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Refereed Special Edition "Massey MBAs Lead the Way - Workplace Innovations"

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Table of Contents
Volume XVII, Issue 3, March 2021
Special Edition

Special Edition Foreword
Heidi LeSueur Page 3

Early career researchers: The role of project management, mentors and the pathway to success
Caroline Tate Page 7

Who's in charge? After thirty years of Tomorrow's Schools, are decisions really being made by the community?
Steve Voisey, Andy Asquith Page 38

Pathways to Higher Education in New Zealand: A Pilot Study into the concept of Business Degree Apprenticeships
Rob Woolner Page 65

Understanding the role of employee personal values in relation to public service organisational values and performance
Alma Matenga Page 135

The effect of fixed-term contracts on employees in a polytechnic institution in New Zealand
Kieran McKendry Page 164

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Special Edition Foreword

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Welcome to this special edition of the Journal of Asia Entrepreneurship and Sustainability. In this edition, we present 2020 Applied Research Project reports prepared by Executive MBA students from Massey Business School, Massey University, New Zealand.

The papers collected in this issue have a common focus on New Zealand public sector organisations with four papers specifically exploring issues in education institutions ranging from primary to tertiary level. The exploration of these critical issues came at a time just before education institutions had to adjust to a new reality caused by the 2020/21 Covid 19 pandemic, globally and in New Zealand. There is no doubt that the role of educational institutions in society has shifted into public scrutiny as new ways of remote teaching and learning needed to be introduced swiftly to ensure learners' well-being and achievement, while avoiding disadvantages through the disruptions caused by the pandemic. For public institutions to manage through challenging times such as these, it is even more crucial that good management, governance, and business practices are in place to ensure that these institutions can fulfil their public mandate. The EMBA students who have chosen to focus on the public sector of society in their research reports have demonstrated that new insights and meaningful recommendations can be provided through critical analysis of existing knowledge and the collection of new data. The recommendations provided by the students can be actioned on a policy and organisation practice level, reflecting the aspirations by EMBA students to influence future performance of these public institutions in New Zealand.

Paper one, written by Caroline Tate, is the first study to examine early career researchers at New Zealand based universities in relation to research project management, the role of mentors and success factors. To understand this topic better is particularly important to universities, as early career researchers may be challenged by the expectations of grant funders of research. As outcome of her research, Tate has proposed several tools and practices which will assist early career researchers to be successful in academia in New Zealand.

In paper two, Steve Voisey and Andy Asquith look into the power balance that exists between principals and the community within schools in New Zealand. They asked the question: Who is in charge? Of specific interest to these authors was the link between the decile (index) assigned to a school based on the socio-economic status of their communities and the effective decision making of the School Board of Trustees. The findings show that such a link does exist and that concerningly the more privileged, higher decile communities are better suited to the New Public Management structures of schools than lower decile communities in New Zealand. Paper three, by Rob Woolner, discusses whether a business degree apprenticeship could be an acceptable alternative pathway for certain students. This could be a new option, different from the traditional one-size-fits-all tertiary education framework. Could this pathway ensure that Higher Education, specifically in business studies, increases its relevance and meets employer needs? Woolner's clear answer is: Yes! His paper explains why, and outlines the role micro-credentials could play in the degree apprenticeship.

In paper four, Alma Matenga explores the role of personal values among public service employees in terms of levels of motivation and performance. Matenga investigates specifically how the lived experience of mindfulness, management by values and values alignment, influenced the participants' behaviour in this study. She concluded that when the personal values of the public servant align with the values of the public service organisation, those employees are more likely to be motivated, productive, and engaged in their role.

Lastly, paper five focusses on the effects of fixed-term contracts (FTC) on employees in polytechnic institutions. The author Kieran McKendry, an industry insider, specifically examines effects on motivation levels, organisational commitment levels and the quality of employee's home life. The practical recommendations, based on the data that was collected, aim at reducing the negative impacts of FTC leading towards greater benefits for both the employees and the organisation. It is encouraging to learn from McKendry that there are alternative ways to utilise FTC in this sector, which essentially should lead to a better student experience in these educational institutions.

