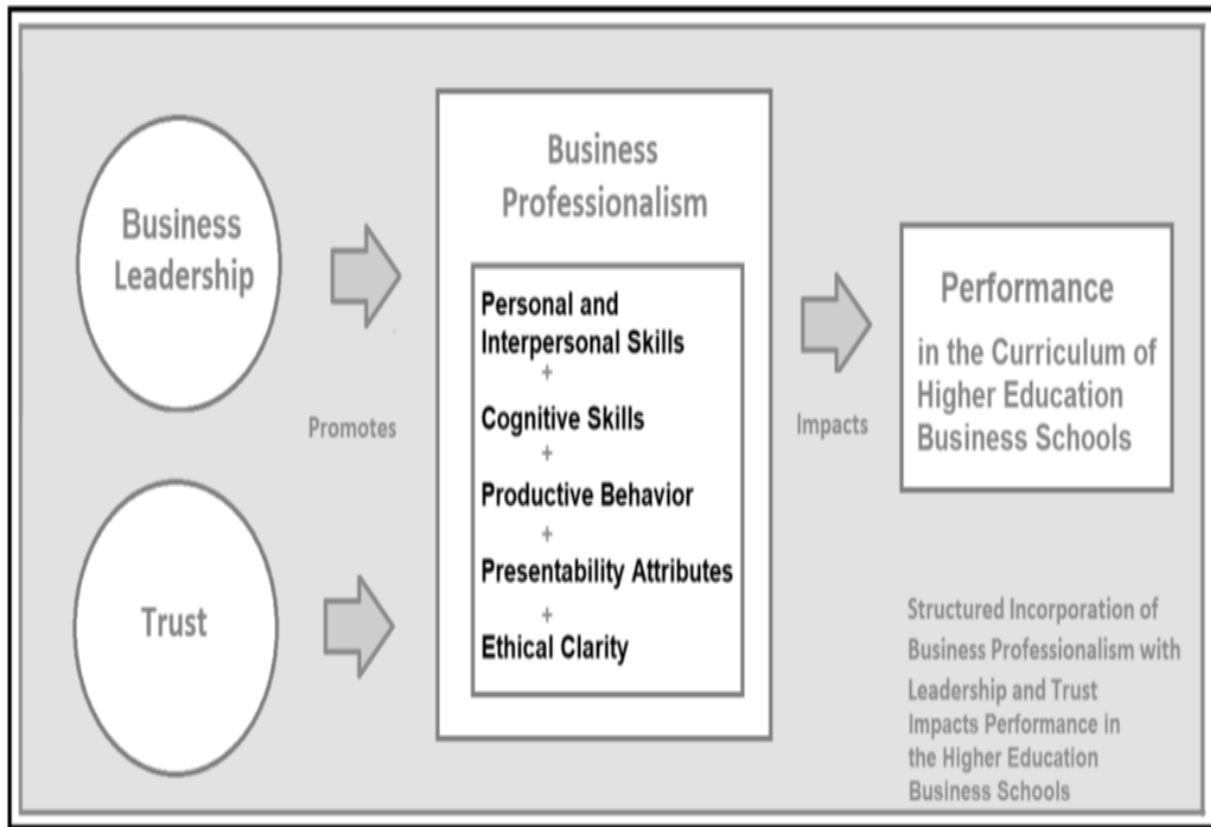
3.6. Implications of Framework

Literature pertaining to professionalism is often tied to certain professions, such as medical fields, or as a result of a lack of ethics occurrence. This makes it evident that business professionalism education in the curriculum is underdeveloped. Evidence suggests that business professionalism can be taught by faculty in the formal, informal, and hidden curriculums. Teaching professionalism requires a grasp on first recognizing an accurate meaning and the characteristics, or description, of 'business professionalism' (Research Question 1), which turns into a structural incorporation of business professionalism with promoting factors revealed (Research Questions 3 and 2). A condensed description of business professionalism from 15 sources formed the

conceptualization shown above. The conceptualization was determined in order to benefit model creation and data collection. Furthermore, for practical application, that data could be used to design and implement a business professionalism program in the business schools' curriculum. This could show possible impacts of the structured incorporation of business professionalism on business schools' curriculums (Research Question 4) Therefore, this thesis has an exploratory approach to the research questions:

1.) 'What constitutes business professionalism?'

2.) 'What main factors promote business professionalism?'

3.) 'How can business professionalism aspects be structurally incorporated effectively in the higher education curriculums of business schools?'

4.) 'What is the impact of a structured incorporation of business professionalism on business schools' curriculums?'

4. CHAPTER 4 - RESEARCH METHODOLOGY

The Research Methodology contains data collection of primary, measurements, and secondary data. Additionally, sampling frame, strategy, and size are stated, along with representativeness and validity. Furthermore, the designed questionnaire, and conducted survey and interview are described.

4.1. Data Collection

In order to measure the independent and dependent variables, operationalization is formed. Operationalization for independent variables is based from the traits identified in FIGURE 1 and MODEL 1. The dependent variables are operationalized from MODEL 2.

4.1.1. Primary Data

Methods of data collections are both primary and secondary data. Primary qualitative data is the main form of data to be collected for results, since it is consistent with the exploratory nature of the research. Important stakeholders for primary data include faculty members with professors, students and alumni, and business employers. This primary data is in the form of sampling; a survey, and interviews and focus groups. A questionnaire was designed and an initial survey was conducted to determine the relationship between the two independent variables: 1.) factors promoting business professionalism and 2.) a structured incorporation of business professionalism. Furthermore, the questionnaire was designed and survey was conducted to collect data from students regarding Business Professionalism perceptions to assess FIGURE 1: Conceptualization of Traits of Professionalism, MODEL 1: Structured Incorporation of Business Professionalism, and MODEL 2: Factors Promoting Business Professionalism. The initial survey is discussed

further in the next section. After the initial survey, interviews and focus groups were conducted to observe the entirety of MODEL 3, the hypothesized model.

4.1.2. Measurements

Measurements include the Affinity Diagram Method and Grounded Theory Principles Method. The Affinity Diagram, also known as the KJ Method, was developed by KAWAKITA Jiro, a Japanese ethnologist. The method is a brainstorming and problem-solving methodology for efficiency. It is used to visualize and organize ideas together (Widjaja & Takahashi, 2016). Its purpose is to categorize a large number of fragmented uncertain information into logical and cohesive groups. The result is a better understood idea or problem (Project-Management, 2017).

Sociologists Barney G. Glaser and Anselm L. Strauss wrote The Discovery of Grounded Theory in 1967 with the purpose of knowing how the discovery of theory from data -systematically obtained and analyzed in social research – could be furthered. They used a strategy of a general method of comparative analysis. This discovery of theory from data, the authors called Grounded Theory (Glaser & Strauss, 1967). The Grounded Theory is an interpretative methodology of social research and a combination of procedures that can systematically generate a theory from data. It aims at describing meanings under examination, exploring social and psychological processes, and examining data through different phrases – open, selective, or axial coding (Faggiolani, 2011). In classic grounded theory methodology, coding is the main intention. With coding, the theoretical concept of the data and its analysis are possible. Using the data, categories relating to the concepts are compared with selective coding (Holton, 2010).

In the research for this thesis, after interviews and focus groups were conducted, the Affinity Diagram Method was used for capturing, grouping, and labeling categories. Furthermore,

constructs were measured using the Grounded Theory Principles Method. Using this method, the qualitative data was coded by frequency, instances during an interview (maximum and minimum), and means calculation. Common concepts from raw data were analyzed with this coding. These concepts are based from the research questions; constitution of business professionalism, promoting factors of business professionalism, structural incorporation of business professionalism in curriculums, the incorporation's effective design and implementation, and the incorporation's impact. This includes traits from the conceptual framework and other traits from TABLE 2; such as communication, time management, critical thinking, knowledge, effectiveness, systematic, respect, conduct, ethical consciousness, and integrity.

4.1.3. Secondary Data

Secondary data was collected to design MODEL 2, in addition to FIGURE 1 which formed MODEL 1. For MODEL 2, these included data from academic journal literatures, including studies. For FIGURE 1, these included polls and studies. Secondary data to access MODEL 3, the hypothesized model, is used in the form of Records and Reports, and Third-Party Opinions. These are useful to lower bias in the primary data of self-ratings and views, for a more solid analysis. Due to Professionalism being multi-dimensional, the following FIGURE 2: Methods of Assessment, based on Wilkinson's nine clusters of assessment tools (Wilkinson al et, 2009) is used to breakdown elements into aspects that can be measured.

