Support for this publication has been provided by the Australian Learning and Teaching Council Ltd, an initiative of the Australian Government Department of Education, Employment and Workplace Relations.

The views expressed in this publication do not necessarily reflect the views of the Australian Learning and Teaching Council.

Definition

Professional learning is defined as: the development of professional capabilities through teaching and learning experiences and activities that integrate academic, discipline-specific and industry-referenced knowledge, skills and attitudes.

Industry Needs

The need for graduates to be career- and work-ready has been well documented. Employability skills feature in all undergraduate programs in Australia and universities are increasingly mindful that graduates’ transition into professions should be supported by a range of preparatory initiatives in the curriculum.

About this site

The site draws on contributions from business academics across Australia, a workshop and survey of all Australian university business Associate Deans Teaching and Learning, a series of structured interviews, and multiple focus groups, across five states. Over 70 detailed examples of professional learning were obtained from universities around the country. These examples both inform the professional learning typology provided in this manual and illustrate the curriculum and pedagogical approach characteristic of each category. The purpose of the site is to illustrate a range of approaches to professional learning in Australian business schools and to assist business academics who wish to adopt approaches that meaningfully engage with industry and the professions.
Welcome

How are your teaching practices embedding professional learning? How are you using the worlds of business and professional practice in your curriculum? How are you developing career-ready graduates? How is professional learning integrated into discipline knowledge and learning? What are the factors that enable or inhibit you in developing a professional learning Business curriculum?

This site presents an approach to conceptualising and operationalising professional learning for business disciplines in higher education. It contains:

- Definition of professional learning
- Key characteristics of professional learning
- Types of professional learning
- Examples of professional learning in action
- Impediments and enablers
- Teaching approaches framework
- Principles of good practice
- Curriculum mapping and audit tool.

This site is an outcome of an Australian Learning and Teaching Council (ALTC) funded project entitled Engaging Industry: Embedding Professional Learning in the Business Curriculum. The need for graduates to be career and work ready has been well documented. Employability skills feature in all undergraduate programs in Australia, and universities are increasingly mindful that graduate transition into professions should be supported by a range of preparatory initiatives in the curriculum.

Professional learning manifests in a range of teaching and learning activities, assessment practices and innovative programs. The learning process focuses on experiences in educational and other settings that develop the critical understandings, procedures and dispositions required in professional roles in particular disciplinary areas.

Business academics are encouraged to adopt professional learning approaches that:

- Apply disciplinary knowledge and skills to practical business problems
- Use real-world contexts for exploring theoretical concepts and models
- Develop graduate capabilities
- Ensure the currency of the business curriculum
- Adopt learner-centred pedagogy that better engages and motivates students
- Provide effective transition and a pathway to a professional career
- Engage industry.

While business and government are key drivers for industry engagement in the business curriculum, pedagogical imperatives provide an equally valid reason for encouraging an experiential approach.
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Project Summary

Professional learning has become a feature of business curricula in universities throughout Australia and around the world. 'Professional learning' is often used to denote educational programs that are explicitly linked to industry and professional bodies through industry placements, industry projects and teaching approaches that highlight contemporary industry issues. Professional learning encompasses the skills, qualities and attributes that are required by a profession and the processes through which those skills are learnt: that is, the methods of teaching - case studies, role plays, field trips, work placement and the like. Professional learning encourages deep learning in relation to the student's future profession, and includes industry engagement, work-integrated learning and authentic learning environments.

The need for university graduates to be career and work ready has been well documented. Graduate capability and employability skills feature in business programs in Australia, and universities are increasingly mindful that graduates' transition into professions should be supported by a range of preparatory initiatives in the curriculum. This report outlines an Australian Learning and Teaching Council funded project on professional learning in the business curriculum; an initiative supported by the Australian Business Deans Council Teaching and Learning Network, and emanating from a business discipline scoping study (ABDC, 2008). The project included Victoria University (Lead), RMIT, University of Technology, Sydney, and University of Wollongong. The project aimed to investigate how to build professional learning through industry engagement in business courses in Australian universities.

The two year project involved an initial scoping of current practice, the sourcing and development of case studies, and a final phase of dissemination of case studies and findings. An action research methodology was adopted to provide a participatory and reflective approach to the project. Documented analysis and review of institutional and faculty mission statements was undertaken to gauge institutional and faculty approaches to professional learning and to increase knowledge and understanding of the institutional context and support structures in which professional learning takes place.

Interviews, focus groups and surveys were conducted with representative stakeholders from the academy and professional and industry associations to determine the parameters of professional learning; to collect case study material; and finally for dissemination purposes. This process was complemented by a literature review, which gathered existing empirical evidence on the impact of professional learning and considered relevant conceptual issues and underpinning theories. The review also informed the development of a definition of professional learning.

The new definition of professional learning is:

Professional learning is the development of professional capabilities through teaching and learning experiences and activities that integrate academic, discipline-specific and industry-referenced knowledge, skills and attitudes.

It is acknowledged that conceptually, professional learning is incredibly broad and is manifested in a range of teaching and learning activities, assessment practices and innovative programs. The range of professional learning related practices is illustrated through a typology and a number of documented cases collected from business programs and academics in institutions across Australia.

These materials contribute to our resource and knowledge base and can be used to further develop the business curriculum and enhance professional learning for students. Of particular interest was the interface between universities and industry and how this informed the development, delivery and evaluation of professional learning. The key outputs of the project are:

- An online resource manual
- A wide range of professional learning cases
- A professional learning typology
- Good practice principles for professional learning
- A teaching approaches matrix (mapping professional learning types against targeted graduate capabilities and approaches to teaching)
- Assessment guidelines
- Categorisation of enablers and impediments
- Curriculum mapping and evaluation.
The project was initially focused on taking stock of the business curriculum in universities and ascertaining means to improve graduate employability. Subsequently it identified ways to embed and disseminate strategic, systematic approaches to enhance professional learning in the business curriculum.
Types of Professional Learning

Eight main types of professional learning were identified:
1. Industry case study
2. Industry simulations
3. Industry practitioner delivery
4. Industry mentoring
5. Industry study tour
6. Industry placement
7. Industry competition
8. Industry project

In practice these types are not mutually exclusive. There is considerable overlap in teaching approaches, learning activities and intended outcomes.

In the following sections each type is briefly described with reference to the literature and evidenced with examples sourced from the project.

Key Characteristics

The key professional learning characteristics have been identified as:

- Industry-referenced - explicitly linked to industry or professional bodies
- Curriculum currency - addresses up-to-date issues and industry practice
- Integrated curriculum - develops professional capability through linking practice with theory
- Self-directed learning - fosters reflective practice and lifelong learning.
Overview of skills/approaches to teaching

The teaching approaches matrix enables users of the online resource manual to search for and review professional learning cases for targeted graduate capabilities such as communication skills, working with others, research, technical skills and thinking. It also allows for educators to view examples based on the approach to teaching they wish to pursue, for example:

**Information transmission:** a teacher-focused strategy with the intention of transmitting information to students, primarily facts and skills. It is assumed that students do not need to be active in the teaching process - they will learn by receiving the transmitted material.

**Concept acquisition:** a teacher-focused strategy with the intention of students acquiring disciplinary concepts.

**Concept development:** either a teacher-student interaction strategy with the intention of students acquiring an understanding of disciplinary concepts or a student-focused strategy aimed at students developing their understanding of concepts.

**Concept change:** a student-focused strategy aimed at students changing their conceptions. As with concept development, students construct their own knowledge while the teacher focuses on what the students are doing in the teaching-learning situation, with students reconstructing their own knowledge to produce a new worldview or conception.

(Trigwell & Prosser 2004)

Educators can use the matrix by selecting the capabilities they wish to develop in their students and then the teaching approach they want to adopt. The coinciding square for the capability and approach lists the types of professional learning most suitable for designing learning experiences. For example, academics interested in further developing the capabilities of communication and teamwork with a focus on concept change can inspect the teaching approaches matrix and find that professional learning types, including projects, competitions and simulation are suitable activities. By selecting one of these types the user is hyperlinked to an overview of the approach and how it builds or enhances a particular graduate capability. It also provides links to illustrative cases, enabling users to explore the range of approaches and good practice principles to support adoption or adaptation of approaches.
Overview

The key professional learning characteristics have been identified as:

- Industry-referenced - explicit links to industry or professional bodies
- Curriculum currency - up-to-date issues and industry practice
- Integrated curriculum - development of professional capability by linking practice with theory
- Self-directed learning - fostering reflective practice and lifelong learning.

The following table presents a number of generalised good practice principles for each of the key characteristics, drawing from those identified for each category in the typology presented in the previous section. A number of illustrative strategies are identified for each category, along with associated benefits for student learning.
### Enablers and Impediments to Embedding Professional Learning in the Business Curriculum

Business academics identified several enablers for and impediments to developing and delivering professional learning curriculum in their own professional context. These have been categorised in the table below. They present both opportunities and obstacles for successful development and implementation of professional learning.

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enabler</th>
<th>Impediment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional context</strong></td>
<td>University and Faculty mission and strategy that encourage and facilitate industry-engaged professional learning</td>
<td>Policies and protocols for external engagement can be cumbersome</td>
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<tr>
<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>Professional learning perceived to be a lower priority relative to theory</td>
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<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>Perception of professional learning as not being rigorous, preferring theory over practice</td>
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<tr>
<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>Academic resistance to change in work practices</td>
</tr>
<tr>
<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>School and faculty bureaucratic processes can be cumbersome and restrict options</td>
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<tr>
<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>Research ethics committee approval required</td>
</tr>
<tr>
<td></td>
<td>Policies and protocols for external engagement can be cumbersome</td>
<td>Insurance requirements for off-campus activities</td>
</tr>
<tr>
<td><strong>Industry engagement</strong></td>
<td>Enthusiastic support and cooperation of industry partners and sponsors</td>
<td>Industry value perception (ROI)</td>
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<tr>
<td></td>
<td>Committed alumni willing to engage in a range of activities that support student learning</td>
<td>Time and capacity constraint: commitment required of industry partners and sponsors</td>
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<td></td>
<td>Industry-developed learning experiences</td>
<td>Quantum of businesses required to support professional learning approaches such as internships, projects and case studies</td>
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<tr>
<td></td>
<td>Industry-university collaboration in the development of quality curriculum and learning experiences</td>
<td>Time and effort required to develop, build and manage external relationship(s)</td>
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<td></td>
<td>Leverage off academics' personal networks</td>
<td>Benefit for industry: need to be clear about why, with whom and for what outcome</td>
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<tr>
<td></td>
<td>Strong links between university and local community</td>
<td>Person-dependent: engagement often based on personal professional networks</td>
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<td></td>
<td>Industry adjuncts drawing on professional experience and skills to deliver lectures and seminars</td>
<td>Excessive focus on major companies limits opportunities to engage with many small and medium-sized enterprises</td>
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<tr>
<td></td>
<td>Industry adjuncts drawing on professional experience and skills to deliver lectures and seminars</td>
<td>Variable quality of student/team work may discourage industry participation</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Customised systems and dedicated resources to support the development and implementation of professional learning</td>
<td>When the initiative requires significant resources, a lack of access to these can limit or stifle implementation</td>
</tr>
<tr>
<td></td>
<td>Dedicated funding to support professional learning pedagogies</td>
<td>Inadequate or limited resources provided to support specific initiatives or subjects adopting these approaches</td>
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<tr>
<td></td>
<td>Industry sponsors providing cash and in-kind support</td>
<td>License fees required for some programs and databases</td>
</tr>
<tr>
<td></td>
<td>Industry sponsors providing cash and in-kind support</td>
<td>Financial impost on students (e.g. international study tours)</td>
</tr>
<tr>
<td>Time</td>
<td>Dedicated and passionate teachers willing to sacrifice time to improve the student learning experience and maximise opportunities for contextualised learning and industry engagement</td>
<td>Amount of time required to establish and administer professional learning relative to more traditional curriculum and pedagogy</td>
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<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Learning culture</td>
<td>Student enthusiasm for experiential practice-based learning</td>
<td>Many students display ‘satisficing’ rather than maximising behaviour</td>
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<tr>
<td>Learning spaces</td>
<td>University promotion policies recognise innovative teaching and evidence-based practice</td>
<td>Questionable benefit of teaching innovation and industry engagement for career progression</td>
</tr>
<tr>
<td>Expectations</td>
<td>客户端</td>
<td>학생들의 기대를 달성할 만한 학습 기회가 있다.</td>
</tr>
<tr>
<td>Recognition and reward</td>
<td>Regular renewal of curriculum to ensure currency and relevance to needs of business</td>
<td>Perceived relative value of teaching and research for promotions (i.e. research output more highly valued)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Academic staff with considerable and recent industry experience</td>
<td>Academic staff experience in the development and delivery of professional learning curriculum</td>
</tr>
<tr>
<td>Assessment</td>
<td>Professional networks and understanding of industry expectations</td>
<td>Pedagogical approach requires different skill set compared with the lecture/tutorial model</td>
</tr>
<tr>
<td>Offshore equivalence</td>
<td>Academic staff lack the professional experience and skills to develop professional learning curriculum</td>
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<tr>
<td>ICT</td>
<td>Students lack work experience to maximise benefits from some professional learning activities</td>
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<td></td>
<td>Online sites that support professional learning, including simulations, practice firms and competitions, enabling students to engage with teams overseas</td>
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<td></td>
<td>Development of information management systems to support professional learning (e.g. intern and mentor database, electronic journals and portfolios, online mentoring)</td>
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<tr>
<td></td>
<td>Willingness of industry to provide access to online databases and commercial information</td>
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<tr>
<td></td>
<td>ICT systems can be slow and cumbersome</td>
<td></td>
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<tr>
<td>Accreditation</td>
<td>External accreditation bodies valuing or requiring professional learning</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>Tick box approach to covering accreditation requirements</td>
<td></td>
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<tr>
<td></td>
<td>Regional and rural campuses have limited opportunities for industry engagement relative to city-based universities</td>
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<tr>
<td></td>
<td>Multiple campuses, including offshore</td>
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</table>
Project Rationale

The Australian Business Deans Council (ABDC) was formed in 2002 following a recommendation from an Australian Universities Teaching Committee (AUTC) report (Cecez-Kecmanovic, Juchau, Kay and Wright, 2002). The ABDC represents a national network of business faculties (currently 38) from universities throughout Australia.

The ABDC T&L Network was formed by the Australian Business Deans Council in 2004. The network seeks to provide Associate Deans who have responsibility for learning and teaching in Business higher education with opportunities for professional development as well as knowledge and resource sharing. The network also has a critical leadership role in facilitating a strategic and national approach to change and development in Australian Business faculties. In this regard, the work of the ABDC T&L Network is vitally important in view of its wider constituency in business higher education. A Carrick-funded Discipline Based Initiative scoping study titled “Business as Usual? A collaborative and inclusive investigation of existing resources, strengths, gaps and challenges to be addressed for sustainability in learning and teaching in Australian university business faculties” was undertaken by the ABDC T&L Network in 2006-7. The final report of this project can be found on the Carrick Institute website. Three funding proposals for follow-on projects were developed as a result of the findings of the scoping study:

- Building professional learning and industry engagement in the business curriculum
- Building and assessing the development of generic skills across the business curriculum
- Valuing quality teaching in business education

This project is one of the three proposed follow-on projects arising from the Carrick-funded ABDC T&L Network scoping study funded as part of the Discipline-Based Initiative Program. The three projects form part of the strategic initiative of the ABDC T&L network which as a growing disciplinary network emphasises the need to embed project outcomes nationally across business higher education. By adopting this overarching disciplinary-based network approach the ABDC aims to facilitate a national, collaborative approach to systemic change that will improve teaching and learning in business higher education.

The scoping study and related research, described in detail in section 3.5 (related research), indicate that the importance of generic business graduate skills and ‘soft skills’ are increasingly being emphasised by external stakeholders as is the role of the university in their development (Allen Consulting Group, 2006; Australian Industry Group, 2006; Barrie, 2005; Bowden et al., 2002; Business Council of Australia, 2006a, 2006b; CPA Australia, 2005; DEST, 2002, 2005, 2006; Goldsworthy, 2003; Hager, Holland and Beckett, 2002). These skills lead to employability and work readiness and are the skills needed by graduates to become adaptive and productive in the workforce (AAGE (2007) and the ACER (2002)).

DEST’s (2002) definitions of employability skills are closely linked to the notion of career readiness (Clark, Papadopoulos and Rogers, 2006) and preparation for employment through work-based learning (Boud, Cressey and Docherty, 2006; Boud and Solomon, 2001; Central Missouri State University). The Business, Industry and Higher Education Collaboration Council (BIHECC, 2007) also suggests that “for some there is a perception that employability skills are under-developed” (BIHECC, 2007:2) and recommended placing greater emphasis upon explicitly identifying employability in all university curriculum, and increasing access to Work Integrated Learning. Research has shown that the development of “authentic learning environments in higher education” (Herrington and Herrington, 2006: 5) engage students in “authentic activities of the kind that reflect ways in which knowledge and skills are used in the real world [and which] offer a bridge between theory and practice” (Bennett, 2006: 121). It has also been shown that constructing “knowledge-building communities” is effective in creating graduates who are more “connected to the real world of their profession” (Kiggins, Cambourne and Ferry, 2005:76).

The rationale for this project is grounded in the findings of the ABDC scoping study, and its relevance and importance is strongly validated in other related work. The project provides an opportunity to initially take stock of the business curriculum in universities to ascertain means to improve graduate employability, and subsequently to identify and disseminate ways to embed strategic, systematic approaches to enhancing professional learning in the business curriculum through industry engagement, work integrated learning and authentic learning environments.
ALTC Aims & Objectives

Aims

A recent Carrick funded ABDC T&L Network scoping study identified widespread concern among industry, academic and professional associations about the lack of engagement with real world problems by business graduates. Typically, the business curriculum in Australian universities focuses on the development of discipline competencies and relatively few curricula incorporate the systematic development of professional competencies and an understanding of the realities of professional life. The challenge is to find sustainable ways to embed professional learning opportunities in the business curriculum and to engage with external bodies to support this process. Discipline areas such as engineering, nursing and teaching require students to undertake practical experience as a key component of their degree or registration. This is seldom the case across the formal and informal curriculum in business. Therefore, the intention is to take a strategic approach to developing professional learning, as a key component of the business curriculum.

In addressing Priority Project Grant funding priorities for 2008, this project aims to inform curriculum renewal strategies and improve the quality and relevance of business education for professional preparation through increased emphasis on professional learning underpinned by industry engagement.

Project Objectives

The aim of this project was to investigate how to build professional learning through industry engagement in business courses in Australian universities. It did this by embedding the framework and exemplars in communities of practice within participating institutions, and beyond in the ABDC T&L Network. The outcomes are intended to further embed principles of professional learning throughout business higher education in Australia. The project objectives were to:

Current Practice Scoping

To investigate and document current practice in professionally relevant learning the project will:

Objective 1: Identify current practice related to the facilitation and delivery of professional learning in business faculties in Australian universities.

Objective 2: Identify good practice principles in the development, delivery and evaluation of professional learning underpinned by an external engagement strategy.

Development and Embedding of Resources and Case-Studies

Objective 3: Achieve greater engagement of staff and students with industry, government and the professions through the incorporation of professional learning activities in the business curriculum and development of sustainable mutually interdependent partnerships.

Dissemination of Case-Studies and Findings

Objective 4: Provide resources that will increase staff awareness and enable staff to integrate professional learning experiences, and increase student awareness to enable students to build their professional identity and prepare them for professional practice.

Objective 5: Promote and encourage implementation and embedding of policies and strategies that have proven successful in ensuring a professional practice perspective in the curriculum.

Objective 6: Disseminate the case studies and findings related to Objectives 1-5 throughout Australian universities to facilitate the creation of communities of practice that renew business curriculum and improve students' learning experiences and outcomes.
Project Outputs

The outcomes of the research (cross-referenced to project objectives) are:

**Current practice scoping**

1. A framework for the categorisation of professionally relevant learning in the business curriculum (Objective 1).
2. A comprehensive document of good practice principles and strategies for enhancing students' professionally relevant learning (Objective 2).

**Development and Embedding of Resources and Case-Studies**

3. Paradigmatic case studies as exemplars of good practice prototypes for each category in the framework incorporating: institutional and policy context; curricula, pedagogy and assessment; guidelines for industry and professional association inclusion (Objective 3).
4. A website hub on the Carrick Exchange site with a range of resources (exemplars of good practice) including a portfolio of ‘talking about teaching’ and blueprints for the tools identified as having greatest potential for impact in increasing staff awareness to enable staff to integrate professional learning experiences into business curricula (Objective 3).

**Dissemination of Case-Studies and Findings**

5. Develop a national dissemination and embedding strategy aligned to the ABDC T&L Network, including ongoing progress reports, presentations and workshops at each biannual T&L Network meeting over the life of the project (Objective 6).
6. Use the Carrick Exchange website to report on the project outcomes and present the final framework of professional learning (Objective 4).
7. Production and distribution of a manual to be delivered to all business faculties in Australian universities incorporating the framework, supporting policies, case-studies and project findings (Objective 5).
8. Build communities of practice to build capacity in ‘real world learning’ strategies through peer partnering, curriculum mapping and analysis (Objective 6).
9. Deliver professional development workshops to showcase and disseminate the framework and case study exemplars in association with the ABDC T&L Network to generate high level dissemination and support for change (Objective 6).
10. Produce at least one paper presented to a business discipline conference and a broader teaching and learning conference; and refereed journal manuscript on embedding professional learning; (Objective 6).
11. Submit progress, annual and final reports, and an external evaluation report to Carrick Institute, the ABDC, and the ABDC T&L Network (Objective 6).
ALTC Project Team

Associate Professor Theo Papdopoulos (Project Leader)

Professor Tracy Taylor (Deputy Project Leader)

Associate Professor Eveline Fallshaw

University of Wollongong

Associate Professor Michael Zanko
ALTC Report

Download the complete ALTC report (PDF 1.16 mb)
ALTC Project Acknowledgements

The project leaders would like to acknowledge the contributions of several project officers who have assisted with a range of activities and deliverables (noted in brackets) over different phases of this project.

- Dr Romy Lawson, University of Technology, Sydney (Resource manual, website and final report)
- Dr Christine Armatas, Victoria University (Focus groups, workshops, literature review and semantic differentials)
- Dr Carolyn Woodley, Victoria University (Focus groups, workshops, collating illustrative cases, progress reports)

The project Team would also like to acknowledge the contributions of the Industry Advisory Group:

- Christopher Bell - CEO, The Leadership Consortium (Chair)
- Andrew Rimington - Senior Policy Advisor, Employment, Education and Training Policy Services, Victorian Employers Chamber of Commerce and Industry
- Lyn Goodear - National Manager, Professional Development, Australian Human Resource Institute
- David Southwick, Entrepreneur

Mel Ortuso & Rod McCrohan (RMIT)

Case Study Contributions

<table>
<thead>
<tr>
<th>Contributor</th>
<th>Institution</th>
<th>Example</th>
<th>Types of PL</th>
</tr>
</thead>
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<td>Patricia Fulcher</td>
<td>Murdoch University</td>
<td>Live case study</td>
<td>Industry case study</td>
</tr>
<tr>
<td>Henrikkia Clarkeburn</td>
<td>University of Sydney</td>
<td>International case study</td>
<td>Industry case study</td>
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<tr>
<td>Peter Balan</td>
<td>University of South Australia</td>
<td>Corporate Entrepreneurship</td>
<td>Industry case study</td>
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<tr>
<td>Stuart Thomas, Peter Whelen</td>
<td>RMIT, QUT</td>
<td>Financial Trading Room</td>
<td>Industry simulation</td>
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<tr>
<td>Ian Fargher</td>
<td>University of Wollongong</td>
<td>Modeling workplace artifacts</td>
<td>Industry simulation</td>
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<tr>
<td>Kyle Bowyer</td>
<td>Curtin University</td>
<td>CAPSIM</td>
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<tr>
<td>Shane Barry</td>
<td>Griffith University</td>
<td>Guest Lectures and Speakers</td>
<td>Industry practitioner delivery</td>
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<td>Theo Papadopoulos</td>
<td>Victoria University</td>
<td>Industry Adjuncts</td>
<td>Industry practitioner delivery</td>
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<td>Alison Sheridan</td>
<td>UNE</td>
<td>Lucy Mentoring Program</td>
<td>Industry mentoring</td>
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<td>University of Melbourne</td>
<td>Career Mentoring</td>
<td>Industry mentoring</td>
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<td>Theo Papadopoulos</td>
<td>Victoria University</td>
<td>Mentoring through internships</td>
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<td>Martin Fluker</td>
<td>Victoria University</td>
<td>Field Trips</td>
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<td>Amalia Di Iorio</td>
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<td>International Field Trip</td>
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<td>Tracy Taylor, Romy Lawson</td>
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<td>Graham Low</td>
<td>UNSW</td>
<td>Cooperative education</td>
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<td>Mike Clements</td>
<td>University of Wollongong</td>
<td>Commerce Internship</td>
<td>Industry placement</td>
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<td>Eveline Fallshaw</td>
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Dissemination Material

ANZAM 2010 Abstract (Download Word 207k) (Download PDF 134k)
ATN Assessment 2010 Abstract (Download Word 22k) (Download PDF 20k)
ATN Assessment 2010 Powerpoint (Download Powerpoint 338k) (Download PDF 535k)
UTS: Business Teaching & Learning Forum 2010 (Download Powerpoint 397k) (Download PDF 211k)
Industry Case Study

An actual business scenario or challenge faced by business requiring students to apply analytical and problem-solving skills to explore solutions and/or critically evaluate those made by business executives.

Background

The industry case study has become a common teaching approach in business higher education. Cases typically provide an actual business scenario or challenge faced by business that require students to apply analytical and problem-solving skills to explore solutions or critically evaluate those made by business executives. It creates a story of a scenario or issue relating to a business, which could be multidisciplinary, and which requires students to interpret, research and problem solve to generate solutions and strategies. Scarman (2007: i) cites the definition of case study in business education given by Charles Cragg of the Harvard Business School in 1954:

[Case study] is a record of a business issue which actually has been faced by business executives, together with surrounding facts, opinions and prejudices upon which executive decisions have to depend. These real and particularized cases are presented to students for considered analysis, open discussion, and final decisions as to the type of action which should be taken.

Harvard is credited with introducing 'the case method' into business education in the late 1800s to bring the real world into the classroom. Today Harvard Business School bases its MBA program on case method pedagogy and has developed a large repository of case studies (available to other business schools for a fee). Case method pedagogy commences with individual analysis (as a foundation and prerequisite for teamwork) requiring students to 'assess, analyze and take decisive action in complex situations drawn from real events' (www.hbs.edu.mba).

The pedagogical practice of case studies is underpinned by experiential learning theory (Kolb 1984) and project-based learning (Savin-Baden 2003). A key belief therefore is that when students are engaged in case studies they will learn more effectively as they are actively involved in their own learning. Krebar's (2001) research demonstrated the link between the case study approach and Kolb's (1984) experiential learning. He argued that engagement in a case study provided students with concrete examples of 'real business issues'. Furthermore when students are required to discuss and then define the problem, they begin to engage in active experimentation and reflective observations.

Davis and Wilcock's (2009) research found that case studies

- Allow the application of theoretical concepts to be demonstrated, thus bridging the gap between theory and practice.
- Encourage active learning.
- Provide an opportunity for the development of key skills such as communication, group working and problem solving.
- Increase the students' enjoyment of the topic and hence their desire to learn.

(Davis and Wilcock: 2)

Others (Scarman 2007, Lund Dean and Fornaciari 2002, Gurd 2001) suggest that cases can range from a simple open-ended question to more complex role play, as well as detailed reports. Some cases may be created by the instructor around certain themes and information while others are drawn from textbooks, newspapers and business scenarios. Harvard MBA uses simulation and video to demonstrate cases. There are several website repositories of case studies for many disciplines. Scarman (2007) proposes that case studies can be categorised as decision-focused cases, research focused cases and more unstructured open cases.

Decision-focused case studies describe the facts, events, actions and decisions made in a real business situation. Scarman (2007) argues that while these cases provide examples of real-life business practices, their use as a teaching tool is limited, particularly in scaffolding student decision-making skills.

