##### Researcher

Okay. So obviously I've read your profile and stuff, so I know a little bit about you, but in your own words, could you tell me about yourself in terms of your background, your career to date, and your current role, what you're doing at the moment, please?

##### Participant 47

Sure. Yeah. So I'm currently a [fellow] in [management sub-discipline], and that essentially means [position] with protected research time. So it's a fellowship in the sense that I'm supposed to dedicate a lot of my time to research, and it's a tenured position. So after three years of fellowship, where I teach less and do more research, I could go for promotion to [a more senior role]. So it's essentially a [position]. And I started working at the business school in [year]. And I was coming from a completely different type of department, which is the area in which I did my master's and my PhD. But I wasn't part of a business school until [year], and I wasn't a faculty member until early [year] when I got the fellowship. So that was in [year] when I became faculty. Before that, I was doing a postdoc. So actually now I'll go back and I'll start from the beginning, actually. So I graduated as a scientist. So that's my very old background. And I decided I wanted to be a social scientist, and I was interested in [topic]. So I ended up doing a master's and a doctorate on [PhD area]. I did my master's and my PhD in [foreign country]. I did my undergraduate in [home country] where I'm originally from. Did my master's and my PhD in [foreign country] and finished in mid 2014. And actually, essentially, I moved to the UK to work as a postdoc at [previous institution] where I stayed until I came to [current institution]. And most of my work is focused on [management sub-discipline]. And my profile is quite interdisciplinary. And again, it's closer to [management sub-discipline] than it is to business and management studies. And more recently, I started to... well, so, for example, one of the journals that is important to me, that is important to business schools and to me, is [ABS 4\* journal]. But there aren't really many more beyond that one. There isn't any others that are in the big list. But slowly I'm sort of, I suppose, tilting towards looking at management practices because I'm also teaching this area. It's like, in a nutshell, that's essentially where I'm coming from and the sort of lens that I use. And I also teach in the area of [another related management sub-discipline] because most of my work is focused on [area]. So that's sort of my chaotic background.

##### Researcher

That's really interesting. So in terms of, obviously, you said yourself you're extremely interdisciplinary, kind of at the crossroads of lots of different areas, and you said you sort of moved from science to social science when you did your master's and PhD. At that point did you kind of envisage that you would end up in a business school, or did you really not have that kind of in your foresight at that time?

##### Participant 47

No, I never imagined I would be in a business school. Although I must say, so, this is an interesting piece of information. So I am in a business school. My department is called [department]. Now, the actual institute to which I'm attached is the [research institute], which was not part of the business school a few years ago. Or maybe ten years ago. So actually, the people who were at [research institute] became part of the business school when they made a decision to incorporate the institute there. So, we didn't have... our profile was a bit different. Also, the people who were part of the institute were different. I wasn't part of the institute back then. When I joined, it was already part of the business school. But I suppose that, before, I used to see myself in a very interdisciplinary institute, such as [example institute from another institution]. So there are lots of [management sub-discipline] interdisciplinary sort of institutes across Europe and also in the UK, and ours is one of them. I only started to realise that I was in a business school maybe two years after I was on the job as a postdoc, because I was working on a project with scientists, basically. I was doing this thing of following scientists and being in labs and going back to [institute] in the business school, obviously interacting with them, but not teaching really or not being really aware of where I was. It was also a time - this is another important piece of information - it was also a time when we were not based at the business school because the business school building was going under renovation. So we were in a different building in my first couple of years in the business school. And then when we moved over to the new building, it was shortly after or around the same time that I got my new job and became a faculty member. So I started thinking, oh, I'm in a business school, I'm part of a business school. And I started to understand the business school sort of mission and problems and stuff a bit, a bit later. I started off as if it was just another postdoc position, pretty much working a lot with other colleagues who were based in other departments, such as sociology. And so I was a bit detached at the beginning. And sometimes I still struggle when I see, for example, business school job positions that come by email to me. Sometimes I struggle, will they see me as a business school person? And actually, you're interviewing me in the middle of a crisis of identity, in terms of am I a business school scholar or am I not? And in this crazy journey, I found a lot of people that think a lot like me, and who are business school people, but it's just that I never came across them before. But again, I never imagined that I would be a part of business school because I never thought a business school would have someone with my profile. At business schools in [home country], for example, it's management only. And I think they're becoming a bit more interdisciplinary. That's perhaps what's happening with a lot of business schools. But at the beginning of the times when I was doing my master's a few years ago, business schools for me were just business schools. They were not places where you would do other things other than teach management, I suppose, and accounting. It never came to me that I would be a business school scholar. And I don't know if I am. I am, and I am not.

