

Research Outlook

Message from the Principal

We are delighted with the response received so far to our research project with New Zealand Institute of Management, **Managerial skills and competencies in New Zealand organizations: a cause for concern**. Kevin Gaunt, CEO of NZIM, told us, "The report is impressive and I can certainly see why you are pleased with it." The May edition of **New Zealand Management** carries a two-page article by Reg Birchfield on the findings of our research, in which he further quotes Kevin saying: "This kind of research is important to us. But it is even more important to our member and client organizations. It points up the critical importance of ongoing management and leadership development. It also identifies the areas in which attitudinal and competency priorities must change if businesses are to compete successfully both at home and abroad."

And we have recently been asked by NZQA if they can use our research to inform their mandatory review of business qualifications. TRoQ, the Targeted Review of Qualifications has been underway at NZQA for over a year, and its objective is to reduce drastically the plethora of often incomprehensibly labelled qualifications in all disciplines of NZ education—there are literally thousands. Clearly the business review much concerns ICL, and it is an honour, and also sweet and fitting, that our own research programme may contribute to the review of the qualifications we teach. If ever we question the value or relevance of research to the practice of teaching, here is a very fine example.

This edition of **Research Outlook** runs to six pages. Congratulations to all the contributors!

Ewen Mackenzie-Bowie

Research Project of ICL with NZIM

Title: Managerial skills and competencies in New Zealand organizations: a cause for concern

Progress Update:

Paper submitted and accepted for presentation at the *World Business Capability Congress* (See page 2)

Research staff involved:

Dana Cumin
Lecturer, ICL Business School

Dayal Talukder
Lecturer, ICL Business School

Brent Hawkins
Programme Leader – Business, ICL Business School

Moderation Seminar at ICL

Details of forthcoming seminars:

Date: Tuesday 3rd July 2012

Time: 1.40pm

Venue: 1.2, Chancery Chambers

Speakers: Subhan / Wayne / Ewen

Title: NZDipBus Moderation

NZQA Moderation requirements

Research Activities by ICL Staff

Managerial skills and competencies in NZ organizations: a cause for concern

Dana Cumin Dayal Talukder Brent Hawkins

Strong correlations between a business's success in achieving results and the skills and abilities of its managers have been identified in the literature. The literature has also highlighted the importance of both cognitive skill-building and behavioural skill-building. One study accounted for 50 key managerial skills of which the most prominent were leadership and resource management. The skills were related to three main areas: managing people (cited as the most important), managing activities and processes, and self managing & development. Other studies recognized the dynamic environment in which the manager needs to operate. As a result, managers need to apply a variety of qualities and skills to deal with constant change.

Although there are numerous studies on managerial skills and competencies, there are incongruities around what skills and competencies are comprised of, the respective importance of each in achieving success, and how they are acquired. This review addresses a gap in the literature on this issue, particularly in relation to the NZ managerial context. Specifically, this study investigates New Zealand (NZ) managers' perception of the relative importance of the skills and competencies they have and how they might go about acquiring those they perceive they need.

The study undertook an online survey using a pre-structured questionnaire to gather primary data from managers of NZ firms. The questionnaire consisted of 16 questions, all of a self-completion nature. Questions were predominantly presented as a five-point Likert scale response. The NZ Institute of Management (NZIM) provided a database of NZ Managers and electronically distributed the survey. 101 responses were finally used for analysis.

The findings and analysis suggest that both interpersonal skills and communication skills are very important for performing managerial jobs. Likewise, problem-solving skills, leadership and teamwork are also important to NZ managers. The majority of the respondents indicated that the relevance of leadership skills will increase in the future but the relevance of technical skills, crisis-management skills, team-work skills, interpersonal skills and problem-solving skills will remain the same.

The majority of the managers acquired their skills and competencies using on-the-job experience, and other methods for obtaining these skills and competencies (such as formal training) were rated low. But when managers did use formal training in the acquisition of managerial skills and competencies they favoured private training providers at the expense of government agencies.

