



## ***Student and Professional Engagement: Case Studies from Japan and New Zealand***

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# Mihi (greeting)

**Tihei Mauri ora  
E nga mana  
E nga reo  
Rau rangitira ma**

**Behold the breath of life  
To the important ones  
To the speakers  
The many respected people**

Tena koutou  
Tena koutou  
Tena koutou katoa

Greetings  
Greetings  
Greetings to you all

# The University context

## The University's Graduate Profile

Our students will graduate from a university in which the opportunities for local and global engagement are a dominant feature of the student experience.

Fulfilment of institutional obligations in relation to the Treaty of Waitangi is also a significant goal.

Victoria prepares its graduates to be scholars who:

- have a specialised understanding of their chosen field(s) of study
- exhibit well-developed skills in critical and creative thinking
- communicate complex ideas effectively and accurately in a range of contexts
- demonstrate intellectual autonomy through independence of thought, openness to ideas and information and a capacity to manage their own learning
- demonstrate intellectual integrity and understand the ethics of scholarship.

These attributes will be reflected in the formal curriculum and tested through academic assessment.

Victoria also prepares graduates who are active and engaged global citizens who:  
demonstrate international perspectives

- can engage constructively with their local and international communities
- are able to work both independently and collaboratively with others
- know how to set and achieve personal and professional goals for themselves.

Opportunities to develop these qualities will be available to all students through formal and informal learning opportunities.

# Scaling up

- There is now a widespread ambition to place students at the heart of diverse external stakeholder relationships, ranging from major corporates to community organisations ...
- Existing civic engagement
- Cluster civic engagement and encourage students to engage with one cluster
- Flagship minors – [that would] centre on interdisciplinary, embodied problem based learning, and ... strong stakeholder engagement from a range of relevant partners .. [m]ight also involve off-campus learning, for example in community centres, makers spaces or civic institutions
- Require all undergraduate students to participate in a capstone research component – interdisciplinary, problem based, embodied learning

Source: *Victoria Values: Towards a distinctive academic*

*Emphasis*, Provost's Forum discussion paper (Professor Wendy Larner)

# The Victoria Business School

- Summary facts:
- Part of Victoria University of Wellington, New Zealand's capital city university
- Constitutes a separate Faculty for University governance and management purposes (Dean is also Pro Vice-Chancellor)
- Six Schools (Accountancy and Commercial Law, Economics and Finance, Marketing and International Business, Information Management, Management, Government)
- 179 academic and professional staff
- 18 degree programmes offered
- 6507 students (2015)



An overview of a range of VBS activities in a recent speech by the Dean, Professor Bob (Robert) Buckle:

<http://www.victoria.ac.nz/vbs/teaching/resources/Creating-a-capital-city-business-school.pdf>

# Mission Statement

- Victoria Business School creates and shares knowledge of governance and management of resources in the public and private sectors to develop capability and provide our stakeholders with a global perspective

# Vision Statement

**Excellence at the nexus of research, teaching, and practice**

**Victoria Business School values**

Victoria Business School, as part of Victoria University of Wellington, values:

**Our students and staff**

- by maintaining and protecting the academic freedom of our students and staff
- by recognising that our most valuable assets are the specialist academic and professional knowledge and skills of our staff and the intellectual achievements of our students and staff
- by fostering a community of learning involving all students and staff
- by providing a supportive environment that will enable students and staff to develop to their full potential
- by acting to ensure that all members of the University community are treated with respect and concern for their rights
- by providing students and staff with the opportunity to be involved in the making of decisions that affect them

**Diversity and interdisciplinary scholarship**

- by pursuing equity in educational and employment opportunity
- by promoting research, teaching and scholarship in Māori language, culture and history
- by recognising, supporting and encouraging our multicultural community
- by recognising, supporting and encouraging interdisciplinary scholarship

**Innovation**

- in developing future teaching and learning opportunities
- in the way we organise and manage the University
- by being receptive to new and creative ideas

**Excellence**

- by promoting the highest quality in teaching, scholarship and research
- by embedding quality in all that we do

**Integrity**

- by upholding the highest ethical and professional standards
- by behaving in an open, honest and consistent way

# Student and Professional Engagement

- What are/what should be the drivers?
  1. Pedagogy (given specific objectives – programme, course, assessment – what are the appropriate elements of content and delivery?)
  2. Engagement, and specifically indirect Assurance of Learning (direct=course embedded, indirect= surveys of students, employers etc)





# How Students Learn

A learning and teaching resource  
Victoria Business School—Orauariki

accessible @

<http://www.victoria.ac.nz/vbs/teaching/resources/teachers/How-Students-Learn.pdf>

# Section 3: Building a learning environment

This section:

- introduces course design and delivery
- describes some approaches to teaching.