##### Researcher

Okay, that's really interesting. Thank you for sharing that. You mentioned something interesting there that when you sort of, you didn't realise you were really in the business school. And then once you kind of, I guess, came to learn about the business school, you'd learnt about, you said, the mission and the problems. What is that mission and what are those kind of problems that you, I guess, kind of have identified since being part of a business school?

##### Participant 47

Okay. One of the things and maybe it's a problem, I don't know if it's a problem for the business school community or if it's a problem that I see as a problem. Right. Because those are different things. So I suppose that I wasn't very familiar with the agenda of a business school and how a business school actually makes money, what makes it popular, what makes it... I wasn't aware of this competition between business schools across the world. I think it's an international competition. I don't think it's just a national one. And this is in the sense that I didn't experience that in other places that I worked or where I studied. So there's a business of business schools that I came to realise and the kinds of metrics used were completely unknown to me before. I'm a little bit seasoned in the sense that since I did my PhD, and I did it by papers and I was already thinking about impact factors, et cetera, but generally the fields that I used to, the fields that I was trained, I was trained in, we don't have a list of journals. We don't have an FT50. We don't have to please other kinds of organisations. We just look at the general popularity of journals and how impactful they are in your area - there are other ways. Obviously, there would be overlap, as we know, between the impact and also the stuff in the lists. The list is great. I wouldn't say that the stuff in there is terrible. They're really good, great journals, et cetera. But we wouldn't prioritize those. So it seems to be a little bit of a closed system in terms of how performance is evaluated across business schools and how performance is evaluated within business schools. And I've been feeling, I think a lot of my peers as well. I've been feeling obviously a lot of pressure, which is a bit different, I think, from other parts of the university where there is pressure to publish. But it's slightly different where it's not as directed as the business school is in terms of where you should publish. Because what essentially is happening, what I feel is happening is that there's a list and there's the three and two and one star journals, and the no star journals, whatever. But the priority is the four stars journals, and it's going for those. And it's about quality, not quantity, which is a good strategy. But it's also a dangerous strategy for individual scholars because it's a risky one and it's one that comes with, yeah, it just brings a lot of stress. And I'm not saying that these issues are not seen across all university departments. It's happening with every university that has an international sort of standing. But I think business schools take it to another level, a step further. And I worry about the impact on faculty. And I feel that it's also very divisive because you can see, I think that managers struggle to enforce those rules. And at the same time, you've got believers, people who are embracing those things, and then you've got others who are not so sure, which is someone like me, for example. So I'm in between them. I'm not a capitalist hater, but I would say capitalism is not the only thing you should be thinking of. I mean, the journals on the lists are fantastic. And I hope I can publish again in [ABS 4\* journal]. I hope I can publish one day in [another 4\* journal]. I hope one day I can do that. But it shouldn't be the only thing. It became a little bit of, I don't know, just a very closed community. I think it's a toxic environment to be in. And I could see that toxicity in my own department. And I can see that toxicity in the business school forum more largely. When we have the school board, where we have all the departments together - we're a large school, we've got a lot of people, a lot of staff - you can see that there is a lot of frustration across the board in terms of how we're being evaluated. And again, it's also a culture actually reinforces inequality. And by inequality, I mean lots of things. And it goes beyond gender inequality. You have also inequalities across different academic, like, in terms of positions, like early career scholars and more senior people. You can see that the senior get more senior and more protected because they just keep playing the game, that just reinforces itself. Once you're in the game and you know how to play it, and you just get away with murder in the sense that the money is made out of the teaching, but the careers are made out of research. And the problem is there are more women and early career scholars - not just women, I've got male colleagues - who