Research-focused cases aim to test a hypothesis. The case presents real-life data and data analysis about a situation, an organisation or various aspects of business practices, as well as links to relevant theoretical perspectives. Students are then expected to analyse the information provided and develop or test the hypothesis.
While the research case also provides real-life scenarios that allow for student discussion and problem solving, Scarman (2007) suggests that 'like most descriptive cases [its] use for teaching purposes is limited' (i).

Scarman (2007) holds that the more open, unstructured case, where the problem is not obvious and not all the information is supplied or the facts are clouded with opinions, is a far more valuable type of teaching case.

Lund Dean and Fornaciari (2002) agree that the case method has limitations. They argue that the greatest weakness is that, 'placing students in “managers or consultants deciding outcomes” scenarios may convey overly rational, analytic, and antiseptic views of organisations' (586-587). They go on to argue that the rational decision making case study approach can hinder students experiencing the messy, turbulent and non-rational aspects of the complex processes of modern organisations (Gurd 2001; Lund Dean and Fornaciari 2002; Swiercz and Ross 2003).

While there is anecdotal evidence that use of the case study method leads to greater student engagement and enthusiasm in class, there appears to be little empirical research that demonstrates that case study methods lead to improved educational outcomes (Krebar 2001; Swiercz and Ross 2003).

Examples
Case Study: Live Case
Case Study: Experience based environment
Case Study: Financial Statement Analysis
Case Study: Managing Organisational Change
Case Study: Implementing Business Intelligence Practices and Applications
Corporate Entrepreneurship

Good Practice Principles

- Encourage reflection, discussion and problem solving through an experiential learning framework
- Link specific and relevant professional practices to theoretical frameworks
- Engage students’ motivation to learn and work collaboratively

Enablers

- Quality and relevance of chosen written case studies
- Access to authentic information and live databases
- Commitment and knowledge of teaching staff
- Willingness of students to accept responsibility for their learning, to work collaboratively and demonstrate initiative

Impediments

- Difficulties accessing quality case studies
- Inability of teaching staff to move from a transmission mode of teaching to a more flexible facilitation role
- Difficulties in accessing current and authentic industry data

Industry Engagement

- Strong partnerships with industry and relevant professional associations
Industry Simulation

Reality-based, experiential learning-centred approaches engaging students in real-time analysis and decision making in real-world situations within the safety of an educational environment.

Background

Simulation is a reality-based, complex and experiential learning experience. They represent an active, learning-centred approach to teaching. Simulation provides students with a chance to behave in ways that are consistent with a real workplace or project but in the safety of a simulation 'within an educational framework' (Patrick et al. 2009: 16). Proponents of simulation argue that they empower students not only as actors in a scenario but in terms of students assuming decision-making responsibilities, thus producing a substantive return in student development (Welkener 2003).

In Using Simulations to Promote Learning in Higher Education Hertel and Millis (2002) present a compelling argument for the use of simulationsto motivate students, foster deep learning and achieve learning goals. They characterise educational simulation as 'sequential decision-making classroom events in which students fulfill assigned roles to manage discipline-specific tasks within an environment that models reality according to guidelines provided by the instructor' (Hertel and Millis 2002: 15). McKone and Bozewicz (2003) conclude that simulation is 'an effective way to engage students in significant learning outcomes by overcoming the limitations inherent in courses that consist primarily of lectures and cases' (497).

The rationale for using simulation in business education is commonly framed within experiential learning literature, which includes Kolb’s (1975) experiential learning model. Educators who use simulation often report the enthusiasm of learners who experience this style of learning, but there is limited evidence of the effectiveness of simulation in educational settings. Burns, Gentry and Wolfe (1990) suggest validity and learning transferability need to be further examined to establish whether experiential learning in a simulated business context translates into success as a business professional. Research into the effectiveness and advantages or drawbacks of simulation in business education is wide-ranging. A brief overview of some key studies and findings follows.

Assessing the use of simulation in teaching business communication Saunders (1997) notes that experiential learning can offer rich and robust student experiences. He suggests that whether a teacher creates experiential exercises or adapts existing materials educators must have a basic understanding of the learning process to understand how learning styles connect with business and technical communication behaviours. Saunders also stresses that teaching methods should provide the student with the opportunity to develop in all four experiential learning modes (outlined in Kolb’s (1975) model) and provide exposure to simulation that require the application of intuition, reflection and experimentation.

Herz and Merz (1998) tested the effectiveness of economic simulation games (MACRO) on students majoring in business administration and economics. They found that they were able to support development of experiential learning styles more effectively by using these games than in a traditional seminar setting. Previous research points out that as well the use of games and their level of complexity, it is also the experience that students bring to simulation that has an impact on the effectiveness of the learning process (Ripper et al. 1993). While Herz and Merz note the benefits of simulation they also caution that it is difficult to find flexible economic foundation simulation that can be scaled to the needs of learners and the learning environment.

Li and Bailie (1993) examined the impact on perceived learning of students engaged in a complex simulation game that involved a mixture of computerised games, case studies, lectures, readings and student presentations. They found that students valued the variety of experiences, believing they provided deeper insights into the business environment.

Smalt (2000) evaluated the impact of incorporating a financial literacy simulation into the curriculum of a traditional undergraduate financial accounting course. Students who participated in the simulation received better examination scores, and 89.9% of simulation group participants indicated that exposure to the simulation had a positive impact on their attitude toward accounting in general.
Snow, Gehlen, and Green (2002) investigated whether the manner in which the simulation experience is introduced has any influence on students' attitudes, confidence or learning. When the simulation was integrated into the course throughout the term, students' confidence in their ability to play the game, the importance they placed on trying, and the effort they reported making was higher than when the simulation was a stand-alone experience.

Evaluation of learning from simulation can include peer assessment, self-assessment and formative and summative techniques that provide insight into students' progress during the simulation (Hertel and Millis 2002).

In a review of all research presented at Association for Business Simulation and Experiential Learning conferences over the past 25 years, Faria (2001) found that:

- students have more positive attitudes toward learning from business games than from other teaching approaches,
- greater instructor involvement improved student performance,
- more cohesive teams performed better than less cohesive teams,
- a positive attitude and commitment to the simulation improved performance, and teams in high simulation/game grade-weighted sections outperformed teams in lower grade-weighted sections. (Snow, Gehlen and Green 2002: 527)

Simulation is frequently used in Australian business teaching.

Examples

Industry Simulation: Assessment Centre
Industry Simulation: Trading Rooms
Industry Simulation: Queensland University of Technology's Securities Dealing Room (SDR)
Industry Simulation: Financial Markets Trading Simulator
Industry Simulation: Modelling Workplace Artefacts
Industry Simulation: Role Plays
Industry Simulation: Capstone Simulation

Good Practice Principles

- Design the simulation as a problem-solving approach to learning that places students in realistic, problem-based scenarios
- Outline where simulations can play a role in achieving alignment of student learning with graduate attributes
- Provide regular forums for engaging with industry and the professions to facilitate dialogue, awareness and progression of key issues related to the use of simulations

Enablers

- Support (time and resources) from all levels of the university and Business School executive
- Commitment of teaching staff to work together for a common goal with collegial support
- Continuing access to industry-standard software data, information and personnel

Impediments

- IT systems' restrictions/limitations and the high level of support needed for some simulations
- Knowledge of teaching staff of IT systems for simulations that require technical expertise
- Lack of dedicated teaching spaces that adequately support simulations

Industry Engagement

- Development of long-term reciprocal arrangements and partnerships
- Access to current data through professional associations
- Promotion and demonstrations of industry capabilities through the use of simulations
Industry Practitioner Delivery

Industry practitioners engage in the teaching program to deliver specialised lectures, present in seminar series, conduct professional development workshops or participate in assessment of student projects and presentations.

Background

A common approach to integrating contemporary business practice and issues into the business curriculum is direct engagement with industry practitioners. This often takes the form of embedding industry practitioners in the teaching program. Industry practitioners deliver specialised lectures, present in seminar series, conduct professional development workshops and participate in assessment of student projects and presentations. They also participate in cyclical curriculum reviews via program advisory or external review committees.

While guest lecturing by industry practitioners is a frequent enough occurrence, the integration of industry practitioners into curriculum delivery is relatively underdeveloped in Australia. In the United States, 'industry adjuncts' have traditionally complemented the theoretical curriculum delivered by academic faculty with practice-based real-world perspectives.

In Australia, embedding industry practitioners to supplement and complement academic teaching staff is extending beyond the fields of medicine and law so that we now see the appointment of 'adjuncts' and 'fellows' in business faculties and schools. There appears to be no consistent use of the terms in Australian business faculties. Nomenclature aside, these appointments usually aim to strengthen university connections to industry, government and the community. Industry adjuncts contribute in a range of ways to business faculty activities: delivering specialised lectures and seminars; supervising research students; developing case studies or business problem-solving challenges; undertaking collaborative research; enhancing industry, government and community networks; and providing strategic advice to university management.

The intensity of the industry-university relationship can range from a one-off or ad hoc guest lecture by a business practitioner to the more formal, long-term relationship embodied in fellowships and adjunct appointments. Industry practitioners are sometimes employed as sessional or casual staff, contributing to the educational program for the whole of the designated teaching period. One of the challenges in engaging industry practitioners on a regular basis is balancing the ongoing commitment to their primary position with the demands of teaching and the institutional requirements of another workplace. A more systematic approach to embedding practitioners into business education may require collaboration at an organisational level where universities or faculties enter into collaborative partnerships to design, deliver and evaluate business curriculum.

Geary, Kutcher and Porco (2010) suggest that collaborative partnerships between universities and business might be an effective way of addressing staff shortages in disciplines like accounting. Geary documents the experience of an American Partner Teaches Program in the United States where practising accountants from a public accounting firm deliver specific subjects in a university accounting program. He concludes that 'properly selected partners, matched with the demands of a particular course and properly prepared, supported, and integrated into the curriculum, can make significant positive contributions to accounting education' (p. 199).

Weisberg (2009) suggests universities look to adjuncts as a source of teaching innovation, as they have vast experience in the business world and competence in leading technologies and methodologies. According to Wallin (2008) adjunct and part-time faculty represent up to two-thirds of academic staff at community colleges in the United States. With this growing dependence on adjuncts and part-time teachers (as much as 50% of faculty at some universities), Rogers, McIntyre and Jazzar (2010) note that universities need to develop strategies to better induct and support adjunct faculty. They suggest a mentoring program focusing on four primary needs: professional development, effective communication, fostering work-life balance and forming relationships (the last being particularly difficult in an online learning environment).

In one of the few evaluations of the impact and benefit of adjuncts in higher education, Bettinger and Long (2010) explore student interest and academic performance relative to using full-time faculty. The research suggests that adjuncts have a small but positive effect on subject selection, particularly in occupation-related fields of study. In an earlier study the authors found that 'adjunct and graduate assistant instructors generally
reduce subsequent interest in a subject relative to full-time faculty members, but the effects are small and differ by discipline. Adjuncts and graduate assistants negatively affect students in the humanities while positively affecting students in some of the technical and professional fields (Bettinger and Long 2004). In contrast, a study by Landrum (2009) using student evaluations across eight departments and 361 subjects found no significant differences in students’ evaluation of teaching or in grade distributions when comparing full-time to part-time and adjunct faculty.

Examples
Industry Practitioner Delivery: Adjuncts and Fellows
Industry Practitioner Delivery: Business Leader Lecture Series
Industry Practitioner Delivery: Guest Lectures and Speakers
Industry Practitioner Delivery: Film Clips

Good Practice Principles
- Engage industry practitioners with current industry experience
- Engage industry practitioners who have a sense of how students learn
- Engage industry practitioners who have an appreciation of student demographics (e.g. educational level, English language proficiency, cultural frame of reference)
- Induct industry practitioners appropriately into the faculty (e.g. offer professional development)
- Ensure industry practitioners benefit from engaging with faculty (e.g. are paid, offered library borrowing rights, attend professional development offered by university etc.)
- Manage relationships with industry practitioners so they are not inundated with requests from either staff or students
- Ensure industry practitioner events use appropriate technology (e.g. Elluminate for lectures; Lectopia or video to create resources from guest lectures)

Enablers
- Academic staff with current industry networks
- Central faculty or university unit responsible for managing industry engagement
- Database of industry practitioners
- Appropriate professional development opportunities and resources for people without teaching experience
- Curriculum design that invites industry participation

Impediments
- Lack of time to liaise/network with industry
- Risk of ‘burning’ the few industry contacts by too many requests
- Inability to reward industry people for their efforts.
- Student behaviour that puts the university at risk (e.g. students not attending or talking during guest lectures)

Industry Engagement
- Industry associations
- Academics’ professional networks
- Industry Partners
- Senior Managers/CEOs/Leading experts
- Engagement initiated by student associations
Industry Mentoring

Matching students with a professional role model to enhance skills (instrumental) and attributes (developmental), investigating career options (transition and pathways), increasing understanding of the benefits of coursework (knowing and doing), and exposure to different thinking and learning methods.

Background

Mentoring is a relationship which gives people the opportunity to share their professional and personal skills, knowledge and experiences with others. The outcome of an effective mentoring relationship is growth and development for both the mentor and the mentee. While mentoring can be informal it is more typically a ‘deliberate pairing of a more skilled or experienced person with a lesser skilled or experienced one, with an agreed-upon goal of having the experienced person grow and develop specific competencies (Murray and Owen 1991: xiv).

Mentoring can operate on several levels, with the mentor offering expertise, modelling practice, sharing personal insights and building trust, guidance and support. The mentee may take on the role of listener, observer, ‘do-er’, reflector, and in some cases, partner. Mentoring draws on various learning theories: experiential learning (Kolb 1984), reflective practice (Schon 1983), and problem-based learning (Slavin 1990). Smith (2009) suggests that in more recent times mentors have come to be known as coaches because of the many roles played. He suggests a trajectory of mentoring practices depending on the nature of the relationship and goals to be achieved. These include moving from reflection to goal setting to action. An effective coach will guide the learner (mentee) through each level and repeat the steps with more complex tasks as the relationship and skills develop.

The literature overwhelmingly points to the benefits of incorporating mentoring programs into the workplace for both the mentor and the mentee. Mentoring practices, it is argued, provide useful and powerful strategies for understanding and advancing organisational culture, providing access to informal and formal networks of communication and offering professional stimulation and growth for all involved (Kochan and Pascarelli 2003; Rolfe-Flett 2002; Caldwell and Carter 1993).

Thus the rationale for using mentoring strategies and programs in business education is equally as strong. Much can be learned from disciplines such as education and health where a compulsory component of a graduate’s degree is a series of successful workplace experiences with an experienced mentor in a master-novice relationship. However it seems there are greater challenges for business disciplines in establishing such programs. This is especially the case when considering industry mentoring between large cohorts of undergraduate business students and the number of industry partners needed for such numbers.

Mentoring practices can be seen in Work Integrated Learning (WIL) practices (Precision Consultancy 2007) such as internships, practice-based projects and workplace or industry-based learning. Whatever the name, Kay et al. (2001) suggest that:

*industry-based learning requires collaboration between the student, employer and university educator. Although the employer and university educator would not dictate the content of the learning contract, they have a considerable effect upon the resources at the student’s disposal for the satisfaction of learning goals.* (Kay et al. 2001: 31)

Kay et al. go on to argue that mentor/s:

*must support their students, in order to provide a ‘safe’ learning environment, yet at the same time not be so supportive as to reduce the challenge their students face. They must challenge their students to explore new ways of knowing and doing, yet at the same time provide the student with the security of knowing that support is there when needed. They must also provide a framework, or more accurately a vision, that the student can work towards.* (50)

The BIHECC report (Precision Consultancy 2007) suggests ‘the research and pedagogy surrounding WIL revolves around what is primarily a tripartite system made up of the student, an academic coordinator and a supervisor in the workplace…what is lacking is a wider systemic view’ (39). Establishing a wider systemic view within each university is indeed a challenge for business educators.
Other issues identified in the BIHECC report (Precision Consultancy 2007) follow:

- Organising and monitoring effective WIL programs is time consuming for universities and employers
- Insurance issues are complex; conflicting advice may be given about what insurances need to be in place
- Workplace supervisors may not have the skills to engage with and support students, let alone successfully become a mentor to them
- WIL is usually only available to some students in a particular cohort; places are competitive, with students with the strongest academic achievements being selected for participation
- Mentoring programs that are less formal rely heavily on the commitment of the mentor as to how much time can be given to the program (see p. 39).

There are a number of challenges with industry mentoring. However this is a practice that the business education sector has agreed must be pursued.

There are many excellent examples of WIL in Australian higher education business courses. Several follow.

In an article investigating the mentoring and professional development of business students Schlee (2000) found a great diversity of activities in the 154 universities and colleges surveyed, including (in rank order) advice, shadowing, interviews, lunch/dinner, networking, fieldtrips and internships (329). Schlee conducted a more in-depth analysis of 15 university mentoring programs to explore success factors that can improve program effectiveness. The success factors identified are those observed in youth mentoring generally: mentor recruitment, clarifying the student's personal and career goals and evaluating outcomes.

Examples
- Industry Mentoring: The Lucy Program
- Industry Mentoring: Griffith Industry Mentoring Program
- Industry Mentoring: Career Mentoring Program
- Industry Mentoring: Cooperative Education
- Industry Mentoring: Industry Mentoring Program
- Industry Mentoring: Internship Program
- Industry Mentoring: Mentoring through Internship
Industry Study Tour

Industry study tours include field trips, site visits and more lengthy tours. Industry study tours might last a day or a month and aim to create opportunities by travelling to industry-related places and situations, allowing students to apply theory, see theory in practice, ask questions of professionals in situ, compare and contrast different sites of work and connect curriculum and learning to professional practice.

Examples

The category of field study incorporates diverse activities, from site visits to a local workplace to international study tours. Many examples of professional learning involve visiting a work site or going to see an example of industry product. Trips might be a two hour tour of a nearby facility, or a study tour to a different hemisphere. Importantly, fieldwork can often be an intense industry engagement experience for students.

There are examples of learning experiences that involve industry experts travelling with students and interacting with them during activities; examples where industry visits involve multiple sites over a few weeks; as well as visits providing an overview of a business through a tour of a building. Bradley et al.’s (2008) comment that ‘Knowledge of other cultures and their languages is an essential life skill for future graduates if they are to engage effectively in global professional practice’ (104) is a consideration in many study tours.

Hutchins (1996) investigates the impact of study tours on students’ international, global and intercultural perspectives. Her findings indicate that participants experience changes in professional growth and personal development. Participants described becoming more credible sources of information and reported feeling an increased sense of purpose.

Porth (1997) reports on the increasing need for interaction between universities and businesses around the internationalisation of business school curriculum, including cooperation on the design of experiential learning opportunities. He suggests that international study tours are one way to combine academic and organisational experiences to develop international management knowledge and skills. However he also acknowledges that there is some scepticism about study tours - that they may be more tour than study. His article suggests that a robust study tour model should comprise three phases: pre-departure preparation; presentations and question and answer sessions during the tour itself; and reflection on the lessons learned when students return to campus and submit assignments.

Nelson and Ornstein (2002) note the challenges of running international study tours, especially unexpected international events. They emphasise the need for crisis management planning so that in the event of a tragic, albeit low probability event such as the death of a student, an effective management response will come into play, minimising emotional, educational and financial damage to students, staff and the institution.

Kams (2005) explores changes in marketing education, including the use of field trips, which students perceived as providing the kinds of activities that most contributed to their learning. He concludes that marketing educators should continue efforts to imbue all learning activities with an applied, real-world orientation. Students did not respond well to some of the activities involved in group work or guest speaker appearances because active learners prefer discussion, problem solving, group work and online resources.

However he points out that directly measuring the contribution of a pedagogical tool (like field trips) to student learning requires capturing samples of performance associated with that learning activity and evaluating them against clearly defined learning objectives, often in the form of an assessment rubric. The effects of a field trip on student learning would require specifying the expected learning outcomes (e.g. knowledge about the company and industry) and obtaining a sample of learning performance. In this way, he suggests, using a criterion-based scoring rubric, students’ responses about the expected learning outcomes (e.g. knowledge about the company and the industry) would be evaluated.

Examples

Industry Study Tour: Nature-Based Tourism
Good Practice Principles

- Provide pre-departure briefings and readings
- Structure the itinerary and activities carefully
- Reflect, report and present in the post fieldwork phase
- Engage a variety of offshore businesses, government and third sector organisations
- Incorporate social, cultural, economic and political dimensions into the curriculum
- Integrate activities with students at offshore partner universities where possible

Enablers

- International networks of business, government and third sector organisations
- Leverage off international partner universities tapping into established offshore networks

Impediments

- Cost of international and interstate travel, especially for students from low socio-economic circumstances
- Value perceptions of some colleagues and students that international travel curriculum is not rigorous

Industry Engagement

- Multiple points of engagement with international industry, government and third sector organisations
Industry Placement

Industry placement immerses students in a workplace related to their discipline or career goals. Ideally, industry placement combines both class-based learning and structured and supported workplace activity with opportunities to reflect on learning and seek timely feedback on performance.

Background

Industry placements usually have two objectives: to offer students an understanding of organisational structures within a professional working environment and an opportunity for professional development (Katula and Threnhauser 1999). A useful definition of industry placement can be taken from The National Commission for Cooperative Education (Groenewald 2004: 17): ‘A structured strategy integrating classroom studies with learning through productive work experiences in a field related to a student's academic or career goals’.

Industry placements allow students to integrate theory and practice through a partnership between students, universities and employers, with each party having specified responsibilities. According to Fallows and Steven (2000) the most important benefit of such programs is how they build employability skills into the curriculum. But they need to be carefully monitored so that students understand they have intentional learning goals and reflect on what is being learned. Industry placements differ from other types of program in that the student brings an intentional learning agenda to a workplace.

Orrell (2004) and Abeysekera (2006) alert readers to the challenge of maintaining quality in placements. The trend to increased use of placements in degree programs is potentially problematic because of the significant resources required. To maintain high standards placements need to provide access to appropriate learning resources, professional development for academic staff taking on supervisory roles, and establishment of appropriate risk management and minimisation processes (Orrell, Cooper and Jones 1999). Abeysekera (2006) describes the need for curriculum alignment, the overall logistics of managing the process, how best to assess the placement as an educational experience and the need to work closely with employers.

Learning in industry placements needs to be deliberate and intentional, supported by induction of students and supervisors and the imaginative development of appropriate assessment to ensure high standards and adequate duty of care (Washbourn 1996). Jancauskas et al. (1997: 30) also suggest that a key element in industry placements is students having both academic and industry supervisors. They stress the critical role of supervisors in integrating the university and workplace experiences and facilitating student learning. In their view the effectiveness of learning through industry placement depends to a major extent on the roles of both the academic and the industry supervisor.

In a discussion paper focused on industry placements published by Universities Australia (2007), it was suggested that Australia cannot afford to ignore opportunities to add value to education if we are to remain a prosperous and competitive country. In this context it was suggested that there may be areas where industry is not supplying the full range of employability skills that students need. There is also an equity and access issue here in relation to field work experiences for students who do not have well-established family or informational networks. This will have to be addressed if universities are to achieve the targets for higher participation of students from low socio-economic foreshadowed in the recent Bradley Review.

The challenges of offering high-quality industry placements are well recognised across the sector and this is reflected in the volume of resources devoted to this topic on many university websites (e.g. RMIT, University of the Sunshine Coast, Griffith). It is apparent that considerable time and energy has gone into defining ‘work integrated learning’ in general and the role of industry placements in particular. The general consensus among institutions about the issues involved in industry placements is summed up in the Griffith University Good Practice Guide for Work Integrated Learning (www.griffith.edu.au/__data/assets/pdf_file/0020/.../GPG-wil.pdf), which sets out a series of strategies for success in the design and implementation of effective placements. Care needs to be taken to ensure integration of theoretical knowledge and practice; provide adequate support; align learning activities and workplace activities; and monitor student progress.

The WIL [Work Integrated Learning] Report: A National Scoping Study (Patrick et al. 2008) is an ALTC-funded
project which aims to identify issues with and map the broad and growing picture of WIL across Australia. It also seeks ways of improving the WIL student learning experience. The project considered placements in many disciplines, including Business. Section 4.3.1 of the report looks specifically at placements. It stresses the need for good preparation while also recognising how difficult it is to find enough high-quality placements. Adequate resources, clearly defined and realistic expectations, and effective supervision were all found to be key factors that need to be addressed.

The very positive learning outcomes that can be achieved through industry placements are well documented. However success clearly demands considerable resourcing and ongoing commitment to sustain both the internal and the external systems that will meet student, academic staff and employer needs.

The less well-researched area of access and equity in relation also needs to be considered. Some universities only offer placements to high-achieving students; others specify that participants must be Australian citizens or permanent residents. In some universities, students need to find their own placements, and this too can create equity and access problems. RMIT is one university that offers an alternative to industry placements for students unable to obtain them: the Professional Skills Program. It offers three units with different components: a learning portfolio, an industry-based project and a business strategy.

Examples

Industry Placement: Internship
Industry Placement: Cooperative Education
Industry Placement: Internship Program
Industry Placement: Personal Service and Professional Placement

Good Practice Principles

- Ensure equity and access
- Manage expectations and competing demands
- Improve communication and coordination
- Ensure worthwhile placement experiences
- Provide adequate resources

Enablers

- Dedicated university and faculty resources
- Experience with industrial placements
- Good preparation and realistic expectations
- Enthusiasm from students for industry placements
- Guidance for industry supervisors
- Clear lines of communication between employer, student and university coordinator

Impediments

- Resource intensiveness
- Students having to find suitable placements
- Economic downturn, limiting the number of organisations willing to offer paid placements
- Financial cost to host organisation
Industry Competition

Industry competitions involve industry running, judging, sponsoring or in some other way supporting or encouraging students, often in teams, to compete against each other to achieve a business-oriented goal in a short time frame. Industry competitions include marketing strategies, business plans, business start-up ideas and online business games. Recognition and rewards are an important incentive in this category.

Background

There is longstanding interest among educators in how competition and challenges function as a medium for learning. While some research and teaching approaches have stressed the importance of cooperative learning environments, this does not negate the benefits of competitive learning activities as well. There are two primary views of competition. One sees it as ego-oriented, where competitors compete against each other and success means beating the opposition so that there is only one winner. The second is of competition as mastery oriented, where the focus is on individual or team development through engagement with the task (such as a business problem) and success lies in completing the task. This latter view is more conducive to teamwork.

DeVane, Durga and Squire (2009) argue that well-structured direct competition that focuses on the task is engaging and encourages learners to further their understanding, build their knowledge and become more active participants in the learning community. Burguillo (2010) states that competition is an effective way of motivating students, with team-based competition creating a memorable experience for students, as well as providing them with feedback. He therefore proposes that competition should be integrated into degree programs, and that competition should be used as a method to assess students.

A study examining the use of business competition in Australian higher education was conducted on behalf of the Department of Industry, Tourism and Resources. It found that competition has the potential to enhance the educational experience by developing entrepreneurial skills, self-confidence and a propensity for risk-taking in participants (Russell, Atchinson and Brooks 2008). As well as skill development, competition provided the money to start new ventures and the contacts needed for these ventures to succeed. It was also found that competition that offer mentoring, team-building activities and entrepreneurial skill-based tasks equip students with transferable knowledge and skills that are valuable to them and make them highly sought after employees. The study concluded that competition-based learning provides enormous benefits to both participants and host institutions.

There is little consensus between educators who use competition in their practice as to what constitutes the most effective way to do so. Competition may be incorporated into units of study or be extracurricular activities. The tasks involved can vary from problem solving to presentations, and can use case studies or real-life issues. There are a number of elements common to business competition. They include significant corporate sponsorship, substantial prize money and significant prizes in kind (such as business incubation and free professional services awards).

Commonly competition is described as ‘university wide’, meaning that they are designed to attract students from across the disciplines and sectors within the institution; others are designed to raise the profile of a certain industry sector or particular education segment, such as the MBA market (Russell, Atkinson and Brooks 2008; Streeter, Jaquette and Hovis 2002). The majority of business plan competitions appear to be multi- and cross-disciplinary in their conception and do not necessarily fit the traditional discipline-based curriculum.

