

# Research Outlook

## Message from the Chairman

For ICL Education Group 2018 has been a year of audit and evaluation, with consistently excellent results. Over the last twelve months our three language schools have all passed an English New Zealand audit, each with no requirements, and these three schools and ICL Graduate Business School have all achieved Category 1 status in their NZQA EERs (External Evaluation and Review), all four with Highly Confident (Educational Performance) and Highly Confident (Capability in Self-Assessment) rankings. It is not possible to achieve a better result. Also in 2018 we had the first NZQA monitoring visit for our Postgraduate Diploma in Business, along with the second monitoring of our graduate diplomas. Again there were no requirements and the monitor was extremely complimentary about the high level of student achievement, the comprehensive academic and welfare support ICL provides and the strength of the research environment.



There is a lot of energy in ICL's research activity, most frequently demonstrated by the monthly seminars which our staff present to their peers. There is invariably healthy enquiry and debate at the end of each presentation. A recent innovation is online hangouts, during which staff can link in and participate remotely.

With our first cohort of Master's students preparing for their applied project in the coming trimester, we are reminded of the synergy between teaching and research. This will be the first large-scale, formal research activity our students are involved in and it is another significant step in the growth of ICL Graduate Business School. We are reminded of NZQA's definition of degree programmes being those which are delivered by staff primarily engaged in research. With research-active staff teaching research-active students, we complete the picture.

***Ewen Mackenzie-Bowie, Chairman***

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## Welcome to our Spring 2018 research update!

As we approach the end of 2018 it is exciting to see our first cohort of Master of Business Informatics (MBI) students, who started with us a year ago, moving into the final phase of their programme of study. We are gearing up to guide them through their final trimester (January – April 2019) Applied Projects, as Principal and Associate Supervisors for their 45 credit, 20,000-word projects. I have been planning and preparing all the detail of supervision agreements, supervisor training, comprehensive information flow to students, the internal examination process involving assessors and moderators from the Graduate Business School academic team, and the actual Applied Project course which I will teach. I'm looking forward to getting this important paper under way and guiding this first group, because I taught them all in **8281 Business Professionalism** (January – April this year). I feel I'm seeing their growing academic maturity and just how much they have learned.

Research Professor Michèle Akoorie has made a substantial impact since her arrival in May this year. To begin with, her work was especially focused on advising eligible research-active staff preparing PBRF Evidence Portfolios which we submitted to TEC for evaluation in July. Following this intensive effort, Professor Akoorie began teaching Level 8 Research Methods to the MBI students. By the time they complete the course in December, they will be ready with a research proposal that forms the basis of their Applied Projects. The students have appreciated Prof Akoorie's knowledge and experience. Finally this year, she will deliver two workshops for staff on Postgraduate Research Supervision. Michèle writes about her academic career in *An Accidental Academic* on the next page.

The 2018 InternetNZ-funded research project *Information Security Online: A Critical Evaluation of College Students' Security Awareness In New Zealand*, a collaboration between Chief Investigator Dr Ferry Hassandoust and me, has met its planned milestones with extremely useful findings. Educating the participants about InfoSec was a key objective of the study and the results raise questions about the actual information security (InfoSec) behaviours of tertiary college students as represented by a sample of 308 ICL GBS participants. The data show their actual behaviours contrast with their self-reported beliefs about their InfoSec awareness; there is a very large gap. Delivering this message to the students has been a key outcome, through an interactive panel session with a cybersecurity expert (see below) and a poster prepared for disseminating the outcomes to students around ICL on digital display screens. *The infographic-style poster for students is included at the end of this newsletter (p 9)*. We foresee further research to broaden the sample and investigate these knowledge gap issues, and their implications for mitigating risks brought into the business sector through employees' cybersecurity vulnerability.