FIGURE 2: Methods of Assessment

FIGURE 2: Methods of Assessment

Observation

Self-Ratings

Peer and Teacher Views

3rd Party Opinions

Records and Reports

Tests

Simulations
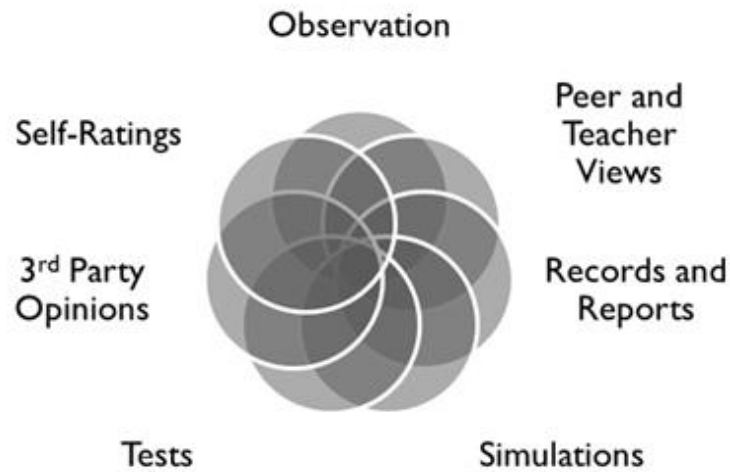
Based on Wilkinson's Nine Clusters of Assessment Tools. (Wilkinson al et, 2009)

4.2. Sampling

This sub-section discusses all matters pertaining to sampling, including frame, strategy and size. Furthermore, representativeness and validity are started in relation to the sampling. The sampling information is in regards to the survey conducted.

4.2.1. Sampling Frame

The sampling was a subset of the targeted population; stakeholders or people associated with business higher education, including employers, faculty, and especially students. The sampling frame for the survey were students from Ritsumeikan Asia Pacific University, further called APU, located in Beppu, Oita Prefecture, Japan. A request for random student participants that were affiliated with APU was conducted. The sampling frame for the interviews and focus groups was the same, with the only difference being that faculty (instructors) and employers in Beppu were included.

4.2.2. Sampling Strategy and Size

APU has 5,829 students (as of Nov 1, 2018) according to APU's Student Enrollment and 166 Full-time Faculty members (as of May 1, 2019) according to APU's Faculty and Staff Overview (Ritsumeikan Asia Pacific University, 2019). Random student participants for the survey were from a group of current APU students and APU alumni, including a group of APU MBA students. It was estimated that about 20 people of APU's student population would participate in the survey by the end of November 2018. Furthermore, it was estimated that a dozen participants would be interviewed by March 2019.

4.2.3. Representativeness

In terms of sampling error, the differences between population and sampling data, included a possible selection-error and non-response errors. For reducing sampling errors and non-sampling errors, and increasing representativeness, a larger sample size was sought and participates were required to complete the entire survey to avoid non-responses to questions. Furthermore, the participants were random to avoid selection and response bias.

4.2.4. Validity

In order to achieve Internal and External validity in the research, steps were taken. For internal validity, all variables were monitored, including environmental factors, and a controlled group was created. For external validity, selection bias and sensitization were minimized as much as possible. Furthermore, as stated, randomness was of utmost importance to achieve the ideal sampling results.

4.3. Questionnaire and Survey

As stated previously, a questionnaire was designed for the initial survey to determine the relationship between the two independent variables: 1.) factors promoting business

professionalism and 2.) a structured incorporation of business professionalism. Furthermore, the questionnaire was designed for the survey to collect data from students regarding Business Professionalism perceptions to assess FIGURE 1: Conceptualization of Traits of Professionalism, MODEL 1: Structured Incorporation of Business Professionalism, and MODEL 2: Factors Promoting Business Professionalism. The questionnaire and initial survey do not ask about the relationship in MODEL 3: Hypothesized Model of the impact of Business Professionalism on the Business Schools' curriculum. Data collected for this relationship was collected using other methods in FIGURE 2, including interviews and focus groups.

For better data collection, questions were diverse; open-ended, close-ended, list picking, and ranking questions. The Questionnaire's four questions were the following:

Questionnaire Questions

1.) Are you an APU student or faculty member?

2.) List 5 words that you relate with "Professionalism".

3.) From the list, pick the top 5 words that you relate with "Professionalism".

- Appropriate appearance

- Appropriate conduct

- Communication Skills

- Creative Thinking

- Critical Thinking

- Ethical Clarity

- Integrity

- Interpersonal Skills

- Leadership

- Organized

- Participation

- Problem-Solving

- Punctuality

- Regular Attendance

- Respectful

- Responsibility

- Teamwork

- Time Management

- Trust

4.) Please rank the words that relate the most with "Professionalism".

- Appropriate appearance

- Communication Skills

- Creative Thinking

- Critical Thinking

- Ethical Clarity

- Leadership

- Time Management

- Responsibility

- Teamwork

- Trust

The purpose of Question 1 is for targeting the sampling frame of students from APU. Question 2 is for starting the thought process of the concept of professionalism and allows the respondent to answer in an open-ended way with their initial perspective. Question 3 is for making the meaning of professionalism concise. Question 4 is for ranking importance of professionalism traits.

Subsequently, the initial survey was conducted using an online platform. A copy of the initial survey is located in the APPENDICES. The initial survey used the same four questions from the questionnaire plus an additional three questions for aggregating. These additional questions were the following:

a)   What is your APU email?

b)   Would you be interested in being a part of a Professionalism Program at APU?

c)   Do you have any comments?

The purpose of Question a) is for identification of respondents and to follow-up in case of discrepancies. Question b) is a question designed to indirectly question students on whether they want business professionalism to be a larger part of the curriculum. Question c) is solely for feedback or general comments on the survey.

Overall, the importance of collecting data via the initial survey is to determine whether the sample frame's perceptions and the proposed structured incorporation of business professionalism are similar and to determine what was missing.

4.4. Interview and Focus Groups

As previously mentioned, after the initial survey, interviews and focus groups were conducted to observe the entirety of MODEL 3, the hypothesized model. The information is concerning

perceptions of professionalism and experiences with professionalism in the curriculum. Identifying skills, attributes and behaviors that are consistent with professionalism is one of the main purposes. Concepts and measuring of the concepts were specified in the aforementioned Measurements section.

A variety of questions based on MODEL 3 were given to stakeholders, listed in TABLE 3. Multiple stakeholders create data which is triangulated for the best results, so discussion can be thorough. Due to the exploratory nature, questions were open-ended questions. First, faculty members were interviewed individually. Furthermore, course syllabi from APU faculty were collected and analyzed as a part of 'reports' described in FIGURE 2. Students and alumni were additionally interviewed in focus group or individually with similar questions to add and confirm information from faculty interviews and syllabi. Lastly, business employers, who hire graduates, were interviewed for additional perspectives. Interview questions are located in the APPENDICES.

TABLE 3: Stakeholders and Data Type

Stakeholders	Data Type
Faculty members, Professors	Individual Interviews
Students and Alumni	Focus Groups and Individual Interviews
Business Employees	Interviews

From the interviews, a trait list was constructed. Traits relating to professionalism mentioned were recorded. Traits mentioned two or more times by respondents are shown in the INTERVIEWS ON PROFESSIONALISM TRAIT LIST, located in the APPENDICES. Traits mentioned once were grouped with other traits with similar meanings; for example, "authority" and "role-model" traits were added to "Leadership", and "punctuality" was added to "Time

Management", and "accountability" was added to "Responsibility". The trait list displays a total of 42 traits that were mentioned in the interviews. Furthermore, it displays which respondent mentioned the trait and how many times. Traits listed in black were traits that were originally sought from the conceptualization in FIGURE 1, and traits in blue were traits added by respondents. A total of 248 traits were mentioned by all respondents combined.

The chart, INTERVIEWS ON PROFESSINALISM CODING, uses the data collected from the trait list. This chart is also located in the APPENDICES. Using an Affinity Diagram Method, the traits were captured, grouped, and labeled. Grouping and labeling the traits helps in categorizing the information for a better idea selection in order to better understand the results. First, traits were group into one of the five categories of the conceptualization in FIGURE 1; Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes, and Ethical Clarity. Personal and Interpersonal Skills were identified as traits that showed expression and management of oneself, and interaction with people. Cognitive Skills were identified as traits tied to remembering or thinking. Productive Behavior was identified as work-related and constructive behaviors. Presentability Attributes were identified as traits that tied to presenting oneself. Ethical Clarity is identified as moral principles. Sub-groups were then grouped-Personal and Interpersonal Skills were separated into Personal Skills and Interpersonal Skills; Interpersonal Skills were further divided by Verbal Skills and Non-Verbal Skills; Cognitive Skills were classified as Memory or Thinking; Presentability Attributes were separated into Inward Personality and Outward Perception.