## TEACHING METHODS

When we examine the range of teaching methods that are in use or might be considered, we may encounter unfamiliar terminology. Some of these new terms are listed below.

**Blended learning:** the use of technology inside and outside the classroom to allow for a varied learning experience.

**Chalk-and-talk:** a teacher-focused style of teaching that has the teacher dispensing information from the front of the class with the assistance of notes written or displayed on a screen.

**Narrative teaching:** a case-based method of teaching that creates a dialogue around problem solving.

**Outcomes approach:** a student-focused method of teaching that structures teaching and assessments around specific learning outcomes.

**Problem-based learning:** learning that occurs in response to practical scenarios, in which concepts are applied to problems and situational solutions developed.

**Reflective teaching:** a cooperative form of teaching in which students reflect on their own learning and teachers adapt their teaching style in response to the learning needs of the students.

# Bridging theory and practice: a continuum

Internally  
focused

Externally  
focused

Student  
reflection  
on  
matters of  
theory  
and  
practice

Case  
studies  
drawn from  
real world  
examples

Town meets  
gown –  
guest  
contributors  
in the class-  
room (in  
person or  
on-line)

Project  
teams  
working with  
external  
organisations

Embedded  
student  
experience  
by way of  
practicums,  
internships  
etc

# Indirect Assurance of Learning

- Engaging with the market – a Victoria Business School initiative
- Two phases
- Phase one: *Student and Graduate Employability Skills Survey*
- Phase two: *Supplementary Report: The role of work ethic and academic achievement in graduate recruitment and selection*

# 2015 Employability Skills & Attributes Survey: Overview

- Last Victoria Careers and Employment employability skills survey conducted in 2006
- Sent out to 1,378 employers who recruited university students and/or graduates within the past two years, received 435 responses (30%), and 355 were deemed eligible
- The highest response set for an employability skills survey in New Zealand and Australia
- The goals were:
  - to examine the importance of skills, competencies and attributes relevant to student and graduate employment
  - to assess employers expectations of & satisfaction with level of competency
  - to explore employers' perception of and satisfaction with Victoria's Graduate Profile
- The results will be used to:
  - meet VBS requirements for AACSB accreditation
  - use information to better prepare students and graduates for the workplace

# TOP TEN EMPLOYABILITY SKILLS & ATTRIBUTES

1	Interpersonal skills	TOP 5 49%	TOP 10 62%	Pragmatic awareness, social intelligence, <b>diversity awareness</b> , conflict resolution
2	Analytical & critical thinking	TOP 5 48%	TOP 10 73%	Recognizing patterns, evaluating information, synthesizing, abstract thinking
3	Verbal communication skills	TOP 5 46%	TOP 10 83%	<b>Communicating clearly, audience design</b> , public speaking, meeting participation
4	Problem solving	TOP 5 42%	TOP 10 73%	Reasoning, analysing, decision making
5	Team work	TOP 5 40%	TOP 10 73%	Task collaboration, sharing expertise, solutions focus
6	Work ethic	TOP 5 40%	TOP 10 84%	<b>Responsibility</b> , reliability, <b>commitment</b> , focus on <b>quality performance</b>
7	Energy & enthusiasm	TOP 5 39%	TOP 10 68%	Showing enthusiasm, pitching in, <b>positive attitude</b>
8	Written communication skills	TOP 5 33%	TOP 10 64%	Tone & style, <b>orthography</b> , editing, clarity of expression
9	Initiative & enterprise	TOP 5 33%	TOP 10 58%	<b>Drive</b> , entrepreneurship & intrapreneurship, flexibility, ideas contribution
10	Resilience & adaptability	TOP 5 20%	TOP 10 56%	Stress tolerance, <b>adaptability</b> , recover