Well-attended Information Security Awareness follow-up workshop on 23 September highlighting cybersecurity threats to students who were participants in the Hassandoust & Williams InfoSec research study

## An Accidental Academic

*Reflections from ICL Research Professor, Dr Michèle Akoorie*

I became an academic quite by accident. It was not a career path that I ever could have envisaged when I left University in the 1960's with an Arts degree in English and History. Then, there were very few career choices for women. A career was not encouraged. For Arts graduates it was teaching, and teaching, followed by marriage, children and playing a supportive role to a husband's career ambitions. You lived vicariously.

For my part, I was determined not to fall into the teaching trap and therefore approached the States Services Commission (who were delighted to have any graduate job seeker approach them) and found myself joining the Department of Industries and Commerce in Wellington, and then Auckland, working in the field of Trade Promotion and Trade Relations. This was my first taste of what has become a lifelong enthusiasm for international business, trade, exporting and multinationals. I did not then know that all multinationals in New Zealand were branch plant operations, subsidiaries of parent companies who monopolized the New Zealand market behind barriers of protectionism in the form of import licensing.

My first hurdle (and one that came up so often in my subsequent life) was the reluctance (subsequently overturned) to appoint women to the plum roles of Assistant Trade Commissioners, or Trade Commissioners and forge a career path that way. Realising the difficulties of achieving that goal I disappeared overseas. New Zealand, then, offered a very restrictive environment occasioned by inward looking policy and the restrictions imposed by import licensing. Like many of my friends we dreamed of travel, of 'Swinging London', of Carnaby Street and exotic food!

For the following two decades I took up different roles in a variety of British and American multinationals, carrying out subservient roles as a Personal or sometimes an Executive Assistant for Managing Directors and Vice Presidents. It brought with it extensive travel which was fascinating but exhausting; long tours of three months or more meant that I had very little time to consider what I really wanted to do.

By the 1980s, I realised that I thought I might be capable of more. MBA degrees had come to the UK rather later than the US. The Franks report in the 1960's on the deficiencies of British management

practices suggested that Business Schools should be set up to improve the standard of management in the UK. Initially, there were two, one in London (the London Business School) and one in Manchester (the Manchester Business School). Subsequently renegade staff (including Professors Hugh Murray and Brian Griffiths from the LBS) founded another business school under the aegis of the City University in London. City University Business School, or CUBS, as it was then known was founded in 1966. Subsequently, in 2002 it became the Sir John Cass Business School, or Cass, recognizing a significant donation from the Cass Foundation.

The attraction of CUBS was that it offered specialised MBA programmes. The one that attracted me was the 15 month MBA in Export Management and International Business, about which I knew at least a little, but was totally unprepared for the formidable preliminary studies in Economics, Marketing, Financial Analysis, Quantitative Methods and Human Resource Management. Somehow I survived, and with a newly minted degree I decided to move back to New Zealand.

New Zealand was totally unprepared for me! There was only one MBA in New Zealand at Otago, ironically founded by a CUBS graduate. The commercial world in New Zealand did not know what an MBA was. Frustrating interviews, characterised by the deep suspicion of what I could offer in a still male dominated business world, led me to contact the Head of the Department of Management Studies at the University of Auckland. He expressed some interest, but made the damning comment about my MBA, saying that "they teach exporting down at the 'Tec" (the Technical Institute).

However, I accepted the post of 'Senior Tutor' envisaging something along the lines of the position of Senior Tutor at the Oxbridge colleges (a very senior role indeed as a Senior Tutor was responsible for all academic matters, as well as coordinating all aspects of a College's strategic planning). It was not that; it was a tutoring position. However my interest was piqued as the Faculty of Commerce were rolling out an Advanced Management Programme, which would be an Executive MBA programme which catered for Managers who had 10 years of management experience, which substituted for an undergraduate degree, and who wished to upgrade their

qualifications. I subsequently became Programme Coordinator for the Executive MBA and taught some of the courses.