Furthermore, using Grounded Theory Principles each trait was also coded by frequency, maximum, minimum, mean and regularity. These are defined as the following:

Frequency: total amount of times a code word was used all interviews conducted

Max: maximum times a code word was used in 1 interview

Min: minimum times a code word was used in 1 interview

Mean: average times the code word was mentioned in all interviews

Regularity: total number of interviews the code word was mentioned

5. CHAPTER 5 - DATA FINDINGS

This section states findings and discussion related to the initial survey and the subsequent interviews. Survey results are followed by an opinion on the survey experience. Interview findings are revealed. Furthermore, an analysis is discussed using Grounded Theory Principles. Concluding discussion focuses on examining the five research questions.

5.1. Survey Results

The results of the Initial Survey are stated. For Question 1, of the 18 respondents, all classified at 'Student'. For Question 2, all respondents answered with an appropriate APU email. For Question 3, since this was an open-ended question, answers varied. Answers related to traits included: Organized, Knowledge, Ethics, Responsibility/Accountability, Time Management/Punctuality, Teamwork, Initiative, Honesty, Efficiency, Openness, Respect, Motivation, Creativity, Integrity, Knowledgeable, Empathy, Reliable, Demeanor, etc. Traits stated the most were Time Management/Punctuality (7 times), Responsibility/Accountability (6 times), and Integrity (4 times). Other non-trait answers included: Tourism, Promotion, Marketing, Specialized, Low cost, Work, etc. Additionally noted, in Question 3 for words relating to "Professionalism" nor Leadership or Trust was mentioned by any respondents. For Question 4, of the extensive list, Appropriate Conduct and Responsibility were the highest picked traits; 9 and 6 times respectfully picked. Commitment, Confidentiality, and Efficient were the second highest picked traits; 4 times. Question 5, Responsibility and Leadership were ranked the most for rank 1. Communication skills, Critical Thinking, Ethical Clarity, Positive Attitude, and Responsibility were ranked the most for rank 2. Critical Thinking, Ethical Clarity, Leadership, Positive attitude, and Responsibility were ranked the most for rank 3. Question 6 was skipped by 5 respondents. A

total of 8 of the responding respondents said 'Yes', 1 respondent said 'No', and 4 respondents said 'Not sure'. For Question 7, the majority of the comments were 'No comment' and 'Thanks'. One respondent commented that they wished the definition of "Professionalism" had been stated. Another respondent was pleased with the "efforts to promote APU professionalism".

The survey experience was neutral. Initial thoughts were that editing the online survey was difficult with the program, and that the number of respondents was slightly lower than expected.

Thoughts of the results were that while all the respondents were students, it would have been interesting to have a faculty member complete the survey to compare perceptions. Furthermore, since all respondents were from APU, due to their APU email, in the future, responses from non-APU students is ideal for larger sample size. For the open-ended question, most answers were of traits, as expected. Many of the traits mentioned were similar or exact to traits in FIGURE 1: Conceptualization of Traits of Professionalism. In the extensive list question, Appropriate Conduct and Responsibility were chosen as top traits in position 1, which didn't support the hypothesis. Furthermore, Leadership and Trust were not chosen as top traits in position one nor position two. A larger sample size would be needed for further data. In the rank question, Leadership was ranked the highest, which supports the hypothesis. However, Responsibility was likewise ranked for the highest. Trust was not chosen again. The results from the indirect question to students on whether they want business professionalism to be a larger part of the curriculum was expected at over half. Lastly, for comments, it would have been ideal to get more opinions on the understanding of the questions.

5.2. Interview and Focus Group Findings

The interviews conducted were as followed:

TABLE 4: Interviews Conducted

Stakeholder	Qualitative Data Type	Participants
Faculty (Instructors)	Individual Interviews	3
Students and Alumni	Individual Interviews and Focus Groups	6
Employers	Individual Interviews	5

As stated before, a trait list was constructed from the interviews. This list was then grouped using the Affinity Diagram Method, and coded using Grounded Theory Methods by Frequency, Maximum, Minimum and Regularity.

Initial findings were observational and concerning the frequencies. Each main category had a 25 - 98 frequency total. Personal and Interpersonal Skills had the highest frequency total of 98. Within Personal and Interpersonal Skills, the subgroups Personal Skills and Interpersonal skills had almost the same frequency of 50 and 48 respectfully. Interpersonal Skills was then divided by Verbal Skills and Non-verbal Skills with 26 and 22 frequency respectfully. Presentability Attributes had a frequency total of 51. Within Presentability Attributes, the subgroups Inward Personality and Outward Perception had 30 and 21 frequency totals. Cognitive Skills had a frequency total of 49. Within Cognitive Skills the subgroups Memory and Thinking have 19 and 30 frequency totals respectfully. Lastly, Productive Behavior and Ethical Clarity each had a frequency total of 25.

Due to frequency of traits stated during the interviews it was evident that some individual traits within the main categories were more highly sought, including Leadership (15 frequency). However, by additionally adding Maximum, Means, and Regularity, a more solid view of the results could be formed. For example, even though Leadership (15), Time Management (13), Communication (13) and Social Consciousness (13) had the highest frequencies, they didn't necessarily have the highest means and regularity. Upon further coding, the highest means were

Leadership (1.071), Communication (0.929), and Social Consciousness (0.929). Additionally, the highest regularities were Time Management (7), Communication (7), Adaptability (7), Respectfulness (7) and Conduct & Behavior (7).

In deeply analyzing the Interviews inferences can be made. First to note, Personal and Interpersonal Skills had the highest frequency (98) in a main category, with Personal Skills (50) having the highest in a sub-group. This included Leadership, which had the highest frequency (15) for a trait, the highest means (1.071), and the second highest regularity (6). Leadership was also mentioned by all stakeholder groups (faculty instructors, employers, and students). Students mentioned it more than any other trait (9 times). This data displays that Leadership is important and a top trait.

Next to note is that Responsibility and Integrity & Honesty were mentioned the most by Employers (10 times). However, as mentioned before traits were ranked with not only frequency, but means and regularity. Social Consciousness (0.929) and Integrity & Honesty (0.857), both a part of Ethical Clarity, had the second and third highest means behind Leadership (1.071). Communication (0.929) also had second and Responsibility (0.857) also had third highest means. While the highest regularities were Time Management (7), Communication (7), Adaptability (7), Respectfulness (7) and Conduct & Behavior (7), the second highest regularizes were Leadership (6), Continuous Learning & Self-Improvement Skills (6), and Social Consciousness (6). Integrity & Honesty (5) ranked third in regularity. Therefore, along with Leadership, Responsibility and Integrity & Honesty also show to be top traits.

5.3. Syllabi

Only courses with formal syllabi given on paper on the first day of class from APU's Graduate School of Management were recorded. Information from Course Syllabi with course name, if professionalism was mention, what traits were mention, what measurements were used for the course grade, and any pedagogies mentioned were as follows in TABLE 5: APU Course Syllabi:

TABLE 5: APU Course Syllabi

Course	"Professionalism" Mentioned	Traits Mentioned	Measurements Mentioned	Pedagogies Mentioned
Leadership	"Business Professional"	Commitment, Initiative, Leadership, Disciple, Team-Spirit	Attendance, Case Analysis, Research Paper, Group Activities, Presentation	X
Finance	X	Punctuality	Attendance, Exam, Homework,	X
Economics	X	X	Attendance, Reports, Test	X
Hospitality Management	X	X	Debate, Presentation, Report	X
Business Ethics	"Professional and Practical Skills"	Ability, Adaptive, Analytical, Behavior, Cognitive Skills, Collaborative, Communication, Critical Thinking, Decision-Making, Effective, Ethics, Influencing, Initiative, Intellectual Skills, Interpersonal Skills, Knowledge, Leadership,	Attendance, Essay, Presentation,	Concepts, Cross-Cultural Approach, Discussion, Exercises, Theories, Mocks, Multi-Media, Simulations

		Listening, Management Skills, Motivation, Negotiating, Openness, Presentation, Problem-Solving, Reflective, Research Skills, Self-Awareness, Sensitivity, Team Building, Technology Skills, Time Skills, Understanding,		
Strategic Management	X	Knowledge, Interdisciplinary, Outward Looking, Understanding,	Participation, Presentation, Strategic Analysis Report	Debate, Functional Knowledge, Models, Practical Approaches, Practices
Marketing	X	Communicate, Managing	Participation, Presentation, Project Report,	Analyze, Concepts, Metrics, Research
Technology Management	X	X	Assignments, Participation, Report	Concepts, Discussion, Presentations Theories, Tools
Tourism Policy and Planning	X	Knowledge	Attendance, Fieldwork, Final Presentation	Analysis, Concepts, Issues

When observing the nine Syllabi available, only two courses mentioned 'Professional' explicitly. The two courses were Leadership and Business Ethics. However, professionalism traits were not only mentioned, but listed in many syllabi.