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The key attributes rated most highly were honesty/integrity, trustworthiness and flexibility/adaptability. Creativity was the attribute rated the least important. This finding is interesting, in light of NZ lagging behind other OECD countries in competitiveness and innovation rates.

It seems that the critical issue for those managers surveyed in this study was to identify the importance of leadership skills beyond merely interpersonal and communication skills, including the coaching elements of leadership. Furthermore, it is a cause for concern to the future development of NZ firms that managers appear to place so little value on creativity, and the study suggests that owners and directors should encourage their managers to consider creativity as a necessary attribute for enhancing innovation and competitiveness.

**Paper accepted for presentation at the World Business Capability Congress,
to be held on 5-7 December, 2012
At The University of Auckland Business School,
Auckland, New Zealand**

Is Collaborative Innovation a viable strategy for NZ firms?

Dana Cumin

ICL Business School, New Zealand

The importance of innovation to economic growth has been acknowledged for decades. Furthermore, the literature suggests that companies need to engage in constant innovation in order to survive in the market place. One such strategy is 'open innovation' and this was found to correlate positively with organisational innovation. However, this strategy has challenges and organisations do not always know how to adopt such a strategy successfully. This paper considers 'collaborative innovation' for New Zealand firms on an international scale. Collaborative innovation is viewed as active R&D participation, according to the Oslo Manual, and is a subset of 'open innovation'. There is no doubt that collaboration enhances innovation and that it is a vehicle for large and small firms to complement their resources. However, the process of collaboration between firms in general, and between small and large firms specifically, is under-researched. The issues with managing such ties are multifaceted and require further investigation to encourage smaller firms, in particular, to engage in such relationships as it has been shown that small firms can specifically gain from this strategy.

Though research shows that most alliances (60%-70%) terminate without achieving the desired goal within four years, the reality of NZ is that it is difficult to enter international markets without a partner. Also, there is recognition of the value of collaboration to encourage economic growth (specifically with Australia).

New Zealand's innovation ecosystem attracts less investment than any other developed nation. According to NZ business owners, the reasons preventing firms from innovating are lack of finance (19%) and lack of management resources (15%). This may explain why New Zealand also scores low on international competitiveness surveys.

An exploratory case study is presented as an exemplar of successful collaborative innovation between a NZ SME and a large multinational. The case study is novel as it considers the perspectives of both companies and specifically addresses the interaction between firms. Also, this collaborative relationship shows a longer survival rate than the four-year mark indicated in the literature.

Five major themes emerged as contributors to the collaborative success included relationship, fit, learning, champion, and need & opportunity. Unlike other studies, geographical distance had a negative effect and shaped the strategic approach of the New Zealand managers. The research presented considers both sides of the collaborative innovation partnership. The firms involved are of different sizes and questions of how a SME can best develop and utilise a relationship with a large firm in such circumstances were investigated. Of further interest was how each manager viewed collaboration and how the relationship affected innovation. Further considerations were the role played by the NZ Trade & Enterprise agency.

This presentation will focus on the challenges and triumphs of the small NZ start-up.

(Paper accepted for presentation at the World Business Capability Congress, to be held on 5-7 December, 2012 at The University of Auckland Business School, Auckland, New Zealand)

Assessing difficulty level of the curriculum: International students' perspectives on New Zealand Diploma in Business (Level 6)

Dr. Syed Masud Jamali

ICL Business School, New Zealand

This research project was stated in April 2012 and is expected to finish by December 2012. So far the progress of this project includes literature review and development of the research tools.

(Paper accepted for presentation at the International Higher Education Curriculum Design and Academic Leadership Symposium organized by New Zealand Curriculum Design Institute on 4-5 December 2012)

Research Activities by ICL Staff (cont.)

Males as a minority in Early Childhood Education (ECE)

Tahera Afrin, Sandy Duncan and Dr. Syed M. Masud Jamali

ICL Business School, New Zealand

The research project is to explore the public perception towards male participation in ECE and compare the findings to the available policy papers. A qualitative research paradigm is used in this project with three research tools: questionnaire, interviews and document analysis. Questionnaire and interviews are used for primary data and document analysis is used for secondary data.