are swamped with teaching, and they're like dying. And I was as well. I am, this semester. It's been horrible. And it's my first big course as a coordinator. And I'm alone, I've got 500 students. I have people working as TAs with me, but I'm the only coordinator, and it's a nightmare. And I can see that professors are not given the same amount of workload. Maybe there's, again, it's not just the business school, but because the business school has such a specific way of measuring performance through the ABS list, it does affect me more than it would have affected me if I was teaching a lot in a department that is not expecting me to publish in those journals that are really, really hard to get published in. It's like, if you don't get that, you don't pass your probation, you're not getting any promotions, and it actually makes you feel like you're worthless. Right now I don't feel yet that I'm worthless because I published in [ABS 4\* journal]. But how terrible it is. I had a colleague that left recently and she was feeling like she was not worth it, and she's great. Because her paper got rejected from the top journals. I don't know. Maybe that doesn't happen just in business schools, but I feel it could be a bit more problematic because of the way the metrics work. It's also my own profile that is a bit less business school like. If I had been a business student, I would know where to publish from day one, and I would know, I would have my strategy sorted out from day one. You see professors with publications, they publish in the Academy of Management Journal and the Journal of Management Studies, and they're professors, full professors, and I'm sure their work is great, but then you can see how they are someone who was trained specifically in a very specific way. But that's also very dangerous for the way knowledge is produced, in my own opinion, because those journals have editorial boards and ways of thinking and ways of saying things. And even though the peer review process is fantastic and I got amazing comments from the [ABS 4\* journal] paper that got rejected, really constructive comments. So they're really good journals, but they are shaping a way of thinking and a way of working from the beginning. If you're not like that, then you don't have a chance in the business school. So maybe that's a clash between where I come from, sort of. But I think it's fair to say that even those who are seasoned business school types, they can feel the pressure also. And I can see that with the PhD students that I supervise who come from a business background, they've been in the business school longer than I have or about the same time. But I can see how they are just as stressed as I am to get those publications, you know. "I need at least one four star so I can get a postdoc after this or a lecturer position". Yeah, that's what I mean by problems. And there are other problems as well that are related to teaching. I don't know if you're interested in that. It is the function of the business school. And maybe this is more related to the, also because I teach a course called [course]. So the focus is on professional management as responsible management. But there is a part of it that actually discusses, should we be talking about responsible management? Shouldn't management just be responsible by default? And then we talk about management as a profession and the lack of code of conduct and, should there be a code of conduct and could management ever be a profession? And what are we training these managers of the future to be and how are we training them? And I don't know, maybe it's okay. Maybe the business school is doing what it's supposed to be doing and people are happy with it. I don't know. But at the same time, I feel that except for some fields in the business school where you need some technical knowledge, there is a certain crisis of identity as well in the business school in terms of, what are we teaching? Why are we teaching these things to these people? Are we able to make managers? We don't make managers, some would say... "well, managers make themselves through experience, et cetera". How do we teach these kind of soft skills that these students need to have so they can get their job? Not necessarily an academic job, but I don't know. It feels to me that it's something that is an open question about the curriculum and that the function of the business school is sort of up in the air somehow. Even though they've never been more popular. We over-recruited during COVID. We over recruited and we sent people away at the same time, some layoffs and some over-recruitment, which is interesting. Anyway, I would say that... this is from the lecture I was giving, I'm a bit biased about it, but I would say that in the same way that the society needs to regain trust in managers, business school staff need to regain trust in management in the business school - at least in mine. I don't know about the other interviewees, what they've said, but yeah. That's how I see things.