5.4. Discussion

The following discussion further analyses the results from the survey, interviews and focus groups, along with literatures and archival data of the syllabi, based off of the research questions of this thesis. The following table shows the research questions, purposes of the questions, how the answers of the research questions were researched, and the data results from the research.

TABLE 6: Research Questions How and Purpose

Research Questions	Purpose	How	Data Results
1. **What constitutes business professionalism?**	Describe the constitution of professionalism.	Literature, Survey & Interviews	Perspectives of business professionalism.
2. **What main factors promote Business Professionalism?**	Determine the driving forces of professionalism.	Literature, Survey & Interviews	Leadership is a main contender. Trust is not considered a promoting factor. Traits Responsibility, and Integrity & Honesty need observation. Additional research is needed.
3. **How can business professionalism aspects be structurally incorporated effectively in the higher education curriculums of business schools?**	Identify a strategy of implementation and form a design of business professionalism.	Literature, Questionnaire, Survey, Interviews, & Syllabi	Possibility with a strategy of implementation involving all curriculums; and a design with main trait categories within business professionalism.
4. **What is the impact of a structured incorporation of Business Professionalism on the business schools' curriculum?**	State possible performance assessment and results of a structured professionalism.	Literatures & Interviews	Enhancement of teachers, transformation of students, and creation of career advantages are plausible impacts. Further research on other impacts is recommended.

5.4.1. Research Question 1

1.) 'What constitutes business professionalism?'

The constitution of 'business professionalism' is not only a definition. This is demonstrated by one interview respondent, Respondent I3, replying to the question "*How does your department/business define professionalism?*" by stating:

> "*There is no explicit definition. Professionalism is just expected and perceived as something that is common sense or normal or what is expected.*"

Thus, from this research, the constitution of 'business professionalism' is comprised of perspectives of business professionalism by important stakeholders associated with business higher education. These stakeholders include: employers hiring business graduates; faculty, especially business field-related instructors; and of course, business students and alumni. Without knowing and combining perspectives of 'business professionalism' from all main stakeholders any definitions of 'business professionalism' become lacking and biased - the vernacular and understanding deviates. Correspondingly, another respondent, Respondent I2, replied to the same question by stating:

> "*Professional in my particular field would be interpreted as obtaining a full understanding of needs.*"

When combining or incorporating the perspectives of 'business professionalism' from all main stakeholders associated with business higher education, an understanding and a structure form. The structure forms from recurring and coherent sought characteristics of behavioral, attitudinal, and intellectual components - traits - of business professionalism. The Survey and Interview further supported this idea of sought "business professionalism traits" and showed a similar ideology to the perspectives from the literatures. For example, a student's perspective of business

professionalism could be when instructors are leaders instead of dictators. Therefore, the sought trait in the example would be leadership. Likewise, in response to another Interview question, *"What skills are required to be shown for (teaching) professionalism?"* Respondent E5 stated:

> *"Ethic, mutual respect, responsibility and authority, flexibility, smooth communication and negotiation skills are important to be shown and promote business professionalism."*

The respondents list of traits was their perspective of business professionalism. In summary, sought traits from business-minded perspectives constitute business professionalism, according to this research.

5.4.2. Research Question 2

2.) 'What main factors promote business professionalism?'

The two main driving forces or promoting factors of business professionalism, based from academic literatures, were presented as leadership and trust. Leadership was presented as the concept of leading or influencing others need for change, while trust was presented as a relation between the leader and others concerning vulnerabilities. Trust was selected based on its strong correspondence or linkage with leadership. These literatures were used to form the first hypothesis: *H1: Business Leadership and Trust promotes Business Professionalism* and MODEL 2: Factors Promoting Business Professionalism.

Results from the Survey were inconclusive in supporting the first hypothesis. Nor Leadership or Trust were mentioned by any respondents in Question 3 for words relating to "Professionalism" and introducing the topic; this didn't support hypothesis *H1*. Trust also was not chosen or ranked in Questions 4 or 5 as a top trait in relation to 'business professionalism,' which also didn't support hypothesis *H1*. Furthermore, Leadership was not chosen as a top trait in Question 4. However,

Leadership was selected the most in Question 5 for rank 1 and rank 3. This creates an assumption that Leadership didn't come first to mind with this group of student respondents when initially thinking about "professionalism", but when the topic was continually discussed and thought about Leadership was realized as a top sought trait. Also noted, Responsibility was the most mentioned, top chosen, and top ranked in Questions 3, 4, and 5 respectfully. This suggests further observation of the trait Responsibility.

The Interviews had a more positive recording for the support of hypothesis *H1* and provided further insight. *"What factors promote business professionalism?"* was a direct question in the interviews. In response to this question, Interview Respondent S4 stated:

"… *[S]tudents will be the future CEOs and business or political leaders of their countries and the business world. It would be better if professors showed how to lead and what was needed for the business world. Business professionalism is a combination of skills shown by a leader or professor, to the followers or learners."*

Respondent E4 for the same question correspondingly said:

"*Promoting professionalism comes from teachers and managers displaying ideal behavior."*

The promoting factor in both narratives are tied to leadership. Other respondents replied to the same question mentioning the traits of discipline, integrity, principles, ethics, appearance, competence, organizations skills, etc.

Additionally noted, Leadership traits, which included authority, taking charge skills, role modeling and influential behavior, were frequently stated in the Interviews. Leadership had the highest frequency (15 times) for a trait, the highest means (1.071), and the second highest regularity (6) in the interviews. Leadership was also mentioned by all stakeholder groups (faculty instructors, employers, and students). Students mentioned it more than any other trait (9 times).

Therefore, this data displayed that Leadership was important and a top trait. It can be inferred that students are seeking leaders and to become leaders in business. This would further infer that leadership is a driving force in business and professionalism. These revelations help support half of hypothesis *H1*. However, Trust was not mentioned in any of the interviews, rendering half of hypothesis *H1* unsupported. Additionally, Responsibility and Integrity & Honesty were also shown to be top traits. Therefore, again, this suggests further observation of the trait Responsibility, but also Integrity & Honesty.

In summary, there seems to be an importance of effective leadership in promoting professionalism. However, Trust is not considered a promoting factor for hypothesis *H1* based on the survey and interview conducted. Additionally, Responsibility may also be a contender in replacing Trust. Further, Leadership is appearing to be more of a sole contender for promoting professionalism for supporting *H2*. However, it can possibly be assumed that the survey and interview respondents did not know the connection or linkage between the traits of Leadership and Trust. Nevertheless, additional research is perchance needed.

5.4.3. Research Question 3

3.) "How can business professionalism aspects be structurally incorporated effectively in the higher education curriculums of business schools?"

This research question assumes that business professionalism can be structurally incorporated based on the research and answers from research Questions 1 and 2. Nonetheless, the purpose of this question was to identify a strategy of implementation and form a design of business professionalism.

For answering whether business professionalism can be effectively incorporated, and also for answering the first part of the purpose of this question - strategy of implementation - it is

essential to exam responses to three related Interview questions first. The first related question was "Where is professionalism explicitly taught in the curriculum?" Over half the students, replied that professionalism wasn't taught explicitly. Replies included:

Respondent S3 stating "*...so far we have not had a proper subject about professionalism.*"

Respondent S2 correspondingly added "*I don't believe professionalism is explicitly taught in our curriculum. Perhaps, since it is a Master's program it is assumed that students already know the basics of professionalism.*"

Respondent S4 and Respondent S6 further added "*I don't see professionalism mentioned in the handbook. I don't think professionalism is explicitly taught, may implicitly a little*." and *"We do not have a code in the department per se and if we do then I believe it is not being communicated well enough"* respectfully.

These responses are astonishing due to the fact that "professionalism" is expected and emphasized as needed in the business world, and as Respondent S2 stated, it's 'assumed'. However, with these student respondents, there doesn't seem to be a design or implementation of business professionalism in the curriculum. Besides, if even business professionalism was implicitly mentioned in the curriculum, as Respondent S6 stated, "it is not being communicated well enough".

This revelation is further supported by the nine syllabi available and collected from APU's MBA courses. Observing all the syllabi, provided further revelation on the necessity of business professionalism to be incorporated in courses, since only two courses out of the nine (Leadership and Business Ethics) explicitly mentioned 'Professional'.

Further astonishing insight was given when interview respondents answered the next related question "*What types of pedagogy is/should be used when teaching professionalism?*" Over

half of the respondents (7 total) did not know how to answer or skipped the question. Multiple respondents further replied that "Professionalism" wasn't taught, so there would be no pedagogy associated with it.

Respond E4 and S2 went as far as expressing that, *"A professionalism course should be taken"* and *"There should be more specific courses or coursework within existing classes pertaining to business professionalism"* respectfully.