Now here comes the Accidental Academic bit. I realised that I had limited chances to move across to an academic, rather than an administrative position. As the first woman appointed to the Department of Management Studies, I was not expected to stay long. My male colleagues were hardly encouraging. "You can't do research; an MBA is not a proper degree (this from the Dean); you can't control large classes (the Dean again, who sat in on my first lecture to a class of 350 students, there was nearly a riot); you haven't got a PhD", etc.

What I realised on reflection, was that most of my male colleagues had done their PhD's at US colleges, which were part-taught degrees, followed by a thesis. None of them had any experience of supervising PhD's; there were no research methods papers. This is not to degrade the present PhD programme at the Auckland Business School, which like most Universities in New Zealand have upgraded their PhD programmes to cater for the increasing demand from international students. I was simply advised to upgrade my quantitative skills, which I did through doing a paper in statistics for geographers.

Then came a chance; a happy accident if you like. I had made some approaches to UK Schools with the possibility of going back to complete a PhD in the UK. However this was impractical for family reasons. I was introduced to an academic at the Waikato Management School, who became my supervisor, and on moving to Hamilton found that the new Dean, Professor Mike Pratt, wanted all academic staff to have doctoral qualifications, so there was encouragement from that quarter. Equally, Waikato seemed not to have a male dominated cohort of academics. I was rapidly realising that the resistance I had faced to developing a career in Auckland, was because it was a closed club – we don't want you in, because you might become threatening to us!

Then, came my second chance. At a conference in Hawaii, I met the late Professor John Dunning, from Reading, who was the most encouraging person to all young academics, as I discovered later. He invited me to contribute a book chapter for a book that he was co-editing, on the Investment Development Path. This in an expanded version, became the foundation for my own PhD on the Investment Development Path in New Zealand: "The Impact of Foreign Direct Investment and

Government Policy on the Internationalisation Process of the New Zealand Firm". The historical dimensions of the development of policy became (and still is) a long-standing interest of mine. It led later, to PhD supervisions, drilling down into more detail of how MNEs establish linkages with domestic firms, thus upgrading their own competitive advantages.

So this reflection on my past has come about through teaching the ICL Graduate Business School Research Methods course this semester, and completing my first six months as a Research Professor. The Research Methods course has reminded me that compared with my own struggle to find out what I needed to do to become a researcher, students are indeed fortunate to have such well-established courses and the field of 'how to do research' has expanded with other academics recording their own lived experiences.

What I found in my first years were some appalling truths. Compared with taught PhD's in the US the Oxbridge model which New Zealand Universities adopted, is the 'rocket ship' model. Students are just fired off into the stratosphere and expected to find their own way. I think that this is a hard launch, although equally I am not in favour of the taught approach, nor of the new 'PhD by publications approach'. A learned experience is just that; everything you find out or know that you don't know, leads you into a different direction. Your collection of learned experiences becomes what you can hand on to others, by way of direction and dedication to scholarship.

Finally, I would like to reflect on my experience as an accidental woman academic. Although the notion of gender equality and the need to have women represented on Boards of Directors, is well articulated, if not always achieved, women academics in the beginning of my 'accidental career', were not expected to have career ambitions; they were to be quiet, make the tea and then be content with what they have achieved (a lower level appointment) or leave. Leaving, always prompted the comment that you weren't up to the job. You were seen as threatening to the established order of academia. This has been exacerbated by the continuing emphasis on research outputs, occasioned by successive rounds of research assessment through Performance Based Research Fund (PBRF) rounds since 2000. This emphasis on research impacts young female academics, who typically carry very heavy teaching loads. Scaling the academic ladder is still difficult in an organisational climate which still has the characteristics of a largely

male dominated institution, with its archaic, hierarchical, bureaucratic structures. This, despite the emphasis on corporatisation of publicly-funded Universities. Although there has been some improvement in the percentage of female Professors/Associate Professors to male Professors/Associate Professors, we still constitute about one third of the total across all New Zealand Universities. It is worth reminding those who set policy parameters that research only constitutes about 40 per cent of an academic workload, with teaching being another 40 per cent and 10 per cent on administration.