Boud and Solomon (2001) say that good competition-based learning should challenge students to perform at their best, encouraging them to extend themselves. If this kind of challenge is not evident in the normal curriculum, students should be given the opportunity and encouraged to take part in extracurricular competition. Educational institutions do not necessarily have the flexibility to build business competition into the curriculum.

Whether a business competition is credit bearing or not, implementation requires significant thought be given to educational design and delivery. Any learning that occurs outside the traditional realm will present challenges; but it will also lead to greater rewards for students, ‘equipping them to be continuing learners and productive workers through engagement with tasks that extend and challenge them, taking them beyond their existing
knowledge and expertise’ (Boud 2001: 38).

Examples

Industry Competition: Brandstorm
Industry Competition: Google Challenge
Industry Competition: Student Entrepreneurs | Agents of Change
Industry Competition: RMIT Business Plan Competition

Good Practice Principles

• Develop team contracts that detail individual responsibilities and commitment to team goals
• Encourage the formation of diverse and multidisciplinary teams
• Develop industry/business clients to focus challenges and projects on creating real services or solutions
• Encourage use of online tools, such as GoogleDocs, Microsoft Office Live, Wiki to better coordinate teams and track individual contributions
• Create a meaningful and relevant industry context for learning
• Learn from experiences in educational and other settings that develop the critical understandings, procedures and dispositions required in professional roles in particular disciplinary areas
• Encourage a focus on the task or challenge rather than beating the opposition
• Ensure professional learning
• Build in recognition and reward ceremonies

Enablers

• Industry sponsorship or initiation of competitions
• Faculty support, including financial support, of participation in organised business competitions and challenges
• commitment of other staff in support of such initiatives
• Students motivated by the challenge
• Students motivated by recognition and reward

Impediments

• Lack of staff experience in designing and facilitating competition-based learning
• Time commitment required of academic staff
• Coordination issues associated with management of teams, particularly around team meetings and timely completion of tasks
• Financial and time constraints on participation in national and international business education competitions
• Engaging industry sponsors, clients and partners

Industry Engagement

• Potential for industry-led activities, for example Google, L’Oreal
• University-initiated, industry-partnered competitions
• Industry assessment or judging of competitions
Industry Project

Industry projects include a broad range of activities and typically involve the sort of work undertaken in the workplace. Industry projects include the production of a workplace artefact (e.g. business plan, business report, market research) and management activities. So as well as providing a forum to apply theory to a real-world work issue, projects develop students’ project management skills, team skills, communication skills and problem-solving skills.

Background

Project-based learning is a method that structures learning around projects to foster deep learning (Jones, Rasmussen and Moffitt, 1997). These projects are usually complex tasks based on real-life challenges or problems; involve students in design, problem solving and decision making (Thomas, Mergendoller and Michaelson 1999); and use authentic assessment (Moursund 1999).

In project-based learning students have to think in original ways to come up with solutions to real-world problems. As there are many ways to solve a problem, students’ creative thinking skills are drawn into play and improved. Project-based learning differs from problem-based learning in that it requires students to formulate a solution to a task set by tutors. Problem-based learning focuses on the process behind solving the problem rather than the solution.

Project-based learning as a form of practice-based education is well established in the disciplines of medicine, engineering and law. In business education project-based learning is often located within capstone subjects or more advanced specialisation subjects. Typically project-based learning aims to connect theory and analytical skills to business practice via application in a hands-on industry project. This is 'learning-by-doing'.

The challenge for educators is to design meaningful and authentic learning experiences where students can test their knowledge and skills through their practical application to real-world problems. This can be assisted by partnering with business to source current business improvement and other problem-solving challenges. Often industry projects replicate the workplace by incorporating students from a variety of disciplines into team activities, with the industry client acting as an advisor.

Asked why they were motivated to use project-based learning, academics attending professional learning workshops around Australia said it was because of its real-world focus. The opportunity to work in collaboration with an industry practitioner or business client engages and motivates students. In turn, engagement with real business challenges provokes deep learning and enhances personal and professional development. Typical projects involve students not only in project design, problem solving and decision making, but also business planning, project implementation, evaluation, reflection and communication of project outcomes.

Consulting projects are a form of problem-based learning that enable students to apply knowledge and analytical skills to a project for a client organisation.

Support for project-based learning can be found in the business education literature. Phillips (2010) finds that consulting projects demand the application of research skills and thereby develop the self-management needed for lifelong learning. Robinson et al. (2010) describe a service-learning consulting project approach where students work with not-for-profit and small enterprises to develop strategic management and business decision-making skills. Maleki (2009) describes the development of these professional competencies in an industry project-based capstone subject in which students are exposed to realistic constraints, business standards and competitive challenges.

In a literature review Navarro (2008) yields six features of the ‘ideal MBA’:
multidisciplinary integration coupled with experiential learning methods...to better reflect the
real-world business environment where teams and integrated processes are typically used to
solve problems, develop new products and processes, and strategically manage the firm and
thereby better prepare MBA students for the future (114)

Camarero, Rodriguez and San Jose (2010) present a comparative analysis of live cases and classroom projects as
two distinctive forms of professional learning. Here live cases involve student engagement with real businesses
while classroom projects involve developing marketing plans for new businesses. Students perceived both
approaches positively in developing core concepts but Camarero and colleagues observed that students
undertaking the live cases scored higher grades than those working only on classroom projects. The authors
‘conjecture that it is easier for students to learn the key aspects of strategic marketing analysis by analysing the
current market for an ongoing business than by analysing the potential market for a new business’ (91).

Troper and Lopez (2009) have a preference for consulting projects over internships as the latter often involve
delegation of relatively simple routine tasks performed in isolation. The ‘novice consultant’ is often exposed to
several phases of a consulting project and has the support of a team. The authors report significant improvement
in personal and professional development where learners are engaged in carefully structuring projects.

Many of our insights come from our own experiences at a practitioner-oriented university
where we have supervised a wide range of consulting engagements in which graduate students
played junior consultant, team leader, and client manager roles either as part of a class project
or a university center-based consulting endeavor. (336)

Critical success factors for effective learning include project and client selection and management, team
selection and preparation, project planning, process and template development, kick-off meetings, situational
management of project execution and improvement-oriented evaluation (336).

In an evaluation of problem-based learning and conventional curricula Schlett et al. (2010) found that problem-
based learning was rated as more effective in developing several competencies highly regarded and required by
practitioners. While conventional curriculum was rated more highly for developing disciplinary knowledge and
research competence, problem-based learning was more effective in developing teamwork; problem-solving
skills; independent learning and working; psycho-social skills; and interdisciplinary thinking.

The following examples of industry projects in Australian business curricula illustrate the range of learning
approaches and activities identified.

Examples

Live Data
Applied Research
Situated Learning

Good practice principles

• Engages students in real enterprise
• Industry adjunct as academic
• Multiple points of engagement with a variety of industry organisations and enterprises
• Mentor assist with the development of business practices, ethics and business protocols
• Engagement with industry and community provides access to professional networks
• International Community of Practice
• Student enterprise modelled on longstanding practice overseas
• Degree program modelled on research on music business curriculum and customised for Australian context
• Challenges can raise money for charities

Enablers

• International community of practice
• Industry adjunct as academic
• Operational student enterprise adds credibility and legitimacy for both industry and students

Impediments

• Academic selection criteria can impede employment of industry adjuncts
• Dependent of individual professional networks thereby impeding sustainability

Industry Engagement

• Organisational sponsorship
• Can often have multiple points of contact with individuals (suppliers/creators) and business (producers/service providers)
• Can include engagement with community organisations, including the not-for-profit sector
References


CGSB, see Curtin Graduate School of Business


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Further Reading:


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## Teaching Approaches Matrix

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<th>Concept Acquisition</th>
<th>Concept Development</th>
<th>Concept Change</th>
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Resources

Audit Tool

An evaluation instrument has been developed using a number of semantic deferential rating scales. The dimensions explored include the student's role, the learning context, integration of professional learning within the curriculum and pedagogy. The evaluation tool can be used for an independent or external evaluation of professional learning curriculum or be modified and used as a student evaluation of professional learning.

The curriculum mapping tool illustrates how professional learning curriculum can be mapped against four domains:

1. Student engagement in learning - transmissive, reciprocal or immersed
2. Embeddedness - required, elected or selected
3. Industry engagement in curriculum - industry-referenced, industry-based or industry-led
4. Principally located - on-campus, off-campus or online

Download the Audit Tool (PDF file 833k)

Semantic differential Scales

This tool can be used to review what kind of approaches you anticipate students and teachers to undertake.

Download the Semantic Differential Scales (PDF file 1.04mb)
## Overview

### Good Practice Table

### Assessment Tips

### Industry Engagement

### Tips

### Good Practice Principles Table

#### Industry-referenced

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<th>Good Practice Principles</th>
<th>Strategies</th>
<th>Examples</th>
<th>Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicitly linked to industry or professional bodies</td>
<td>• Develop activities in conjunction with industry</td>
<td>Brandstorm, Google Adwords, Corporate Entrepreneurship</td>
<td>Making the learning “authentic” through greater industry involvement makes the learning more relevant and so more valued</td>
</tr>
<tr>
<td>Create and sustain relationships</td>
<td>• Liaise with professional bodies to align activities to their standards</td>
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<tr>
<td></td>
<td>• Engage with a variety of stakeholders to establish a network</td>
<td>International Study Tours, Global Consulting, The Lucy Mentoring Program</td>
<td>The opportunity for students to work with industry contacts who have an ongoing involvement in the program provides continuity for them</td>
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<td></td>
<td>• Create a mutually beneficial relationship by ascertaining how each party can support each other, for example, provide benefits to industry practitioners, for example library facilities, professional development</td>
<td></td>
<td>Expanding the network of contacts allows a wider range of experiences for students</td>
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<td></td>
<td>• Manage expectations and competing demands</td>
<td></td>
<td>Providing fully resourced learning experiences for all students allows for equity</td>
</tr>
<tr>
<td></td>
<td>• Use small local businesses with a desire to grow their business</td>
<td>Brandstorm, Google Adwords</td>
<td>Making professional learning experiences align between academic and industry provides the students with structure providing learning support from both academics and industry contacts</td>
</tr>
<tr>
<td></td>
<td>• Investigate funding opportunities to develop projects that support professional learning</td>
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<tr>
<td>Industry engagement needs to be resourced</td>
<td>• Take advantage of industry sponsored events</td>
<td>Financial Markets Trading Simulator, Global Consulting, Brandstorm</td>
<td>Contemporary issues are more relevant to students for their learning and transition to careers</td>
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<tr>
<td>Industry understands student learning</td>
<td>• Integrate industry practitioners into the academic program through industry adjuncts as academics</td>
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<td></td>
<td>• Orchestrate regular meetings with the industry experts to discuss learning outcomes and methods of assessing to ensure a mutual understanding</td>
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</table>

### Curriculum currency

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<th>Good Practice Principles</th>
<th>Strategies</th>
<th>Examples</th>
<th>Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review and renew curriculum to embed contemporary and emerging industry issues and practices</td>
<td>• Encourage academics to maintain industry links and practice</td>
<td>Financial Markets Trading Simulator, Global Consulting, Brandstorm</td>
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<td></td>
<td>• Approach practitioners to highlight current industry issues</td>
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<td></td>
<td>• Renew curriculum each year to allow for contemporary issues</td>
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<td></td>
<td>• Review the processes through constant feedback to and from all stakeholders</td>
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### Integrated curriculum

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<th>Good Practice Principles</th>
<th>Strategies</th>
<th>Examples</th>
<th>Student Benefits</th>
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<tbody>
<tr>
<td>Purposeful design</td>
<td>• Align the curriculum to include activities that encourage development of professional capabilities and that assess in an authentic manner</td>
<td>Career Mentoring Program, BECC, Corporate Entrepreneurship</td>
<td>“Transparent” learning prompts student driven learning</td>
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<td>• Make the learning objectives (professional capabilities) explicit to students, industry and assessors</td>
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<td>• Design assessments that demonstrate application and understanding rather than knowledge and facts</td>
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<td>• Outline roles and responsibilities of students and industry</td>
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<td>• Make sure all parties are provided with full briefings to ensure the maximum benefit of</td>
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</table>
Learning approaches that apply theory to practice

Clear link between targeted capability and professional practice

Creates a meaningful and relevant industry context for learning

Integrated curriculum

<table>
<thead>
<tr>
<th>Good Practice Principles</th>
<th>Strategies</th>
<th>Examples</th>
<th>Student Benefits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student takes initiative and responsibility for learning with academic as facilitator</td>
<td>Prompt teams to detail their goals and individual responsibilities</td>
<td>The Lucy Mentoring Program</td>
<td>Self-awareness helps students appraise their progress and so control their learning. When undertaken this process results in continual development and so lifelong learning.</td>
</tr>
<tr>
<td>Fosters adaptive experts through authentic, experiential educational experiences</td>
<td>Encourage self-awareness and self-management through reflective assessments and action planning to help evidence personal growth and self-development</td>
<td>Ethical Decisions in International Business</td>
<td>Authentic experiential learning drives deeper learning especially when the assessment requires students to demonstrate application, understanding and multiple perspectives.</td>
</tr>
<tr>
<td>Learning from experiences in educational and other settings that develop the critical understandings, procedures and dispositions required of professional roles in a particular discipline area</td>
<td>Encourage collaborative learning, for example peer review and support</td>
<td>Career Mentoring Program BECC</td>
<td>Feedback aids student progress and learning management.</td>
</tr>
<tr>
<td>Assurance of professional learning</td>
<td>Provide “real life” experiences with hands on tasks</td>
<td>International Study Tours</td>
<td>Providing experiences of complete processes helps students put their learning into context.</td>
</tr>
<tr>
<td></td>
<td>Assess for application/understanding</td>
<td>WIL</td>
<td>Relating learning to the performance levels of professional bodies and industry provides students with “real” world standards so they can compare their performance to expectations at graduation.</td>
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<td></td>
<td>Provide “feedforward” to aid further development</td>
<td>Industry Internship</td>
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<td></td>
<td>Involve students in the complete process, for example, identifying an issue, proposing solutions to the issue, working through the solutions, reviewing the impact of the implementation</td>
<td>Personal Service and Professional Placement (ACU)</td>
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<tr>
<td></td>
<td>Prompt students to both gain an understanding of the standards expected in professional practice and to self-assess their performance in these capabilities</td>
<td>Commerce Internship</td>
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<tr>
<td></td>
<td>Develop moderation to include industry experts in the assessments of students professional capabilities</td>
<td>Capstone Simulation</td>
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<td>Google Adwords</td>
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<td>Brandstorm</td>
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### Assessment Tips

<table>
<thead>
<tr>
<th>Tip</th>
<th>Example</th>
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</thead>
<tbody>
<tr>
<td><strong>Authentic</strong></td>
<td>Assessment should emulate ‘real-world’ artefacts</td>
</tr>
<tr>
<td><strong>Capstone Simulation</strong></td>
<td>Students demonstrate the professional skills employers expect from competent business graduates in a problem-based learning experience within a simulated business environment.</td>
</tr>
<tr>
<td><strong>Global Consulting</strong></td>
<td>Students gain understanding of contemporary business in real-life settings with access to experts then explore the company in assignments that identify problems and suggest how to solve them.</td>
</tr>
<tr>
<td><strong>Assessment centres</strong></td>
<td>Centres design activities that are developed and run in collaboration with HR recruitment experts.</td>
</tr>
<tr>
<td><strong>Drives learning/encourages learning</strong></td>
<td>Assessment of professional learning should include both formative and summative assessment - i.e. assessment for learning and assessment of learning.</td>
</tr>
<tr>
<td><strong>Ethical Decisions in International Business</strong></td>
<td>Assessment includes individual and team quizzes, team presentations, individual reflective journals and reports.</td>
</tr>
<tr>
<td><strong>Sustainable - Industry currency</strong></td>
<td>A suitable case study business is identified (a medium-sized business with some background in corporate venturing/entrepreneurship), with the key decision maker prepared to open the business to this process.</td>
</tr>
<tr>
<td><strong>Corporate Entrepreneurship</strong></td>
<td>Assessment centres are one of the best ways to predict 'successful on-the-job performance as they generate objective, observable data on candidates'.</td>
</tr>
<tr>
<td><strong>Financial markets trading</strong></td>
<td>Assessment for Leadership mirrors a day of a typical executive training program, where HR experts help design assessment activities to ensure relevance and currency.</td>
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<tr>
<td><strong>Informs judgement</strong></td>
<td>Students see the consequences of their actions without risking loss of real economic worth, testing their judgement and personality for this role and later debriefing and discussing their decisions.</td>
</tr>
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<td><strong>Ethical Decisions in International Business</strong></td>
<td>A learning journal deepens students' generic ability to learn from experience, an ability valued in any career context.</td>
</tr>
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<td><strong>International Study Tours</strong></td>
<td>Students work through ethical questions in team assignments structured to benefit from team members' diverse experiences and expertise. Questions require team members to work cohesively to reach decisions in situations where there is no one right answer. Other assessment includes individual and team quizzes, team presentations, individual reflective journals and reports.</td>
</tr>
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<td><strong>Leaders to reflexive learners</strong></td>
<td>Reflections are a popular assessment type in professional learning experience but they must be rigorous, academic and structured.</td>
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<td><strong>Develop students into practitioners</strong></td>
<td>If team assessment is included, teaching and learning activities need to cover how to work in teams.</td>
</tr>
<tr>
<td><strong>Corporate Entrepreneurship</strong></td>
<td>Students use a questionnaire, together with information from a tour and briefing session, to prepare an individual set of recommendations and a plan for improving the ability of the business to support corporate entrepreneurship activities.</td>
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Assignments emulate normal workplace practices, developing skills directly transferable to the workplace, especially independent learning skills such as information literacy skills.

**Feedback**

Opportunities for timely and constructive feedback

**Corporate Entrepreneurship**

A week after lectures/seminars, and after they have assessed the company report, students meet the CEO to ask questions about the business. At a final session students present their individual reports and recommendations in poster format, allowing everyone to see how different students have treated the same topic. Staff, students and the CEO provide feedback and generate discussion.

**Assessment centres**

Students receive feedback throughout the day from HR experts and events conclude with an industry panel discussion.

**Nature-based curriculum**

Industry experts provide feedback to students on their assessment.

**Constructively aligned**

Explicit teaching and assessment of professional learning (professional learning qualities are mentioned in the criteria for assessment)

Professional learning activities are aligned to assessment

Capstone assessment tasks must align with what students have learnt throughout their degree

**Global Consulting**

Field trip activities are aligned with some subject assessment items, with students selecting a company, identifying its strategic issues and suggesting appropriate courses of action.

**Marked in a moderated fashion**

Exposure to industry representatives through involvement in summative assessment should be managed by academic staff members and should have gone through formative assessment stages

Assessment of professional learning involving teams should include peer review processes to help academic staff reward the good work of individuals

Industry practitioners involved in actual grading need to understand the Teaching and Learning Policy context of the university, and the AQF level of the qualification and the professional bodies requirements.

**Adjunct professors**

Industry adjunct programs embed industry practitioners as faculty members, facilitating undergraduate seminars and assisting with case study development, assessment moderation and curriculum review and renewal.

**Understanding of criteria and standards**

The tension between academic standards and conventions and business standards needs to be explicit. Students need to be able to negotiate both discourses

**Career mentoring program**

A career mentor provides the mentee with information about industries, professions and general work skills, as well as offering support and advice on career goals and professional development plans, networking, skills assessment, job hunting and job applications.

**European study tour**

Students drive the learning agenda in an integrative unit by researching the corporations to be visited and developing their own research questions.

**Personal service and professional placement**

The major assessment is a reflective report on the organisation and the student's role in it: how they applied disciplinary theory to their placement; discussion of their educational institution's stated graduate attributes; reflection on their experiences.
## Industry Engagement Tips

On reviewing the case studies it was evident that there were a series of common factors involved in productively fostering industry engagement. These have been collated to provide guidance to educators using professional learning.

<table>
<thead>
<tr>
<th>Factor</th>
<th>Support Guidance</th>
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| Strong, long-term reciprocal partnerships with industry and relevant professional associations | - Emphasise the benefit for industry: need to be clear about why, with whom, and for what outcome  
- Ensure the role of industry partnerships within the university and community is acknowledged  
- Create multiple points of engagement with international industry, government and third sector organisations  
- Use multiple points of contact with individuals (suppliers/creators) and business (producers/service providers)  
- Create a point of contact with the CEO of the business and key functional area managers  
- Include engagement with community organisations, including the not-for-profit sector  
- Use academics' professional networks  
- Source participating businesses through the University's Careers and Employer Relations Office  
- Ensure a sound relationship with professional bodies  
- Engage with alumni willing to participate in a range of activities that support student learning |
| Student interaction                                                     | - Student teams and academic work directly with the business client  
- Senior managers/CEOs/leading experts are invited onto panels to engage with students |
| Real-life, current experiences                                          | - Promotion and demonstration of industry capabilities through the use of simulations  
- Access to current data through professional associations             |
| Mentorship                                                             | - Industry engagement is achieved through the recruitment, selection and retention of appropriate mentors from public and private sector organisations and careful matching with students  
- The Careers Centre is used as the contact point for potential industry mentors  
- Students engage directly with industry mentors and supervisors  
- Industry mentors gain from the experience                           |
| Industry-developed learning experiences                                 | - Potential for industry-led activities, e.g. Google, L'Oreal  
- University-initiated, industry-partnered competitions  
- Industry assessment or judging of competitions and project work  
- Organisational sponsorship  
- Develop resources and activities through in-kind sponsorship from industry |
Communication

Student engagement: initial briefing, mid-term consultation and final presentation

Key to success: input from interested and carefully selected industry partners who are briefed on the purpose of the course overall and the intended learning outcomes from the site visits in particular.
Case Study: Live Case

At the University of South Australia a medium-size business provides a live case study for the postgraduate Corporate Entrepreneurship course. The components are:

- Managers complete a detailed questionnaire about their business
- Students are given a tour of the business, hosted by the CEO
- Company CEO provides a follow-up briefing session after delivery of the course
- Students use the results of the questionnaire, together with the tour and briefing session, to prepare an individual set of recommendations and plan for the business to improve support to corporate entrepreneurship activities
- Company CEO attends a final session where students present their plans and recommendations
- Teaching staff conduct a follow-up workshop for managers and the CEO to discuss student plans and recommendations.

The aim of this live case study is to help students understand what a business requires to be successful in supporting corporate entrepreneurship activities, such as new product introductions and diversification activities.
Industry Case Study

Case: (sub-type) Live Case Study
Title: Corporate Entrepreneurship
Subject: BUSS 5337 Corporate Entrepreneurship
Program: Postgraduate business
Institution: University of South Australia

Description (What)

A medium-size business is organised to provide a live case study for the postgraduate course “Corporate Entrepreneurship”. This involves the following components:

- managers of the business complete a detailed questionnaire about their business
- students in the class are given a tour of the business, hosted by the CEO
- the company CEO provides a follow-up briefing session after the course delivery
- students use the results of the questionnaire, together with the tour and briefing session to prepare an individual set of recommendations and plan for the business to improve its ability to support corporate entrepreneurship activities
- the company CEO attends a final session when students present their plans and sets of recommendations
- teaching staff conduct a follow-up workshop for the managers and the CEO of the business to discuss student plans and recommendations

Objectives (Why)

- The first key objective is to help students to understand what a business requires in order to be successful in supporting corporate entrepreneurship activities, such as new product introductions and diversification activities. This approach requires that students have access to a very wide range of detailed information about all aspects of the operations and the strategies of a medium to large business.
- The second key objective is to successfully accommodate international students in this course. There is a real challenge in that almost all the cohort is comprised of international students, most of whom do not have the experience of working in a large organisation nor any personal contacts with larger local businesses. They therefore do not have the very detailed knowledge about a larger business that is necessary to allow them to make sense of the theories, constructs and models that are developed in this subject.

This live case study approach addresses both of these two key requirements.

Practice (How)

- A comprehensive questionnaire has been developed. The 186 questions cover a very wide range of aspects of business operations, and perceptions of internal and external influencing factors.
- A suitable case study business is identified. The specification is that of a medium-size business with 50 to 100 employees that has already engaged in some corporate venturing/entrepreneurship activities, and where the key decision maker is prepared to open the business to this kind of process. The benefit to the business is that it gains access to the views and opinions of a group of graduate students. It also gains access to the results of the questionnaire (completed by their own managers) and to the opinions and suggestions of University staff.
- The questionnaire is completed by the managers from the case study business (eight for this course delivery), and their results are consolidated to preserve anonymity. A 12 page report provides summaries of constructs, and detailed answers for each question item, presented as the average and standard deviation response for each question. This provides a wealth of detail about the business that students would otherwise simply not be able to obtain or access on their own, even if they were employed by the business.
- To help students understand this approach and its value, they are required to themselves complete the same questionnaire for a business with which they have had experience, or a business that they
research on the internet, or they may ask a colleague with experience in a larger organisation to complete the questionnaire for them. The students’ results are consolidated, and each student is provided with a 12 page personalised report before the start of the course. This report includes their own responses benchmarked to the average of the whole class.

- A tour of the business is organised at the very start of course delivery, and is hosted by the CEO who describes the business and answers questions.
- The course content is delivered in intensive lecture/seminar sessions over two successive Fridays and Saturdays. Content is delivered as a series of short lectures, with each lecture followed by an exercise and discussion. Many of these exercises require students to put the data in their personalised report into a theoretical context. This means that students learn how to use the very detailed information in their own report, and how to relate it to theory. This approach develops students’ reflective capacity, and in particular brings theory to life and demonstrates its importance for management thinking and implementation.
- Students are given the detailed company report towards the end of the lecture/seminar sessions. By this time they have become familiar with the way the data is presented as well as with its interpretation, and are equipped to use the information about the case study company to prepare their report and recommendations.
- A briefing workshop with the company CEO is conducted one week after the end of the lecture/seminar sessions, and this gives students the opportunity to ask the CEO questions about the business when they have had a chance to assess the information in the company report.
- Students present their individual reports and recommendations at a final session, and the company CEO attends this. A particularly valuable aspect of this exercise is that students are required to present their reports in poster format so that they are each able to see exactly how others have treated the same topic. This approach is designed to generate discussion between the students, and it also allows staff (as well as the company CEO) to provide feedback on all the project reports.
- Shortly after this session, staff have a workshop session with the managers of the case study company to give them feedback on the process, and also to present to them the key recommendations generated by the students. Good Practice Principles
  - Students engage with a local small and medium-sized businesses
  - CEO briefing to student teams on organisation context and challenges
  - Site visit provides business workplace context to case analysis
  - Students actively engaged in all stages of the research: conduct survey, collate and analyse date, identify solutions and report recommendations
  - Analysis of data placed within theoretical framework
  - Student teams consult with client after initial data analysis
  - Student teams present results and recommendations to the CEO
  - Academic debriefing and presentation of overall results to CEO

**Good Practice Principles**

Encourage reflection, discussion and problem solving through an experiential learning framework  
Link specific and relevant professional practices within theoretical frameworks  
Engage students’ motivation to learn and work collaboratively.

**Industry Engagement**

Development of strong partnerships with industry and relevant professional associations.

**Enablers**

Quality and relevance of chosen written case studies  
Access to authentic information and live databases  
Commitment and knowledge of teaching staff  
Willingness of students to accept responsibility for their learning, to work collaboratively and demonstrate initiative.

**Impediments**

Difficulties in accessing quality case studies  
Inability of teaching staff to move from a transmission mode of teaching to a more flexible facilitation role
Difficulties in accessing current and authentic industry data.
Trading rooms are intended to ‘mirror work settings and work situations’ (Precision Consultancy 2007: 30). Trading room simulation provides practice without putting at risk real economic value and allows students to change their behaviour and try riskier behaviours than might be advisable for a novice in the ‘real’ world. Students are able to see the consequences of their behaviour without the loss of real economic worth: they can test their judgement, see if their personality is suited to the role, debrief and discuss decisions. These simulations also provide industry with the opportunity to trial and assess prospective candidates. Two such approaches are detailed below.
Modelling Workplace Artefacts

Typology: Industry Simulation
Case: Modelling Workplace Artefacts

Subject: Taxation and Forensic Accounting
Program: Bachelor of Commerce and Master of Forensic Accounting
Institution: University of Wollongong

Content (What)

This subject is taught at both the undergraduate and postgraduate levels and is designed to provide a broad-based overview of investigative audits within a corporate governance and accountability framework. Students learn about Australia’s corporate regulatory framework, including relevant legislation and accounting and audit standards. The subject also provides an introduction to the accounting and audit compliance framework, the nature and purpose of financial reports and financial statement analysis and interpretation. An important part of the subject is the audit risk model, including the efficiency and effectiveness of internal controls; corporate governance issues such as corporate culture (setting the tone at the top and internal environment) and the environment in which an entity operates; and the relevance of these matters for planning and executing an investigative audit.