These statements then proceeded the next and last related question in the interview: *"Would you follow a formal structured view of professionalism when teaching if given? / Do you think a formal structured view of professionalism should be in curriculums?"* Only a total of 2 out of 14 respondents said "No." The other respondents had positive or hopeful responses.

A student respondent, Respondent S2, replied:

> *"Yes, I think it would be very beneficial in the context of an MBA program. From my observation, there are quite a few students who show a lack of professionalism, in that they often arrive to class late or skip, talk or blatantly disregard professors while they are lecturing, and more. Similar unprofessional behavior in the workplace can have serious consequences, so there should be an emphasis on teaching the subject as an important aspect of a business degree."*

An instructor, Respondent I2, replied:

> *"If possible, I would try to adapt my teaching style to that view and apply it in a way that is authentic and helpful. I would try hard to stick to it if it was given."*

These remarks were similar to the results in the Survey for the *"Would you be interested in being a part of a Professionalism Program at APU?"* which was a question designed to indirectly

question students on whether they want business professionalism to be a larger part of the curriculum. Out of 18 survey respondents, a total of 8 of the responding respondents said 'Yes'.

Due to the nearly all of respondents not knowing about a structured incorporation of business professionalism in business schools, they also didn't know how it could effectively be designed and implemented. Only one respondent, an instructor, Respondent I3 mentioned "special lectures" could be emphasized for teaching professionalism. Therefore, research on the 'how' comes from literatures. The literatures expressed that an approach to teaching and the incorporation of professionalism lies within the business schools' curriculum; the formal, informal, and the hidden curriculum. Especially, business schools must have a supplementary curriculum with interactions, and teaching and learning of concepts beyond the traditional pre-set formal curriculum. It starts with distributing knowledge or information formally, along with also being exposed to the skills of professionalism informally, such as during special lectures and business-related university circle. An offered program, co-curricular program, in a business school to foster professionalism is most ideal for students to gain more practical and individual perspectives.

In summary to this first part of the research question, there seems to be a sizable disconnect between what employers and the business world want -professionalism-, and what business instructors and the curriculum are teaching. From the Interviews, respondent did not know how a structured incorporation of business professionalism could be effectively designed and implemented. However, a structured incorporation of business professionalism is possible, and furthermore, based on literature it can be effectively implemented as part of the academic curriculum of business schools.

The second part of the purpose of this research question - form a design of business professionalism - was to fully identify the sought traits, from Research Question 1's answer, that

structure professionalism. In doing this task, a structural incorporation of the traits was to be formed.

First, for structural incorporation, a conceptualization, FIGURE 1: Conceptualization of Traits of Professionalism, was formed from 15 academic sources and studies discussing traits related to professionalism and sought for professions. After frequency was tallied, the traits were categorized by identifying qualities into five main categories; ethical clarity, personal and interpersonal skills, cognitive skills, productivity, and presentability using the Affinity Diagram Method. These formed hypothesis *H2: Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes and Ethical Clarity incorporated structure Business Professionalism.* From FIGURE 1, the starting model, MODEL 1: Structured Incorporation of Business Professionalism was designed.

Supplementary, the questionnaire and survey laid a foundation for determining the relationship between the two independent variables: 1.) factors promoting business professionalism and 2.) a structured incorporation of business professionalism, which relate to hypothesis *H1* and *H2* respectfully. However, due to inconclusive data, interviews and focus groups were conducted for more in-depth research into the relationship.

The Interviews correspondingly used the Affinity Diagram Method for capturing, grouping, and labeling traits listed in INTERVIEWS ON PROFESSIONALISM TRAIT LIST into the same five main categories as the conceptualization. This is shown in INTERVIEWS ON PROFESSINALISM CODING. This process went well and showed that indeed each main category was significant with each main category having a 25 - 98 frequency total out of 248 total traits mentioned in all interviews. The 10% to 40% range of each trait's frequency to the total frequency is acceptable. This helps to gain support for hypothesis *H2*.

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In summary of this part of the research question, business professionalism can be designed as a structural incorporation, by creating main trait categories within business professionalism, such as ethical clarity, personal and interpersonal skills, cognitive skills, productivity, and presentability. These main traits can be emphasized when discussing more than a vague definition of business professional, and help in teaching the in-depth concept of business professionalism in the higher education curriculum of business schools.

In conclusion of this research question, structured incorporation of business professionalism is possible with a strategy of implementation involving formal, informal, and the hidden curriculums; and a design of a structural incorporation can be created with main trait categories within business professionalism.

5.4.4. Research Question 4

4.) 'What is the impact of a structured incorporation of Business Professionalism on business schools' curriculums?'

Research Question 4 is tied to MODEL 3: Hypothesized Model, MODEL 3b and the main hypothesis.

Main Hypothesis H3: A structured incorporation of Business Professionalism impact performance in the higher education curriculum in Business Schools.

The literatures and Model 3b showed and discussed possible impacts of business professionalism on the business curriculum, including enhancement of teachers, transformation of students, and creation of career advantages. Enhancement of teachers was the main impact discussed in the literature review due to its relation to proceeding and boosting other impacts – enhancement of teachers was shown to be in a continuous circle loop of the learning experience of

professionalism. The literatures emphasized that development or enhancement of teachers was an essential impact for any change in the curriculum, especially professionalism teaching. Other impacts mentioned in the literatures were about effectiveness within the organization.

The interviews further went into discussing the answer of this research question by asking the following three questions in relation to business professionalism:

"*What is the department's business goal in teaching? / What outcome is expected from business teaching?" "What you would like your/ your students'/ recent graduate hires' performance outcome to be?"* and *"How can the performance outcome be improved?"*

Responses from the interviews were similar among respondents for these three questions; and related to enhancement of teachers, transformation of students, and creation of career advantages. Two respondents also stated about "making money". One respondent, Respondent I2, was elaborate, and stated the following:

"*I would like to see growth in students. I would like the performance outcome to be a deeper interest in the topic, a deeper engagement with the topics and the ability to apply theories to different concepts. I would like to see improvements in their efforts of their work, indicating care for the subject matter. Performance outcome will always vary, but if they are more interested in the topics, are able to think in more abstract ways, to have challenged their own ideologies and be encouraged to work harder, I would consider that a success. Performance outcomes can be improved by varied ways of teaching, and finding ways to apply theory to real life. Also, varied ways of assessment should improve outcome performance and would also be a more accurate depiction as varied assessments would make use of the varied strengths amongst students. Dynamic teaching and testing are likely to result in an improved performance outcome.*"

This respondent's response ties to teacher development or enhancement of teaching ("apply theory to real life", and "dynamic teaching and testing") and transformation of students ("deeper interest" and "engagement", "ability to apply", and "challenge to ideologies").

In analyzing all the interviews, the majority of the respondents and multiple respondents from each stakeholder group replied in relation to preparation of careers or creation of career advantages for students. Responses from instructors included *"I hope students are ready for their jobs"* (Respondent I3) and "*...prepared to enter an international system.*" (Respondent I1). Employers also commented that students were *"To be quality professionals for business…"* (Respondent E5). Over two thirds of the students correspondingly had responses tied to transformation of students in their future careers including:

Respondent S4 stating *"Hopefully students improve their knowledge for their future careers as business leaders."*

Respondent S2 correspondingly saying*, "As business students, we need to be prepared for the realities of the workplace and how best to adapt to that environment."*

Respondent S5 adding "*The department's business goal is to cultivate professionals who will excel in the business world and then raise the reputation of the department."*

Lastly, Respondent S1 noting *"To create ethical and efficient business professionals."*

In summary, research from the literatures and research conducted from the interviews had corresponding data and were in correlation with the three impacts in MODEL 3b; enhancement of teachers, transformation of students, and creation of career advantages. However, the literatures focused more on the main impact of business professionalism being a learning loop process of enhancement of teachers, while most interviewees were focused on the student-related and career-

related results. Nevertheless, conducting further research on other impacts that a structured incorporation of Business Professionalism would have on the performance on the higher education curriculum in Business Schools is ideal and recommended.

6. CHAPTER 6 – CONCLUSION

A summary concludes this thesis. Additionally, stated are implications with recommendations and limitations. Research opportunities are considered. Lastly, an overall conclusion is presented.

6.1. Summary

The business world is rapidly expanding and people associated with business higher education need to expand along with it; including all stakeholders - employers, faculty, and students. This expansion includes many components, but a major fragment deals with 'business professionalism'. Views of unprepared graduates, lacking business school curriculums, and business world scandals demand an examination of how business professionalism can be clearly constituted, designed, implemented and discussed for all stakeholders.

The purpose of this thesis was to:

1. Focus on the concept of teaching a concise meaning of 'business professionalism' among stakeholders associated with business higher education.