I often wondered why I fought these battles. Someone had to start knocking down the walls and it had to be me! It is extremely satisfying to see many of my former

women PhD students forging academic careers of their own. It is also satisfying to be able to (in the words of Hector, the amazing teacher in Alan Bennett’s film “The History Boys”):

**PASS THE PARCEL. THAT’S SOMETIMES ALL YOU CAN DO. TAKE IT, FEEL IT, AND PASS IT ON. NOT FOR ME, NOT FOR YOU, BUT FOR SOMEONE, SOMEWHERE, ONE DAY. PASS IT ON, BOYS. THAT’S THE GAME I WANT YOU TO LEARN. PASS IT ON.**

That is what I hope I have been doing, in some small way at ICL, and hope to continue to do so in the future.

*Professor Michèle Akoorie*

## ICL Research Seminars

Research active staff and those with an interest in research have continued to gather at seminars and informal lunchtime meetings at least once a month. Two more are in store for 2018, shown below. These sessions are proving to be an effective way of boosting ICL’s research culture, so we plan to increase their frequency. Some staff have requested that from time to time these sessions be used as an opportunity to discuss possible small collaborative projects for those who have less experience and/or less time to devote as sole researchers. We are also discussing a small-scale Business/Informatics research symposium to be held at ICL annually.

<i>Presenter</i>	Topic	Date
<i>DR BO LIN</i>	Exploring airline customer dissatisfaction through social media platform	20 November 2018
<i>DR DAYAL TALUKDER</i>	Can NZ gain from a China - US trade war?	4 December 2018

We have also provided **online hangout sessions** for staff and students who are not physically available to attend. Virtual attendees can engage in the discussion from another location, as seen in this shot where Early Childhood Education staff were participating from a venue in West Auckland:



## ICL EXPERTISE IN THE INTERNATIONAL ARENA

*Dr Maria Umali gave a presentation on her Mindfulness Management Training research to the 55<sup>th</sup> Annual Convention of the Psychological Association of the Philippines:*

### MINDFULNESS MANAGEMENT TRAINING (MMT) AND NZ PROJECT MANAGERS' WELLBEING

55<sup>th</sup> Annual Convention of the Psychological Association of the Philippines, 20-22 September 2018, Philippine International Convention Centre, Manila

Dr Maria Concepcion V. Umali

This year's convention theme "Fostering a Psychology of Well-being for the Filipino" focused on elucidating the psychological theories, concepts, frameworks and approaches to understanding and enhancing well-being, especially as they apply to different sectors of society and various stages and aspects of life of every human person. The convention had 2,500 participants from all over the Philippines, Asia-Pacific countries and the United States.

Dr Umali's research paper reported the results of her pilot study on the effect of Mindfulness Management Training on the wellbeing of Project Managers in New Zealand, as part of the *Leadership Styles and Management Practices* research forum at the conference. Approximately 350 participants attended the session and found her presentation "very empowering".

Apart from the research forum, Dr Umali participated in an assembly on the President's Initiative where, as PAP's past president, she posed the challenges that PAP will face in its 56<sup>th</sup> year and beyond to the incoming officers and members.