Collectively these five papers demonstrate that impactful insights can be generated from EMBA research projects that went beyond a conventional scope of corporate topics and ventured into the public sector, which plays a huge role in well-functioning societies. We hope you will enjoy the topics offered in this special edition, and appreciate the views and insights of our talented authors.

The Special Edition Editors
Heidi Le Sueur , F. Elizabeth Gray, Trish Bradbury, Patricia Bossons

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Early career researchers: The role of project management, mentors and the pathway to success

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Abstract

Development of skills in research project management are important for early career researchers for their career development, as are relationships with mentors. This research aims to obtain a better understanding of what areas early career researchers self-identify as achieving in well, and where they are needing development in relation to research project management. The research also explores the role of mentors as well as self-identified tools for success. Interviews were undertaken with 10 participants with 10 years or less research experience post PhD completion. All participants were undertaking research at a New Zealand University.

The findings showed that early career researchers have different levels of experience and skills to each other in relation to research project management,

and that mentors were valuable to their career trajectory. Researchers identified time, money, mentoring and networks as key to their success as researchers. New Zealand literature focussing on New Zealand early career researchers is limited. This is the first study to examine early career researchers in New Zealand in relation to research project management, the role of mentors and success factors.

1. Introduction

Researchers who are employed at research institutions such as universities, usually undertake a mix of teaching and research. Established researchers manage as well as participate in one or more research projects at a time, while applying for further funding to ensure continuity of their research work. To build a research career to this point, it usually takes several years and involves multiple applications and awards of funding.

Based on the researchers' experience, some researchers employed by universities who receive their first major research grant find themselves leading a major research project, without the prior training of how to do so. Deficits identified by the researcher include project management expertise, financial and soft skills including how to lead a team and how to promote research. Large grants for research projects involve an upscaling of activity and expectations, as the projects involve more money, more collaborators and management of a research project over a longer timescale. In comparison, awards prior to this for early career researchers ("ECR's") often come from trusts and not-for-profits that provide smaller amounts of funding and generally have less expectations regarding outputs and reporting.

1.2 Objectives

The objective of this study is to find out whether the researcher's view of ECR's in relation to skills and skills deficits is also reflected in the areas ECR's self-identify, in relation to project management of research projects. The study will also explore how ECR's view mentors and what tools they need for career success. As the researcher has been unable to identify any New Zealand research that focusses on this aspect of ECR's, this study is also seeking to record New Zealand ECR's own experiences, with a view to being able to compare it with other ECR's worldwide. The outcomes of this research will be used to make recommendations to the university studied in relation to ECR's development needs.

1.3 Report Outline

This report will cover a review of recent literature, the theory that underpins this research and the methodology used to undertake the research. The findings of the research will then be explored and a discussion of those findings in relation to the value of the study for policy and practice, research limitations and recommendations for future studies.

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2. Literature Review

At the start of their research career, researchers are commonly known as "early career researchers". There is no one, agreed definition of what constitutes an ECR. In New Zealand, the Tertiary Education Commission refers to people in this category as "new and emerging researchers" and applies the following criteria – the person needs to have undertaken research for the first time after 1 January 2012, meet the performance based research funding guidelines ("PBRF") definition of a researcher, and have not been given a PBRF eligible status in a previous PBRF round (Tertiary Education Commission, 2016). Practically speaking, this means that researchers with less than 8 years of research experience would be an ECR. Other institutions define ECR's as people with less than 10 years post-doctoral research experience and undertaking independent research (University of Southhampton, 2012). The Australian Research Council takes a more conservative approach, classifying researchers with four or less years' academic experience post PhD for the purposes of funding eligibility (Australian Government, 2015).

There are several factors other factors that can be applied in determining whether someone is an ECR – non-tenured status, nature of duties and length of experience since PhD completion (Bhakta & Boeren, 2016). For the purposes of this study, those who are in an academic position with less than 10 years' experience post PhD and undertaking research projects were eligible participants for the interviews (Kulkarni, 2016).