2. Identify promoting factors of 'business professionalism' for effectiveness of the teaching.

3. Formation of a structured incorporation of 'business professionalism' that could be concentrated on for teaching.

4. Show that there are positive results or impacts from the teaching of 'business professionalism'.

The concept of teaching the meaning of 'business professionalism' among stakeholders in business schools was show to amount to a common perception of business professionalism. This

common perception is comprised of sought traits. These traits were later further researched for implementation of business professionalism in the curriculum.

A promoting factor for effectively teaching business professionalism was pointed to as Leadership. Another factor of Trust was originally considered, but dismissed after primary research was conducted. Other factors, such as Responsibility and Integrity & Honesty were considered for future research.

Upon researching the certain possibility of professionalism implementation in formal, informal, and hidden curriculums, the sought traits were researched to form a structured incorporation of business professionalism. These traits included behavioral, attitudinal, and intellectual characteristic and skill traits. The final formation for the conceptualization included five main components aspect or identifying qualities; Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes and Ethical Clarity.

Lastly, possible performance results or impacts of teaching a structured incorporation of business professionalism pointed to three main impacts; enhancement of teachers, transformation of students, and creation of career advantages. Literatures focused on teacher-related impacts, while Interviews focused student-related impacts. Of course, further research on other minor or hidden impacts is suggested.

6.2. Implications and Recommendations

The research from this thesis can provide a threshold for the improvement of business school's curriculums in the form of improving the pedagogical or teaching structure and learning experience of business professionalism. This includes possible improvement of the programs at APU, including the MBA program.

Recommendations from the research during this thesis are for the adoption of a Business Professionalism Co-Curricular Program:

1) The program should have a concise conceptualized meaning of Business Professionalism Stated, such as the conceptualization in FIGURE 1; Personal and Interpersonal Skills, Cognitive Skills, Productive Behavior, Presentability Attributes, and Ethical Clarity. This conceptualized meaning should be accepted and understood by all stakeholders.

2) The program should have opportunities that help promote the concept of Business Professionalism. This can include development courses for faculty, especially in Leadership development.

3) Program participants should be aware of the positive performance impacts that teaching and learning business professionalism can have; such as enhancement of teachers, creation of career advantages, and transformation of students.

4) Assessment of the program is also a must for determining effectiveness and added-value. FIGURE 2 can be used for solid assessment. The assessment is collected to make continuous adjustments in the constantly expanding education of business.

Business Professionalism Co-Curricular Program Prototype

Conceptualization

Development Course

Business Leadership

Business Professionalism

Personal and Interpersonal Skills
+
Cognitive Skills
+
Productive Behavior
+
Presentability Attributes
+
Ethical Clarity

Promotes

Added-Value

Performance

Impacts

Enhancement of Teachers

Creates Career Advantages

Transforms Students
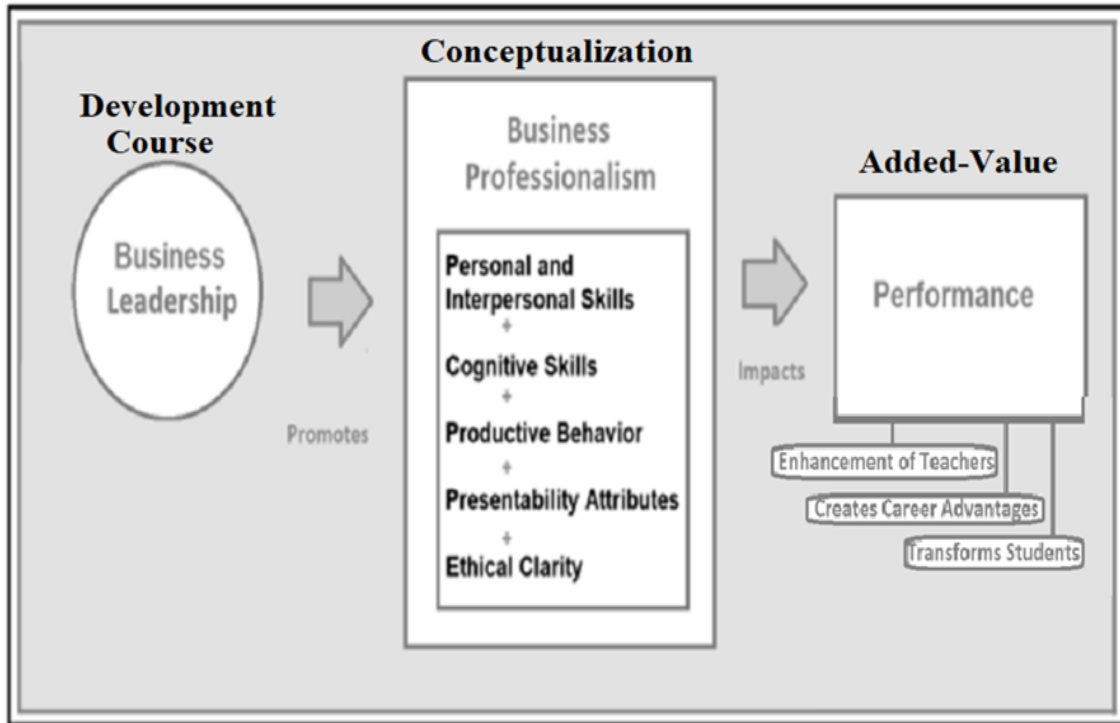
APU's business management schools, APM and GSM MBA, could benefit from having a mandatory Business Professionalism Co-Curricular Program for instructors and students. It would raise the overall quality of teaching and education at APU. It could furthermore be a part of the continuous improvement and assurance of learning that APU needs for AACSB 'mission' basis and accreditation renewal. Opening opportunities for business-minded individuals at APU to cultivate 'Business Professionalism', develop 'Leadership', and improve their 'Performances' are rewarding missions for such an international and multi-cultural campus environment.

6.3. Limitations

The research for this thesis was limited to the sampling frame of students from Ritsumeikan Asia Pacific University (APU), and faculty instructors and employers in Beppu, Oita Prefecture,

Japan. Therefore, there was a small sampling size and representativeness for the survey and interviews. This results in limitation to the variety of stakeholders and their backgrounds. This consequently, limits the depths of the survey replies and interview discussion. A larger sample size outside of APU and Beppu would be considered for any further research. improved performance in the curriculum that carries on to business careers and environments

6.4. Research Opportunities

As stated in previous sections, there are a few areas that are ideal for future research. Due to the nature of improving the higher education curriculum in business schools, future research would be valuable.

First, this includes a larger sample size of non-APU students, and employers and faculty instructors from outside of Beppu. A sample from a couple other Japanese universities and a couple overseas universities is proposed.

Next, further research regarding promoting factors of Business Professionalism is ideal. Research on Leadership and other promoting factors could be expanded. The other factors considered for further research, based on the Surveys and Interviews were Responsibility and Integrity & Honesty.

Lastly, since performance impacts are a large part of assessment, further research on additional impacts that a structured incorporation of Business Professionalism would have on the performance in the higher education curriculum in Business Schools is recommended. This includes any minor or possibly hidden impacts. A full assessment of a working Business Professionalism Co-Curricular Program would be beneficial for this. A Professionalism Co-Curricular Program, as described above would produce an abundance of data and even more

research opportunities for ultimately improving the performance in the business curriculum that

carries on to business careers and environments.

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um-Week-2.pdf>

8. APPENDICES

Contents:

TABLE 2: Traits Related to Professionalism and Sought for Professions

MODEL 3B: Hypothesized Model (Comprehensive)

INITIAL SURVEY

INTERVIEW AND FOCUS GROUP QUESTIONS

INTERVIEWS ON PROFESSIONALISM TRAIT LIST

INTERVIEWS ON PROFESSINALISM CODING

TABLE 2: Traits Related to Professionalism and Sought for Professions

Group Key:

E	Employers
H	Higher Education Faculty
S	Students

Traits	Group	Frequency
Ethical Clarity		
Ethical clarity/Social consciousness	E H S	IIIII IIIII IIIII I
Honest / Integrity /Openness / Trust	E H S	IIIII IIIII III
Confidentiality	E	I
Personal & Interpersonal Skills		
Interpersonal/People-person/Community-oriented /Sociable/Able to network/ Forms relationships	E H S	IIIII IIIII I
Teamwork/Group work/Integrative/ Cooperation/Interactivity/ Collaborates	E H S	IIIII IIIII
Commitment	H E	IIII
Responsibility / Obligations/Accountability/ Take ownership	E H S	IIIII I
Passion	E	II
Time Management / Punctuality /Regular Attendance	E H S	IIIII II
Consideration	S	I
Avoids conflict	E	I
Ability to work independently	S	I
Subordination/Servitude	E	II
Leadership/ Authority	E	IIIII
Self-reflection	E	I
Objectivity	E	I
Communication Skills (Oral, Written, Public Speaking, Presentation ability)	E S	IIIII IIIII III
Cognitive Skills		
Flexibility/ Adaptability	E	III
Creative Thinking	E S	IIII
Problem-solving/Critical thinking/Uncertainty handling	E	IIIII II
Research and Analysis ability	E S	II
Multi-skilled/Well-rounded/Multi-dimensional	E	III
Project Management ability	E	I