Dr Umali with session moderator and other presenters at the PAP Conference, Manila, September 2018

*And in recent outstanding international news we can announce with pride and warm congratulations to Dr Maria Umali that her work for the Intercultural City of Ballarat initiative reported in our last Research Outlook (Issue 29), is to be recognised in December with a distinguished Australian award, one of only four (see over):*

**"THE 2018 HUMAN RIGHTS AWARDS WILL CELEBRATE SOME OF THE PEOPLE DOING EXTRAORDINARY HUMAN RIGHTS WORK IN AUSTRALIA...THE FIRST OF FOUR FINALISTS IS THE INTERCULTURAL CITY OF BALLARAT IN VICTORIA, AUSTRALIA."**

Australian Human Rights Commission

## CITY OF BALLARAT'S CULTURAL DIVERSITY STRATEGY, HUMAN RIGHTS COMMISSION AWARD FINALIST

Dr Maria Concepcion V. Umali

2018 is a special year for the (Australian) Human Rights Award as it coincides with the 70<sup>th</sup> Anniversary of the Universal Declaration of Human Rights. The Declaration underpins international human rights law and inspires us to work to ensure all people can gain freedom, equality and dignity.

This year over 500 guests from the community, government, legal and business sectors will come



Dr Maria Umali at the Strategic Plan Launch with the Ballarat City Council Manager, March 2018.

together at this wonderful event to celebrate our human rights achievement. The winners of the nine categories will be announced at the Awards ceremony on Friday, 14 December at the Westin Hotel Sydney, Australia.

This year marks the first time the awards recognize Government as a stand-alone category. In this category four finalists have been selected from a range of nominations for 2018 HRA Government Award.

The first of four finalists is the Intercultural City of Ballarat in Victoria, Australia. Ballarat introduced a Cultural Diversity Strategy in 2009 to help overcome racism and demonstrate the benefits of having a diverse community. The strategy includes the development of education and employment pathways as well as a multicultural ambassador.

As the first intercultural city of Australia named by the European Council of Intercultural Cities Network, Ballarat City officially launched their first Cultural Diversity Strategic Plan last March 2018. This Strategic Plan is Ballarat's competitive edge over the other nominees. Dr Maria Umali has been a key player of the Cultural Diversity research team that developed the strategy. Today Ballarat is a Refugee Welcome zone and actively combats racism through valuing and celebrating diversity.

**CONGRATULATIONS, MARIA!**

*And rounding off the year, we have news of ICL Education Group Principal, Wayne Dyer's recent travels to attend and participate in a symposium bringing together the world's leading English language education quality assurance organisations. Wayne reports....*

5<sup>TH</sup> ANNUAL QALEN (QUALITY ASSURANCE IN LANGUAGE EDUCATION NETWORK) SYMPOSIUM

ICL Principal Wayne Dyer, at QALEN, 29-30 October, Toronto, at REAL Institute of Ryerson University

ICL Education Group includes three English language schools, Auckland English Academy, Bridge International College and New Horizon College in Napier, which together have around 650 students. All three schools are members of English New Zealand a body representing the interests of the English language sector which contributes about \$550 million to the economy each year. Members of English New Zealand are held to high quality standards through a four-yearly audit cycle.

English New Zealand is a member of QALEN, the Quality Assurance in Language Education Network consisting of participants and members from accrediting and quality assurance bodies in the language education sector worldwide. QALEN members communicate and collaborate on new, innovative methods of quality assurance and accreditation and facilitate further growth for both their own organisations and others.

As Chair of English New Zealand, I attended the QALEN symposium in Toronto along with counterparts from

the UK, USA, Canada and Australia. Over two days we discussed events and issues impacting on our various jurisdictions, from Brexit to Trumpism to the legalisation of cannabis in Canada. We shared our approaches to aspects of quality assurance with a view to identifying best practices that can apply across our various contexts; for example, how we deal with non-compliance, how we develop the understanding of quality assurance processes among our members, and how we assure the quality assurance.