Objectives (Why)

- Distinguish between the roles of an accountant, an internal and external auditor and a forensic accountant
- Identify the potential relationships between a forensic accounting investigation, the external auditor, the internal auditor and management of an entity
- Explain the importance of internal controls in the prevention and deterrence of fraud and other forms of abuse
- Explain the risk-based approach to financial audits and forensic investigations
- Demonstrate an ability to analyse and interpret financial reports as part of the investigation and resolution of potential misstatement of financial reports due to fraud or error
- Demonstrate an ability to critically evaluate different approaches to financial audits and forensic investigations

Practice (How)

Students use actual commercial documentation rather than simply doing essay assessment. Students also access information through commercial websites and use industry-leading specific software in actual case studies. In this way students are able to learn about and practise using actual industry documentation processes, developing real-world information skills. By using industry-standard software, students gain first-hand experience with the software and familiarity with common products. Assignments in the subject emulate practice and develop skills that are directly transferable to the workplace. Students develop independent learning skills, including information literacy skills relevant to their future professions.

Industry Engagement

Access to industry association products (CPA, ICAA, ICFE) are important for the success of this subject. Formal recognition of the course content is provided by key industry associations.

Enablers

- Personal commitment of key staff member to the success of the program
- Collegial support
- Access to industry-standard software and other reporting artefacts

Impediments

- Balancing the teaching commitment with research obligations
Lack of resources to develop the subject
- Lack of professional development for staff involved in the subject
- Lack of recognition of industry engagement in career progress
- Requirements of a large course

**Evidence of Impact and Benefits**

- Development of a knowledge management system in the faculty that can be used to map development of graduate qualities across subjects and course majors through assessment tasks
- New Bachelor of Commerce degree that is closely aligned with graduate qualities
- Articles in the media
- Commitment and interest of local industry leaders, evidenced by strong attendance at the launch of the Bachelor of Commerce degree

**Innovation**

- Uses real data and commercial documentation to model work practices while increasing students’ independent learning and information literacy skills

**Good Practice Principles**

- Use of industry-standard software and other artefacts
- Provision of real-world experience that is directly transferable to students’ intended careers

**Enhancing Professional Learning**

- Consideration could be given to using real data from industry to produce documentation using the software
Capstone Simulation

Typology: Industry Simulation
Case: Capstone Simulation
Subject: Business Capstone
Program: Business degrees
Institution: Curtin Business School

Description (What)

Capstone® is a business simulation designed for advanced students in which students run a $100 million company for five to eight years. The simulation can be played as a team competition (Capstone® Tournament), with four to six teams each running a company and competing head-to-head; or as an individual competition (Capstone® Foot race), in which students each run a company, competing against five computer-generated companies.

Each Capstone® Business Simulation company operates in five market segments: 'Low', 'Traditional', 'High', 'Size' and 'Performance'. Students begin the simulation with five products but can develop a portfolio of up to eight products. Each simulated year they make decisions in Research and Development, Marketing, Finance, Human Resources and Production. Labour Negotiation, Advanced Marketing and Total Quality Management modules can be added at the teacher's discretion. It can be used to facilitate multidisciplinary teams of students participating in running a virtual business through the use of a complex business simulation and additional tasks (http://www.capsim.com).

Objectives (Why)

- Provide an authentic problem-based learning experience in which students are able to demonstrate the professional skills employers expect from competent business graduates
- Present challenging tasks that further develop students' professional skills
- Provide an opportunity for students to use their individual capabilities within a simulated business environment
- Emphasise teamwork, although individual contributions remain important

Practice (How)

Tutors act as facilitators and mentors. Students are guided through the basics of a complex simulation and then have to do the learning individually or in teams. Once competent in the simulation they play a competitive game against other teams and start to focus on other assessment items like reflective processes and presentations.

The teaching approach is open: students are treated as peers and given free rein in how they organise themselves and do their work.

Industry Engagement

At Curtin University this is a multidisciplinary unit so the students do not work directly with professional bodies. There are attempts o interest business in sponsoring or being involved in work placements or work experience projects. The first partner was Deloitte.

Enablers

- Sophisticated and effective tools in the simulations
- Continuous and full support of the faculty, including generous funding
- Huge interest shown in this type of teaching by students and staff

Impediments

- Costs and high-level resources: license fees to be paid by the institution, adequate computer labs, preferably dedicated to the unit
- Criticism of intense use of simulations over other traditional teaching materials
Difficulties planning and running a large unit across all disciplines, although this is not insurmountable

**Evidence of Impact and Benefits**

- Tutor observations of student growth during semester
- Evaluations and reflections of students
- Interest by businesses such as Deloitte in attracting the top performers in this unit

**Unintended Outcomes**

- The business simulation itself is accredited for assurance of learning, e.g. AACSB

**Good Practice Principles**

- Use across programs, bringing students from a range of disciplines together, thus providing a broader perspective on business that their particular disciplines allow
- Simulation of thinking about higher level strategic decision making that managers must do
- Teams that are multicultural and multidisciplinary
- Alignment of the subject to encourage communication skills, time-management skills and strategic thinking
**Description (What)**

The degree program develops specialised financial, management and technical skills to prepare students for a career in property development, management and real estate. The program provides the opportunity to complete either the work-integrated learning practicum as part of the study or 250 hours of relevant industry experience. Students also benefit from the expertise of the Real Estate Institute of Queensland’s contribution to aspects of the curriculum.

This course is delivered through a combination of lectures, seminars (guest speakers) and tutorials. The lectures introduce and explain key course content. Lectures are supported by a series of videos or guest speakers, providing applied industry examples and experience and thus extending course content. Tutorials incorporate student presentations, discussion and skill development sessions.

**Objectives (Why)**

South-east Queensland has seen unprecedented economic and demographic growth over the last 20 years. This growth has been underpinned by the real estate and property development industries. The objectives are to:

- Introduce students to the breadth and impact of these industries: their operations, economic importance, community impact, government relations and interfaces, and career opportunities
- Provide students with current industry perspectives
- Introduce students to industry professionals they would not meet until after their degree or through later work experience, including peak body representatives, practitioners and other industry participants
- Provide an overview and foundation for understanding the real estate and property development sectors
- Through face-to-face and video presentations by industry representatives, present applied information and perspectives, tying together theory and practice through relevant and current course content
- Further expand and develop the course content for use in other upcoming courses for students undertaking the Real Estate and Property Development major
- Create significant networking opportunities for students through industry involvement in delivery of parts of the course

**Practice (How)**

- Industry professionals present guest lectures
- Guest lecturers present on topics relevant to those introduced in the course throughout the semester
- Students begin to build their own networks which have proven positive in obtaining Work Integrated Learning (WIL) placements.

**Industry Engagement**

The industry is engaged in the first instance and throughout delivery of this subject. Enablers

- Active engagement with industry
- Encouragement of student engagement with industry through such bodies as the Urban Development Institute of Australia, Gold Coast branch, the student association and Urban Edge (see UDIA’s annual report for more on the Urban Edge initiative: [PDF Link])
- Development of a student association (Real Estate Property Students Association) which holds it own networking events
Impediments

- Time required to continually engage with industry
- Time required to continually encourage students to engage with each other and industry
- Time required to continually engage and encourage students

Innovation

Lecture program connects with other professional learning experiences such as the activities and programs of Urban Edge, a body designed to encourage younger members in the industry through its speakers, networking seminar and mentoring program.

Good Practice Principles

- More than one guest speaker, to provide multiple perspectives
- Practitioner and peak body involvement to provide diverse industry perspectives
- Direction to speakers as to topics (they need to have a context for their lectures)
- Connection of speakers to other professional learning experiences in the degree or industry such as networking and mentoring
A number of Australian universities use adjunct and honorary academic roles as part of their industry engagement strategies and in the development, delivery and evaluation of business curriculum. Many market those relationships very strongly in their promotional material, which consistently equates industry adjuncts in faculty with promoting industry currency and connection with the real world. The Australian School of Business at UNSW, for example, has an adjunct faculty with a broad range of members (www.asb.unsw.edu.au/EXECUTIVE/FACULTYRESEARCH/Pages/presenters.aspx). More than 150 adjunct faculty staff bring a broad range of specialist and generalist knowledge and experience to the MBA curriculum, adding considerable value to the student learning experience.

At Victoria University the Industry Adjunct program embeds industry practitioners as facilitators of undergraduate seminars. Adjuncts participate in all facets of teaching, including case study development, assessment moderation and curriculum review and renewal. These approaches inject a more practice-based approach into curriculum and assessment, and provide academics and students with a check for a real-world context to the business curriculum.
The Lucy Mentoring Program is an extra-curricular set of activities. It targets undergraduate university women primarily studying business, economics and law. It centres on a mentoring relationship between a student and a mentor who is a working professional. The program typically runs for four to six months. Mentors and students meet on a one-to-one basis and participate in larger group sessions. Students also undertake work-based activities and workplace visits. The Lucy Program was established in 2004 by the NSW Office for Women together with University of Western Sydney, University of Sydney and Women Chiefs of Enterprises International. Other universities have since joined: University of NSW, University of Newcastle, University of New England, University of Wollongong, and University of Technology, Sydney. Individual universities manage their respective programs, overseen by the Office for Women's Policy. The universities’ key responsibilities are to:

- Recruit mentors and students
- Monitor and support mentor/student relationships
- Organise relevant Lucy functions for students and mentors
- Support the Lucy alumnae
- Promote the program
- Provide input into ongoing program development
- Provide insurance for Lucy students.

Objectives (Why)

- Communicate to women the diversity of opportunities available for them in the private and public sector and the personal advantages of achieving job satisfaction;
- Provide an opportunity for women to work with senior business, and professional managers;
- Provide women, particularly those from disadvantaged backgrounds, with access to a network of senior managers in the private and public sector; and
- Provide women with a Program which will encourage active decision making about their careers’.

(Lucy Mentoring Program 2010)

Practice (How)

The major elements of the Lucy program are:

- Selecting and matching: mentors are selected on the basis of their work and life experiences in the corporate and public sectors and willingness to share their time, skills and workplace with a student. Students from second year and above are recruited through an Expression of Interest process. Applicants indicate areas of professional interest and these are matched by the university as closely as possible with mentors’ areas of expertise.
- Mentor briefing: overview of the program and familiarising of participants with their mentoring role
- Student briefing : overview of the program and familiarising of participants with their role
- Work-based activity: 35 hours work in the mentor’s workplace entailing work on a small project to increase understanding of the challenges of working in the private or public sector. It includes interacting with staff members (including management), attending meetings, touring different departments and shadowing mentors.
- Mid-placement debrief
- Presentation of work-based activities and evaluation

Industry Engagement

Industry engagement is achieved through the recruitment, selection and retention of appropriate female
mentors from a broad range of public and private sector organisations.

### Enablers

- Attractiveness of program for future employment
- Attracts high achiever students who 'fit' well with mentors

### Impediments

- Time-poor students doing yet another extra-curricular activity

### Evidence of Impact and Benefits

In evaluations carried out in 2006 students said that the program had met their objectives and motivated them to aspire to senior positions in the public and private sectors. It had given them an opportunity to learn new skills. In particular it had provided a range of industry contacts and networking opportunities; knowledge of the workplace environment; improvement of professional skills, including planning, applying strategy and communicating; and improved confidence, guidance and direction.

### Unintended Outcomes

- Job placements and internships for some participants

### Good Practice Principles

- Selection and matching process that aligns interests and goals
- Mid-term meeting to check progress towards goals and alignment of activities to intended outcomes
- Pre-match briefing to ensure realistic expectations
- Incorporation of work-based activities or observation in the mentor's workplace
- Possible connection to curriculum via project-based assessment
- Garnering support and input from participating faculties to help identify potential mentors
- Encouraging students to reflect on their career goals before and after the Lucy program
Career Mentoring Program

Typology: Industry Mentoring
Case: Career Mentoring Program
Institution: Faculty of Business and Economics, University of Melbourne

Description (What)

The Faculty of Business and Economics Careers Centre (BECC) operates the extra-curricular Career Mentoring Program. The BECC is the country's first faculty-based professional career centre.

The Career Mentoring Program aims to match graduate students from the Graduate School of Business and Economics with business professionals in a mentoring partnership. Participating students are linked with mentors on the basis of shared interests, course of study and area of specialty. A transition program designed to help students move into employment, it also provides industry partners with benefits. Industry mentors include partners of accounting firms, directors of management consultancies, bankers and senior public servants. They are drawn from a number of areas such as accounting, banking, consulting, economics, finance, IT, human resources and organisational development, management and marketing.

A career mentor is tasked with providing the mentee with a range of information on industries, professions and general work skills, as well as advice and support with career direction, networking, skills assessment, job hunting and job applications. Mentors assist their mentees in identifying career goals and professional development plans.

Entry into the annual program is by formal application and is competitive.

Objectives (Why)

- Help students transition into employment at the same time as providing mutual benefit to industry partners

Practice (How)

Interested students are required to attend an information session on the program to ensure they understand the roles and responsibilities of a mentee. Selection for the program is based on assessment of interest area/discipline match; reasons for applying; academic performance; written communication skills; and participation in BECC activities.

The program runs on a yearly cycle from March to November with the following approximate time frames:

- Early March: mentoring information sessions
- March: applications open
- Beginning April: applications end and students are selected and notified
- End April: mentoring launch function where successful students meet their mentors
- End April: mentoring partnerships commence
- End November: mentoring closing function and end of formal mentoring partnerships.

The mentor works in partnership with the mentee in the development of the mentee's professional understanding and career goals. This includes:

- Guiding students to achieve self-reliance
- Providing insight into particular professional fields and networks
- Challenging, motivating, inspiring and encouraging
- Being patient and building trust
- Identifying assumptions and preconceptions, and offering alternative perspectives
- Encouraging self-directed reflection, analysis and problem solving.

Mentees are encouraged to take the primary responsibility for organising meetings and initiating communication. Typically a mentor holds five or more face-to-face meetings a year, with regular (usually monthly) contact via phone or email.
The BECC provides students and mentors with significant online resources. Students are also referred to the resources of the Mentoring Group, which cover topics like ‘creating a personal vision’, ‘writing a development plan’, ‘effective mentoring relationships’ and ‘mistakes mentees make’ (http://www.mentoringgroup.com/).

### Industry Engagement

The BECC is the contact point for potential industry mentors.

### Evidence of Impact and Benefits

- Better self-understanding of skills, motivations and career preferences
- Identification and development of career strategy
- Learning about different professions and industries
- Increased networking circles
- Development of communication, presentation and networking skills
- Improved CV and interviewing techniques

Testimonials from previous participants (students and industry mentors) suggest that the program is successful in delivering these benefits. In 2010 nearly 200 graduate and undergraduate students matched with over 160 industry mentors.

### Good Practice Principles

- Pre-mentoring briefings
- Criterion-based matches
- Mutually agreed goals
- Post-mentoring celebration event
- Support materials
Mentoring Through Internship

Description (What)

Mentoring Through Internship evolved over several years from an industry internship program to a model of workplace mentoring. The program facilitates the triangulation of three learning modalities: a mentor-supported industry project that applies the principles of the academic discipline in a professional environment in the context of an internship. Mentor evaluation and mentee self-evaluation enable a comparative analysis of personal attributes, professional skills and project-specific learning goals. External evaluation via direct observation and student reflective practice facilitates a systematic analysis to ensure achievement of intended learning outcomes. The program offers both students and organisations a valuable and rewarding experience, and participation can lead to long-term professional relationships.

Objectives (Why)

- Provide students with valuable work experience in their specialised area of interest
- Build on students' personal and professional skills by applying knowledge and skills in an authentic workplace

More specifically, to help students:
- Develop their personal and professional attributes
- Identify and reflect on personal interests and skills
- Make more informed career choices
- Experience and participate in daily business functions
- Develop vocational pathways
- Develop new skills that are difficult to develop in a classroom setting
- Establish a network of professional industry contacts
- Formulate at least three personal learning objectives and detail them in their Internship Learning Agreement, developed in consultation with the industry mentor.

Practice (How)

The academic coordinator typically negotiates a placement of 96 hours – generally one eight hour day a week for 12 weeks. Students are encouraged to negotiate their own placement and mentor if they have existing professional networks.

Mentors and students are required to have three structured meetings:
- Initial meeting: introduction and orientation
- Mid-semester evaluation: review of progress against learning objectives
- Final evaluation: reflection on overall experience and ‘wrap up’.

Workplace supervision is provided by a mentor in the host organisation who gives detailed feedback on the student’s performance. At the conclusion of internship, both parties must complete an ‘internship evaluation’, which forms the basis of the assessment of the success of the internship and mentoring relationship. Importantly, assessment of the student’s success in the work placement by their workplace supervisor counts towards their overall assessment for the subject.

Students are given a handbook containing relevant information, including a program overview, program requirements and assessment details. They are encouraged to keep a journal of their experience, documenting new skills, projects completed, observations, industry contacts and personal reflections. The journal aims to assist students complete a required self-assessment task at the conclusion of the program as well as assist in resume writing. Students are assessed on the following elements: an organisational chart and industry structure; the internship journal; a mentor evaluation/self-evaluation; and an industry report or project.
The Mentor Guidelines provide an overview of the program, information on the role of a mentor, students’ learning objectives and assessment requirements. They also outline mentors’ responsibilities: monitoring the intern each day; directing their activities; acting as the first point of contact at the company for the student.

Good Practice Principles

- Customised mentor guidelines
- Student guidelines, induction and debriefing
- Internship Learning Agreement negotiated between student and workplace mentor
- Customised program evaluation tools completed by mentees and mentors to assist ongoing review and improvement of the program

Industry Engagement

Mentoring Through Internship fosters relationships between education providers and organisations, enabling valuable feedback on the relevance and practical value of coursework.

Enablers

- Management of the program by an industry adjunct with strong professional links in the practice area
- Many students’ existing professional networks, which adds to the breadth of placement and mentoring opportunities

Impediments

- Time-consuming nature of the organisation of work placement and supervision for the academic coordinator
- Small workplaces typical of this ‘cottage industry’, which can make negotiating placements and mentors difficult

Evidence of Impact and Benefits

Mentee evaluations of the program are overwhelmingly positive. The vast majority of students believe they are more work ready. Results suggest students should be encouraged to set more challenging and specific goals. Mentor evaluations suggest students have demonstrated key skills in critical thinking, resourcefulness, teamwork and self-reliance. Opportunities for program improvement include better communication of goals and role expectations of mentors and mentees during the match. The program assisted students in demonstrating profession readiness, developing vocational pathways and establishing industry networks. Experiential learning allowed students to develop new skills and gain confidence in planning their career.
Field Trips

Typology: Industry Study Tour
Case: Field Trips
Subject: Nature-Based Tourism and Field Research Project
Program: Bachelor of Business (Tourism Management)
Institution: Faculty of Business and Law, Victoria University

Description (What)
Victoria University students enrolled in Nature-Based Tourism and Field Research Project in the School of Hospitality, Tourism and Marketing travel to locations such as Tasmania and Cape Otway for the first unit, and Vietnam, Malaysia, Fiji and Cambodia for the second unit. These trips typically last for three and ten days respectively and form an integral part of students' assessment. Not only do students visit several places of interest on each trip – including historical and natural sites – they also have multiple opportunities to engage with a range of tourism products and services. In the case of Nature-Based Tourism they engage with nature-based products and services and people in the industry.

Objectives (Why)
Job roles in tourism are varied and students do not prepare for just one type of position. The common features of the tourism professional include communication skills, highly developed interpersonal skills, organisational skills including scheduling, time management, logistics and problem solving and a passion for the product, place or experience. Overall tourism professionals have to like people, enjoy what they do and need to know their field thoroughly.

The objectives are to:
- Create a memorable social experience and intense situated learning experience
- Provide an opportunity for students to work with industry experts and gain hands-on experience
- Teach students about the diversity of the industry
- Promote communication and social skills necessary for this intensely social field
- Demonstrate how to create an inclusive, fun social experience
-Expose students to a range of career options
- Provide students with their first professional network in the industry
-Immerse students in nature-based products.

Practice (How)
Field trips are the key teaching method employed in these units. However there are a range of other teaching and learning activities, including assessment, that enrich the field trip. Student preparation for the trip involves research on the region (culture, language, climate); preparation for inclusive social interaction (a range of 'getting to know you' activities); briefing sessions and assessment tasks.

In Nature-Based Tourism, a 10% assessment task Developing Career Related Groups of Like-Minded People is a networking activity that combines theoretical networking knowledge with the practice of getting to know students. It is presented in a report format. This assessment task is directly aligned to the field trip and supports both the social aspects of the field trip and some of the professional intentions of the trip, which include developing an understanding of the importance of networking. In addition to preparatory tasks, assessment tasks can be done on the field trip: from oral presentations done on location to reflections and itineraries. Further, assessment tasks also make use of the field trip as an example of what is required in the report.

The field trip is an intense experience as far as industry engagement is concerned, particularly as industry experts travel and interact with students during all of the structured (and many of the less formal) activities.

Evidence of Impact and Benefits
Student unit evaluations are positive. In a recent survey (2010) students reported that the field trip enhanced their understanding of nature-based tourism generally and the characteristics of the industry that define it, especially management issues. Every student identified the field trip as the most important learning activity in the unit and most acknowledged that, taken together, all of the assessment tasks -
Industry Engagement

There are multiple points of engagement for industry experts during this unit, which are intensified during the field trip. There are also a range of industry experts, so no one person represents this diverse industry.

- Industry consultants are involved in the development of the itinerary and the itinerary is the curriculum.
- Industry consultants are also involved in the delivery of the curriculum, with a range of tourism professionals speaking to students, going on excursions and at least one industry expert travelling with students for the whole trip (the ongoing involvement of an eco-tourist expert in all field trips adds to the depth of this relationship).
- Industry experts provide feedback to students on assessment and they help evaluate the worth of the program in collaboration with the unit coordinator, also drawing on student evaluations.
- The unit coordinator’s own expertise counts as industry engagement. His experience in the nature-based tourism industry and current links with the tourism industry add depth to the unit.

Enablers

- School of Hospitality, Tourism and Marketing subsidising costs to students
- School of Hospitality, Tourism and Marketing Program Advisory Committee which has a number of industry representatives, including a range of travel, transport and associated organisations, for instance Australian Pacific Touring, Autopia Tours, DM Travel and Cruise Holiday Centre, Jet Star, Lonely Planet Publications and Tourism Victoria
- Industry expert involvement in planning
- Professional experience of the unit coordinator, including resort experiences in the Whitsundays, marketing for a major international adventure travel company and white-water rafting guide
- Unit coordinator’s extensive industry contacts, maintained and extended through field trips
- Sponsorship from various tourism bodies (e.g. Tourism Tasmania)
- Availability of legal expertise at Victoria University to help create relevant documents to cover field trips, which include a number of risks
- Victoria University LiWC policy which states: ‘The key aims of LiWC activities linked to learning outcomes are to deepen students’ knowledge of practice in realistic contexts; to further develop their employability and generic skills; and make a significant contribution to graduate work and career readiness’ (as field trips are a real, not just realistic, situated learning context this unit easily complies with the university's LiWC agenda).

Innovation

- School of Hospitality, Tourism and Marketing student subsidies
- Sponsorship from the tourism industry
- Enhanced industry engagement
- Experts undertaking field trips as critical friends, a key resource for students during field trips

Unintended Outcomes

- Students from other faculties sometimes do the field trip, promoting good cross-faculty relations
- The last Tasmania field trip ended at the start of the mid-semester break, giving students the chance to travel independently around the state after the field trip, resulting in more money being in Tasmania (a good outcome for Tourism Tasmania who subsidised the trip)

Good Practice Principles

- Curriculum design: all assessment tasks and learning activities are aligned to include a range of different tasks
- Industry engagement: a range of industry people and events interact with students in a situated context
learning experience
International Field Trip

Typology: Industry Study Tour
Case: International Field Trip
Institution: RMIT University

Description (What)

RMIT Business offers a series of study tours that focus on a particular discipline and often include site visits to give students exposure to industry experts and an insight into international practices, enterprises and standards relating to that career or industry. They involve a combination of classroom face-to-face learning, site visits and cultural experiences. Students enrol in a specific course. Before they travel they attend workshops exploring cross-cultural issues. They then head overseas to study intensively; participate in assessment tasks; and complete additional requirements when they return to RMIT. Assessment tasks can include a group presentation, a business report, a reflective learning journal or an individual assignment.

Objectives (Why)

The objectives are to assist students to:

- Critically appreciate and evaluate the relationship between global and national business
- Use reflective practice techniques as part of ethical management strategy for globally networked organisations
- Work effectively as part of a global, multidisciplinary, collaborative team
- Make culturally sensitive business decisions within a diverse global environment
- Apply a critical appreciation of the relationship between global business and local business
- Use knowledge of the issues involved in global business with the various standards and practices commonly adopted by organisations undertaking global business practices through case study analysis, prescribed readings and reflective analysis of the issues at play
- Undertake and critically evaluate business globalisation practice in a global setting
- Work effectively within a team setting as a global business specialist with professional and project management skills (analytical and problem-solving skills, communication skills and leadership)
- Make decisions and problem solving in the classroom in relation to real-life case studies and industry scenarios presented by industry guest speakers
- Manage effective relationships while working in a team environment
- Recognise the need for and develop the ability to develop and implement internationally socially aware, responsible businesses that focus on the triple bottom line and sustainability
- Use skills in making an effective verbal presentation in a business setting

Practice (How)

The Industry Study Tour introduces participants to issues related to business globalisation within a specific context. For example, the China study tour is a collaboration between the Shanghai Institute of Foreign Trade (SIFT), Fudan University and the RMIT College of Business. Students participate in activities and visits that help them understand how advances in transportation, technology and communication have dramatically increased the level of global interaction in China. They take historical and cultural tours of Shanghai, receive lectures by SIFT and Fudan University professors, go on site visits and have briefings by organisations such as General Motors – Shanghai, Shanghai Stock Exchange, Austrade, BAO Steel and the Shanghai Waigaoqiao Free Trade Zone. The European accounting study tour is a multi-country study tour that gives students the chance to gain insight into international business and accounting practices by meeting with key executives in manufacturing and regulatory bodies in Europe. It also provides a stimulus to students to appreciate the different social and cultural features of the European countries visited and develop interpersonal skills and confidence in public speaking and delivering presentations to host organisations. Host organisations include: London: International Accounting Standards Board (IASB), Tesco Ltd, J Sainsbury and Control Risks; Paris: Conseil National de la Compatibilité (CNC); Berlin: Axel Springer and German Accounting Standards Board (DLSC); Munich: Siemens, BMW World; Wolfsburg: Volkswagen (Autostadt); Lausanne/Vevey: Nest.

Industry Engagement

Key to the success of International Study Tours is the input of interested and carefully selected industry
partners who are briefed on the purpose of the course and the intended learning outcomes of site visits.

### Enablers

- Enthusiastic staff with good international connections
- A good travel agent

### Impediments

- Costs
- Convenient timing of visits for Australian students to northern hemisphere destinations may be in colder, more wintry times of year
- The view of some that study tours are 'jaunts', not serious academic activities

### Evidence of Impact and Benefits

Students are able to make culturally sensitive business decisions within a diverse global environment and apply a critical appreciation of the relationship between global business and local business.

### Unintended Outcomes

One student reported 'I was overwhelmed by the depth and practical nature of this outstanding program. Meeting top executives at our host organisations and their courtesy and hospitality as well as the opportunity to travel to a number of European countries made this a lifetime opportunity not to be missed. I was also able to use my German language skills, and presenting in that language to our German hosts gave me a great sense of satisfaction'.