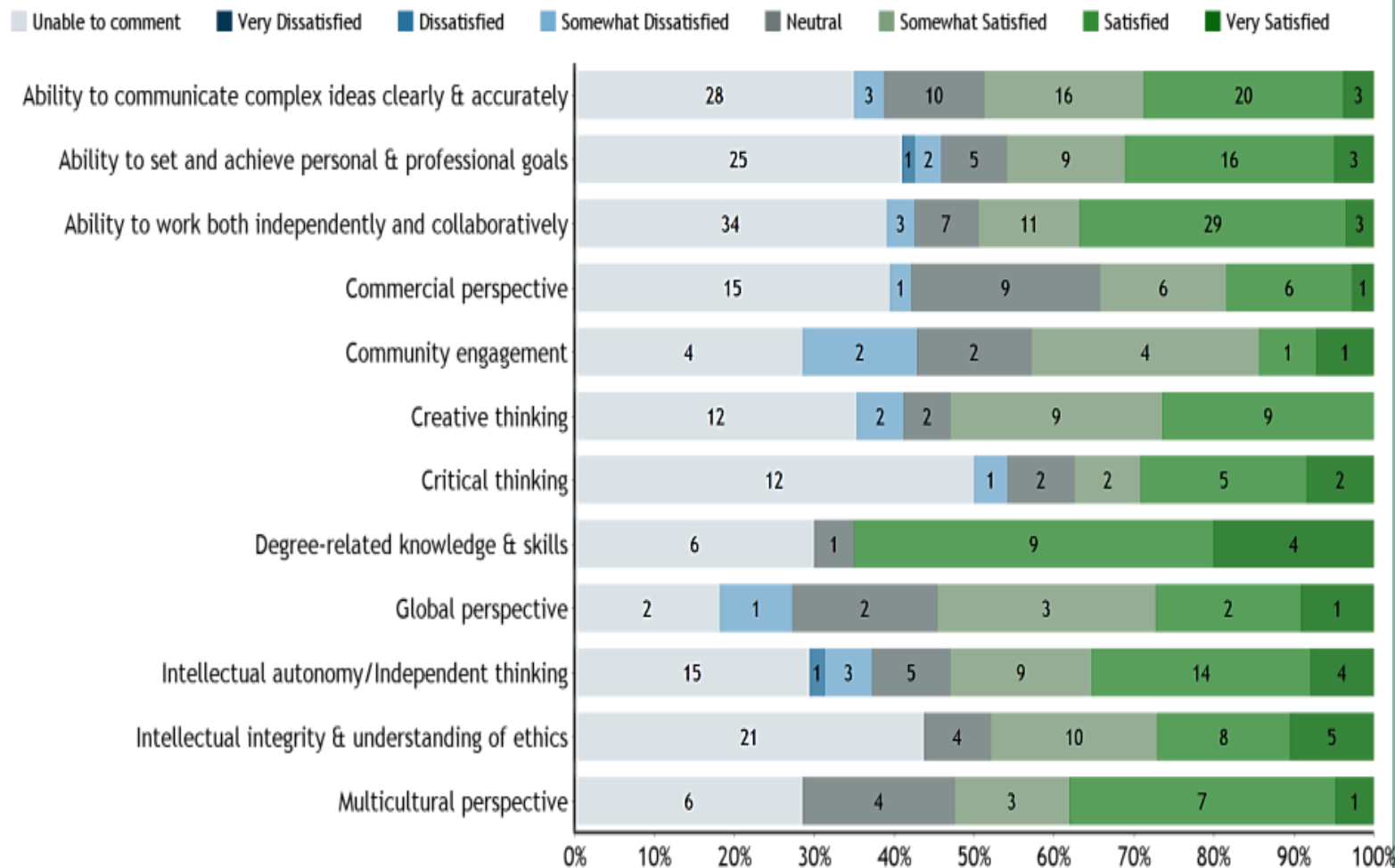
8/10

>8.5/10

8-8.5/10

See: <http://www.victoria.ac.nz/news/2015/10/employers-wish-list-of-skills-revealed>

# EMPLOYERS' SATISFACTION: GRADUATE PROFILE ATTRIBUTES



# Phase 2

- Further exploring work ethic
- “The data ... sheds more light on the role of work ethic and academic achievement ... Many employers often stressed that academic achievement ... forms only ‘part of the story’... The role of activities that students engage in beyond their study such as extra-curricular activities and part-time work also became salient elements that contribute to what can be seen as the GRADUATE PACKAGE” (emphasis in original)