##### Researcher

Thank you. That's really interesting. And you mentioned these kind of, these problems with the research, teaching, that the environment you said is a toxic environment. There is a lot of pressure. Do you have any sense of where that kind of comes from? Is it leadership? Is it policy? Is it just that kind of attitude of well, this is the way things have always been? Is it that kind of institutional, normative kind of... I don't know. Do you think it's a mixture of things? What's your kind of sense of where that really kind of comes from?

##### Participant 47

It's definitely a mixture of things in the sense that, for me, things get performed in certain ways, definitely motivated by external calls and external pressure. But they also become normalised and reinvented through practice, right? Through habits and ways of thinking. And business school culture, I suppose we can call it that, there is definitely an agenda, I think, that comes from above. When I say from above, there is obviously a constellation of actors that would be putting pressure - well, let's say enforcing the system of metrics in the way we know. For the business school, that includes obviously the funding bodies in general, it includes the university itself. Management is quite centralised. So the senior leadership team has a lot of power on how our faculty, for example, will be assessing performance, et cetera. But then there's also the business school's own performance system and the way they compete between each other, which I think has a direct effect on the senior leadership team within the business school, which is the business school director, for example, and their team, because [current institution] competes in the UK and outside the UK as well. The business school is one of the selling points for the university, but our business school director also has to get the business school competing against other business schools. So if there's pressure from outside... for example, before, the ABS list was the thing - and it still is - and four stars were the thing. But now they're saying the FT50 is the thing because MBAs are looking at the FT50 list instead of the ABS list. So MBAs bring a lot of money to the school. So they talk about prioritising the FT50 instead of the ABS. How is that... so there's a series of mechanisms through which they're going to literally enforce, almost like oblige us, to embrace the FT50 list. And that's by giving us, for example, prizes, which they give when you publish in an FT50 journal. I'm sure this happens in other business schools too. You also get money if you have a revise and resubmit, so you can get someone to work with you on something like publication for an FT50 or a four star ABS list. You can get people to work on the revisions for you. And for any promotion you have those lists as the indicators that you need to show. So I'd say that the ways of working are definitely influenced by that external pressure, which I think it's just about metrics and economic value, really. It's about creating economic value and the economic value depends on you having a good performance as a business school, and then obviously as an organism that has people in it working, you need to make those people work in the way that means you would perform really well as a business school. So it's like a chain, I suppose, of tools and mechanisms that actually at some point they just become institutionalised, normalized, embraced as part of the business school culture to the point where obviously, you know, you don't really even smile if someone says they published in a journal that is not in the list or even if it's a three star. People get accustomed to saying "well, it's just a three star journal". And you notice it with teaching, because teaching is seen as not important, student experience is just something that is on paper. It's not something that you're really encouraged to focus on because if you focus on that your publications will suffer. And you're not going to get promoted, you're going, like natural selection, you're just going to, just going to be expelled naturally by the system at some point, which is what happens when there are things like voluntary redundancy schemes which the university has implemented twice already. And there we saw how people would be invited to leave and you would know that those who were at risk were the people who didn't publish in a four star journal in the past two years. Literally, that would be, it is really, really clear cut. But again, it's a simple metric that actually becomes part of the culture. It also shapes relationships between people. So you do have, in departmental meetings, you would have the head of a department or the head of an institute saying, okay, any publications? People would say which publications they have and he would praise the four stars and he would actually actively minimise and diminish anything else, to the point where everything else would become invisible. And that becomes a way of being and talking and a way of looking at each other's research, and mentoring. It becomes a way of mentoring and mentoring students and early career researchers. So again, it's a bit of a chicken and egg thing, because I tend to think that the systems of appraisal came before anything else. But the way the systems of appraisal continue to evolve, it's not independent from the way we enforce them and we make them work. I would be interested in knowing how the systems of appraisals and performance and competition between business schools and within business schools, how it evolved across time. And they are revived by the people who are embodying them. You can see that it's the business schools creating the business school systems of business school appraisals. So that's how I see it, like a cycle. And I think the idea of embodiment is really important just because you can see how that happens outside formal spaces of formal appraisal and formal documents and guidance. You can see how that happens in literally everyday interactions and frustrations and even clashes and conflicts between staff when they should be working together. And that's another story, because then we have also a very individualistic system, because if you think about the system, the individual system of appraisal by papers and the ABS list and the FT50 et cetera, it's not one that focuses on collective achievement. It's one that focuses on individual achievement. So what you see, and I saw that myself, I was organising the external seminars for our institute, and there were colleagues who were absent most of the time, they would not collaborate, they would not collaborate on anything that was for the common good, for the institute, because they were too focused on writing their papers, and then they ended up publishing really good papers. Are they selfish? I don't know. Are they just part of the system? They know that they need to do that because that's what going to, at the end of the day, get them their promotion. And that's something that you can see that is happening, that we also have sort of a difficulty in having a community, at least in my department. It might be different in other divisions. Just because, if you are imposing that system of appraisal, that creates competition between people and their time, if that makes sense. It's not because they're bad people. One who would not collaborate is a really nice guy, and we love having a drink together and we love chatting together, and he is funny. But he wouldn't engage to the point where we had a discussion. I knocked on his door and I said "you're not coming to the seminar, again?" We invited really good people to talk, and one day there were only three of us and we are like, 40 people. And anyway, it's just, you lose a little bit of academic collegiality and the kind of things you would expect from scientific work or social scientific work, which is teamwork. And that's why you have an institute, and that's why you have a division, and that's why you have a business school, right? Because there's something that you want to do there as a common thing that you end up not doing, because the way you're being evaluated and what your survival depends on goes completely against the way things should be going. I don't know, maybe I'm an idealist.