### Good Practice Principles

- Pre-departure briefings and readings
- Carefully designed itinerary, including site visits, lectures, meetings with organisations, cultural activities
- Post-tour reports and reflection
The Commerce Internship Program at University of Wollongong exposes commerce students to real-life business challenges and operations through participation in organised and independent learning activities during 16 days of learning in both for-profit and not-for-profit workplaces. Students apply what they are learning at university in a professional environment. The coordinator initiates, maintains and oversees all processes, from industry placement development through to nurturing student learning. This role and similar roles at other institutions might be regarded as a key institutional enabler of Professional Learning. They emphasise the importance of creating new relationships and maintaining existing partnerships with organisations through such programs. Learning through the internship program is supported by modules that require students to reflect on their learning at host institutions, helping students evidence for themselves their professional growth and self-development.

Objectives (Why)

- Foster student learning
- Prepare students to contribute to society and the workplace
- Provide continuous improvement through meeting the needs of key stakeholders
- Achieve flexibility in program design
- Provide a world-class internship program

The teaching style is to engage students in fun activities and open discussion to stimulate thought and facilitate greater knowledge. Teaching is seen as an opportunity to inspire and empower. The operationalisation of this teaching philosophy is furthered through commitment to collaboration. Participation as a team is seen as core to the success of the program, with team commitment internally to teamwork mirrored externally through industry partnerships, collegiality and dissemination of knowledge.

Practice (How)

Students are asked to reflect on the experience to bring about an awareness of what they are doing, why they are doing it and what they are learning from the experience. This passion for learning is demonstrated by educators, as described in their teaching philosophy. Staff members work hard to maintain this excitement for learning. Built on WIL (Work Integrated Learning) principles, staff have designed this program with the clear purpose of encouraging the lifelong pursuit of learning in the student, equipping them with tools and practical skills that focus on recognised learning outcomes within a practical context. This program provides an easily accessible platform for engaging students in the learning experience as involvement and assessment is designed for a flexible e-learning environment. This subject enables students to engage in learning in a manner complementary to their existing lifestyle, such as their daily involvement in Facebook and MySpace. The design of the program also ensures students are able to maintain their existing studies while completing this work experience component.

Industry Engagement

Relationships with professional bodies are critical to the success of this program and are at the core of its operation. Staff members constantly engage with industry, with over 30 organisations currently involved. These range from small family-owned businesses to international chains (such as Accor Hotels) to government and local councils (such as Kiama and Sutherland Shire councils), to the not-for-profit sector (such as Greenacres, Anglicare and Barnardos). Students are placed with one organisation for the duration of the placement period.

Enablers
• Support from industry organisations and the Dean of the Faculty
• eLearning site
• Established process of recruitment and selection

Impediments

• Extensive internal processes
• Resource intensive
• Lack of support from some academics for professional learning

Evidence of Impact and Benefits

The feedback from students about the use of reflection is very encouraging, with one student stating, ‘I don’t think I would have considered my internship so valuable without the reflection modules because they made me think about my experiences’.

Unintended Outcomes

• Student employment at host organisations
• Securing graduate jobs
• Networking opportunities and continuing experience at many not-for-profit organisations
• Despite tough economic times and low employee recruitment, internship students are sought after employees in the community

Good Practice Principles

• Formal and informal feedback from students and host organisations
• Reflective assessments that track the thoughts and experiences of students as they proceed evidencing professional growth and self-development
• Formal feedback from host organisations and students to reaffirm the program is making a difference in the work readiness of students
Description (What)

This report provides an account of a large-scale scoping study of WIL in Australian higher education.

Objectives (Why)

- Identify issues and map the broad and growing picture of WIL across Australia
- Identify ways of improving the WIL student learning experience

The project was undertaken in response to high levels of interest in WIL, which is seen by universities as a valid pedagogy and a means of responding both to demands by employers for work-ready graduates and student demands for employable knowledge and skills.

Practice (How)

Thirty-five universities and almost 600 participants contributed to the project. Participants reported on the benefits of WIL and provided evidence of commitment and innovative practice in enhancing student learning experiences. Participants provided evidence of strong partnerships between stakeholders and highlighted the importance of these relationships in facilitating effective learning outcomes for students. They also identified a range of issues and challenges that face the sector for growing WIL opportunities.

Industry Engagement

While recruitment needs and responding to the skills shortage were identified as key motivators for employer involvement in WIL, it was also recognised that employers, universities and students derive other benefits through such engagement. For example, university staff consistently reported the benefits of a stakeholder (or partnership) approach to improving student learning, engagement and retention, and described WIL as a link to the community that also enhances opportunities for research partnerships.

Enablers

- Ensuring equity and access
  Equitable access for all students was a strong theme, although not all students have easy or equal access to WIL experiences â€“ not even those for whom the experience is mandated by professional accreditation requirements (e.g. international students, who are constrained by visa restrictions and language and cultural differences, and students from other backgrounds).
- Managing expectations and competing demands
  The study indicated how different stakeholder motivations and objectives for participating in WIL can create an 'expectations gap'. For example, circumstances that create a perception among students that doing work placements is unjust, unfair or too costly may overshadow the perceived benefits of the learning experience. Participants highlighted the need for a 'stakeholder integrated approach' to the planning and conduct of WIL based on formalised, sustainable relationships and a common understanding of the procedures and commitment required by all those involved.
- Improving communication and coordination
  Participants emphasised the importance of learning from others and having access to information about different approaches to WIL. The data indicate that improved communication and coordination are essential to enhancing a stakeholder approach that better reflects the working environment in universities and supports models of engagement that simplify communication between stakeholders.

Impediments
• 'Bolt-on' WIL experiences
  Stakeholders must move towards a shared understanding of the purpose of the WIL experience and how their different roles impact on it. The study identifies the importance of designing WIL as an integral and integrated part of the curriculum rather than as a 'bolt on' experience. That is, worthwhile WIL placement experiences are dependent on a shared understanding of purpose and role, quality supervision, appropriate task allocation, student preparedness and authentic assessment practices.

• Inadequate resourcing of WIL
  As student numbers increase more disciplines engage in WIL, and as universities include WIL in strategic planning and policy, there must be practical mechanisms to ensure successful implementation. The study raised a number of resourcing issues, including workload and time constraints for university staff and employers; the financial cost of placements to employers; and the inflexibility of university timetables in enabling students to spend appropriate time in the workplace. Given the positive findings in this study, identifying better ways to develop resources and policies that encourage WIL should be a priority.

<table>
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<tr>
<th>Good Practice Principles</th>
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<tbody>
<tr>
<td>A broad range of stakeholders involved in providing or benefiting from WIL experiences, including students, university academic and professional staff, employers, professional associations and government</td>
</tr>
<tr>
<td>Collaborative and inclusive sector-wide engagement in initiatives that support and sustain a broad range of WIL experiences, whether those with a long WIL history or more recent WIL initiatives</td>
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The project aim was to inform, rather than drive policy change. The report provides a set of recommendations (Chapter 1) and an implementation framework (Chapter 9) as project outcomes.
Google AdWords

Typology: Industry Competition
Case: Google AdWords
Subject: Various
Program: Various
Institution: University of Western Australia, Edith Cowan University, Deakin University, Queensland University of Technology

Description (What)

Students work with selected businesses to create a practical and successful online marketing campaign. Students are expected to set up the right campaign for the objectives of the business. They aim to maximise targeted and relevant traffic to the business's website using optimisation techniques to refine and improve the campaign over the three-week competition period. Student groups submit two reports. Before the campaign, they submit a pre-campaign strategy. After the campaign, they submit a post-campaign summary in which they assess their results, consider what they have learned and suggest how the business might improve its online marketing campaigns. In recent years students at Edith Cowan University, University of Western Australia, Deakin and nearly 500 universities world-wide have participated in the Google Online Marketing Challenge. In 2009, Deakin University was the global winner while the Asia Pacific Regional Winner came from Macquarie University's International College of Management. Edith Cowan University and University of Western Australia were also in the final 15 finalists. In 2010, UWA was the global winner while Edith Cowan University was the Asia Pacific Regional Winner. The Google Online Marketing Challenge is a great hands-on exercise for students in subjects such as advertising, e-commerce, integrated marketing communication, management information systems, marketing and new media technologies. It provides:

- Real experience in online marketing
- Real experience in advertising competition
- Relevant skills for the 21st-century workplace.

The Challenge is not a simulation and places students squarely in the marketplace: they don't just compete with other members of their class, but with students from around the world, and online advertisers spending real money.

The Google Online Marketing Challenge is the largest student marketing competition in the world. Participating in the Challenge enables students to run a three-week search advertising campaign for a real business, using the same techniques and tools as real advertisers. Originating in Australia, the Challenge is a collaborative effort with Google and universities around the world. Google provides US$200 worth of advertising credits, and students work with small businesses to craft and run an online campaign.

Objectives (Why)

- Provide a real-world exercise for marketing students that tests their skills and ingenuity in a highly competitive context
- Provide an opportunity for students to refine and improve their skills over a three-week period
- Provide evidence of demonstrated learning to students through the reports they are required to submit

Practice (How)

The competition has two components. The first is the Campaign Statistics algorithm developed by Google. This algorithm examines over 30 factors in an AdWords account, including impressions, cost-per-click, click-through-rates, keyword choices, ad creatives and budgeting to determine effective AdWords online marketing campaigns. The second component is the written reports based on a template developed by the academic community.

At the end of the competition, Google compares all the campaign statistics across the population of students taking part in the competition. Results from these determine the top five teams in each region. The Global Academic Judging Panel then chooses regional and global winners, based solely on each team's written reports: a four-page pre-campaign strategy and an eight-page post-campaign summary.
Industry Engagement

Students divide into groups of three to six and then receive free online advertising vouchers for Google AdWords worth US$200. The groups recruit a small to medium business (under 100 employees) which has a website but does not currently use AdWords. Each group then works with the business to set up an AdWords account and structure an effective online marketing campaign.

Students run the advertising campaign for real businesses over a three-week period online. Students and businesses have access to real-time campaign results. During the three-week competition window, groups optimise and refine their campaigns for the businesses.

Enablers

- Google's high status among students and staff
- Access to alumni and other university partners
- Prizes for the top teams and certificates for all participants, rewarding students for their efforts
- Instant campaign feedback
- Ease of institutional participation: register at www.google.com/onlinechallenge
- Research possibilities

Impediments

- Support needed to link students with businesses
- Teaching culture where the approach is not appreciated
- Time required: ‘workload overload’, equivalent to two units
- Securing teams - several teams dropped out one year because the members could not get together to meet, elect a leader, agree on a client.

Evidence of Impact and Benefits

- The large number of students and institutions involved world-wide
- Anecdotal and survey evidence that shows students get jobs using Google AdWords
- Positive publicity: www.themultimediainstitute.com/social-media/meet-new-generation-perth-marketing-gurus
- Research undertaken by Google: www.google.com/onlinechallenge/research.html

Innovation

Over the last ten years, online advertising has grown exponentially, and continued growth is expected. The range of ways to advertise online is also growing: it is a demanding, creative and highly fluid sector.

The Challenge is global and the judging panel is global. The competition is equitable in so much as all students have access to the same resources on the Google website. This is a global curriculum underpinned by global communication and connections.

Unintended Outcomes

- Australian university teams' consistent success
- Positive media coverage
- Interest from businesses
- Edith Cowan University’s first time, not-for-profit client (the Dogs Refuge Home) involvement voted internally as the best performer (Google has its own set of algorithms to assess teams)
- Edith Cowan University’s learning blogs on the learning process
- Clients’ desire to use participants as consultants after the Challenge
- Students planning to use their new knowledge to qualify for the Google Certification Program
- An Edith Cowan University student went beyond the Google Challenge to take the AdWords Exam and become ‘Google AdWords Qualified’, to work for a digital advertising agency, and to be regarded as ‘search guru’ while still a student!
Good Practice Principles

- Embedding the Google Challenge in the business curriculum: don't let it be an optional, extra-curricular activity
- A diverse team of students because diverse ideas are useful in creating ads and thinking creatively
- Team contracts so members can be 'divorced' if necessary
- Communication with team members daily via SMS, mobile phone, email, Skype
- Finding a small local client with a desire to grow the business, which is easily accessible and is committed to working with a student team
- Encouragement to succeed for the client and ultimately for the student themselves: winning is good but success is in seeing things happen - the ads a student writes getting clicked, a student's blog being read by other teams, increased visits to the client's website

Enhancing Professional Learning

- Run seminars to discuss Google expectations, team formations, ideal clients, timeline, pre- and post-strategy presentations so that students learn from each other
- Spread the learning because of the vast Google resources available online, including You Tube learning videos
- Support the challenge with Challenge Facebook
- Rather than have this competition as an optional, extra-curricular activity, embed it in a core unit of study so all students are exposed to the experience

Supporting Links

Anecdotal and survey evidence shows that students get jobs using Google AdWords.

- Qualitative and quantitative survey results are available at the Challenge Research Center: [www.google.com/onlinechallenge/research.html](http://www.google.com/onlinechallenge/research.html)
- Student Information: [www.google.com/onlinechallenge/students.html](http://www.google.com/onlinechallenge/students.html)
- Academic Information: [www.google.com/onlinechallenge/professors.html](http://www.google.com/onlinechallenge/professors.html)
- News: [Edith Cowan University News](http://www.google.com/onlinechallenge/professors.html)
L’Oreal Brandstorm is an international business competition. It began in 1994 as the world’s first ‘business game’ and since its creation over 37,000 students from 270 universities in 38 countries have participated. Inviting small teams to compete in a product design and accompanying communication campaign, it provides a unique opportunity to experience the realities of working in a global marketing environment.

Objectives (Why)

- A pedagogical and professional experience for participants who take on the role of international brand manager in the beauty products industry
- Enhanced student creativity and realistic perceptions of business

Practice (How)

Students in the final two years of an undergraduate or masters program (not MBA) at participating universities may enter the competition. Teams comprise three students who are presented with a real-life case study based around product packaging design. They can supplement this with local information for their country and region. The teams also attend a locally based briefing day where they receive an extended briefing on the case and the competition format. This gives students the opportunity to meet the top management of the selected brand to broaden their understanding of the company’s requirements. Teams are also introduced to a local communications agency that can support them in both their communication campaign and assist them in the realisation of their product packaging design. The designs and campaigns are then submitted to the national finals and successful teams are invited to the International finals.

Industry Engagement

As an industry-led initiative, industry is fully engaged in this activity.

Enablers

- Annual organisation by a high-profile company
- High recognition of the event due to the status of the sponsors

Impediments

- Cost implications involved for attending national and international finals

Good Practice Principles

- Strong link to industry
- Renewed curriculum each year to allow for contemporary issues
- Meaningful and relevant context for learning
- Learning from experience in an authentic setting
Industry Project: Student-run Enterprise

Typology: Industry Project  Subject: Music Recording and Publishing
Case: Student-run Enterprise: Record Label  Program: Undergraduate or Masters (not MBA)
Institution: Faculty of Business and Law, Victoria University

Description (What)

*Potential Unlimited* is a record label created for and managed by music industry students to gain practical experience in operating a publishing and recording business. Supervised by an academic with over 20 years experience as a music industry professional, students manage key elements of publishing and recording operations, including licensing (recording masters and publishing rights), artist and repertoire development (A&R), marketing and promotion.

The major deliverable for student teams is a compilation CD that is equivalent to a commercial product produced by an independent record company. The CD consists of several songs from new and emerging artists, with one track contributed by each team. Students work in teams of four to six and undertake the following key operational activities:

- Development of project implementation plan
- A&R, the R&D of the music industry, which involves each team researching, evaluating and recruiting new artists (artists are essentially business start-ups looking for investors to develop their product and brand, while record labels are akin to venture capitalists)
- Licensing: writing and negotiating (non-exclusive) license agreements for the master recording and publishing rights, providing a practical application of learning from the Music Law subject
- Compilation of marketing assets such as artist images and biographical material
- Development of a marketing plan, prepared by each team and specific to each artist
- Cover art developed by a ‘consultant’ and approved by the record label
- CD production: 200 copies of the compilation CD
- CD promotion and distribution with each team responsible for the marketing and promotion plan designed for their artist
- CD launch event developed and delivered by event management students in consultation with the record label.

Objectives (Why)

- Provide students with an opportunity to apply a broad range of business knowledge and skills to an operating enterprise and gain real-world experience
- Enable students to demonstrate professional readiness before graduation (while some features of music products are similar to other entertainment products there are many business practices and nuances that are unique and best demonstrated by experience)
- Through a practice-based approach, provide a real-world context for further developing knowledge and skills in relatively complex music publishing and recording operations

Practice (How)

All curriculum elements, including assessment, are centred on record label operations. Assessment tasks include a project implementation plan (including a work breakdown structure, responsibility assignment and Gantt); a marketing and promotion plan; a team project report; and a team presentation. Multifaceted record label operations facilitate integration of the music business curriculum drawing on several specialisation subjects (Music Marketing, Music Management, Music Law and Live Performance Management).

The following teaching approaches are used:

- Collaborative learning
- Project-based learning
- Situated learning
- Reflective practitioner
- Mentoring
Negotiation with multiple industry professionals.

## Industry Engagement

- Established and emerging artists, songwriters and performers
- Music media, street press and online music magazines
- Radio stations (promoting the CD)
- Record labels (promoting artists), music publishers (promoting songwriters), booking agents (performance and touring) and management companies (as potential artist managers)
- CD launch event: invitations to record labels, publishers, music and entertainment lawyers, agents and music and entertainment media

## Enablers

- International community of practice “the Music and Entertainment Industry Educators Association (MEIEA)” which aims to develop practical professional knowledge and functional strategies by providing resources, fostering scholarly research, assisting development of programs and curricula; facilitating interaction between industry and educational institutions; and promoting student interests through guidance and support of the Music and Entertainment Industry Student Association (Meisa).
- Industry adjunct in academia, providing access to and leverage off longstanding domestic and international professional network
- Operational student enterprise that adds credibility and legitimacy for both industry and students

## Impediments

- Academic position descriptions and selection criteria (e.g. PhD) that make it difficult to appoint and retain industry adjuncts
- Sustainability of program given dependence on individual expertise and professional networks

## Evidence of Impact and Benefits

- Student evaluation of teaching and subject
- Artist feedback (short survey)
- Independent Music Awards Criteria
- News articles and other media

## Innovation

Cross-faculty and cross-sectoral (TAFE) collaboration with other student enterprises:

- Cover Art for the compilation CD is produced by a team of multi-media students in the School of Creative Industries. This is a fee-for-service activity and an assessment task for multi-media students.
- The record label website has been designed by a team of computer science students (School of Computing and Mathematics). This is also an assessable practice-based learning project for these students.
- Compilation CD Launch Event organised and delivered by teams of students from the Event Management program.

## Unintended Outcomes

- The 2009 CD becoming a [finalist](#) in the prestigious international [Independent Music Awards](#). Entries were received from 77 countries and the Potential Unlimited entry was the only finalist in the College Label Release category from outside the United States
- Invitation to become a member of the [Intercollegiate Record Label Association](#), a US-based association
### Good Practice Principles

- International community of practice (MEIEA)
- Student enterprise modelled on longstanding overseas practice ([US student-run record label case study](#))
- Degree program modelled on [research on music business curriculum](#) and customised for Australian context
- Students engaged in a real enterprise
- Industry adjunct employed as an academic
- Multiple points of engagement with a variety of industry organisations and enterprises

### Enhancing Professional Learning

- Enterprise budgeting to enable students to generate income and expenditure and profit and loss statements (as assessment tasks)
- Collaboration with the music technology stream to record songs and incorporate a recording budget and scheduling
## Industry Project: Situated Learning

**Typology:** Industry Project  
**Case:** Situated Learning  
**Subject:** Business and Organisational Problem Solving  
**Program:** Undergraduate Bachelor of Business, ADFA  
**Institution:** School of Business, University of NSW

### Description (What)

The School of Business at University of NSW has developed a course called Business and Organisational Problem Solving (BOPS) which is part of the Integrating core of the Bachelor of Business program at UNSW@ADFA. BOPS is designed as situated learning and consists of two, semester-long collaborative projects. One is based around a simulated Defence-related consulting project, the other is a real business consulting project done on a no-fee basis for a small organisation. The two projects run in parallel, with students supervised and monitored in the first simulated consulting project to scaffold their approach to problem solving in the smaller, real-life project. In both projects the aim is for students to apply discipline knowledge, concepts and skills integrated with generic skills such as problem solving, analytic thinking, teamwork, communication and self-management to solve an authentic business problem.

### Objectives (Why)

The objective is to integrate theory, practice, business disciplines and generic skills in a practical context. The theoretical basis for the design and structure of the course is cognitive flexibility theory and situated learning, while the practical driver lies in the finding that business places as much emphasis on generic skills with new graduates as on discipline-specific knowledge (Hanson Sinclair 2008).

### Practice (How)

The simulated Defence-related consulting project is called Exercise Northern Bullion. This case study was designed by a former Defence chief and describes a future scenario in which the student team has the task of advising how to cut expenditure to improve the efficiency of the Australian Defence Force’s administrative, logistic and support functions. This task is carried out within the following constraints: cost cutting must not decrease staff morale, negatively impact on retention or damage Australia’s defence capabilities. Each week the team receives additional information that impacts on their decision making, together with new information designed to introduce an additional disciplinary viewpoint requiring a new type of analysis. At the end of the project the team presents their proposed solution to a senior military officer who represents the Chief of the Australian Defence Force.

The second part of BOPS involving a small organisation and a business problem the organisation identifies is a real consulting project. It is conducted in groups of three or four students. The project is highly structured initially to support students, with support gradually being removed as students develop confidence and skills. The grading for this project is based on how well students apply the multidisciplinary frameworks to identify and describe comprehensive solutions that identify potential risks.

### Industry Engagement

In the first case study project the opportunity to engage industry comes with the writing, updating and reviewing of the case. Industry representatives may work closely with teaching staff in the supervision of students as a further point of engagement.

The second case study offers more scope for industry engagement as students work with a small organisation on a real business problem. The range of businesses or organisations that could be involved is potentially quite extensive, provided an appropriate project can be developed for students. The level of engagement with the business is quite deep given the consultative nature of the activities, where students need to apply problem solving and other skills to address the problem.

### Enablers

- Personal commitment by a staff member to the success of the program  
- Unit as part of the integrating core for the course
Impediments

- The second project requires a pool of projects from which students develop projects
- Too heavy a reliance on the commitment of one staff member, possibly affecting the sustainability of the program

Evidence of Impact and Benefits

- Development of knowledge management system in the faculty that can be used to map the development of graduate qualities across subjects and course majors through assessment tasks
- New Bachelor of Commerce degree that is closely aligned with graduate qualities
- News articles in news and media
- Commitment and interest by local industry leaders evidenced in strong attendance at the launch of the Bachelor of Commerce degree

Innovation

Hansen (2009) reports two lines of evidence that support the claim that BOPS is effective in achieving the desired goals of integrating theory and practice to develop professional skills. The first is students’ self-report of their learning, while the second comes from a study using an objective task to assess students’ capabilities before and after completing BOPS.

Student Evaluation of the BOPS Course

Results from 50 graduating students randomly selected to complete an evaluation comparing the BOPS course with other university courses show that on all measures BOPS was rated more favourably. The measures included the Generic Skills Scale from the Course Experience Questionnaire, which includes the following items:

- The course developed my problem solving skills
- The course sharpened my analytic skills
- The course helped me develop my ability to work as a team member
- The course improved my skills in written communication
- The course helped me to develop the ability to plan my own work
- As a result of this course, I feel confident tackling unfamiliar problems.

Additional items measured contextualised learning, student engagement, thinking and reasoning, complex problem solving, practical research skills and overall satisfaction. On all of these measures students rated BOPS significantly more positively than other university courses they had taken.

Performance on a complex problem analysis task before and after the BOPS course

An evaluation study involving 28 BOPS students provides additional evidence that this course assists the development of professionally relevant skills. In a repeated measured design, students completed a test requiring them to identify organisational factors that may have contributed to the Challenger Space Shuttle disaster, based on a one-page account of the events. This test was completed before the students completed the BOPS course and again afterwards. The study included measures to avoid bias, such as blind marking of the tests using a scoring rubric by independent markers. Dependent samples t-tests showed that students performed significantly better on this task after completing the BOPS course, with their average mark improving from 7.9 to 10.3 out of 12 from pre- to post-test. There are some design problems with this study, such as not controlling for practice effects associated with taking the test and not excluding the possibility that students independently followed up on the case relating to the test and thereby improved their knowledge and understanding of the issues. However these results are promising and suggest that the BOPS course is most likely achieving the desired aim.

Good Practice Principles

- Integration with the business degree core
- Alignment with graduate attributes that students need to develop and demonstrate
- Grounding in educational theory and structured to provide appropriate support to students,
depending on their developmental stag
Real-world experience in an authentic context
Cross-disciplinary approach requiring students to integrate and apply different discipline perspectives
to address complex business problems

Enhancing Professional Learning

- Require students to draw on existing skills or develop new skills depending on task demands
- Cover a range of skills that students will need to be effective in their future careers, including problem solving, critical thinking and communication

References


Industry Project: Applied Research

Description (What)

This unit of study aims to familiarise students with applications for market research and their importance in making sound business and marketing decisions. The coordinator creates professionally relevant learning experiences for Marketing students in collaboration with partner organisations and internal university stakeholders who use findings from student research to develop marketing strategies and campaigns.

Objectives (Why)

- Develop the research and employability skills required of Marketing professionals through application of theory
- Expose students to a range of research and data collection methods
- Expose students to industry standards, professional behaviours and expectations alongside real issues and experience in the marketing industry

Practice (How)

Skills-based tutorials designed in a developmental way ensure students have the skills to apply the theory taught in the lectures and assessed through the research project. The research project is the major assessment task and provides students with a real purpose for undertaking research. Students are expected to take minutes of team meetings to further emphasise the professional expectations of the project.

Students undertake a marketing research project for a real client. The client generally attends one lecture to provide an overview of their business and their requirements but most of the liaison is between the coordinator and the industry partner. With 100 students, it would not be feasible, advisable or sustainable to have students liaising directly with one company or person. Having collected and analysed data and written up the report, the coordinator selects the two best reports and invites those student teams to present their findings to the industry partners.

Industry Engagement

An industry or real-world presence is evident at many points in this unit through current industry examples in scenarios, in videos of industry leaders talking about research and using ABS data. Students work intensively for and with one industry partner during the research project.

Enablers

- Students enjoy working on real projects for real clients
- Most partners are very positive about working with students
- Coordinator mediates student and industry exchange

Impediments

- Finding time to liaise with industry
- Access to appropriate industry contacts/projects
- Timelines between semesters, finding a new partner and applying for ethics are tight
- Mismatch between what the students are required to do for assessment in a set time and the needs of industry (i.e. learning objectives fitting the project)
- Some client-based projects may be too large and unmanageable given the time frame
- As industry engagement relies on the goodwill of industry, it is difficult if industry representatives do not follow through or if they vanish in the course of the project.
- Ethics approval processes (especially for students)
Evidence of Impact and Benefits

- Positive student evaluations
- Students who have completed Marketing Research are better equipped for Advanced Marketing Research (e.g. fewer students are identified as ‘at risk’) than students who have received an exemption for equivalent subjects taken at TAFE or other universities

Innovation

- Shift from textbook concept review questions to applied questions
- Skills-based tutorials to ensure students have the skills to undertake the research
- Lab sessions: SPSS

Unintended Outcomes

- Media coverage (this can be good and bad depending on the findings of the research)
- Addressing the academic needs of high achieving students

Good Practice Principles

- Develop a pool of industry partners so that no one company, business or contact is over used (a new partner each semester.)
- Identification of an appropriate project that all students can undertake: students should not be left to their own devices
- Mediation by coordinator of relationship between students and client
- Structured and sequenced curriculum supported by a range of activities, media, model examples and reflection
- Clear assessment guidelines and outcomes
- Live case study
- Assessment tasks that have a strong focus on graduate capabilities
- A new project each semester to ensures students do not copy assignments from previous semesters.