Knowledgeable	E H	III
Experience/Meets academic requirements	E	I
Conscientiousness	E	I
Productivity		
Attentiveness/ Participation	E	II
Contributing	E	I
Initiative /Opportunist/Willingness to Improve/Growth potential	E H	IIIII II
Task completion/Effectiveness/Productive	E	III
Involvement in required activities	S	I
Systematic (Organized/Efficient)	E	II
Motivated	E	I
Presentability		
Appropriate/Professional appearance	E H S	IIIII II
Respectfulness/Having Manners	E H S	IIIII
Proper language usage	H	I
Appropriate behavior/conduct	H S	IIIII I
Humility/Lack of arrogance/Unselfishness/Compassion	E S	IIIII
Positive Character/ Attitude	E H	IIII
Disciplined	H	I
Cultured	E	I
Appropriate technology or social media usage	E	I
Has standards	E	I

(Bisoux & Shin, 2009; Evans,2017; Graduate Management Admission Council, 2009; Greenwood,

1957; Hall & Berardino, 2006; Lawson, 2004; Nikravan, 2017; Meisenhelder, 1983; Silverman,

2013; Sedmak & Nastav, 2010; Socket, 1993; Tichenor & Tichenor, 2005; Wideman, 1987)

Model 4: MODEL 3b: Hypothesized Model (Comprehensive)

MODEL 3b: Hypothesized Model (Comprehensive)
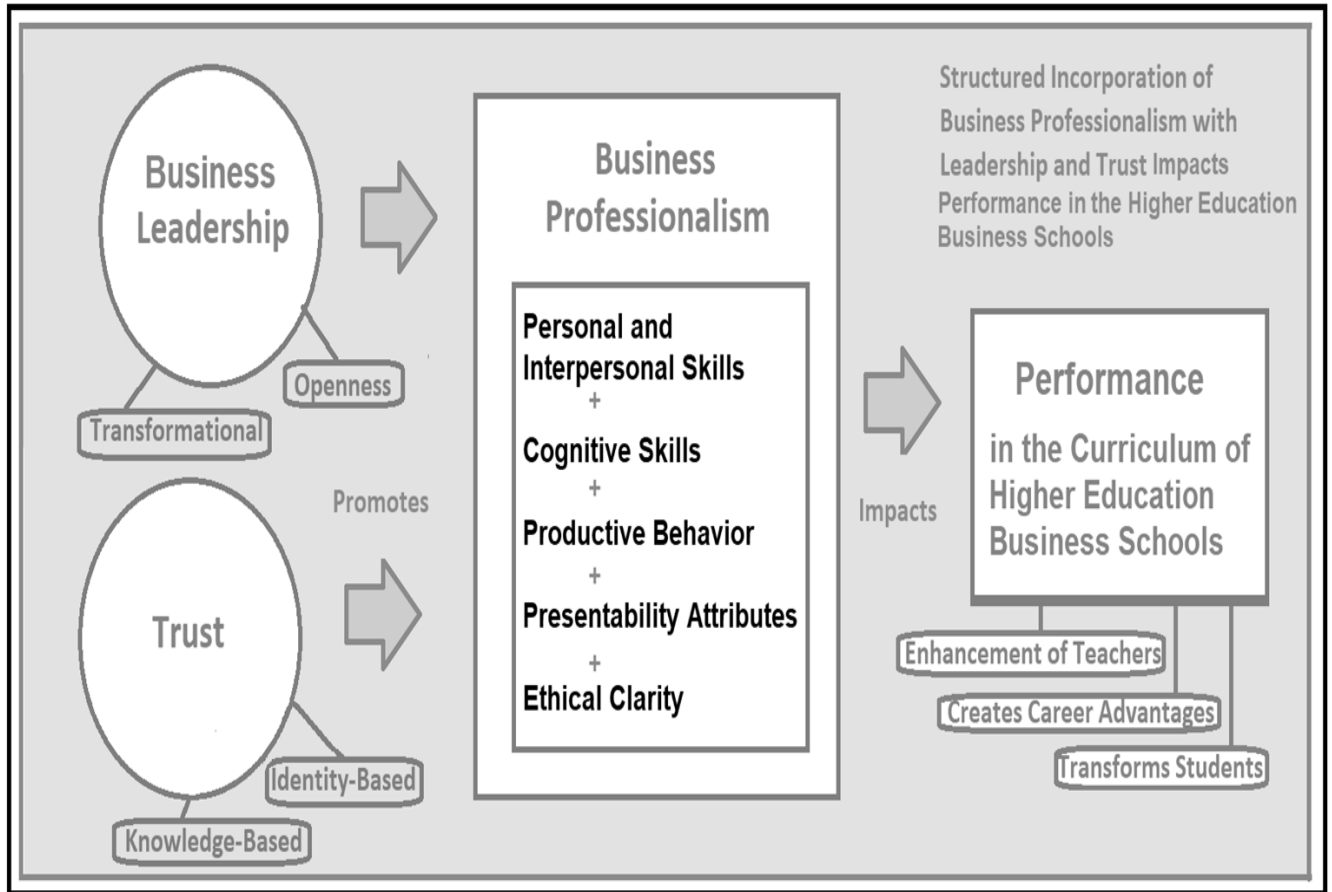
INITIAL SURVEY 1

Page 1

APU Professionalism

Initial Model Survey

This survey is an initial survey for an APU MBA thesis model. Please answer as honestly as you can. You are not obligated to finish this survey. Your answers maybe used and shown to others. Thank you.

* 1. Are you an APU student or faculty member?

◯ Faculty

◯ Student

◯ Other

* 2. What is your APU email?

[   ]

* 3. List 5 words that you relate with "Professionalism".

[   ]

Page 2

* 4. From the list, pick the top 5 words that you relate with "Professionalism".

- ☐ Appropriate appearance
- ☐ Appropriate conduct
- ☐ Appropriate technology usage
- ☐ Collaboration
- ☐ Commitment
- ☐ Communication Skills
- ☐ Compassion
- ☐ Confidentiality
- ☐ Cooperation
- ☐ Creative Thinking
- ☐ Critical Thinking
- ☐ Cultured
- ☐ Effective
- ☐ Efficient
- ☐ Ethical Clarity
- ☐ Experienced
- ☐ Flexibility
- ☐ Growth Potential

- ☐ Humility
- ☐ Initiative
- ☐ Integrity
- ☐ Interactivity
- ☐ Interpersonal Skills
- ☐ Knowledgeable
- ☐ Leadership
- ☐ Motivated
- ☐ Multi-dimensional
- ☐ Networking
- ☐ Opportunist
- ☐ Organized
- ☐ Participation
- ☐ Positive attitude
- ☐ Presentation ability
- ☐ Problem-Solving
- ☐ Productive
- ☐ Project Management ability
- ☐ Punctuality

☐ Regular Attendance

☐ Respectful

☐ Responsibility

☐ Teamwork

☐ Time Management

☐ Trust

* 5. Please rank the words that relate the most with "Professionalism". (1 being the most professional, 10 being the least)

⠿	⬍	Appropriate appearance
⠿	⬍	Communication Skills
⠿	⬍	Creative Thinking
⠿	⬍	Critical Thinking
⠿	⬍	Ethical Clarity
⠿	⬍	Leadership
⠿	⬍	Responsibility
⠿	⬍	Teamwork
⠿	⬍	Time Management
⠿	⬍	Trust

Page 3

6. Would you be interested in being a part of a Professionalism Program at APU?

○ Yes

○ No

○ Not sure

7. Thank you for your time. Do you have any comments?

[   ]

INTERVIEW AND FOCUS GROUP QUESTIONS 1

Faculty Interview Questions:

Preparation: Promoting   Factors of Business Professionalism

•   What changes in the business fields have affected the way you teach?

•   What skills are needed to be shown when teaching professionalism?

•   What factors promote business professionalism?

•   Are there any instances of professionalism or unprofessionalism from students that come

to mind?

Process: Structured Incorporation of Business Professionalism

•   How does your department define professionalism?

•   Where is professionalism explicitly taught in the curriculum?

•   What types of pedagogy is used when teaching professionalism?

•   How do you measure students' professionalism?

•   How can you improve your teaching in terms of professionalism?

•   Would you follow a formal structured view of professionalism when teaching if given?

Outcome: Business Professionalism Performance

•   What is the department's business goal in teaching?

•   What you would like your students' performance outcome to be?

•   How can the performance outcome be improved?