ECR's have identified several factors affecting their ability to succeed as researchers. These challenges begin before they become ECR's, when they are undertaking their doctoral studies. At doctoral level, many students lack the written, critical thinking and analysis skills to create their dissertation (Angelito, 2014). In addition, they lack the ability to plan their research consistently. A recent study indicated that 95% of all doctoral students had never received project management training and would benefit from it as part of their postgraduate studies (Katz, 2016).

When entering the ECR stage of their career, they then face a shrinking and more competitive funding pool (Nature, 2016). In some cases, the number of awards has not changed but the number of people applying has increased. The work to keep a flowing revenue stream, and the need to continue to apply for the next tranche of funding while also managing existing projects can be as challenging as winning the grants themselves (Powell, 2016). These factors indicate that in a competitive funding environment, support for ECR's may benefit them at various stages of the research journey and has the potential to enhance both their quality of delivery as well as career trajectory. From a demographic perspective, there will be a gap of future leaders as a large proportion of senior researchers are due to retire in the next few years (Browning, Thompson, & Dawson, 2017). This means that more junior researchers will need to step in and fill more senior positions (Browning et al., 2017). Ideally, they will have the skills to do this when the opportunity arises.

ECR's overseas have identified several areas where they would benefit from support. These include mentoring, training in how to write a grant application, where to submit articles and introduction by supervisors to critical networks (Eigi, Velbaum, Lõhkivi, Simm, & Kokkov, 2018). Additionally, ECR's self-assessed that they would benefit from training of how to generate funding, manage project finances and how to plan and deliver projects (Bhakta & Boeren, 2016).

McAlpine (2016), identified that researchers need development, starting from when they are PhD students in relation to grant proposals, the funding process, cultural considerations (when working cross-jurisdictionally) and time management skills. Researchers who got their first big award as project investigators commented that there was a shift from "doing", to "managing" the research. When that shift occurred, they were unprepared for people management, managing the deadlines, managing the funding, quality control, building a research group and motivating people (McAlpine, 2016).

Researchers new to faculty positions have identified both barriers to success and areas where support would make a difference to their research careers. Barriers included lack of resources, lack of mentoring, workload, while support areas included funding, a supportive university environment and research collaborations and training (Gonzalez, Wester, & Boarders, 2019). This self-assessment at early stages in a career is confirmed when senior researchers were surveyed. They cited mentoring, access to an active research group, institutional support, having PhD and postgraduate students and training in how to write grant applications as factors in their success as established researchers (Browning et al., 2017).

When support has been provided to ECR's, positive outcomes have occurred. In a postdoctoral training programme that included training in ethics, budgeting, grant writing and technology use, those on the programme obtained faculty positions at a threefold higher rate than their peers. They also supervised more students, taught more courses and participated more in other professional development opportunities (Rybarczyk, Lerea, Lund, Whittington, & Dykstra, 2011). These results indicate both a greater engagement in their research community as well as their organisation having greater confidence in their skills, due to the training they received.

Similarly, the results of a pilot programme for ECR's that focussed on grant writing, communication and media skills and development of a research career plan resulted in participants submitting publications at double the number than their non-participating peers. By the end of the programme half of their grant applications had also been accepted (Browning, Thompson, & Dawson, 2014). A broader study that analysed a number of programmes run to improve researcher success, identified that support for researchers (whether it be mentors, training, material, meetings), resulted in a change in performance in relation to grant applications, publications, writing and analytical skills (Mazmanian, Coe, Evans, Longo, & Wright, 2014).

The first five years post-PhD is important to establish a research track record that could lead to longer term success (Browning et al., 2017). A successful Australian researcher's trajectory indicated that on average a first grant of funding was received 2.5 years post PhD qualification, with half of researchers leading a team within 5 years and achieving professor status 14 years post PhD (Browning et al., 2017). Any training or support that can be offered within that window of time may boost an ECR's success rate for funding, ability to deliver on funded projects and manage a research team.

An analysis of what it takes to succeed as a researcher has indicated several key areas. According to Pearson and Brew (2002), a well-rounded scientist not only has subject matter expertise, but soft skills ranging from people management, to good communication and collaborative capabilities. In a study by Browning et al. (2014), involving interviews with successful researchers, several critical factors were identified as crucial to their career success. These included having a mentor, attending conferences, acting in a supervisory role for postgraduate students, participating in an active research group, receiving assistance to develop grant applications and being given seed money while they were getting established. In a similar study involving mid-career researchers, participants responded that mentoring, networking, and personal motivation were critical to individual success. Respondents placed less emphasis on technical skills, relative to "soft" skills (Sinclair, Cuthbert, & Barnacle, 2014).