Enhancing Professional Learning

- Streamline ethics application process
- Ensure industry contact (briefing lecture, site visit) for each delivery
- Develop a contract between industry partners and the university
- Address issues of confidentiality (e.g. students with access to survey data about an organisation, which could be leaked to competitors or media)
### Description (What)

The School of Hospitality, Tourism and Marketing has integrated problem-based learning (PBL) into second year marketing unit Advertising and Marketing Communication. PBL is integrated into all aspects of the program, including lectures, tutorials and assessment. There are several types of PBL activities, including interactive lecture-based activities, live demonstrations of media planning skills and a skills development program. In addition, an innovative approach is used in tutorials where students work on an industry-standard software application with live data to address simulated problems.

### Objectives (Why)

- PBL to address the problems of falling standards, absenteeism and disengaged students
- PBL with second year students who have an appropriate level of conceptual and procedural skills
- Learning activities and assessment based on real world problems
- Contemporary teaching approaches that produce professionally relevant skills such as critical thinking, problem solving and application
- Development of core graduate capabilities

### Practice (How)

Three embedding approaches are used in lectures: interactive lecture-based activities involving small-scale problems similar to those students complete in tutorials; a live demonstration of media planning skills using a PBL approach; a skills program that runs parallel with the lecture series and emphasises applied skill development. This program is explicitly linked to the core curriculum.

In tutorials students develop marketing skills using an industry standard market research database and analysis application. Students learn how to use such software while also learning how to apply generic skills like research, problem solving and analysis to marketing problems. Each week a new simulated problem is presented, with students working through it using different parts of the application. Weekly tutorial problems are assessed, giving students the opportunity to practise. This feedback assists them with their major piece of assessment, a formal media plan, which is presented as a business report.

The marking criteria for assessment are based on the philosophy that process is more important than outcome. A reflective component is included in the assessment to give students the chance to discuss the process and plan for improving their performance in future.

### Industry Engagement

The Faculty of Business and Law has engaged with Roy Morgan Research to secure a licence to use its software and database in this subject. Only a few universities offer this kind of program to undergraduate students, which is a point of differentiation for this course.

### Enablers

- Personal commitment of the key staff member to the success of the program
- PBL approach that is integrated into each component of the subject
- Support of industry, especially Roy Morgan Research
- Clear links to institutional objectives and development of graduate capabilities

### Impediments

- Poorly equipped computer laboratories that make it difficult to deliver the program effectively
Evidence of Impact and Benefits

Feedback from the Director of the Australian Marketing Institute indicates that this second year unit is well organised and contains valuable, industry-relevant information and skill development opportunities for students.

Innovation

This approach is innovative because it combines several elements to address documented teaching and learning challenges. It uses PBL to motivate students and to develop discipline-specific and professionally relevant skills. It also adopts approaches and uses applications that model the real world that students will experience when they enter their chosen profession.

Good Practice Principles

- Integration with business degree core
- Alignment with the graduate attributes that students need to develop and demonstrate
- Grounding in educational theory and structured to provide appropriate support to students
- Provision of real-world experience in simulated contexts

Enhancing Professional Learning

- Students solve problems that gradually increase in difficulty, helping them to develop and refine their skills
- The PBL approach is integrated across all components of the subject, including assessment
- Assessment is directed at the process rather than the outcome and students have opportunities to practise and learn from the results, as well as reflect on the process and plan for future success
- The unit covers a range of skills students will need to be effective in their future careers, including problem solving, critical thinking and communication
Case Study: Financial Statement Analysis

At the University of Wollongong students use an industry-relevant financial database in a finance subject with a case study focus. The lecturer demonstrates the use of the database in lectures via business case studies, presenting live information and incorporating analysis of issues. The live database simulates the use of a workplace tool, thereby injecting industry relevance into the subject and developing familiarity and proficiency in its use. The combination of databases and case studies means that students develop an appreciation of the dynamics and vibrancy of the study of businesses.

The database is explored further in tutorials. Students work in teams, relying on the database to prepare a comprehensive business case study for their assessment. This is presented to their peers in a formal presentation.

Student response has been, in the main, very positive. Anecdotal evidence from industry connections and feedback from alumni has indicated that graduates are more ‘work ready’.
Industry Simulation: Role Plays

Role plays are essentially a type of simulation in which students assume a role in a simulated scenario that intends to mirror a real work situation.

In Negotiation and Dispute Resolution at RMIT, role play is designed to enable students to apply their academic learning to a simulated contemporary workplace situation. The unit aims to integrate work-based and academic learning so students address authentic business issues. Online role plays are used to teach negotiation and dispute resolution as part of a blended learning design where face-to-face classes are combined with online learning. Students design and enact negotiation role plays in relation to the key concepts involved in negotiation. Role play scenarios are crafted by students using the wiki technology that is part of the Blackboard Management System. Scenarios are then distributed to other students by posting them on the system. Students play out the roles using the discussion board.

At the end of a role play, students reflect on the experience in a group blog. Other students, an industry representative and the teacher make comments. Students are asked to engage in the learning activity twice so that they act as both designers and role players. Students are then asked to reflect on one of these roles as part of their final individual journal assessment.
The Faculty of Business Teaching and Learning Grant at University of Technology Sydney (UTS) funded a series of short documentary-style film clips for use in its Management Decisions and Control (MDC) lectures and tutorials. UTS Media Services’ expertise supported the project to produce a quality product that brings experts of industry into the curriculum. These short films are develop students’ ability to apply relevant theories to practical problems and assist understanding of theory in ‘real’ organizations. The films demonstrate how various management systems operate in practice.

The films focus on past UTS MDC students working in business. They are asked how they apply in their workplaces what they learned in MDC. Interviews are also conducted with senior managers of several large Australian companies who discuss how they apply the management control systems taught in MDC. The films highlight how practice relates to key theories. They vary from one to five minutes in length depending on topic, and are available through the UTS online learning platform, which also allows students to view films in their own time. This approach to industry speakers is sustainable and flexible, though the need to maintain currency is ongoing.
Students at Sydney University work in teams on ethical questions arising in everyday professional situations in an international business context. Working with a nominated industry partner through a case study approach, they provide the business with a fresh analysis of its future challenges.

Business decision-making tools yield more coherent and justifiable results when employed with an understanding of the ethical, social and environmental aspects of decision making. Using case studies, this subject looks at these non-financial elements in decision making in an international setting. Its premise is that to be able to succeed in international business, both corporations and individuals need broad decision-making abilities. This applies to various relationships in the international business setting, including those with government, customers, employees and NGOs. This subject considers ethics as expressed by Corporate Social Responsibility (CSR) in international business.

It is important that there are no pre-existing ‘right’ answers in this exercise. Answers are sought on the basis of a continuous process rather than a discrete event. In this experience-based environment, students work on the personal application of their knowledge, and responsibility for learning rests with them. Self-directed choices are fostered while support for the learning of peers is encouraged through team work. Partnerships with international businesses allow students to gain unique access to real-life corporate decision making and thereby improve their employability.
Case Study: Managing Organisational Change

Students at the University of Western Australia are asked to identify a business that has undergone organisational change. Working in groups, students research the organisation to gain a thorough understanding of the change. Students are expected to visit the organisation and conduct at least eight in-depth interviews with appropriate personnel and/or conduct a survey of a wider group. The data gathered must be analysed and presented so that it conveys an understanding of change and fully portrays the specific organisation on which the case study is based. Finally each group must present their case to their peers.

While there are some difficulties in finding appropriate organisations willing to be involved, students' responses indicate that they learn first-hand the impact of change on organisations.
Case Study: Implementing Business Intelligence Practices and Applications

Students in undergraduate Accounting at the University of Technology, Sydney use COGNOS to implement and understand business intelligence practices and applications. The aim is to improve students' work readiness by making them familiar with the use of new system approaches and technologies deployed in many organisations.

Staff who are trained in the necessary technical skills to merge accounting theory with business intelligence applications develop a database to demonstrate theoretical concepts from the subject. Mini cases and exercises are developed.

Students work collaboratively to develop knowledge about and understand real-world issues in accounting information management. The overall aim is to improve the work readiness of accounting graduates by means of incorporating business intelligence applications in the undergraduate accounting curriculum.

Download printable PDF version
Industry Simulation: Assessment Centre

Assessment Centres 'commonly include a mix of individual and group activities' (Precision Consultancy, 2007: 44). Activities are designed to elicit responses to various scenarios that simulate workplace situations and activities. Victoria University's Professional Development 3: Challenge and Leadership unit runs a professional development day called Assessment for Leadership which mirrors an assessment centre day for an executive training program. Assessment centre activities are developed and run in collaboration with HR recruitment experts to ensure relevance and currency. Assessment centres are one of the best ways to predict 'successful on-the-job performance as they generate objective, observable data on candidates' (Graduate Careers Australia, http://www.graduatecareers.com.au/content/view/full/125).

Students are briefed and provided with typical test questions, a running sheet for the day, a redundancy scenario and task leadership assessors' instructions, as well as a student marking guide, instructions and questions for the group interview. Students undertake a variety of assessment tasks and activities which are run by recruitment experts and teaching staff. Feedback is given to students during the day by HR experts. The event concludes with an industry panel discussion, providing students with generalised feedback on their performance through the day.
Industry Simulation: Queensland University of Technology's Securities Dealing Room (SDR)

The SDR is based on having live financial data available from Bloomberg, providers of financial data to many of the world's financial institutions. QUT uses these 'live' data to provide students with a far greater understanding and working knowledge of financial markets. The SDR is presented as ‘a hands-on environment about the markets, its products and trading activities’ ([http://www.qut.edu.au/study/futurestudents/campuses/tour/gp-tour/text.html](http://www.qut.edu.au/study/futurestudents/campuses/tour/gp-tour/text.html)) which provides access to global financial instruments in both real time and time series.

Assessment for the unit Treasury and Portfolio Management in QUT's School of Economics and Finance includes a reflection on performance in the simulated role: students are required to provide a ‘summary of the Central Treasury performance in Quarters 1â€“3, including the mistakes you made and the lessons you learned’. Students analyse economic and financial market data and then raise funds for clients, while also meeting clients' currency and commodity requirements. This approach gives students a real-world experience of how a central treasury operates within a firm.
Description (What)

RMIT's Financial Markets Trading Simulator (FMTS) forms a part of RMIT Business's commitment to providing graduates with real-world skills. The FMTS emulates a large bank or corporate treasury centre. Most of the students who use the facility are undergraduates in the Bachelor of Business (Economics and Finance) who expect to work in financial roles like banking, treasury, risk management and stockbroking.

The FMTS is one of the largest tertiary-based facilities of its type in Australia. The FMTS is equipped with a variety of financial analysis packages used by practitioners in the real world, providing information on bonds, bills, foreign exchange, share prices and current local and international market news. The FMTS receives live data provided by Thomson/Reuters, a live feed which RMIT pays for. Live market data has been used since 1991, mainly for Bonds, Bank Bills and FX/Cash.

Teaching and learning activities are different for undergraduate and postgraduate students but both cohorts use the facility to simulate 'over the counter' transactions, with learning activities adopting a scenario approach. Postgraduate students are given a scenario and need to incorporate that into the 'real world', combining what is on their screen with the reality of foreign political and economic events. Half the room are 'corporations' (importers and exporters) and the other half 'banks' which assist the corporations, deal with the risk and facilitate buying and selling as they take positions. The 'players' have a portfolio of assets made up of a mixture of cash, bank bills and bonds, and they trade with each other to increase returns and minimise risks. As their portfolio changes, they need, for example, to adjust for interest rate changes.

RMIT webpage link: Financial Markets Trading Simulator

Objectives (Why)

- Provide graduates with real-world skills
- Develop professional market finance expertise
- Equip graduates for work in the corporate finance and banking sectors
- Present students with real-world conditions like floating interest rates and Australia's floating exchange rate regime

Practice (How)

Participants learn to manage their own banking transactions and are responsible for correcting errors or omissions, creating a full audit trail of the process. This includes the various aspects of financial markets settlements, auditing, foreign exchange, the money market, risk management, dealing techniques, and market language and conventions. Participants learn a variety of skills in a supervised environment, including:

- Communication and teamwork
- Specialised computer skills
- Application of market theory to practice
- Rapid decision making under pressure
- Complex problem solving
- Conflict resolution.

Industry Engagement

The FMTS originally developed through in-kind industry sponsorship, with Reuters, AAP, Telerate and other businesses providing data for free and RMIT Business College meeting the cost of delivery (computers and physical hardware). In today's changed business environment there is limited engagement with financial institutions and industry. Professional networks of academic staff and industry contacts are used informally to update key issues.
**Enablers**

- RMIT's self-developed system for arranging and presenting data coming in via Reuters from Geneva or Hong Kong
- High-level university, college and head of school support
- Current redesign of a new business building, doubling the size of the facility and enhancing its technical capability
- Status as a key specialist learning space in the new building
- Strategic alignment with the university's initiatives around learning spaces
- Accessible, highly visible example of interactive and work-integrated simulation and a useful promotional showpiece

**Impediments**

- Reuters control of the market, and its withdrawal of support to provide financial data
- High cost of sustaining the program: data feed, Reuters, staffing, hardware, infrastructure
- Physical space requirements: need a purpose-built space

**Evidence of Impact and Benefits**

Students develop professional readiness through:

- Viewing live market data and trading using that information
- Learning how a price is transmitted and communicated
- Learning the language of the markets

Employers have commented the RMIT students are a few months ahead of the game. They:

- Are more productive in the workplace, sooner
- Easily work in teams and leverage the division of labour
- Communicate more effectively, including under pressure
- Demonstrate critical problem solving

**Unintended Outcomes**

Now that the Business College pays commercial rates for the data these can be used in ways not used in industry. While this shift created problems it has also created an opportunity to develop a better system for position keeping and reporting.

**Good Practice Principles**

- Exposure to how markets really work and in real time
- Use of live data and information about current affairs to replicate what happens in the world as much as possible
- Real-world exposure making it incumbent on students to think about how market trends and events impact on their actions
The Business Leaders Series at the Curtin Graduate School of Business provides a program of seminars by leading business practitioners and academics. It aims to extend learning and highlight emerging issues in business. While voluntary, attendance at these lectures contributes to students' professional portfolios. The Australian School of Business at UNSW conducts the Meet the CEO series featuring current leaders in business and government. For those unable to attend in Sydney the event is streamed live online. Participants are able interact via Twitter. While targeting alumni, an event archive provides a valuable video resource for business educators.
The Australian School of Business at UNSW provides several examples of this longstanding and common approach to professional learning. One example is the Auditing Studies program which has a regular series of guest lectures from practising actuarial professionals. The program is managed in collaboration with the Actuarial Student Society.

Notre Dame’s Public Relations units regularly engage professional contacts as guest lecturers. Guest lecturers are seen as informative and inspirational. They are also valued because of the currency of their experience, their ability to tap into trends in industry and their ability to link study with the PR industry through examples from their working lives.

Another example of using guest lecturers from industry is at Griffith Business School where industry professionals provide students with current industry perspectives and an opportunity for networking, although industry networking activities are often reserved for alumni.

UWA has a tradition of organising highly regarded guest speakers, many of whom have an international profile. The mix of disciplinary and professional roles is represented in this brief selection of speakers from 2000 to 2010. Their role was to inform and inspire, and importantly, to model business professionals.

- Head of YouTube Marketing for Europe, Middle East and Africa, who discussed the latest trends in video in a Business School Public Lecture in March 2010
- Executive Officer of the Department of Peacekeeping Operations and Department of Field Operations (NY) at the United Nations
- Board member of The Hunger Project and Ugandan ex-Vice President, the first woman in Africa to hold that position, speaking on the topic ‘Making a Difference with Finance, Micro Financing to Solve Global Hunger’

University of Melbourne student organisation Student Entrepreneurs/Agents of Change organises events as part of their goal to create and cultivate communities of entrepreneurship in Australian universities. For example a recent speaker was the initiator of Red Balloon Days, an online gifting retailer which has made the BRW Fast lists six years in a row.
Griffith University's Griffith Industry Mentoring Program matches some 200 students each year from five of its campuses with 200 mentors. The program assists students' transition from study to graduate work by facilitating in-depth understanding of potential employer organisations, work roles and workplaces relevant to their degrees. It also aims to expand the employer base for Griffith graduates by providing an avenue for the involvement for both Griffith alumni and those with no previous association with the university.

Conducted during second semester (August to October), the program links undergraduates who have completed 80 credit points and postgraduate students in any year level with experienced professionals from similar career fields. A special feature is the two large networking functions held in the CBD: a breakfast launch and a concluding cocktail function.

At the start of the program participants draw up a mentoring agreement listing the activities they plan to undertake in the following three months. These may include:

- Discussion of workplace/employment-related issues with their mentor
- Attendance at workplaces or professional association meetings
- Professional networking
- Assistance developing an appropriate resume and effective interview skills.

Students observe and monitor the quality of their learning throughout the program by keeping a reflective mentoring logbook of their experiences. Post-program evaluation feedback is used to develop and improve the program. Separate programs currently operate in Brisbane and on the Gold Coast.  
(http://www.griffith.edu.au/careers-employment/industry-mentoring-program)
Industry Mentoring: Cooperative Education

The University of New South Wales (UNSW) Co-op Program is a scholarship program set up by industry and the University to provide financial reward and industrial training for selected undergraduate students in the disciplines of commerce, science and engineering.

Programs of study are all based on existing undergraduate programs but with the following features:

- UNSW academics and senior managers from industry and government jointly plan them all
- UNSW Co-op Program scholars receive structured industrial training (between 9 and 18 months) and gain valuable work experience with up to four different sponsors
- UNSW Co-op Program scholars receive a tax-free scholarship of $15,000 per annum, paid in fortnightly installments to be used at the student's discretion.
- On graduation sponsors look to recruit UNSW Co-op Program scholars first.

A mentor in the sponsor organisation is appointed, and the scholar meets them regularly (at least fortnightly). At these meetings project matters are discussed and regular performance feedback is provided for developmental purposes.

UNSW Co-op scholars gain experience in multiple industrial placements with leading companies, providing them with invaluable insights into the real workforce and also putting them ahead of other students when it comes to graduate recruitment. ([http://www.coop.unsw.edu.au](http://www.coop.unsw.edu.au))
UNSW Business Society has developed the Industry Mentoring Program (IMP), a personal development scheme with a primary focus on students gaining an in-depth perspective on the finance industry. Students study diverse disciplines, such as finance, accounting, economics, marketing and law, but their academic teachers are not in a position to teach them about the realities of work in an industry setting. At its core IMP is a chance for students to be mentored by a professional working in an area that interests the student, providing them with valuable insights that will assist with making more informed career choices.

The mentoring experience is largely informal, with the specific arrangements left to the discretion of the individual student and mentor. It is generally expected that students and their mentors will meet at least once a week. (http://www.unswbsoc.com/industrymentoring)
Industry Mentoring: Internship Program

The University of Wollongong has an internship program for selected students in their final year, operating through an elective undergraduate subject. Students work for 16 days over eight weeks on a two day a week basis in a pre-selected organisation (although work times may change if the student or organisation requires it). Students cannot choose their organisation independently. Students are selected on the basis of their grades and a resume. Short-listed students are interviewed by academic staff and the industry partner that ultimately becomes the industry mentor during the internship period. Students keep a reflective e-log throughout the internship, which forms a key part of their assessment.

Macquarie Graduate School of Management (MGSM) runs a European Study Tour: Sustainable Leadership, a two unit elective that takes groups of students from Macquarie’s Australian and Hong Kong campuses to interact with senior executives from world-class companies in Germany, Switzerland, Austria and France. Before a visit students prepare themselves thoroughly by collating publically available information about their hosts into a briefing report and creating a list of questions that cannot be answered from publically available information. The briefing reports and questions are sent to the hosts who select appropriate staff members to meet for a day with the study group. Host representatives range from owners, CEOs and senior executives to functional specialists and department heads, depending on the nature of the questions students have compiled. Students thus drive the learning agenda for this integrative unit.
Murdoch’s Special Topics in Commerce: International Study Tour is a short-stay (15 to 20 days) international study tour open to all Murdoch Business School students. It provides an in-country cross-cultural experience of the civilisation, art, music, politics, history, language, life and business of the destination country. It is designed to increase students’ international exposure and develop global-mindedness. Coursework consists of lectures and assessment pre, post and during the tour.
Edith Cowan University offers a study tour to finance and economics students. Elements of good course design include appropriate assessment methods, such as student journals. The study tour for students majoring in finance or economics as part of a business degree is equivalent to a third year unit in international economics and finance. The main benefit for students is the opportunity to see the practical relevance of theory. Students are exposed to a range of international environments relevant to their course, including various companies, central banks, exchanges, investment banks and brokers.
RMIT coordinates European study tours for undergraduate and postgraduate students in the School of Economics, Finance and Marketing. Academic staff believe the experience provides a good balance of cross-cultural and business study, with 'students see[ing] the value of the experience from a cross-cultural and academic perspective'.

Global Passport has been offered for the past twelve years. Undergraduates visit Milan (stock exchange and local companies), Brest (Carrefour) and Cologne or Frankfurt (stock exchange, Bayer and Westpac). Activities involve a combination of academic seminars, lectures and site visits over a two week period. During site visits students discuss contemporary business issues with high-level corporate executives. Students value the opportunity to enrich their learning and add value to their professional resumes.

Feedback from students indicates increased appreciation of professional standards. While similar research projects can be conducted in Melbourne, travelling to Europe provides a tangible first-hand experience of an international business environment and allows students to question leading international industry contacts.
Cooperative Education

Description (What)

Industrial training experience is applicable to all students enrolled in the Bachelor of Information Systems, Bachelor of Commerce and Bachelor of Economics, and the Master of Commerce where the student is undertaking an Information Systems (INFS) major. The main purpose of the program is to ‘attract, select, educate and develop outstanding students with leadership potential’ (UNSW 2010). The program is a selective program.

Undergraduate students may undertake industrial experience after their second year of study provided they have satisfactorily completed a minimum of 60 working days of industrial experience before commencing their third year of study. Postgraduate students may undertake industrial experience after one year of full-time study provided they have satisfactorily completed 36 credits of their courses.

The common practice for both undergraduate and postgraduate students is to engage in industrial experience during the summer semester break.

Objectives (Why)

Industrial Experience is an important opportunity for students to apply the knowledge gained during the coursework components of their degree in an organisational environment or a practical work setting. It may also help students clarify in which organisations and/or industries they may wish to pursue a career. Importantly, the aim of an industrial placement is to develop an individual’s sense of professionalism by:

- Experiencing first-hand the organisation’s culture and practices
- Learning from professionals about their roles
- Developing professional skills
- Learning about responsibilities as active professionals.

This activity provides students with the opportunity to:

- Apply the knowledge gained during the coursework component in their degree in an organisational environment or practical work setting
- Better grasp the concepts in the advanced information systems courses in their last year of university study against a background of real industrial experience.

Practice (How)

Students apply to undertake the Cooperative Education program and are selected via an interview process involving an academic staff member and an industry representative from the sponsors group. All first year scholars must attend the induction workshop held in second semester which prepares students for their first placement.

Students are expected to contact the sponsor at least six to eight weeks before induction to discuss the date of commencement and the proposed program for their placement. Immediately prior to this students send the allocated sponsor a resume outlining their previous work/industrial training experience, the subjects they will be studying while on placement and their personal objectives for the placement.

During the placement period, students undertake three placements at very different sites. This ensures that no one place is seen to represent the whole industry and students are exposed to a range of roles and work cultures.

The three placements allow for a scaffolded approach. Projects are arranged to suit the stage reached in the degree course and are aligned to the content and aim of the degree, as well as students’ experience in other placements.
Throughout the placement, students and sponsors are supported by guidelines, explicit expectations and visits from an academic staff member.

A key element is the work students are asked to perform. Industrial placement work must be commensurate with the student’s stage of study and courses already undertaken. While it is not always possible to be engaged in ‘special projects’ for the whole of their industrial experience (as there will always be a certain level of clerical and administrative work), the expectation is that the projects they will involve students in work that is useful to the organisation. Students seek approval from the industrial experience coordinator prior to accepting a position to ensure that it meets School of Information Systems, Technology and Management requirements.

Students wanting to have their industrial experience noted on their secondary transcript must write a report about their experience at the conclusion of the placement period. The report is read by the industrial experience coordinator and is used as the basis for judging the quality and suitability of the experience. Where necessary, the coordinator may discuss a student’s performance with their supervisor during their placement.

All industrial experience reports must be submitted to the coordinator no later than 60 days after each period of employment (i.e. one industrial experience report is required for every period of industrial experience regardless of the number of days completed).

**Industry Engagement**

One of the aims of University of NSW Cooperative Education is to involve industry in the development of a pool of exceptional graduates and increase the level of interaction between the university and the wider community.

- The School’s Industry Advisory Committee includes many Chief Information Officers, some of whom are also involved in the Industrial Experience Sponsors Group
- The Industrial Experience Sponsors Group meets regularly
- An academic staff member is responsible for multiple on-site visits throughout the placement period
- Students apply and are selected for industrial experience in an interview process involving both an academic and an industry representative on the sponsors group
- Students are in a workplace and working on a workplace project for and in collaboration with a business three times over the course of their degree
- Sponsors complete an exit form at the completion of placements

**Enablers**

- Student enthusiasm for industrial experience
- Payment, which is tax exempt, for students on placement
- Clear guidelines outlining the expectations of students and sponsors
- The School’s 20 year involvement in and support for the co-op scholarship program [weblink](#)
- Sponsors group and regular meetings with it
- A staff member responsible for each placement and good relationships with sponsors’ network of industry people
- Rigorous selection of students
- Requirement that students maintain a satisfactory level of academic performance to remain involved in the program

**Impediments**

- Student difficulties finding suitable employment
- Economic downturn limiting the number of organisations willing to offer paid employment
- Occasional inadequate supervision
- Students being offered positions by the company before they have finished their degree
- Occasional tension between the interests of sponsors and the capability of the student, or the learning experience of the student
Evidence of Impact and Benefits

- Many students are offered positions during and after placement
- The status of the program “more students apply than can be accepted
- The industrial experience report is read by the industrial experience coordinator and is used as the basis on which to judge the quality and suitability of the experience

Innovation

- University of NSW's Cooperative Education aims to enhance students' industrial experience by offering additional programs to develop the professional skills and leadership capabilities of all Co-op scholars. The program's Professional Development and Leadership Program runs a number of different sessions on networking, leadership and recruitment: [weblink]
- Co-op alumni are expected to promote the program to school leavers

Good Practice Principles

- Industry placement support through additional professional learning programs, as well as induction sessions
- Alignment of industry work with academic work
- Work that challenges students
- Support from the academic coordinator from school/discipline area
- Adequate supervision by a competent professional with a degree in computing (or equivalent) or at least five years experience in the ICT industry
- Approval of placements by the industrial experience coordinator prior to students accepting a position
- Placement work that is commensurate with students' stage of study and courses undertaken
- Understanding that the projects undertaken are useful to the organisation
- Students' written report on their industrial experience for inclusion of industrial experience on their academic transcript
- Guidelines that support students and sponsors and those responsible for relationship management
- Support for scholars in explicit processes, checklists and expectations
- Completion of evaluation forms by students and sponsors

Enhancing Professional Learning

- Alumni are expected to promote the program to school leavers
- Many companies appoint a 'buddy' for students on placement, which could be required of all placements
Industry Placement: Internship Program

This internship program, at the University of Wollongong, provides students with an opportunity to gain work experience in a range of firms and industries. While internships are usually unpaid (one or two days per week for six months) they aim to provide experience 'at a more managerial level with additional responsibilities' as compared to the typical paid work experience of undergraduates.
Australian Catholic University in Melbourne requires all students to complete 105 hours of personal service in a not-for-profit organisation. As well as contributing to the community, this activity gives students a chance to develop ethical, spiritual, professional and personal attributes. The placement is accredited and assessed through the unit Professional Experience A, which includes workshops and Blackboard resources and activities. Students are responsible for finding placements and they are not paid for their work. They must deal directly with the clients of the organisation rather than perform administrative duties. Reflective activities are essential to learning in this unit.

Unlike Professional Experience A, placement in Professional Experience B is specifically in a business setting and is expected to be in a job relevant to the student’s major course of study. Assessment for this unit includes developing a resume, a daily journal and a thank you letter to their workplace supervisor. The major assessment task is a structured, reflective report on: the organisation and the student’s role in it; how the student was able to apply the theory of their disciplinary area; the ACU’s graduate attributes and how these were applied in the workplace; and their experience generally.
Industry Competitions: Student Entrepreneurs | Agents of Change

The student organisation Student Entrepreneurs | Agents of Change is committed to promoting entrepreneurship and innovation on university campuses in Australia. The group is based at University of Melbourne but also has a chapter at Monash University. Among a range of activities (guest speakers, entrepreneur week), Student Entrepreneurs | Agents of Change runs two competitions each year, both supported by workshops.