##### Researcher

That's really interesting. It's a really interesting perspective, actually, and you gave me a lot of things to think about, so. Yeah, thank you. So you mentioned that sort of like, teaching, and the kind of student experience kind of thing is kind of, it pales in comparison a bit to the importance put on research publications, four star journals, ABS, all of that. Do you feel like there is a similar kind of disregard given to, I guess, what you might want to call, I guess, the third mission of universities and business schools, which is the kind of impact agenda? When I say impact, not necessarily sort of academic impact, but kind of external stakeholder impact, engaging with practitioners, benefiting society, that kind of thing. Is that something that the business school puts emphasis on? And does that kind of filter down to your role? What's the kind of situation for you and your business school?

##### Participant 47

So I think the third mission, I mean, it's something that, it's much promoted, but maybe what they're doing is they're trying to, let's say, put together teams that are responsible for external engagement, that they could get examples and evidence from that they could later on show. So I can see that there are teams that are responsible for that. And it's a mix of academics and admin people who are focused on external engagement. But there is an expectation that we do that as well. There is an expectation that we do everything, that we do service to the university. So it means literally doing things that are not related to teaching or research that hold things together. For example, social responsibility is one of those things. You would expect us to focus on social responsibility within the business school and then teach and then do research and then yes, external engagement is something. It's something that I was doing a lot before I started teaching and something that I enjoyed doing. But it's something that I don't have the time for right now. And unfortunately, I don't think it gets as much attention as the publications. It continues to be important, and I suppose that it gets valued in different ways, but it's just a workload problem. It comes down to real basic maths. You look at the number of hours that we have per week. We're all working extra time, all of us, most of us, if we want to do all the things we want to do. This year alone, I engaged in two workshops with European colleagues for public funding, sort of external advisory roles, I do advise on [topic]. I try to do that. Engaging with companies for research, I see it differently. Just because if you do that, you do that for papers as well. So if you have an impact case the university will value that. But that comes with papers. So it's slightly different. Engagement just for the sake of engagement, public communication, public engagement, none of that is valued, I feel. And again, if you have one day of the week you can focus on your papers, where you're not doing admin work or teaching work or all the other service work for the university that you're doing, you're not going to focus on that third mission. You're going to leave it to someone else. But the business school, how can I put it? Again, it's something that is emphasised. But it's at the discourse level, in my opinion. It's not something that I feel like we do a lot or that if we do it a lot, we're going to be valued for it. But as I said, I could engage, and I would show that. I went to the Parliament a couple of years ago to talk about [topic] in the House of Lords. It was like a big highlight. And I used that for my current position. I said, look, I went to the House of Lords and I spoke to [person], which is true. And I was like, this is the highlight of my life, actually. I was like, okay, I did that. I can dine out on it, it's okay. I think they found that great, but if I didn't have a four star paper and instead I had a three star paper, and that experience, I wouldn't get the job. I think I got the job because I had a paper under review for a four star journal. I had another paper published in a four star journal. My point is to say that, I still do that, and I would still do engagement for the sake of doing it. But it's extra work and it's extra hours. It's not something that is within your workload, like protected time at all. It's very unrealistic, workload at the university, in general, I think.