The data collection has been initiated, involving 27 participants who are sampled by convenience with a purposive sampling of nine different categories. The participants are the teaching staff or students from a Private Training Establishment (PTE) that has a department teaching courses on Early Childhood Education (ECE) and departments that offer courses on other subjects, non-ECE. Another group is selected from the industry representatives related to the ECE department. The participants are combined of male and female ECE and non-ECE students, ECE and non-ECE lecturers, ECE centre staff, and male and female parents from the centres.

At a later stage of this research, secondary data are to be collected from the literature available on the websites of relevant organisations such as the Ministry of Education, Childforum, Early Childhood Council (ECC), New Zealand Educational Institute (NZEI) and participating centres' policies.

Partial findings of the research were shared at a presentation to an audience of 26 participants, including ECE students, both domestic and international, and business, IT, and ECE lecturers.

The partial findings show how social attitudes are still biased towards the concept of ECE as a career for women. The research is to be continued further to get in-depth understanding around male participation in the ECE.

(This project is funded by ICL Business School.)

To Investigate into the Gender Equity in the Primary Classroom

Dr. Syed Masud Jamali

ICL Business School, New Zealand

(Research project completed and accepted for presentation at the Oceanic Conference on International Studies, The University of Sydney on 18-20 July 2012)

E-Waste—Do consumers care? A social cognitive approach

Saurav Satyal and Andre Joubert

ICL Business School, New Zealand

The aim of the proposed research project is to find the prevalent variables that influence ethical/moral awareness towards e-waste in New Zealand. The participants of the research projects are consumers of electronic goods. The research will be a deductive study set within the various conceptual frameworks of individual ethical/ moral development theories.

The research project started in March 2012 and is expected to finish by September 2012. So far the progress of the project includes the literature review and theoretical framework development.

Research Activities by ICL Staff (cont.)

The Comparative Performance of Domestic and International Students, ICL Business School Early Childhood Education (ECE)

Makelesi Latu

ICL Business School, New Zealand

The research addresses the growing concern for parents, teachers and schools about the underachievement amongst domestic students, mainly Pacific Island students, in schools throughout New Zealand. It focuses factors influencing student's assessment submission: *A comparative study of Domestic and International ECE students at a New Zealand Tertiary institution.*

The study draws upon a Tongan conceptual framework, namely *talanoa* (critical dialogue). *Talanoa* is drawn upon the daily practices practised in the natural learning contexts of the students in their learning environment. Through *talanoa* with the students, the *koloa* (influential factors) are explored and use to analyse *talanoa*. The study is *talanoa koloa* as that is what counts. The concepts of *koloa* explored in this study are to broaden the field of educating both international and domestic students.

I argue that *talanoa* itself has *koloa* (possessions, wealth, and riches). The exploring of *koloa* through *talanoa* in this study contributes to the teaching and learning of students in tertiary institutions in New Zealand.

Research workshops attended by ICL staff

Tahera Afrin

Workshop title: Stories behind Pedagogical Documentation: Explanations, reflections and insights

Organized by: Reggio Emilia Association of New Zealand (REANZ)

There were four sessions in this series:

Evening 1 - Tuesday 28th February 2012

Evening 2 - Tuesday 27th March 2012

Evening 3 - Tuesday 24th April 2012

Evening 4 - Tuesday 29th May 2012

The workshops were to provide opportunities to view the Pedagogical documentation panels displayed in St Cuthbert's Hall at REANZ's *100 Languages of Children* conference last year. These series of documentation panels were produced by REANZ in collaboration with five Early Childhood Education (ECE) centres. These panels showcased some of the insightful practices and documentation of children's learning in Aotearoa.

In all four evenings, expert panels from ECE settings shared their stories, insights, explanations and reflections of the learning, and the documentation process that they have used for observing children. Overall, the documentation panels included examples of infant/toddlers, and young children.