The Napkin Challenge is run in partnership with other organisations and has a number of sponsors. It plays with the idea that many entrepreneurial ideas are initially developed in a social setting and are written on napkins, scraps of paper or placemats. The Napkin Competition invites students to present their own business ideas on the back of a virtual napkin.

The Elevator Pitch invites you to pitch your business ideas for a chance to win $1000 cash! Students have three minutes to make their business case to a panel of judges. If successful, students then have the chance to present their ideas to an audience of investors in the final round. Prizes include $1000 cash and consulting time with innovative firms.
Industry Competitions: RMIT Business Plan Competition

Seen as a learning experience, the RMIT Business Plan Competition aims to foster entrepreneurial activities within RMIT and the wider community. Students get support to develop a business plan through business skills workshops run by industry professionals. They also benefit from the opportunity to have a business mentor advise them on their business idea and business plan.
Industry Practitioner Engagement

Industry practitioner engagement is usually delivered in a teacher-centred manner but can include teacher-student interaction.

**Information transmission** - Industry experts are integrated into the curriculum through traditional lectures or presentations. The practitioner provides knowledge from their industry experience.

Concept acquisition - Traditional lectures may be supplemented by setting focus questions before the lecture and by providing ample time for questions and answers or discussion sessions to introduce concepts into student learning.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Working with others</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Technical</th>
<th>Independent learning</th>
<th>Research</th>
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**Listening**

Industry awareness

**Oral**

Industry practitioners are integrated into the teaching program

**Adjuncts and Fellows**

Adjuncts and Fellows

Seminar or Lecture Series

Guest Lectures and Speakers

Film Clips

**Analytical**

Good Practice Principles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry referenced</td>
<td>Team of industry practitioners integrated into the teaching program</td>
<td>Adjuncts and Fellows</td>
</tr>
<tr>
<td>Industry practitioners inducted appropriately into the faculty (e.g. with professional development and ongoing support)</td>
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<td></td>
</tr>
<tr>
<td>Curriculum currency</td>
<td>Industry practitioners have current industry experience and connect curriculum and learning to contemporary issues and practices</td>
<td>Guest Lectures and Speakers</td>
</tr>
<tr>
<td>Integrated</td>
<td>Industry practitioners participate in curriculum review and renewal, including development of</td>
<td>Adjuncts and Fellows</td>
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Communication

Listening skills are honed when students attend industry practitioner lectures. Students ask practitioners/experts questions and better understand how different types of industry professional communicate business ideas to different stakeholder groups.

Knowledge

Being privy to an industry practitioner's experience is an ideal way to develop knowledge in an area. Students improve their knowledge with real-life contextual examples, engage in discussion and are exposed to specialist knowledge.

Understanding

Practitioners present examples that encompass the complexities in industry practice, introducing students to a variety of perspectives. For example, a marketing professional discussing how different messages compete for potential customers' attention might outline when it is best to use logical arguments versus emotional or symbolic appeals. Student understanding of the consumer and how to make informed decisions about strategy is improved.

Technical

Practitioners will often model their skills to students. Students are able to observe these techniques and may be given the chance to use them, with expert feedback.

Thinking

Industry practitioners present current problems in their field for which students formulate strategies and solutions. Learners' critical thinking and problem-solving skills are improved. For example, a guest lecturer may challenge the way students' view business, customers and staff or traditional approaches to operating an organisation.
### Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional context</td>
<td>Central faculty or university unit responsible for managing industry engagement</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Database of industry practitioners</td>
<td></td>
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<tr>
<td>Time</td>
<td></td>
<td>Time required to liaise/network with industry</td>
</tr>
<tr>
<td>Learning culture</td>
<td>Student association-initiated engagement</td>
<td>Student behaviour that puts university at risk (e.g. students not attending guest lectures or talking during a lecture)</td>
</tr>
<tr>
<td>Curriculum</td>
<td>Curriculum design that invites industry participation</td>
<td></td>
</tr>
<tr>
<td>Capability</td>
<td>Appropriate professional development opportunities and resources for people without teaching experience</td>
<td></td>
</tr>
<tr>
<td>Industry engagement</td>
<td>Academic staff with current industry networks</td>
<td>Risk of ‘burning’ too few industry contacts by making too many requests</td>
</tr>
<tr>
<td>Value perception</td>
<td></td>
<td>Inability to reward industry people for their efforts</td>
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Industry Study Tour

On field trips students see theory in practice and have the opportunity to talk face to face with people in industry.

**Information transmission** - Students visit an industry site and listen to industry representatives to learn about how the industry works.

**Concept acquisition** - Trips include theory and application. Both the academic involved and the industry practitioner contribute to the information given to students.

**Concept development** - Trips are structured so students apply their own understanding to the locations visited, through, for example, worksheets and focus questions linking concepts with practice.

<table>
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**Listening**

- Community engagement
- Industry awareness
- Theory

**Analytical Problem solving**

**Nature Based Tourism**

- Nature Based Tourism
- Sustainable Leadership

**World Financial Markets**

- International Study Tours
- Global Consulting

**Murdoch - Study Tour**

- International Study Tours

**Sustainable Leadership**

- Sustainable Leadership
- Global Consulting

**Good Practice Principles**

**Characteristic**

- Industry referenced

**Principles**

- Engagement with a variety of offshore businesses, government and third sector organisations Carefully designed itinerary, including site visits, lectures, meetings with organisations and cultural activities
- Enthusiastic staff with good international connections
- Explicit links to industry
- Creating and sustaining relationships between academia and industry

**Example**

- International Study Tours
- Global Consulting
### Curriculum Currency

- Constant updating of the curriculum to embed contemporary and emerging industry issues and practices, as demonstrated in the assessment task
- Students observe current processes and input from industry experts

### Integrated Curriculum

- Well-structured itinerary and activities
- Social, cultural, economic and political issues incorporated in curriculum
- Integrated activities with students at offshore partner universities

### Self-Directed Learning

- Post-fieldwork reflection, report and presentation

### Other

- Pre-departure briefings, background reading and research
- Good travel agent

### Enablers and Impediments

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<th>Impediments</th>
</tr>
</thead>
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<tr>
<td><strong>Institutional context</strong></td>
<td>Active support from both the academic institution and industry</td>
<td>Cost of international and interstate travel for many students, particularly from low SES backgrounds</td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td></td>
<td>Resource intensive for the university Costly to individual students</td>
</tr>
<tr>
<td><strong>Learning culture</strong></td>
<td></td>
<td>Sometimes seen as a 'jaunt', not as academically robust</td>
</tr>
<tr>
<td><strong>Offshore equivalence</strong></td>
<td>Leverage off international partner universities to tap into established offshore networks</td>
<td></td>
</tr>
<tr>
<td><strong>Industry engagement</strong></td>
<td>International networks, including businesses, government and third sector organisations</td>
<td>Reliance on continued collaboration of high-profile companies</td>
</tr>
<tr>
<td><strong>Value perception</strong></td>
<td></td>
<td>Perception among some colleagues and students that field study curriculum is not rigorous</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td></td>
<td>Timing of visits by Australian students to northern hemisphere often in colder, more wintry times of year</td>
</tr>
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Industry Mentoring

Mentoring is an important way to develop skills, providing students with one-to-one support in all aspects of professional learning. Mentoring gives students the chance to gain an in-depth perspective of the mentor's industry.

**Information transmission** - Mentors provide specific information to the student on a particular subject. The mentor fosters the development of professional knowledge through information sharing and the transfer of tacit knowledge from and about the industry.

**Concept acquisition** - Mentors introduce concepts to the student on a one-to-one basis. The student benefits from the mentor's ability to explain concepts, facts and procedures used to resolve problems in real-life situations.

**Concept development** - Students develop their understanding of concepts through discussion with their mentor. For example, the mentor explains the problem-solving strategies that may be used when exploring new concepts.

**Concept change** - Mentors observe student progress and provide guidance, questions and support. For example, the mentor provides feedback in industry language and vocabulary on how the student is using and understanding concepts.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Working with others</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Technical</th>
<th>Independent learning</th>
<th>Research</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓</td>
<td>✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
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</tr>
</tbody>
</table>

**Listening**

- Oral

- Negotiation

- Industry awareness

- Values

- ICT

- Reflection

- Publications

- Critical Analytical

**The Lucy Mentoring Program**

- Griffith Industry Mentoring Program
- Potential Unlimited

**The Lucy Mentoring Program**

- Internship Program
- Potential Unlimited

**The Lucy Mentoring Program**

- Career Mentoring Program
- Potential Unlimited

**University of New South Wales Co-op Program**

- Internship Program
- Potential Unlimited

**Mentoring through Internship**

**Communication**

Mentoring involves a series of conversations between the mentor and mentee. This is an ideal way to improve face-to-face communication skills. For example, the mentor can ask the student to articulate positions and arguments using appropriate industry language and terminology.

**Working with others**

For mentoring to be most effective a relationship must be built between mentor and mentee. Here students practise building professional relationships and exploring the values of a critical friend in the workplace.

**Knowledge**

For mentoring to be most effective a relationship must be built between mentor and mentee. Here students practise building professional relationships and exploring the values of a critical friend in the workplace.

**Understanding**

Mentors' industry experience and understanding mean they are able to introduce a variety of dimensions into student learning. The main content may relate to one subject area but the mentor is able to widen understanding by posing questions about ethical issues, different cultural approaches or the importance of interpersonal skills in the workplace.

**Technical**

Effective feedback is needed to hone skills. Mentoring is an established method of assisting students to develop skills via specific, expert feedback. Practical issues and the parameters within which technical expertise may be applied effectively are explored.

**Independent learning**
The mentor does not take the lead in the learning situation but provides support for the student to take control of their own learning. A good mentor prompts the student when required and provide alternative views to stimulate thinking and develop learning skills. For example, the mentor develops the student's reflective abilities by posing questions for the students to reflect on.

Research

The mentor is a resource to the student. The mentor supports the student's research activities as a source of knowledge in his/her own right, supplying research material and information.

Thinking

The mentor challenges the mentee to consider different perspectives, exposing the student to new ideas and ways of thinking. Differences in outlook prompt students to critically analyse their own beliefs and look to the multitude of approaches for solutions.

Good Practice Principles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry referenced</td>
<td>Strong, trusting relationship between mentor and mentee&lt;br&gt;Established network of professional industry contacts&lt;br&gt;Support and input from participating faculties to identify potential mentors&lt;br&gt;Selected mentors are experts in their discipline and have good people skills</td>
<td>The Lucy Mentoring Program</td>
</tr>
<tr>
<td>Curriculum currency</td>
<td>Mentors advise and assess student knowledge, capabilities and attributes according to current industry standards and expectations</td>
<td></td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>Pre-match briefing to ensure realistic expectations&lt;br&gt;Work-based activities or observation in the mentor's workplace in the initial stages of mentoring&lt;br&gt;Alignment of mentoring to curriculum via project-based assessment</td>
<td>The Lucy Mentoring Program&lt;br&gt;Mentoring through Internship&lt;br&gt;Career Mentoring Program BECC</td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Mutually agreed and documented goals and intended outcomes&lt;br&gt;Program design encouraging students to identify and reflect on personal interests and skills and discuss career choices</td>
<td>The Lucy Mentoring Program&lt;br&gt;Career Mentoring Program BECC</td>
</tr>
<tr>
<td>Other</td>
<td>Alignment of mentor and mentee interests and goals through selection and matching&lt;br&gt;Clear outline of mentor and mentee roles and responsibilities&lt;br&gt;Regular meetings with structured activities&lt;br&gt;Mid-term meeting to check progress toward goals and alignment of activities with intended outcomes&lt;br&gt;Pre-mentoring briefings, post-mentoring celebration event, support materials</td>
<td>The Lucy Mentoring Program&lt;br&gt;Career Mentoring Program BECC</td>
</tr>
</tbody>
</table>

Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional context</td>
<td>Participants willing to contribute collaboratively</td>
<td>Time constraints</td>
</tr>
<tr>
<td>Resources</td>
<td>Fully resourced as legitimate form of professional practice</td>
<td>Heavy reliance on institution-based supervision</td>
</tr>
<tr>
<td>Time</td>
<td>Opportunities for students to meet mentors regularly&lt;br&gt;Mentors who can commit time and provide opportunities as needed</td>
<td>Time needed for teaching staff to organise and monitor program&lt;br&gt;Time-poor students who see this as yet another extracurricular activity</td>
</tr>
<tr>
<td>Bureaucracy</td>
<td>Supportive university environment that rewards and recognises staff and industry professionals in mentoring programs</td>
<td>Overly bureaucratic approaches to mentor selection and insurance requirements</td>
</tr>
<tr>
<td>Learning culture</td>
<td>Clear understanding of mentor/mentee roles and responsibilities&lt;br&gt;Selection of high achiever students to 'fit' particular mentors</td>
<td>Lack of understanding of the role of a mentor&amp;mentee relationship by either the mentor or mentee</td>
</tr>
<tr>
<td>Capability</td>
<td>Mentors with the skills and experience to provide support and advice when needed</td>
<td>Difficulties in finding sufficient numbers of industry mentors</td>
</tr>
<tr>
<td>Value perception</td>
<td>Student willingness to listen and observe and be flexible with their time &lt;br&gt;Promotion of the attractiveness of program for future employment</td>
<td>Student inflexibility with time and commitment to the mentoring relationship</td>
</tr>
</tbody>
</table>

<< Back to Teaching Matrix
Industry Case Study

Industry case studies develop skills across all professional learning types. Skill development is most effective when the learning is via interaction between teacher and student or is student led.

Concept development - Concepts are easily developed in case studies as they give the student an opportunity to apply theory to an actual situation in the organisation they are analysing. The process of applying theory to practice provides a framework for further development of conceptual understanding. The approach to teaching, involving interaction between student and teacher/practitioner, also fosters the development of interpersonal skills.

Concept change - The case study format allows students autonomy in their learning. They both explore concepts already introduced in class to develop their personal views and come to a better understanding of such concepts through applying them.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Working with others</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Technical</th>
<th>Independent Learning</th>
<th>Research</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Written Oral Reading</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Teamwork Leadership</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Industry awareness Knowledge</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Values Ethics</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Databases Software</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Reflection</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Analysis</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
<tr>
<td>Critical Analytical Problem solving</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

Communication

Case studies provide opportunities for many kinds of communication development. Whether they are an interactive activity between lecturer/practitioner and student, explored by small groups of students, or worked on by individuals, they provide opportunities to develop reading, writing, presentation and listening skills, for example, a group report or presentation of the case study to the teacher, class, practitioner or industry representatives.

Working with others

Whether as a small group activity or in an interactive environment with the teacher, case studies encourage students to work with others, practise teamwork, develop negotiation skills, and demonstrate leadership. For example, group discussions in class, or longer term case studies with group assessments require teamwork skills, together with reflection on how teams work and how individuals contribute to team harmony and productivity (both positively and negatively).

Knowledge

Case studies can be used to expand students' knowledge bases. This includes the theoretical underpinnings of procedures as well as industry-based knowledge. For example, background information to a case study introduces new aspects of an organisation's operating environment, as does research on the theoretical underpinnings of the case.

Understanding

Case studies may be designed to incorporate contemporary issues, with prompts to students to explore those issues, for example, an ethical dilemma related to a current issue in the news or awareness of how business is done in different cultures.

Technical

Some case studies require students to master technical skills in order to fully explore the case and create their report, for example, applying a MYOB accountancy computer package to analyse and provide recommendations for the organisation.

Independent learning

Case studies can be used to prompt reflection while the individual is working through a case, as well as requiring the student to demonstrate high-level learning skills, such as project management. If the case study is
approached by a team there are additional opportunities for students to reflect on their role and manage their component of the work.

**Research**

Students are often given an outline of a situation that requires further research by them to complete the analysis of and draw conclusions about the case. Students have to conduct literature searches to expand their understanding of various elements of the case and demonstrate the ability to seek and analyse the kind of information needed to make recommendations.

**Thinking**

A good case study will require the use of critical analysis of a situation and the application of problem-solving skills to ascertain the processes needed to tackle the issues and provide answers to the questions raised in the case.

### Good Practice Principles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Industry referenced</strong></td>
<td>CEO/Practitioner briefing to student teams on organisation context and challenges</td>
<td>Corporate Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Site visit to gain workplace context to case analysis</td>
<td>Ethical Decisions in International Business</td>
</tr>
<tr>
<td></td>
<td>Student teams consult with client after initial data analysis</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Academic debriefing and presentation of overall results to CEO or representative</td>
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<tr>
<td></td>
<td>Student teams work in a business operating in an international context</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student teams allocated an industry partner as client</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation of findings and recommendations to business client at their premises</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum currency</strong></td>
<td>Value perceptions: businesses gain a fresh, independent analysis of their future business challenges</td>
<td>Ethical Decisions in International Business</td>
</tr>
<tr>
<td></td>
<td>Engagement with participating organisations at relevant points in the design, delivery and evaluation of the case</td>
<td></td>
</tr>
<tr>
<td><strong>Integrated curriculum</strong></td>
<td>Explicit links made to specific, relevant professional practices within theoretical frameworks</td>
<td>Corporate Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Analysis of data located within a theoretical framework</td>
<td>Ethical Decisions in International Business</td>
</tr>
<tr>
<td></td>
<td>Students experience real-life business decision making in an international context (experiential learning in a real business)</td>
<td></td>
</tr>
<tr>
<td><strong>Self-directed learning</strong></td>
<td>Designed to encourage reflection, discussion and problem solving through experiential learning</td>
<td>Corporate Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Engages student motivation to learn and work collaboratively</td>
<td>Ethical Decisions in International Business</td>
</tr>
<tr>
<td></td>
<td>Team-based learning structure to exploit diverse skills and experience</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Encourages peer support, review and self-reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Emphasises exploration of a range of solutions rather than a predictable answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focuses on application to develop transferable learning, knowledge and skills</td>
<td></td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>Students actively engage in all stages of the research: conduct surveys, collate and analyse date, identify solutions, report recommendations</td>
<td>Corporate Entrepreneurship</td>
</tr>
<tr>
<td></td>
<td>Focuses on non-financial elements of business decision making</td>
<td>Ethical Decisions in International Business</td>
</tr>
<tr>
<td></td>
<td>Provides students with extensive preparation for site visits</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Teaching approach: practice-based workshops supported by podcast lectures</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Faculty deals with business organisations in a corporate manner</td>
<td></td>
</tr>
</tbody>
</table>

### Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional context</strong></td>
<td>Clarity about continuity</td>
<td>Short, unpredictable ownership cycles</td>
</tr>
<tr>
<td></td>
<td>Plan for who teaches which case study</td>
<td>Short lead-time for case study development</td>
</tr>
<tr>
<td></td>
<td>Adequate lead-time between decision and teaching</td>
<td>Few opportunities to work together with colleagues</td>
</tr>
<tr>
<td></td>
<td>Constitution, development and permanence of teaching team</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Access to good quality, relevant case studies</td>
<td>Finding appropriate case study companies</td>
</tr>
<tr>
<td></td>
<td>Access to authentic information and live databases</td>
<td></td>
</tr>
<tr>
<td><strong>Learning culture</strong></td>
<td>Supportive environment and facilities</td>
<td>Students with no experience of working in a business</td>
</tr>
<tr>
<td></td>
<td>Students with no understanding of the business environment.</td>
<td>Students with no understanding of the business environment.</td>
</tr>
<tr>
<td><strong>Recognition and reward</strong></td>
<td>Case study development and teaching provides academics with industry partnerships and demonstrates external engagement, which can be leveraged for career progression or to forge research partnerships</td>
<td>Low value placed on case study teaching as scholarly output for advancing career progression</td>
</tr>
<tr>
<td><strong>Assessment</strong></td>
<td>Case studies with detailed teaching guide and assessment protocols</td>
<td>Difficulties accessing quality case studies suitable for assessing the relevant learning objectives</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulties accessing current and authentic industry data and sustaining such databases</td>
</tr>
<tr>
<td>Capability</td>
<td>Ongoing commitment and knowledge of teaching staff Personnel with experience running project-based courses and students working with industry</td>
<td>Lack of teaching staff who can move from a transmission mode of teaching to a more flexible facilitation role</td>
</tr>
<tr>
<td>Industry engagement</td>
<td>Enthusiasm and support of the CEO or relevant personnel of the case study company</td>
<td>Enthusiasm and support of the CEO or relevant personnel of the case study company</td>
</tr>
<tr>
<td>Value perception</td>
<td>Willingness of students to accept responsibility for their learning, to work collaboratively and demonstrate initiative</td>
<td>Value perception: need to convince CEO or equivalent of the benefits to the company of a process that exposes their business to detailed external scrutiny, as well as calling on their time and effort</td>
</tr>
</tbody>
</table>

<< Back to Teaching Matrix
Industry Project

Projects have the ability to incorporate all the elements of real life professional capabilities. They can include all the different types of professional learning but are encapsulated in a defined project for students to work on.

**Concept Development** - Projects are a dynamic type of learning. These can be through a student teacher interaction where the project is used to prompt students to further their understanding of a concept.

**Concept Change** - Projects can allow complete ownership of their learning. They enable learners to identify the project, define the guidelines and to work on the project, these stages provide the opportunity for students to build on their current understanding of concepts.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>✓ ✓ Witten Oral</td>
<td>✓ ✓ Teamwork Leadership Negotiation</td>
<td>✓ ✓ Theory Industry Awareness</td>
<td>✓ ✓ Value Ethics Cultural</td>
<td>✓ ✓ ICT Numeracy</td>
<td>✓ ✓ Time Management Reflection</td>
<td>✓ ✓ Methodology Analysis Literature review Publication</td>
<td>✓ ✓ Critical Analytical Problem Solving</td>
</tr>
</tbody>
</table>

**Student-run Enterprise**

**Student in Free Enterprise**

**Global Business Practicum**

**Student-run Business Challenge**

**Student in Free Enterprise Business Challenge**

**Global Business Practicum Marketing Project**

**Business Challenge Marketing Project**

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Communication

The types of communications that can be incorporated into projects are also varied. The project products range from presentations, reports, or papers, and the process to achieve these outcomes include listening, reading, minute taking and discussion.

Working With Others

Projects provide a platform for a multitude of interactions, with industry, with tutors and with team mates. In order to perform effectively in a project, students must work with colleagues, advisers, or professionals to negotiate the best manner to achieve their aims.

Knowledge

The learning involved in a project usually requires students to apply their subject knowledge to a defined situation. Taking this knowledge to an application phase promotes a higher level of understanding and so encourages deeper knowledge.

Understanding

A well defined project incorporates all the elements of the authentic context and so allows for different dimensions to be addressed. The process should include consideration of various issues, for example, ethics and cultural differences.

Skills

As projects are generally real life they require students to be able to demonstrate actual skills to complete them, skills such as handling databases, operating IT programs, demonstrating numeracy skills, and so on.

Independent Learning

Students have ownership of project and so they are required to manage them. These independent learning skills manifest in maintaining a timeline around the project, reflecting on progress and then action planning to meet the goals of the project.

Research

Further research is often required to complete a project. Literature reviews are needed to provide additional material to the situation, and analyses of different theoretical concepts are necessary to ascertain suitable material to support actions. Projects also often produce a publication as an end product such as a report or
Thinking

Critical analytical thinking is an important part in projects. The activity that the students work on requires them to apply deep order thinking in order to perform effectively. Projects are therefore a good platform for developing these problem solving skills in an authentic context.
Industry Placement

Industry placements are an ideal way for students to apply theory they have learnt in class in a workplace setting. **Concept development** - Placements revolve around an issue within the business or provide an opportunity for the student to experience a range of roles. Both promote concept development.

**Concept change** - Students take ownership of the process, from finding a placement to negotiating the work experience to sometimes collaborating on assessment criteria for the placement. Such autonomy provides opportunities for students to change their personal and theoretical perspectives.

<table>
<thead>
<tr>
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<tr>
<td>✓</td>
<td>✓</td>
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<td>✓</td>
</tr>
</tbody>
</table>

**Oral Listening Writing Reading**

**Teamwork Leadership Community engagement Negotiation**

**Industry awareness Theory**

**Ethics Value Cultural**

**Numeracy ICT**

**Time management Reflection**

**Critical Analytical Problem solving**

**Indust Internship**

**Personal Service and Professional Placement (ACU)**

**Personal Service and Professional Placement (ACU)**

**Indust Internship**

**Commerce Internship Personal Service and Professional Placement (ACU)**

**Commerce Internship**

**Communication**

Placements are a platform for developing students’ written, oral, listening and reading skills. Examples include discussion with peers and supervisor to promote listening and oral skills; following instructions to demonstrate listening and reading skills; completing reports on the placement experience that hone written skills.

**Working with others**

Being part of a workplace team is an authentic learning experience for students. Students demonstrate teamwork skills in working with fellow workers and develop a positive working relationship with co-workers and supervisors.

**Knowledge**

Students gain industry awareness through opportunities to integrate theory in an authentic setting, essential for deeper learning and producing work-ready graduates.

**Understanding**

Immersed in a real-life business context, for example responding to ethical or intercultural issues, students are exposed to an array of challenging perspectives.

**Technical**

Students learn or practise the skills required in a particular workplace setting. Performed in a real-life environment, students are able to understand the relevance of the skills they are using.

**Independent learning**

Allowing for a degree of learner control, students must adopt a professional manner, taking responsibility for their time and actions. Industry placements provide opportunities to develop reflective practice, for example through suitably designed assessment tasks.

**Thinking**

Immersion in a workplace setting allows students to demonstrate their ability to think and apply knowledge in context. Students critically analyse the situation and apply problem-solving techniques, making recommendations for action.

**Good Practice Principles**

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<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry referenced</td>
<td>Collaborative, Inclusive sector-wide engagement in initiatives that support and sustain a broad range of placements</td>
<td>WIL</td>
</tr>
</tbody>
</table>
### Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional context</strong></td>
<td>Efficient process of recruitment and selection</td>
<td>Cumbersome and extensive internal processes</td>
</tr>
<tr>
<td></td>
<td>Support from industry organisations and faculty Dean Improving communication and coordination</td>
<td></td>
</tr>
<tr>
<td><strong>Resources</strong></td>
<td>Dedicated university and faculty resources</td>
<td>Financial cost to host organisation</td>
</tr>
<tr>
<td></td>
<td>eLearning site</td>
<td>Unequal student access to placements</td>
</tr>
<tr>
<td><strong>Learning culture</strong></td>
<td>Academic support for the importance of professional learning</td>
<td>Effort required to thoroughly integrate placements into the curriculum</td>
</tr>
<tr>
<td></td>
<td>Learning from others in the workplace</td>
<td></td>
</tr>
<tr>
<td></td>
<td>The Equitable access to placements for all students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Placements designed as integral part of curriculum rather than just a 'bolt on' experience</td>
<td></td>
</tr>
<tr>
<td><strong>Expectations</strong></td>
<td>Good preparation, realistic expectations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>‘Stakeholder-integrated approach’ to planning and conduct of placements, i.e. formalised, sustainable relationships and common understanding of procedures and commitment of all involved</td>
<td></td>
</tr>
<tr>
<td><strong>Curriculum</strong></td>
<td>Broad range of opportunities for student engagement with a variety of disciplines and professions</td>
<td></td>
</tr>
<tr>
<td><strong>Capability</strong></td>
<td>Provision of guidance to industry supervisors</td>
<td>Economic downturn limiting the number of organisations willing to offer paid employment</td>
</tr>
<tr>
<td><strong>Industry engagement</strong></td>
<td>Experience with industrial placements, especially long-term institutional involvement in placement-related programs</td>
<td>Student difficulties finding suitable employment</td>
</tr>
<tr>
<td></td>
<td>Clear lines of communication between employer, student and university coordinator</td>
<td></td>
</tr>
<tr>
<td><strong>Value perception</strong></td>
<td>Student enthusiasm for industry placements</td>
<td></td>
</tr>
</tbody>
</table>

<< Back to Teaching Matrix
**Industry Competition**

This approach to professional learning gives students the chance to work in a real-life context with feedback from industry experts.