##### Researcher

That's really interesting. Thank you. So you just talked about workload, which is a really interesting sort of element of the academic environment. And it has been mentioned a lot by a lot of different people. So what I want to ask, so, yeah, kind of a two parter related to this idea of workload. You've used the word, kind of like "protecting" research time. Would you say that is kind of like a strategy, to kind of protect workload on the things that sort of are seen as being the most important in terms of progression or personal interest or whatever? Or is there any other kind of strategy that you might have in terms of managing that workload and making sure it doesn't become too stressful and stuff? The second part that I would want to ask about workload, is that something that's been kind of worsened because of the pandemic and because of Covid-19 and the kind of shift in the HE landscape? I'd be interested to know if that's something you've experienced as well.

##### Participant 47

Okay, yeah, good questions. I think it's fair to say that I have to fight, literally, to protect my research time. And by fighting, I mean really being, really... how can I put it? I had to put some limits and make them really clear to my line manager, in the sense that, so, you fight for your research time every day. Because, at least my agenda, my calendar, gets filled with so many things. And I do supervisory work as work as well, which is massively undervalued in the WAM. And it's a massively important thing because the PhD students that we work with, they are the future. And literally without working with them, like, at least for me right now, it's the way I do research, because my independent research has completely stopped since I started teaching this semester. So if you look at it from just a time management perspective, I try to block at least a couple of days that are more research related. Either I would have meetings with my PhD students, or I would focus on my own research, or write my papers, write revised papers that are under revision, et cetera. But it gets filled really quickly and there are lots of other things that just crop up, that are just admin, admin, admin things. My position is slightly different because I was supposed to have protected research time anyway because of my fellowship. That was not respected because I was supposed to co-coordinate this massive course with a colleague who was on the verge of having an attack of stress. So he was overworking as well. So he left this course and I was left alone as the coordinator. So it was a bit of an accident, but that's not just an accident because that happened to him last year as well. And I know that happened to people as well. Even before Covid-19. At least for this massive undergraduate course. But what I'm trying to say is that my strategies to block time fail all of the time. At least this is how I've seen the last few months. Before, when I'm not teaching, I am able to block time for research and just focus on my papers. And I cannot say that I wasn't able to do that because I was. But I had zero teaching, literally, no teaching. Two PhD students under my supervision. And so I would do that, and I would do that before the term starts. I only have one course at the moment as a coordinator. So essentially I'm a very protective person already, and I'm struggling. So half of the academic year, more than half of the academic year, I'm struggling because I start recruiting TAs in October, November, I start planning the teaching that starts in February, back before Christmas. So we're talking about almost the whole academic year devoted to teaching if you have a big course like this one. But I've got colleagues who have two, three courses as coordinators and lecturers, so I don't know how they find time to do anything else. So I keep getting frustrated when I try to block time when I'm teaching. Teaching season will finish around June for me, and I'm hoping I won't have to teach until early February. But it doesn't mean that teaching planning won't take place before that. So essentially my only strategy for working on research is literally blocking my calendar and not making any appointments for meetings or anything else in the days that I have for writing. I had them before. So my impression is, with the move to teaching online, definitely that had a huge impact on me because the course that I inherited had not been adapted to the online, the hybrid model. So I had to do that myself. In normal times, you wouldn't have to do that. But also because of Covid-19, we overrecruited, which is strange. So instead of having 300 students in this course, I have 500. And it was because of the A-Levels problem that we also overrecruited. And it might happen again this year. We don't know. But I think that had a big impact. So I don't know how this would have played out without Covid-19. I know that my colleague, who was the co-coordinator, one of the reasons why he left this course was because he was overworked and I think that his workload as well was a bit... I think Covid-19 also had an impact on him, which made him leave this course and it gave me more work than I otherwise should have done. But still, now that I've got the course prepared and I know I'll be revising it, I'll be giving it again next year, I'm pretty sure I will be also