Mentors have a role to play in growing ECR skills and capability. A study of mentoring indicated that it can increase research productivity for the mentee as well as growing an understanding of how to undertake research of a high quality by offering feedback of writing, research design, article submissions, and time management (Magnuson et al., 2003). Mentors are also valued for providing career advice to ECR's and refereeing articles and publications (Briggs & Pehrsson, 2008). The relationship itself, when well-functioning was assessed as nurturing, constructive and focussed on mentee needs (Briggs & Pehrsson, 2008). A study of mixed methods researchers supported the view that learning by being part of a research team and receiving mentoring within that team, was critical for growing skills (Guetterman, 2017). Peer mentoring as another model for support in academia can provide a mentee with a range of different perspectives, help the mentee to expand their network and enable them to ask questions of those who have recently faced similar problems (Kuhn & Castano, 2016). When well-managed, mentoring can also benefit the mentor, as they seeking other's perspectives, gaining confidence in leading and engaging in personal reflection (Jiao, Kumar, Billot, & Smith, 2011).

In 2014, an analysis of Australian universities found that 40% were funding development programmes for ECR's, an increase from only 10% ten years earlier (Browning et al., 2014). To stay relevant in a competitive funding environment for research, New Zealand universities may need to follow this approach. This view is supported by a recent study of the challenges facing researchers in the Philippines, where the authors concluded that for their academics to competitive and participate in the international community of scholars, training needs to be provided (Angelito, 2014).

In summary, the research above indicates that ECR's receive formal training in research project management it has resulted in positive outcomes for the researchers involved. This study aims to identify if the same issues are identified by ECR's in New Zealand as overseas subjects when they are studied in relation to research project management capabilities, access to mentoring and tools for career success.

3. Theory

The researcher believes that ECR's interviewed are likely to identify similar areas as found in other studies as areas where they need further development. These will include grant writing, budget management, team management and project management. Based on this researchers' own knowledge, she expects that participants will all identify budgeting as an area where all ECR's need further skills. ECR's will value the role of a mentor, although the researcher notes that the university studied has no centralised and formal mentoring programme, so expects a range of experiences in relation to mentors and mentoring. ECR's are likely to identify a range of tools or factors that ensure their personal success, depending on their lived experience, length of service and what they value as individuals.

4. Research Questions

The questions covered by this research project with participants are as follows:

- What areas of strength do ECR's self-identify in relation to research project management?
- What areas do ECR's self-identify for further development in relation to research project management?
- What do ECR's think of mentors, and do they have access to mentors?
- What tools do ECR's identify that they need for success?

5. Methods

5.1 Data Collection Tool

Interviews were held face to face if possible, or alternatively by Skype or Zoom if the participants are located elsewhere. Interviews were recorded and then transcribed.

Potential participants were identified by drawing upon staff knowledge within the research office of the university to identify potentially eligible persons by length of post PhD experience. An email was sent to 14 potential participants by an administrator in the research office on behalf of the researcher, explaining the nature and purpose of the study and asking potential participants to contact the researcher directly if they wished to take part.

The researcher was contacted by the majority of those invited to participate and so was able to interview a total of 10 participants across a range of disciplines

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within the university. Participants were academic employees of a New Zealand university, and met the definition of an ECR in relation to length of postdoctoral experience. As a minimum each had led one research project.

5.2 Ethical Considerations

This research was conducted under Massey University's Code of Ethical Conduct for Research, Teaching and Evaluations Involving Human Participants (2017). The researcher was granted formal approval from the New Zealand university to undertake research on employees of its organisation. All ethical requirements set down by Massey University's Ethics Committee were met. The confidential and voluntary nature of the interviews was emphasised at the time of initial approach as well as at the start of each interview.

Consent forms were signed by each participant before the interviews took place.