Student Interview Questions:

Preparation: Promoting Factors of Business Professionalism

•   What changes in the business fields have affected the way you need to learn?

•   What skills are needed to be shown by professors when teaching professionalism?

•   What factors promote business professionalism?

•   Are there any instances of professionalism or unprofessionalism from faculty that come to

mind?

Process: Structured Incorporation of Business Professionalism

•   How does your department define professionalism?

•   Where is professionalism explicitly taught in the curriculum?

•   What types of pedagogy is used when teaching professionalism?

•   How was your professionalism measured?

•   How can you improve in terms of professionalism?

•   Would you follow a formal structured view of professionalism if taught?

Outcome: Business Professionalism Performance

•   What is the department's business goal in teaching?

•   What you would like your performance outcome to be?

•   How can the performance outcome be improved?

Business Employee Interview Questions:

Preparation: Promoting Factors of Business Professionalism

•   What changes in the business fields have affected the way you hire recent graduates?

•   What skills are required to be shown for professionalism?

•   What factors promote business professionalism?

•   Are there any instances of professionalism or unprofessionalism from recent graduate hires

that come to mind?

Process: Structured Incorporation of Business Professionalism

•   How does your business define professionalism?

•   Where was professionalism explicitly taught to recent graduates?

•   What types of pedagogy should be used when teaching professionalism?

•   How do you measure professionalism?

•   How could recent graduates' professionalism have been improved before hiring?

•   Do you think a formal structured view of professionalism should be in curriculums?

Outcome: Business Professionalism Performance

•   What outcome is expected from business teaching?

•   What you would like your recent graduate hires' performance outcome to be?

•   How can their performance outcome be improved?

INTERVIEWS ON PROFESSIONALISM TRAIT LIST 1

INTERVIEWS ON PROFESSIONALISM TRAITS LIST	Respondents													
Traits	I1	I2	I3	E1	E2	E3	E4	E5	S1	S2	S3	S4	S5	S6
1 Leadership	0	0	2	0	2	0	0	2	1	0	3	5	0	0
2 Time Management	0	0	0	0	2	2	4	1	1	2	1	0	0	0
3 Communication	0	4	1	2	1	0	0	2	0	2	0	0	0	1
4 Responsibility	0	0	0	3	0	0	0	7	1	0	0	0	1	0
5 Understanding	1	2	1	0	3	0	0	0	0	1	1	0	1	0
6 Caring & Kindness	0	7	0	1	0	0	0	0	0	0	0	0	0	0
7 Management Skills	0	0	0	1	0	0	0	0	1	0	1	1	0	1
8 Engaging	1	2	0	0	0	0	0	0	0	0	0	0	0	1
9 Teamwork	0	0	0	3	0	0	0	0	0	0	0	0	0	0
10 Feedback Skills	0	0	0	0	1	0	0	0	0	0	0	0	2	0
11 Encouraging	0	3	0	0	0	0	0	0	0	0	0	0	0	0
12 Listening Skills	0	0	1	0	0	0	0	0	0	0	0	0	0	1
13 Consistent	0	1	0	0	0	1	0	0	0	0	0	0	2	0
14 Commitment	0	0	0	0	0	0	0	1	0	0	0	0	0	0
15 Helpfulness & Sharing	0	1	0	1	0	0	0	0	0	0	0	0	0	0
16 Adaptability	0	1	0	2	1	0	0	1	0	1	2	1	0	0
17 Continuous Learning & Self-Improvement Skills	0	2	0	1	1	1	0	1	0	0	0	1	0	0
18 Creative Thinking	0	2	0	0	0	2	0	1	0	0	1	0	0	0
19 Knowledge	1	0	0	0	0	1	0	0	0	1	1	2	0	0
20 Experience	0	0	0	0	0	0	1	1	0	1	0	2	1	0
21 Competence	0	0	0	0	0	0	0	1	1	0	1	0	4	0
22 Critical Thinking	0	1	0	1	1	0	0	0	1	0	0	0	0	0
23 Problem-Solving	0	0	0	1	0	0	0	2	0	0	0	0	0	1
24 Participation	0	1	0	0	1	0	1	1	0	1	0	0	1	0
25 Systematic	0	0	0	0	0	1	0	0	1	0	2	0	1	0
26 Initiative	0	0	0	0	1	0	0	1	0	0	0	0	1	0
27 Detailed	1	0	0	0	2	0	0	0	0	0	0	0	0	0
28 Effective	0	0	0	0	0	0	0	0	0	0	0	0	2	0
29 Conduct & Behavior	0	0	1	1	0	0	1	4	1	1	0	0	0	1
30 Respectfulness	2	2	1	1	1	0	0	2	0	1	0	0	0	0
31 Attitude	0	4	0	0	1	2	1	1	0	0	0	0	0	0
32 Disciplined	0	0	0	0	0	4	0	0	1	0	0	0	0	0
33 Ambitious	0	1	0	0	0	0	0	0	0	0	2	0	1	0
34 Appearance	0	1	0	0	1	0	1	0	0	0	1	0	0	0
35 Attendance	0	0	0	0	1	0	0	0	2	1	0	0	0	0
36 Mannerism	0	0	0	1	0	0	1	1	0	0	0	0	0	0
37 Prepared	1	0	0	0	0	0	0	0	0	0	0	0	1	0
38 Pride	0	0	0	0	0	0	0	0	0	2	0	0	0	0
39 Resilient	0	0	0	1	0	0	0	0	0	0	1	0	0	0
40 Presentation Skills	0	0	1	0	0	0	0	0	0	1	0	0	0	0
41 Social Consciousness	0	1	1	0	1	0	0	2	5	0	3	0	0	0
42 Integrity & Honesty	0	2	0	2	0	6	1	1	0	0	0	0	0	0

INTERVIEWS ON PROFESSIONALISM CODING 1

INTERVIEWS ON PROFESSIONALISM CODING					
Traits	**Frequency Total**	**Max**	**Min (>0)**	**Means**	**Regularity**
	248				
Personal and Interpersonal Skills	**98**	**46**	**19**	**7**	**53**
Personal Skills	**50**	**20**	**6**	**3.571**	**26**
Leadership	15	5	1	1.071	6
Time Management	13	4	1	0.929	7
Responsibility	12	7	1	0.857	4
Management Skills	5	1	1	0.357	5
Attendance	4	2	1	0.286	3
Commitment	1	1	1	0.071	1
Interpersonal Skills	**48**	**26**	**13**	**3.429**	**27**
Verbal Skills	**26**	**14**	**9**	**1.857**	**14**
Communication	13	4	1	0.929	7
Engaging	4	2	1	0.286	3
Teamwork	3	3	3	0.214	1
Feedback Skills	3	2	1	0.214	2
Encouraging	3	3	3	0.214	1
Non-verbal Skills	**22**	**12**	**4**	**1.571**	**13**
Understanding	10	3	1	0.714	7
Caring & Kindness	8	7	1	0.571	2
Listening Skills	2	1	1	0.143	2
Helpfulness & Sharing	2	1	1	0.143	2
Cognitive Skills	**49**	**17**	**8**	**3.500**	**38**
Memory	**19**	**8**	**3**	**1.357**	**14**
Competence	7	4	1	0.500	4
Knowledge	6	2	1	0.429	5
Experience	6	2	1	0.429	5
Thinking	**30**	**9**	**5**	**2.143**	**24**
Adaptability	9	2	1	0.643	7
Continuous Learning & Self-Improvement Skills	7	2	1	0.500	6
Creative Thinking	6	2	1	0.429	4
Critical Thinking	4	1	1	0.286	4
Problem-Solving	4	2	1	0.286	3
Productive Behavior	**25**	**11**	**8**	**1.786**	**21**
Participation	6	1	1	0.429	6
Systematic	5	2	1	0.357	4
Consistent	4	2	1	0.286	3
Initiative	3	1	1	0.214	3
Detailed	3	2	1	0.214	2
Effective	2	2	2	0.143	1
Prepared	2	1	1	0.143	2
Presentability Attrbutes	**51**	**22**	**11**	**3.643**	**36**
Inward Personality	**30**	**12**	**7**	**2.143**	**21**
Respectfulness	10	2	1	0.714	7
Attitude	9	4	1	0.643	5
Ambitious	4	2	1	0.286	3
Mannerism	3	1	1	0.214	3
Pride	2	2	2	0.143	1
Resilient	2	1	1	0.143	2
Outward Perception	**21**	**10**	**4**	**1.500**	**15**
Conduct & Behavior	10	4	1	0.714	7
Disciplined	5	4	1	0.357	2
Appearance	4	1	1	0.286	4
Presentation Skills	2	1	1	0.143	2
Ethical Clarity	**25**	**11**	**2**	**1.786**	**11**
Social Consciousness	13	5	1	0.929	6
Integrity & Honesty	12	6	1	0.857	5