doing something else, which is taking on maybe an organisational responsibility. Like, I don't know, there was talks about, there were talks about doing something around the social responsibility agenda. So there will be other things that will be given to me that will compete for my time again. And I would say that that's going to take, again, another 60, 70% of my academic year. And I'll be struggling to do research. And the other point, and maybe this is, maybe it's relevant to what I do, I'm a qualitative researcher. And it's different. It is different for data collection. When you have secondary data and you can work with data sets that you can just get and analyse them. You can do that as, you can do more independent research. Whereas for me, you know what I'm talking about, because you are a qualitative researcher, you're interviewing me, and you know how much time it takes to interview, to analyse. And if you do that really well, and if you want to publish in a four star journal - I mean, you are on the right pathway because you've got a lot of data - but you can see how it's the work of a full PhD period. It's massive. It could take you two, three years, and you need time for doing that. So I was planning to do some ethnographic work on [organisations] before the pandemic hit, and I had to cancel all of that. And I was going to do that while I didn't have any teaching. So I would have been able to do that myself. But now what I have to do is I have to apply for grants so I can get postdocs to work with me so they can actually do that work and I can supervise them and maybe work a little bit on data analysis. But I literally wouldn't have time for the data collection. I don't have time for writing, let alone collecting data and analysing data, which has a massive impact on the quality of the research. It's a little bit of a commitment. And I don't want to think it's like that. I want to think it's possible. I want to think it's possible to do it otherwise I won't be in this job anymore. Because I don't want to work weekends and evenings. I know a lot of people do that. A lot of my colleagues do that. They work evenings and they work weekends so they can get their papers out. So it's a little bit of a... the game that I'm playing is - and I don't know if this is a good strategy - I'm young enough compared to my senior colleagues to know that a lot of people are struggling with stress and getting completely burned out very quickly and getting worse things as well in their mid 40s, early 50s, because this is when you're... I mean in your 30s you're working a lot and you're building your portfolio and you're building your career, for someone like me who finished their PhD at the age of 30. But then I can see how this is an endless thing, how it can go forever and how it can get worse as well. And what I said to myself was, I'll do what I can do, the maximum that I can do that I feel like it won't interfere with my health at least, or my personal life. Although it does still. But it's like, I've got a limit. And then I'll see what happens. This comes back to a question about being a business school scholar and my identity crisis. I think right now I made a decision of not playing just the game of the business school, because I think it's a dangerous game. I think I'll play the game that I've always been playing, which is trying to publish papers that I'm happy with in journals that I think are relevant to the papers that I'm producing. And maybe, yes, getting a paper or two every three years in really top journals and journals at the school values while I am at the business school, but also having a profile that would make me desirable somewhere else in case I decided to leave the business school. So that's the other strategy. I'll see how it goes. So one of the things that I have to prioritise in my calendar at least, when I'm working, is the teaching. Because I cannot... so one of the things is, some people decide they don't care about teaching. They just don't make a lot of effort and they just don't produce a lot of materials and they don't care about the lectures, if they're rubbish or not. I'm not like that. So I'll do as much as I can for the teaching, because it needs to get done, and the students, they're far more important than the metrics. Although within a limit, in the sense that I'm not going to just teach and forget everything else, otherwise that would hurt my career. So what I'm doing is I'm getting to the point where I do as much as I can that I think I'm able to and I'm happy with. So not the very bare minimum for the teaching. Then I prioritise my research, and then I fight for it, like I did a couple of weeks ago. I had my PDR with my manager and I said, you're not supposed to give me more teaching than this because I counted my hours and I'm working three times more for the teaching that I was supposed to do. So this is not going to happen again. Otherwise it's not in my contract. Not a lot of people say that to their managers and they just get along with it. So I said that and they said, well, yeah, we're going to protect you and you're not going to get anything else besides the course you've already been given. Yeah, that's how I try to balance things. I don't know if I rambled and went back and forth. I don't know if that answers your question. Does it answer your question?