5.3 Interview Length and Questions

Interviews were approximately 20 – 30 minutes long and contained a series of open and closed questions. The researcher took a semi-structured approach, asking both predetermined questions but also pursuing areas that were raised by participants and seeking further information.

Through the process of interviewing it became apparent that three additional lines of inquiry merited further consideration – the role of mentors, what ECR's self-assessed as tools for success, as well as what they would like from their university in order to achieve success.

Additional questions were added to the interviews to explore these:

- Do you have a mentor or mentors?
- If so, how did you identify someone to mentor you?
- What attributes do you associate with a good mentor?
- If you were to imagine a box labelled "early career researcher success", what would be inside that box?

5.4 Data Management

Subjects were recorded using a voice recorder on a computer, as well as an audio recording device on a phone. Audio files were then saved to the researcher's laptop, which is password protected. All interviews were assigned a number. The results have no identifiable data attributed to participants. Full access to metadata is limited to those who need to evaluate the data, as per Massey University's Code of Ethics, 2017.

5.5 Research Analysis

Interviews were transcribed with support from online transcription tool Temi. Temi was selected due to its high-level encryption security, non-disclosure Agreement, acknowledgement that it does not own any files uploaded, and easy mechanism for destruction of audio files from the website once transcription was completed (Kenny, 2020).

Thematic analysis is the process of quantifying and looking for themes or patterns of meaning in qualitative research (Braun & Clarke, 2006). This method was chosen by the researcher as the process to analyse the data as a good method for small sample sizes in qualitative research. It is regarded as an accessible tool for newer researchers for analysis, as opposed to other qualitative methods that require substantial theoretical or technical knowledge (Braun & Clarke, 2006). Themes were identified by looking for high reoccurrence of content in that subject area, and data grouped by coding it to the themes (Braun & Clarke, 2006). The researcher took a primarily deductive approach, looking for content that responded to the theory of the research, but was also open to content that did not fit the theory or covered other areas of interest to the participants.

NVivo software was used to undertake thematic analysis of the data by grouping text from interviews under the themes already identified by the researcher and then creating sub-themes or codes, for example splitting "budgeting" into "budget creation", "budgeting support" and "budget management".

It became apparent through the coding process that there were some central themes that crossed individual codes, such as mentoring and networking. These will be explored further below.

6. Findings and Discussion

The researcher set out to establish what are areas of strength and areas for further development for ECR’s in relation to research project management, while also gaining an understanding of the role of mentors for ECR’s success and resources needed for success. The researcher theorised that ECR’s lacked skills in budgeting and financial literacy, project management and leadership. In contrast to this, interviews have indicated that there is no one area where ECR’s unanimously need support. Their lived experience is highly dependent on whether they have internal support from staff within their faculty, a mentor or peer network or previous working experience pre-academia. For some participants their journey has been seamless and well supported by their faculty, for others, they have needed to make their own way and find their own resources.

6.1 Strengths

Participants identified that their areas of overall strength for research project management were enthusiasm, new ideas, technological skills and a desire to work collaboratively.

“It's not "my" project and them working for me or anything like that. We tend to, and even in the bigger teams I've seen here within [university unit] and the project I did my postdoc on, there was very much a sense of that kind of collective project. We are working on this together. It's ours”. – Researcher 9

6.2 Development Areas

Participants felt that they needed to build skills in self-promotion, effectively sharing their research findings, building networks and managing their time effectively. These will be explored further below.

"You know, 'cause I think that's how you can make some of that time management go away if you can get on someone else's grant and they're writing it, but you need to meet that person". – Researcher 7

6.3 Research Team and Leadership

Participants identified that setting up a solid research team was important and noted that good communication, leadership and pastoral care was important.

"And that's when I really starting to evaluate what their strengths are, surely, but also thinking about their weaknesses. Because when you are doing a grant project with someone, even if it's a short-term thing, it has to be somebody that you can work with". – Researcher 10

Some noted that leadership skills were an area in which they needed further development. The need for development of leadership skills as ECR's is an area supported by other studies in relation to long-term success as researchers (Browning et al., 2017). Similarly, McAlpine (2016), identified that in undertaking their first grant major grant award, ECR's would benefit from skills development in people management, building a research group and motivating people. Having well-developed leadership skills as well as technical expertise has been noted as a factor for researcher success and so merits providing skills for researchers to grow in this area (Pearson & Brew, 2002).