**Concept development** - Competitions are usually conducted in a team format which includes guidance from practitioners and tutors. Depending on the challenge, students are required to build on their current knowledge to develop their conceptual understanding in a practical context.

**Concept change** - Students who take part in competitions are challenged to apply their knowledge to real-life issues. This prompts them to test their understanding of concepts in an authentic application. Challenges require students to manage their own learning and so develop independent learning skills.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Working with others</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Technical</th>
<th>Independent learning</th>
<th>Research</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ ✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

**Oral**

**Written**

**Teamwork Negotiation**

**Industry awareness**

**Theory**

**Value Ethics**

**Cultural**

**ICT Numeracy**

**Time management**

**Methodology Analysis**

**Publication**

**Problem solving**

**Analytical**

<table>
<thead>
<tr>
<th>Google Challenge Enterprize</th>
<th>Google Challenge Brandstorm</th>
<th>RMIT Business Competition</th>
<th>Google Challenge Enterprize Brandstorm</th>
<th>Brandstorm</th>
<th>The Napkin Challenge</th>
</tr>
</thead>
</table>

**Communication**

Understanding the competition setting requires listening, reading and research skills. Working in a team with a supervisor or cooperating with industry representatives requires strong listening and oral skills. The end product of the competition is based around a communication skill, for example, an advertising campaign, a presentation or a proposal.

**Working with others**

A variety of parties are involved in competition-based learning. To operate effectively, students must learn to work within a team, seek and take guidance from a mentor, ask pertinent questions and work with industry representatives in a professional manner.

**Knowledge**

To perform well, students must demonstrate knowledge in their discipline and know how to apply it in the competition context.

**Understanding**

Competitions are usually based on authentic cases and as such have all the complexities of real-life situations, for example, ethical, time management and teamwork issues. As some competitions are internationally based students may be introduced to issues that have been considered from a range of cultural points of view.

**Technical**

Business-related competitions often include data that must be manipulated or techniques that need to be demonstrated, developing students' numerical, ICT and technical skills.

**Independent learning**

It is of the essence with competitions that students take responsibility for their learning. Taking ownership of the situation, they must manage their time and actions, often with encouragement to reflect on the process.

**Research**

Many competitions provide a brief requiring students to undertake research, for example, literature reviews and data analysis, as well as publication of reports and presentation of findings.

**Thinking**

Competition-based learning is designed to stimulate thinking. It requires students to analyse background material and apply their understanding to creatively solve the problem that the competition is based around.
## Good Practice Principles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry referenced</td>
<td>Participation of small local clients with a desire to grow their businesses, are easily accessible and are committed to working with student teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strong links to industry through sponsorship of the event</td>
<td></td>
</tr>
<tr>
<td>Curriculum currency</td>
<td>Industry/business clients who focus challenges and projects on creating real services or solutions</td>
<td>Brandstorm</td>
</tr>
<tr>
<td></td>
<td>Creation of a meaningful and relevant industry context for learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Revised curriculum annually to allow for contemporary issues</td>
<td></td>
</tr>
<tr>
<td>Integrated curriculum</td>
<td>Formation of diverse, multidisciplinary teams</td>
<td>Brandstorm</td>
</tr>
<tr>
<td></td>
<td>Learning from experiences in educational and other settings that develop critical understanding, practices and dispositions required in professional roles in particular disciplinary areas</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competitions embedded in the business curriculum, not an optional, extracurricular activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A diverse student team as diverse ideas are useful in creating ads and thinking creatively</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Meaningful and relevant context for learning, or learning from experience in an authentic setting</td>
<td></td>
</tr>
<tr>
<td>Self-directed learning</td>
<td>Team contracts detailing individual responsibilities and commitment to team goals</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Use of online tools, such as GoogleDocs, Microsoft Office Live, Wikis to better coordinate teams and track individual contributions</td>
<td>Google Adwords</td>
</tr>
<tr>
<td></td>
<td>Focus on the task or challenge rather than beating opposing teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recognition and reward ceremonies</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Team contracts with ‘divorce’ clause</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication with team members daily via SMS, mobile phone, email, Skype</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Focus on succeeding for the client and self (winning is good but success is in seeing things happen: your ads get clicked, blogs you create are read by other teams, increased visits to client website)</td>
<td></td>
</tr>
</tbody>
</table>

## Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional context</td>
<td>Faculty support, including financial, to participate in organised business competitions and challenges</td>
<td>Financial and time constraints to participation in national and international competitions</td>
</tr>
<tr>
<td></td>
<td>Commitment of teaching staff to support the process</td>
<td>Cost implications of attending national and international finals</td>
</tr>
<tr>
<td></td>
<td>Students and faculty enjoy associating with Google. Research possibilities</td>
<td>Time commitment required of academic staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>‘Workload overload’ as competition process is equivalent to two units</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Difficulties getting teams together (problems with meeting times, electing a leader, agreeing on a client)</td>
</tr>
<tr>
<td>Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Learning culture</td>
<td>Certain teaching cultures</td>
<td></td>
</tr>
<tr>
<td>Recognition and reward</td>
<td>Prizes for the top teams and certificates for all participants</td>
<td>Coordination and effective management of teams, particularly around availability for team meetings and timely completion of allocated tasks</td>
</tr>
<tr>
<td></td>
<td>High recognition due to the status of sponsors</td>
<td>Lack of staff experience designing and facilitating competition-based learning</td>
</tr>
<tr>
<td>Assessment</td>
<td>Instant campaign feedback</td>
<td></td>
</tr>
<tr>
<td>Capability</td>
<td>It is easy for institutions to participate</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Engaging industry sponsors, clients and/or partners</td>
</tr>
<tr>
<td>Industry engagement</td>
<td>Ease of participation for institutions</td>
<td>Support needed to link students with businesses</td>
</tr>
<tr>
<td></td>
<td>Industry sponsored or initiated</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Access to alumni and other university partners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Organised annually by a high-profile company</td>
<td></td>
</tr>
<tr>
<td>Value perception</td>
<td>Students are motivated by challenge</td>
<td></td>
</tr>
</tbody>
</table>
Industry Simulations

Industry simulations are a useful way to develop professional skills as the simulation aims to replicate real-life practice. Many situations that occur in industry can be replicated in simulations.

Concept development - Simulations allow students to see how theory works (or doesn't) in real-life contexts, thus fostering the development of concepts. Development is encouraged through the interactions between students and teachers as well as within student groups in simulated environments.

Concept change - Students who have control over their learning are able to investigate concepts in an authentic setting and so update or modify their use and understanding of concepts.

<table>
<thead>
<tr>
<th>Communication</th>
<th>Working with others</th>
<th>Knowledge</th>
<th>Understanding</th>
<th>Technical</th>
<th>Independent Learning</th>
<th>Research</th>
<th>Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
<td>✓ ✓</td>
</tr>
</tbody>
</table>

Oral

Negotiation and Dispute Resolution at RMIT
Financial Markets Trading Simulator
Capstone simulation

Theory
Industry awareness
Intercultural Ethics Values
ICT Numeracy
Time Management
Methodology Analysis
Critical Analytical Problem Solving

Negotiation and Dispute Resolution at RMIT
Capstone simulation
Financial Markets Trading Simulator

Communication

Simulations develop communication in numerous ways. Role plays provide a platform for developing listening, oral and negotiating skills. Producing a written report based on the simulation is an opportunity to practise written communication.

Working with others

Many simulations are carried out in small teams, enabling group work skills to be honed. Simulations provide opportunities to work and engage with a range of industry and community stakeholders.

Knowledge

Based on real-life situations, simulations deliver curriculum content that is current and students learn about their discipline/subject through the use the most up-to-date information available. This learning takes place in a context where links can be easily drawn between theory and application. For example, knowledge and skills can be built into virtual characters and environments, with students then required to integrate their skills with those of virtual characters and other students.

Understanding

Focusing on complex issues in real-life contexts is an ideal way to foster deeper understanding of ethical and intercultural matters. For example, adventure game simulations can be useful for promoting hypothesis testing and problem solving.

Technical

Practising skills in an authentic setting allows students to get used to performing skills they will need in the real world, of great benefit to graduates when they enter the workplace. Simulations provide a non-threatening context in which students can develop skills without negative consequences if mistakes are made.

Independent learning

Simulations can be constructed to focus on the development of students' independent learning, such as time management and reflection. For example, time constraints can be built into a simulation, with a requirement for action planning and reflection on their progress.

Research

Simulations may require students to conduct ground work before the simulation, fostering development of research skills. The student uses prior learning, decides if and what new information is needed, and how best to apply it.
Thinking

Simulations based around complex situations encourage critical and analytical thinking and problem-solving skills. For example, decisions about what information or which techniques should be applied in which situations can be built into simulations.

Good Practice Principles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Principles</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Industry referenced</td>
<td>Regular forums for engagement with industry and the professions to facilitate dialogue, awareness</td>
<td>Financial Markets</td>
</tr>
<tr>
<td></td>
<td>and progression of key issues or data as highlighted in simulations</td>
<td>Trading Simulator</td>
</tr>
<tr>
<td>Curriculum currency</td>
<td>Simulations that provide exposure to how the phenomena being studied (e.g. financial markets) really</td>
<td>Financial Markets</td>
</tr>
<tr>
<td></td>
<td>work, in real time. Use of live data to accurately replicate what is happening in the world,</td>
<td>Trading Simulator</td>
</tr>
<tr>
<td></td>
<td>encouraging students to think about market trends and events impacting on their behaviour</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simulator activities designed and scheduled around current real-world events.</td>
<td></td>
</tr>
<tr>
<td>Integrated</td>
<td>Simulation as a problem-solving approach to learning that places students in realistic, problem-based</td>
<td>Capstone simulation</td>
</tr>
<tr>
<td>curriculum</td>
<td>scenarios</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Simulations attempt to align student learning with graduate attributes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use of simulations across programs to bring students from a range of disciplines together, providing</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a broader perspective on business beyond students' own areas of study</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>Simulation of thinking in higher level strategic decision making by managers</td>
<td>Capstone simulation</td>
</tr>
<tr>
<td></td>
<td>Multicultural and multidisciplinary teams</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Alignment with the development of communication skills, time-management skills and strategic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>thinking</td>
<td></td>
</tr>
</tbody>
</table>

Enablers and Impediments

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Enablers</th>
<th>Impediments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Institutional context</td>
<td>Support (time and resources) from the various levels of the university and from the executive of</td>
<td>Planning difficulties in running a large unit across all disciplines</td>
</tr>
<tr>
<td></td>
<td>the Business School</td>
<td></td>
</tr>
<tr>
<td></td>
<td>A good-sized facility and technological capability</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategic alignment with university initiatives about use of learning spaces</td>
<td></td>
</tr>
<tr>
<td>Resources</td>
<td>Sophisticated and effective simulations tools</td>
<td>Inadequate budgets for sustaining the simulation e.g. data feed, Reuters,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>staffing. ICT infrastructure costs</td>
</tr>
<tr>
<td>Learning culture</td>
<td>Significant staff and student interest in this type of teaching</td>
<td>Criticisms of intense use of simulations over other traditional teaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>materials</td>
</tr>
<tr>
<td>Learning spaces</td>
<td>Access to a specialist learning space</td>
<td>Lack of dedicated teaching spaces that adequately support simulations</td>
</tr>
<tr>
<td>Recognition and reward</td>
<td>Highly visible example of interactive, work-integrated activity, making simulations excellent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>promotional showpieces (e.g. for open days)</td>
<td></td>
</tr>
<tr>
<td>Capability</td>
<td>Access to training in running simulations</td>
<td>Mismatch of knowledge levels of IT teaching staff and technical expertise</td>
</tr>
<tr>
<td></td>
<td></td>
<td>required</td>
</tr>
<tr>
<td>Industry engagement</td>
<td>Industry sponsorship of data used for the simulation</td>
<td>Reliance on the data provider</td>
</tr>
<tr>
<td>ICT</td>
<td>Access to industry-standard software data, information and personnel</td>
<td>IT system restrictions/limitations and the high level of support needed for</td>
</tr>
<tr>
<td></td>
<td>Development of one's own self-sustaining system for arranging and presenting data</td>
<td>some simulations</td>
</tr>
<tr>
<td>Value perception</td>
<td>Commitment of teaching staff to work together towards a common goal through collegial support</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student excitement around simulations generating interest in topic areas</td>
<td></td>
</tr>
</tbody>
</table>

<< Back to Teaching Matrix
<table>
<thead>
<tr>
<th>Description (What)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The aim of this subject is to examine the way management consultants analyse enterprises by assessing business strategies, processes and systems. This is achieved by engaging students in a practice-based learning approach that fosters the competencies and skills needed for understanding, implementing and then managing the business consulting process in a highly competitive environment. Students attended a week-long European field trip. They visited a range of high-profile companies and were introduced to the systems used in those businesses, as well as personnel with expertise from both industrial and academic backgrounds. This field trip is aligned to one of the subject assessment items, with students selecting one of the companies and then identifying their strategic issues and possible courses of action.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objectives (Why)</th>
<th></th>
</tr>
</thead>
</table>
| • Give students a fuller understanding of the contemporary business environment and decision-making processes  
• Demonstrate how leadership and organisational politics can impact on the strategic activities of managers  
• Provide an opportunity to experience these processes in real-life business settings with access to experts  
• Provide assessment focussed on students identifying and solving issues  
• Provide an authentic setting for students to examine theory in practice  
• Provide a setting for networking |

<table>
<thead>
<tr>
<th>Practice (How)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Students attend a week-long field trip to France to visit a number of high-profile companies. The week involves a combination of lectures with industry and academic experts, industry visits where simulations are conducted to illustrate processes, and group meetings to discuss learning in the context of the field trip. The assessment item requires students to select one of the companies visited, identify the strategic issues faced by the company and suggest an appropriate course of action.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Enablers</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Support from both the university and industry, achieved through strong relationships between the faculty and the companies and endorsed by senior members of faculty</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Impediments</th>
<th></th>
</tr>
</thead>
</table>
| • Costs involved for the university and individual students  
• Reliance on the continued collaboration of the existing high-profile companies |

<table>
<thead>
<tr>
<th>Evidence of Impact and Benefits</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Feedback from this subject indicates that students value the opportunity to experience the business environment for themselves, that the contact with industry and academic experts improves understanding, and that undertaking an authentic assessment was a beneficial learning experience.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Good Practice Principles</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicit link to industry</td>
<td></td>
</tr>
</tbody>
</table>
Constant updating of the curriculum to embed contemporary and emerging industry issues and practices, as demonstrated in the assessment task, company visits to view current processes and input from industry experts

- Management of sustainable relationships between academia and industry
Ethical Decisions in International Business

Description (What)

Business decision-making tools yield more coherent and justifiable results when used with an understanding of the ethical, social and environmental aspects of the decision-making process. Using a case study approach, this subject is designed to look at such non-financial elements in decisions made within the international business context. Its premise is that to succeed in international business, both corporations and individuals need broad decision-making abilities. This applies in various situations in the international business setting, including business relations with governments, customers, employees and NGOs. This subject considers ethics in terms of Corporate Social Responsibility (CSR) in international business.

The subject provides an experience-based environment where students work on personal application of knowledge. Responsibility for student learning is placed on the students themselves, allowing self-directed choices to be made while at the same time supporting peer learning. Student teams work with nominated industry partners on real-life ethical challenges in international business, as well as providing industry partners with fresh analyses of future challenges. The subject requires an environment where no pre-existing ‘right’ answers exist and where the search for answers is built upon a continuous process rather than any discrete event.

Objectives (Why)

- Equip students to deal with ethical questions arising in everyday professional situations in international business contexts, with international business partnerships encouraging students to improve their employability and gain unique access to real-life corporate decision making
- Support transference of learning from the classroom to the workplace through student interaction with business partners and focusing of assignments on applied topics, the learning journal in particular deepening students' generic ability to learn from experience
- Help students synthesise their theoretical knowledge into a vision of the ethical challenges that may face business in the future, as well as providing tentative solutions to foreseen challenges.

There are mutual and synchronous benefit for all stakeholders, including:

- For the company: a leadership opportunity for those organisations and individuals involved, bringing current CSR issues to curriculum content within a business faculty. On the other hand, partnered organisations have an opportunity to gain academic understanding of business ethics, the Gen Y perspective and to build an on-campus profile.
- For the students: by having actual companies involved students gain an authentic understanding of corporate responsibility and sustainability issues facing business today. The development of their ethical, professional and social understanding will then translate into individual employability.
- For the faculty: a leadership opportunity for business schools in the Australian higher education sector.

Practice (How)

This subject has no formal lectures. Face-to-face teaching time is organised as workshops where teams, supported by the teaching staff, work through technical and ethical questions and challenges. Students are given an extensive reading list consisting of core ethical texts and their applications. They also have access to podcast lectures. Each team has a nominated industry partner with which it liaises throughout the unit.

Class time is divided into weekly themes (2x3hr sessions each). In the first session, ethical theory taken from the readings is applied to universal questions in business ethics. In the second session each team applies its knowledge to the particular ethical challenges faced by their dedicated industry partner. At the start of the semester industry partners provide each team with an information pack containing key corporate facts and
figures, a CSR report and links for further research. Students can ask questions of the industry partner half-
way through the subject during a visit to their office/production facilities. At the end of the semester each
team presents its findings to the industry partner and engages in dialogue about them. Presentations are
held at the offices of the partner company.

Team assignments are the key learning tool. They are designed so that students can work through ethical
questions in a structured and focused manner, benefiting from the experience and expertise of their team
members. The questions set for teams require all team members to work cohesively and reach decisions in
situations where there is no one right answer. In addition to the team assignment, students are assessed in
individual and team quizzes, team presentations and an individual reflective journal and report.

Industry Engagement

- Direct engagement by student teams with several business operating in an international context
- Participating businesses in this subject were sourced through the University’s Careers and Employer
  Relations Office

Enablers

- Continuity in unit of study ‘ownership’, facilitating the constitution, development and permanence of
  the teaching team
- Promotional and annual review decisions that reflect the role of learning and teaching activities
  (L&T), i.e. L&T career pathways encouraged and rewarded

Impediments

- Short, unpredictable ownership cycles and inappropriate decisions on teaching loads
- Barriers in adequately recognising L&T development, e.g. scholarship indices for allocating research
  awards that are not geared to L&T, which only recognise discipline-specific research, restricting
  scholarly research into T&L
- Tensions for staff between research and teaching in light of promotion paths

Evidence of Impact and Benefits

- Very positive student evaluations have been achieved. Participating organisations find it enlightening
to hear student perspectives on organisations’ real ethical issues, even to the point of sometimes
adopting recommendations
- A deepening of student insight into ethical factors in business decision making is often observed

Unintended Outcomes

- Jobs and internships for a number of students in participating organisations

Good Practice Principles

- Non-financial elements of business decision making as the focus
- Student teams work with a business operating in an international context
- Student teams are allocated an industry partner as client
- Business clients supply an information pack to students
- Team-based learning increases diversity of skills and experience
- Peer support, review and self-reflection
- Students experience real-life business decision making in an international context
- Extensive student preparation for site visit
- Exploration of a range of solutions rather than any single, predictable answer
- Application focus that develops transferable learning, knowledge and skills
- Practice-based teaching in workshop format supported by podcast lectures
- Presentation of findings and recommendations to business clients on their premises
- Businesses get fresh, independent analyses of their future business challenges
• Faculties deal with business organisations in a corporate manner
• Participating organisations engage at different points in the design, delivery and evaluation of the subject
Victoria University students enrolled in Nature-Based Tourism and Field Research Project in the School of Hospitality, Tourism and Marketing travel to destinations like Tasmania and Cape Otway for the first unit and subsequently visit Vietnam, Malaysia, Fiji and Cambodia for between three and ten days. These trips are seen as an integral part of their study. Students visit several places of interest, for example historical and natural sites, and have multiple opportunities to engage with a range of tourism products, services and industry personnel.

Through the intense experience of a field trip, students identify various career options, network with industry experts and gain hands-on experience of the tourism industry. Through a range of activities they develop communication skills, strong bonds with their peers and experience an industry where travel is anything but theoretical.

The usual elements of this kind of fieldwork are clear enough: travel in a group to gain new insights and experiences. Good practice involves the number and range of industry personnel and events students interact with in a situational learning experience, and alignment of assessment tasks for the subject. Field trips are memorable social experiences, preparing students for what is an intensely social industry that requires excellent communication and social skills.

Fieldwork also embodies a crucial teaching methodology. From preparation to learning in situ to interacting with a range of industry professionals over several days, the experience teaches students about industry diversity and how to create an inclusive and fun social experience, and helps to build their professional networks.

'I could just set an essay and exam but I know students get a lot out of field trips. I am committed to running them each semester.'

Industry practitioners are usually involved in the development of the itinerary, and the itinerary effectively becomes part of the curriculum. Industry is also involved in the delivery of the curriculum, with a range of tourism professionals speaking to students and joining excursions, and with at least one industry expert travelling with students for the whole trip. Industry experts provide feedback to students on assessment and help evaluate the worth of the program in collaboration with academics, drawing on student evaluations.
## Capstone Simulation

**Typology:** Industry Simulation  
**Case:** Capstone Simulation  
**Subject:** Business Capstone  
**Program:** Business degrees  
**Institution:** Curtin Business School

### Description (What)

Capstone® is a business simulation designed for advanced students in which students run a $100 million company for five to eight years. The simulation can be played as a team competition (Capstone® Tournament), with four to six teams each running a company and competing head-to-head; or as an individual competition (Capstone® Foot race), in which students each run a company, competing against five computer-generated companies.

Each Capstone® Business Simulation company operates in five market segments: 'Low', 'Traditional', 'High', 'Size' and 'Performance'. Students begin the simulation with five products but can develop a portfolio of up to eight products. Each simulated year they make decisions in Research and Development, Marketing, Finance, Human Resources and Production. Labour Negotiation, Advanced Marketing and Total Quality Management modules can be added at the teacher's discretion. It can be used to facilitate multidisciplinary teams of students participating in running a virtual business through the use of a complex business simulation and additional tasks ([http://www.capsim.com](http://www.capsim.com)).

### Objectives (Why)

- Provide an authentic problem-based learning experience in which students are able to demonstrate the professional skills employers expect from competent business graduates
- Present challenging tasks that further develop students' professional skills
- Provide an opportunity for students to use their individual capabilities within a simulated business environment
- Emphasise teamwork, although individual contributions remain important

### Practice (How)

Tutors act as facilitators and mentors. Students are guided through the basics of a complex simulation and then have to do the learning individually or in teams. Once competent in the simulation they play a competitive game against other teams and start to focus on other assessment items like reflective processes and presentations.

The teaching approach is open: students are treated as peers and given free rein in how they organise themselves and do their work.

### Industry Engagement

At Curtin University this is a multidisciplinary unit so the students do not work directly with professional bodies. There are attempts o interest business in sponsoring or being involved in work placements or work experience projects. The first partner was Deloitte.

### Enablers

- Sophisticated and effective tools in the simulations
- Continuous and full support of the faculty, including generous funding
- Huge interest shown in this type of teaching by students and staff

### Impediments
- Costs and high-level resources: license fees to be paid by the institution, adequate computer labs, preferably dedicated to the unit
- Criticism of intense use of simulations over other traditional teaching materials
- Difficulties planning and running a large unit across all disciplines, although this is not insurmountable

### Evidence of Impact and Benefits

- Tutor observations of student growth during semester
- Evaluations and reflections of students
- Interest by businesses such as Deloitte in attracting the top performers in this unit

### Unintended Outcomes

- The business simulation itself is accredited for assurance of learning, e.g. AACSB

### Good Practice Principles

- Use across programs, bringing students from a range of disciplines together, thus providing a broader perspective on business that their particular disciplines allow
- Simulation of thinking about higher level strategic decision making that managers must do
- Teams that are multicultural and multidisciplinary
- Alignment of the subject to encourage communication skills, time-management skills and strategic thinking
Industry Practitioner Delivery: Adjuncts and Fellows

A number of Australian universities use adjunct and honorary academic roles as part of their industry engagement strategies and in the development, delivery and evaluation of business curriculum. Many market those relationships very strongly in their promotional material, which consistently equates industry adjuncts in faculty with promoting industry currency and connection with the real world. The Australian School of Business at UNSW, for example, has an adjunct faculty with a broad range of members (www.asb.unsw.edu.au/EXECUTIVE/FACULTYRESEARCH/Pages/presenters.aspx). More than 150 adjunct faculty staff bring a broad range of specialist and generalist knowledge and experience to the MBA curriculum, adding considerable value to the student learning experience.

At Victoria University the Industry Adjunct program embeds industry practitioners as facilitators of undergraduate seminars. Adjuncts participate in all facets of teaching, including case study development, assessment moderation and curriculum review and renewal. These approaches inject a more practice-based approach into curriculum and assessment, and provide academics and students with a check for a real-world context to the business curriculum.
Case Study: Implementing Business Intelligence Practices and Applications

Students in undergraduate Accounting at the University of Technology, Sydney use COGNOS to implement and understand business intelligence practices and applications. The aim is to improve students' work readiness by making them familiar with the use of new system approaches and technologies deployed in many organisations.

Staff who are trained in the necessary technical skills to merge accounting theory with business intelligence applications develop a database to demonstrate theoretical concepts from the subject. Mini cases and exercises are developed.

Students work collaboratively to develop knowledge about and understand real-world issues in accounting information management. The overall aim is to improve the work readiness of accounting graduates by means of incorporating business intelligence applications in the undergraduate accounting curriculum.
Industry Project: Students in Free Enterprise (SIFE)

Over 30 Australian universities participate in SIFE, where students participate in 'service learning'. Teams or chapters of students together with an academic member of the university staff and an advisory group of business people use their skills and knowledge in an outreach project to teach others something that will benefit them.

Students develop ways to fund their projects, manage themselves, publicise their activities, network with local, national and international business executives and have fun.

Each chapter prepares a written annual report and an oral presentation describing the projects that have been undertaken and the results achieved. The report and presentation are made to a panel of business judges who determine which chapter has conducted the most effective program (www.sifeaustralia.org.au/index.php).

Examples of projects in business faculties include:

- Carbon Futures, which challenges individuals to reduce their carbon footprint (University of Western Australia)
- Peace-fest Market Research Project, a consultative research project conducted for the Southern Downs Research Council (University of Southern Queensland)
- Financial Literacy Project, where 20 students from the Small Business and Entrepreneurship course developed projects aimed at assisting local African business people (Victoria University)
The Global Business Practicum (University of Melbourne) provides an in-country study experience for students working on a range of projects, including feasibility studies, marketing projects, customer analysis and market research. Collaborating companies such as multinational banks, accounting firms, insurance companies and not-for-profit organisations provide real business projects and problems currently experienced by their companies. These take the form of a project brief to multidisciplinary teams who are required to present their project findings and recommendations to senior company representatives. Project briefs are diverse. They include examining new business opportunities; undertaking business and financial analysis; modelling current operations, products or services; developing a marketing plan or business planning; and recommending operational efficiencies.
One example is the Bendigo Bank Charity Challenge which provides financial support ($500) to student teams, on a competitive basis, to find creative ways to raise funds for local charities. The teams must pitch their proposed business idea or event to a funding panel. Selected teams then work with a mentor provided by Bendigo Bank. The mentor assists student teams in each phase of the project, from conceptual design and planning to implementation. Bendigo Bank branch managers provide information on banking requirements and financial procedures, as well as practical accounting processes for running fund-raising activities. All profits go to the team's selected charity.
Industry Project: Research Project

This unit integrates project-based learning into all aspects of its teaching and learning. A site license with market research company Roy Morgan Research provides access to a single-source survey database, widely accepted as the industry standard for syndicated market research. The workshop program was designed to develop students' skills in market segmentation, targeting, positioning and media planning. Using the ASTEROID program, students work through carefully sequenced simulated problems so that they are introduced to basic operational skills before more sophisticated analysis.
UQ Business School's Enterprize Competition is open to all entrepreneurs with a business idea that is ready to launch. Now in its 10th year Enterprize provides seed capital to promising start-up companies and gives participants the opportunity to have their business plan reviewed by potential investors. Fostering networking with venture capitalists and business angels, it could be the perfect launch-pad for your new venture.