With regard to quality standards, teacher qualifications is an area of particular interest to us and, along with other representatives, I participated in a panel presentation on Global Perspectives on Quality Assurance and Teacher Qualifications at the TESOL Ontario conference which followed the QALEN symposium. Each of us presented on the levels and types of English teacher qualifications required for accreditation within our jurisdictions, some of the challenges that we face with respect to teacher qualifications and quality assurance, and current and future trends with respect to quality assurance and teacher training and qualifications



# Students' Information Security Awareness Study

## Results ///

These results reflect data collected from students at the ICL Graduate Business School in June - July 2018

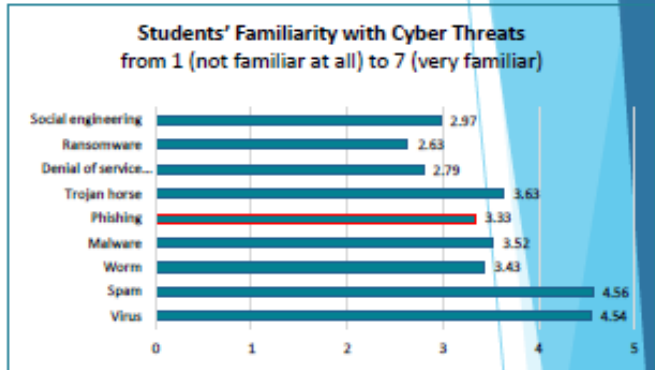
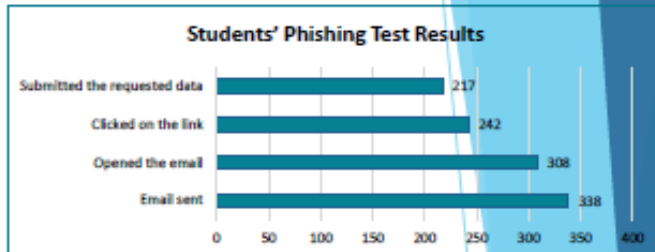
### Case Study: Phishing

Phishing refers to messages that manipulate individuals to reveal their confidential information. Recently we designed a simulated phishing email regarding students' Exam and Attendance Result. The simulated phishing email contained:

- a few misspellings such as 'attencece'
- a URL was redirected to another page (Canvas login page), and
- the domain of the sender email address was '@icll.com' instead of @icl.ac.nz.

Out of 338 emails sent, 91% (308) opened the email, 71.6% (242) clicked on the link and 64.2% (217) submitted the requested data including their email address and password.

We also conducted a survey that included a question related to the emails from the school. 62.64% (119 students out of 190) of students responded they would 'never' or 'rarely' click on the received link, which contradicts their actual behaviour - 71.6% already clicked on the link.



### CAUTION



- Be extra careful of poor grammar and misspelt names, e.g., icll.ac.nz instead of icl.ac.nz
- No legitimate firm is going to ask you for account information (e.g., passwords)
- Hover your mouse over any links embedded in the body of the email/message
- Beware of urgent or threatening language in the subject line
- Creating a sense of urgency from a friend, or fear is a common phishing tactic
- Check the signature and name of the sender
- Don't click on attachments of suspicious emails/messages
- Beware of unusual looking emails
- Be cautious of links to unknown websites

### Protect Yourself Against Cyber Threats

Always update your operating system and your apps when new versions are available. You can set this up to happen automatically with Windows and a lot of other applications like Office, *anti-virus software*.

Make sure you back up your files regularly including the files on your computers, phones and any other devices you have.

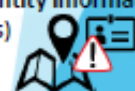
Never give out your password!  
ICL will NEVER ask you for your password



Keep your privates private!  
Check your privacy settings on social media sites regularly



Limit sharing your identity information (e.g., DOB and address)



Do not use unsecured Wi-Fi connections for banking or sensitive data



### Where to Report

If you do get phished, the hacker may attempt to commit fraud or identity theft. Ensure that you report the incident to the relevant company such as the ICL IT team at [ictsecurity@icl.ac.nz](mailto:ictsecurity@icl.ac.nz), CERT NZ or relevant bank.

Please check the links below for more information and statistics on cybersecurity in New Zealand:

- <https://www.cert.govt.nz/>
- <https://www.ncsc.govt.nz/>
- <https://www.netsafe.org.nz/>