6.4 Budgeting Skills

Budgeting expertise was variable and depended upon the individual, their skills and the resources they had to draw upon. Some had few skills while others were highly capable.

“So I suppose I've sort of gone along with things rather than developing a firm budgeting plan. So that probably would have enabled me to manage the money side of things. But I think I'm probably the only person that has been told off for not spending enough money rather than spending too much”. – Researcher 3

The need for support in relation to financial literacy has been identified in other studies involving ECR’s. A study by Bhakta and Boeren (2016), noted that ECR’s self-assessed that they would benefit from training of how to generate funding, manage project finances and how to plan and deliver projects. This was noted by McAlpine (2016), as one of the areas where ECR’s needed upskilling when they obtained their first major research award too. So the skills deficits of some of the participants (in part) reflects the skills deficits of other ECR’s.

6.5 Tools for Upskilling

Participants drew on a variety of resources for upskilling in relation to their self-identified growth areas in research project management. These ranged from peers, to faculty support and central University support resources. Some did internal courses. The need for development of research project specific skills was identified in a study where ECR's rated "planning and delivering research projects" and "managing project finances" as of high priority, along with "generating funding and income" and "manage own career progression" (Bhakta & Boeren, 2016), which indicates that the participants of this study are not alone in relation to areas where they would value further advancement.

6.6 Mentors and Networks

Mentors and networks were noted as important to participants, both on a day to day level in terms of support, feedback and advice, but also longer term for development of networks that participants felt were important to leverage into co-authorship and grant applications.

"Um, so he's done everything from writing reference letters to me for me to, um, discussing my options in terms of next steps, where I should apply, uh, to creating situations where I can be giving a guest lecture, um, doing interviews that are being posted online. Um, you know, proofreading publications… ". – Researcher 10

Mentorship was identified as a role that needed to be provided by someone who had technical expertise and where there was mutual respect and a desire to help.

"…they give you independent constructive advice so that….your mana is intact".
– Researcher 6

It was noted by several participants that the not everyone has the innate skills to act as a mentor and that some people are naturals at it. A mentor cannot be "assigned" to a person unless there is a good fit from a relationship perspective between mentor and mentee. Some participants had to find mentors for themselves. In some cases, participants had taken the initiative and created a peer mentoring network for themselves and their peers. Other participants found themselves mentees as part of the natural progression of their research journey. Researchers interviewed who did not have mentors felt their absence and felt they would value what a mentor could offer them. An implicit understanding of what they were going through, helping them to make career decisions that would affect their research career trajectory, and encouraging personal accountability for progress by checking in with them were some of the things participants were hoping for if they could locate a mentor. In some cases, participants noted that the transition from PhD student with a supervisor who acted as a mentor, to a more solitary career without that support had been challenging for them.

Both the attributes valued in mentors and the nature of support provided are similar to those identified by Briggs and Pehrsson (2008), indicating that participants are similar to their peers both in relation to mentoring needs and what they seek from mentors.

Pearson and Brew (2002), noted that a well-rounded scientist has good collaborative capabilities, which speaks to the need for good networks with which to collaborate. Having collaborators and mentors in a supportive university environment were success factors identified by ECR's for their professional development (Gonzalez et al., 2019).

Participants noted that networks and mentoring were two of several areas that they felt would contribute to their success.

"…having that platform established in their networks. So you come to the end of a project and you've got those relationships with your team intact and, and you've also built relationships beyond which help you move to the next step of your career". – Researcher 9

The need for networking within and across disciplines as a factor in career success has been supported in other studies, particularly for those who work as sole researchers rather than within a research team (Scaffidi & Berman, 2011). Having access to a mentor outside of their discipline who could provide career advice was identified by Postdoctoral students in the same study as something that they would value in addition to supervisory support (Scaffidi & Berman, 2011). Lack of networking or professional development has been identified as an area that is problematic as PhD graduates transition to research careers (Gruszczynka, 2016). Conversely, being part of a research team and having access to mentoring within it, is a factor in researcher success (Guetterman, 2017). This was reflected in the comments of participants regarding their transition from PhD student into a mentee/mentor relationship within their research team and how that had helped them.