# Developments to date: Undergraduate degree (BCom)

- Some illustrative examples
- within the degree, and
- extra-curricular

# Bachelors of Commerce Learning Goals and Objectives

- **LG 1 Critical and Creative Thinking Skills: Graduates will exhibit well-developed critical and creative thinking**
- **Learning Objectives:**
- a) analyse a complex problem which could be viewed from multiple perspectives;
- b) use/apply analytical techniques/models/frameworks appropriately in specific contexts;
- c) reflect critically on practical and theoretical issues;
- d) display creative thinking when faced with practical and/or theoretical problems.
- **LG2: Communication Skills: Graduates can communicate complex ideas effectively and accurately in a range of contexts**
- **Learning Objectives:**
- a) research, plan, and produce written assignments to acceptable academic standards;
- b) apply advanced written communication skills in a public or private sector 'business' context;
- c) deliver professional quality presentations using appropriate technology;
- d) demonstrate oral communication and listening skills in small group learning environments.
- **LG3: Local and Global Citizenship: Graduates can engage constructively with their local and international communities**
- **Learning Objectives:**
- a) assess the way in which legislation and government policy influences the business environment in national and global contexts;
- b) analyse a discipline-specific issue identifying key cross-country/international differences and similarities;
- c) demonstrate an awareness of cultural differences and the skills needed to work effectively in multi-cultural environments within New Zealand and internationally.
- **LG4: Integrity and Ethics: Graduates demonstrate intellectual integrity, understanding of ethics (in scholarship and professional contexts) and corporate, social, and environmental responsibility**
- **Learning Objectives:**
- a) demonstrate an understanding of the relevance of ethics to the public and private sectors, and of the role of ethics in public and private governance;
- b) demonstrate ethical academic standards in written reports;
- c) demonstrate an understanding of corporate responsibility and the nature of sustainability.
- **LG5: Independent, Collaborative and Professional Work Skills: Graduates will be able to work independently and collaboratively**
- **Learning Objectives:**
- a) plan and undertake independent work, searching for information, and asking appropriate questions;
- b) locate, evaluate, manage and use information appropriately in different contexts;
- c) plan and lead a seminar or tutorial discussion or work constructively in groups.
- **LG6: Discipline-specific Goals**
- Graduates will have a specialised understanding of their chosen field of study as defined by the relevant Major Attributes (LOs specific to each major).

# Course content

- Project teams consulting with private or public sector organisations, and furnishing 'clients' with reports (MGMT 401)
- Project teams working on strategic HR issues with public and private sector organisations (HRIR 320)
- Internships with public or community sector organisations (GOVT 569)

# Virtual field-trips

- <https://www.youtube.com/watch?v=yjSlONrRhmo&feature=youtu.be>



<http://www.victoria.ac.nz/vbs/research-services/researchnews/taking-armchair-travel-to-new-heights>

# Elsewhere in the University (but taken by some VBS students)

- **POLS 428**
- **Directed Individual Study: Parliamentary Internship**
- This course provides a limited number of selected students with the opportunity of gaining insights into parliamentary processes, the roles and responsibilities of members of Parliament, the functions and activities of the research units, the conduct of select committees and the activities of parliamentary parties. Students who are accepted into this programme will have the opportunity to learn about the parliamentary process by working at Parliament during their honours year.





<http://www.vicconsulting.com>

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We are Victoria University of Wellington's  
business consulting club.

We enhance our members' business analysis skills, communication  
abilities and personal connections with industry professionals.

# Other activities: Business Case Competitions

- Victoria Business School stages Business Case Competitions in conjunction with Victoria Business Consulting club (VBC): [www.vicconsulting.com](http://www.vicconsulting.com)  
Participants have an opportunity to practice case-based learning and consultancy skills in teams drawn from multiple disciplines.
- Each team draws its members from across the University, particularly from Victoria Business School and the Faculty of Law. The judges are not infrequently the same senior members of organisations (including Deloitte, Ernst and Young, IBM, KPMG, the State Services Commission, and the Treasury) with responsibility for hiring our graduates.
- Case competitions are the primary strategy in the provision of a holistic learning, teaching and student experience that is second to none. All case competition programmes make important contributions to the strategies and mission and of their respective universities. Case competitions have enhanced engagement with alumni, benefactors and communities (including high schools, consultancies, and professional associations). Employment opportunities arise through in-depth exchanges with judges from top consultancy firms around the world. The loop is closed when alumni return to Victoria as judges. Case competitions are the primary strategy for engagement in the service of local, national, regional and global communities.

# Scaling up to the international level

- A VBS team participated this year at the May HSBC/HKU Asia Pacific Case Competition.
- And in 2015 at the oldest and most prestigious business case competition in Canada – the Inter-Collegiate Business Competition (I.C.B.C.), hosted annually at the Queen's School of Business (QSB), Kingston, Ontario



# Other activities: Victoria Plus

Victoria Plus is the University's service and leadership development programme. Open to all students.

You'll have the opportunity to develop leadership, social responsibility and employability skills. By participating you'll gain valuable experience, broaden your thinking and learning, and reflect on your self-development.

Completion of the Victoria Plus programme is formally acknowledged on your academic transcript. Noting it on your CV will help you stand out in competitive job markets.

You complete three different components.