Dana Cumin

Workshop title: Statistics - SPSS - Exploring Differences in Means and Medians (Using Hypothesis Tests)

Date: 16 May 2012

Organized by: The University of Auckland

Dayal Talukder

Workshop title: Working with Statistical Data

Date: 31May 2012

Organized by: AUT University

Upcoming Academic Conferences (updated)

Conference Participation

As a part of the development of the research culture at ICL Business School staff are encouraged to get involved in research and participate in academic conferences.

Below are some of the up and coming academic conferences in NZ and Australia for staff to consider. An application can be made to the Principal and there is funding available for this activity.

Conferences in New Zealand

1. Innovation and Growth Hamilton 2012

11 June 2012, Hamilton, New Zealand

Website: <http://www.ighamilton.co.nz>

Innovation and Growth 2012 is the ground-breaking global conference giving Waikato and NZ businesses the tools and inspiration to trade with the world.

Organized by: Opportunity Hamilton

2. Academic Identities Conference 2012: Thinking, Research & Living Otherwise

25 to 27 June 2012

Auckland, New Zealand

Website: <http://www.aic.education.auckland.ac.nz/>

This third conference on academic identities invites contributions that offer productive, creative and imaginative possibilities for, as well as critical encounters with, academic identities.

3. Second Auckland Postgraduate Conference on Linguistics and Applied Linguistics

30 June 2012, Auckland, New Zealand

Website: <http://www.postgraduateconference.com>

The conference warmly encourages postgraduate students working on language-related topics to come and share their research and ideas.

Organized by: Department of Applied Language Studies and Linguistics, the University of Auckland

4. New Zealand Association of Language Teachers International Biennial Conference

1 to 4 July 2012, Rotorua, New Zealand

Website: <http://www.nzalt.org.nz/conference/index.shtml>

NZALT thrives as an inspirational professional organisation, embracing & pro-actively promoting languages & languages education, to benefit New Zealanders. Conference theme: VALUES: Value All Languages-Universal Education for Students

5. Independent Learning Association Conference 2012

30 August 2012 to 2 September 2012, Wellington, NZ

Website: <http://www.ila.net.nz/>

What is the theoretical and practical meaning of learner autonomy in the socially and technologically connected world we live in today? We invite conference participants to share

their thoughts, research findings and practice.

6. CLESOL 2012 Conference

4 to 7 October 2012, Palmerston North, New Zealand

Website: <http://www.clesol.org.nz/>

13th National Conference for Community Languages and ESOL, brought to you by TESOLANZ (Teachers of English to Speakers of Other Languages New Zealand) and CLANZ (Community Languages Association New Zealand).

7. Ulearn12

10 to 12 October 2012, Auckland, New Zealand

Website: <http://core-ed.org/ulearn>

A premier international event attracting delegates involved in all levels of education. Leading thinkers and practitioners will share the latest developments and trends in the fields of e-Learning and education. 400 workshops, over 3 days.

8. ascilite 2012

25 to 28 November 2012 Wellington, NZ

Website: <http://www.ascilite.org.au/index.php?p=conference>

The basic premise is that what happened in the past is no longer a reliable guide to the future. There are three future-focused sub-themes: Learning for the future; Teachers as future makers; Leading in a climate of change

Conferences in Australia

1. Achieving Organisational Evolution through CHANGE MANAGEMENT

3 to 14 June 2012, Sydney, Australia

Website:

<http://www.arkgroupaustralia.com.au/dl1/E010ChangeMgtWEB.pdf>

2. HERDSA 2012: Higher Education Research and Development Society of Australasia

2 to 5 July 2012, Hobart, Tasmania, Australia

Website: conference.herdsa.org.au/2012

HERDSA promotes the development of policy and practice in higher education. Membership is open to anybody interested in the promotion and enhancement of teaching, learning and academic practice in tertiary and higher education.

3. Business & Economics Society International Conference 2013

7 to 10 January 2013, Perth, Australia

Website: <http://www.besiweb.com/BESICall113.pdf>

The Conference welcomes presentations by academicians and practitioners in all fields of Business & Economics.