##### Researcher

Absolutely. Yeah. No, that was a really fascinating, interesting answer. It's been really good to hear about your experiences.

##### Participant 47

Haha. Don't be afraid of my experiences because you're a business school person and it's not that bad. And right now, actually, this is another thing. You're interviewing me in the middle, towards the end of the teaching season. So maybe if you interviewed me in September, I would maybe be a little bit more positive.

##### Researcher

Yeah. I think it sort of comes in rhythms, doesn't it? The stresses and the intense workloads and stuff. I've seen that sort of first hand I think, at my own institution. But yeah, you've definitely 100% answered my questions really well. And I've got a huge page of notes, which is always a good sign. In terms of direct questioning, that was everything I wanted to ask. So unless there's anything off the top of your head that you can think of that you might want to add that you think might be kind of relevant to this area? That you haven't had a chance to say yet? It's okay if not, we can finish here. If there's anything that you feel you want to say before we finish, then feel free.

##### Participant 47

I think I said so many things. I talked a lot. I cannot think of anything specifically. But feel free to come back to me if there's anything, if you want a second interview or just follow up on anything. I don't know the kind of methodology you're using, but I'm happy to talk to you again. I think it's a topic that is very close to, it's something that we're happy to talk about, maybe some of us more than others. It's like a therapy time we've got with you. So we've got lots of, the things I don't say in the department meetings, I'll just tell him everything, haha. So it was really good, actually, it felt really good to end the week like this. And I suppose that, maybe... I don't know. Because I know I sound very negative. Sometimes, I do feel that there's space for hope, for business schools to also be a transformative place and to look at itself reflexively. I can see another division - maybe this is my final point. [Department], which is a different division within the business school, they are much more critical. Maybe my views are biased by the actual department I'm in. And I can see how there's resistance as well within the business school. And all these things, maybe they will change. I don't know. But the way maybe that Covid-19 is playing out, and that's the sad part of the story, is that I think it's only reinforcing the problems. I can only see problems. Those deficiencies, those problems, are being reinforced. And I fear that might continue to happen after Covid-19 as well. So that's my final point.

##### Researcher

Well, thank you. That's a really interesting final point. So thank you for sharing that. And yeah, I think that's everything I wanted to cover, so I'm happy to sort of end things there and let you hopefully start enjoying your weekend.

##### Participant 47

Thank you. It was nice talking to you. Good luck with the rest of your thesis and your work.

##### Researcher

Thank you. Thank you very much.

##### Participant 47

Let me know if you publish anything out of this. I would be interested in reading it. I'm sure you will.

##### Researcher

Thank you very much. I really appreciate it. Thank you.

##### Participant 47

No problem. Happy to help.

##### Researcher

Have a lovely weekend.

##### Participant 47

Take care. You, too. Bye.