## Extracurricular activities

- Work with representative groups, clubs and student support services on campus or with not-for-profit organisations in the Wellington region that have been pre-approved by the Victoria Plus office. Victoria has many opportunities to get involved on campus.

## Personal and professional development

- Attend a range of workshops and seminars on leadership and social responsibility, and personal and career development.

## Reflection and building an ePortfolio

- Create an ePortfolio which helps you reflect on your achievements, experience and skills. It gives you insight into your abilities and prepares you for CV writing and interviews.

<http://www.victoria.ac.nz/students/get-involved/vic-plus>

# The Masters in Business Administration

## MBA Learning Goals and Objectives

Learning Goals	Learning Objectives
	<i>Graduates will be able to:</i>
<b>1, Creative thinking:</b> Graduates will be innovative and creative thinkers	<b>LO1(a),</b> Display innovative and entrepreneurial thinking
	<b>LO1(b),</b> Display creative thinking when proposing solutions to real business issues and problems
<b>2, Critical thinking:</b> Graduates will apply critical and analytical thinking skills to business problems	<b>LO2(a),</b> Appraise and compare business problems using case and real world scenarios
	<b>LO2(b),</b> Support business decisions using appropriate quantitative and qualitative techniques
<b>3, Communication:</b> Graduates will be effective communicators	<b>LO3(a),</b> Convey key business concepts concisely in an appropriate written format
	<b>LO3(b),</b> Display articulate oral communication skills
	<b>LO3(c),</b> Co-operate in teams to effectively present business information
<b>4, Global perspective:</b> Graduates will have a global perspective	<b>LO4,</b> Extend their knowledge of local and national business environments and construct business strategies from a global perspective
<b>5, Leadership:</b> Graduates will recognise, support and display leadership	<b>LO5(a),</b> Recognise, support and display leadership in group settings
	<b>LO5(b),</b> Recognise ethical dilemmas in business and diagnose appropriate courses of action
<b>6, Management-specific skills:</b> Graduates will acquire, integrate and utilize advanced knowledge of organizations, management and the business environment	<b>LO6,</b> Display a holistic appreciation of inter-relationships and interdependencies of managerial and organizational functions

# Bridging theory and practice

## Two examples

- An MBA field trip
- Bridging theory and practice through personal reflection





# New Zealand MBA students visit India

- The MBA Director, Dr Arun Elias:
- “This school was selected because it was a poor school, but with a dynamic headmaster. We knew the headmaster and when this idea was discussed with him, he supported the initiative immensely
- The students were invited to tile a classroom (physical work) in the morning session, and engage with the students in the afternoon (this was done as a group – teaching songs, touch rugby etc.). The MBA students also donated 20 laptops, a tablet and a guitar to the school.
- This experience was considered as the highlight of the whole MBA programme by many students this year and last year. I believe that such experiences could develop a ‘balanced’ manager, who can see the whole, who can become a champion of ‘integration’. Our MBA mission is about ‘Innovating, Integrating, Leadership’.
- The 2015 field trip: <https://youtu.be/3zFjAgJxEzo>



Memories, keepsakes  
(and a few kilos) are what I  
have left following an  
experience of a lifetime. As one  
of our professors expressed, it  
was a complete assault on our  
senses; sights, sounds, colours,  
smells...

I want to hold on to this feeling  
I have. Completely  
overwhelmed  
with emotion from the immense  
love and life I felt.  
My sincere and heartfelt  
gratitude to all...

# A course specific approach – bridging theory and practice

- Managerial [decision making](#) is recognised as an important aspect of business school curricula, yet students often perceive a mismatch between pedagogy and preferred outcomes. If students view decision making as conflicted and confused, social and emotional, context-specific and time-urgent, how should the instructor respond? Can a business school decision course be designed so as to empower students? This report examines aspects of an innovative MBA managerial decision making course in which students critically reflect on a decisive moment that was important to their development.
- Reference:
- *Critical reflections on decisive moments*
- [Jim Sheffield](#)
- [\*\*\*Emergence: Complexity and Organization\*\*\*](#). 17.4 (Dec. 2015):
- DOI:  
<http://dx.doi.org/helicon.vuw.ac.nz/10.emerg/10.17357.1f8e6f6fb223babaaa3fbccd2480051f>

# Concluding remarks

- The Victoria Business School story
- Acknowledging endowments of place (and history)
- Accreditation – robust, credible and engaged scholarship
- Closing loops with external stakeholders – teaching and research for the real world twinned with academic independence
- Bridging theory and practice – student centred learning
- Engagement with stakeholders – your place and theirs: opportunities for learning, and validation of programme and course learning goals and objectives
- Robust AoL – direct and indirect
- Kia ora!