6.7 Tools for Success

Mentors, networks, grant writing skills, money and time were all referenced by participants as things that they felt would help them be successful as researchers. The need for mentoring, development of grant writing skills and introduction by supervisors to critical work networks is echoed in other research of ECR's, which indicates a consistency of need between New Zealand based ECR's and those elsewhere (Eigi et al., 2018). Receiving mentoring, and training in how to write grant applications are factors more senior researchers have noted as integral to their long-term success, which would indicate that the participants studied here have accurately identified what they need to grow their careers (Browning et al., 2017). There is research that indicates a link between receiving mentoring and productivity.

Funding challenges were mentioned in another study where ECR's noted lack of money for research, travel and conferences served as a barrier to their success (Gonzalez et al., 2019).

One of the success factors identified as a need by participants was having enough time. This is supported by literature – when ECR's start their careers they are usually juggling between a teaching and research load. The need to set up their

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courses takes additional time in the beginning, and a research-intensive period is needed to elevate researchers to the next phase of their careers. Not enough time is made available to researchers to deliver on research in the early phase of their careers (Laudel & Glaser, 2008). Faculty workload was identified by ECR's in a study by Gonzalez et al. (2019) as one of the barriers to their success.

7. Recommendations

This project aimed to understand the skills and areas for further development for ECR's in relation to project management of research projects. In addition, the role of mentors and their tools to achieve success were examined. Interviews were undertaken with 10 participants and interview results studied using qualitative analysis.

The research findings have indicated that development needs of ECR's in relation to research project management are not consistently in one area. Their experience of, and access to mentors differed greatly and their tools for success reflected their individual experiences.

7.1 Research Project Management

Given that the expertise and development needs differ across ECR's, a targeted approach is needed for upskilling in relation to research project management. A series of online modules could be developed for early career researchers that they could download as a self-service training tool. These would be bite sized, by breaking down broader subject areas into smaller subsets. For example, "budgets

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and budgeting" as a topic, could be split into how to create a budget and common costings challenges as individual modules. It could then be split into tips and tricks for managing budgets and how to access budget information and spend the budget. The same could be done with other areas of research project management. These tools would benefit ECR's and may also be useful for more experienced researchers who want to engage in continuous learning. A 2016 survey of ECR's overseas indicated general support by ECR's for online learning as a useful mechanism to upskill, so this is likely to be accepted here in New Zealand too (Kulkarni, 2016).

In order to encourage uptake, this could also be supplemented with twice yearly sessions that involve a mix of networking with other ECR's, as well as some refreshers on key aspects of the modules or further exploration of some key concepts. Mixing the training with networking would meet two of the needs of the ECR's at the same time. This material could be supplemented with training from external providers such as Vitae, a company that provides a range of training for researchers at different stages of their research journey (Vitae, 2020).

7.2 Mentors

In relation to mentors, some of the challenges identified with finding and then continuing a relationship with a mentor or mentors were availability, subject matter expertise and whether there is a "fit" in terms of personality between the mentor and mentee. If peer mentoring is offered, it removes some of those challenges as if a peer mentoring circle is of a good size, a person can receive mentoring at pre-arranged sessions from a range of people. The researcher recommends that each faculty at the university sets up peer mentoring circles. This would involve minimal cost apart from staff time. The benefit for ECR's will be access to regular mentoring, a sense of shared purpose and access to networks within their school and more broadly through their peers. This has the potential to reduce isolation and resolve queries for a range of topics that impact upon successful research project management, from team management through to grant writing feedback. There are also benefits to the mentors in terms of satisfaction of helping others, development of leadership and other skills and expanding their own networks (Beltman & Schaeben, 2012).

7.3 Money and Time

ECR's indicated that time and money would be of value to them to be successful. In a couple of the interviews, interviewees suggested a special fund for some ECR's that would be funded on a merit basis, so that they could devote their time exclusively to research. Funding for this would need to come from their host university, which currently awards internal funding to ECR's but not a complete time buy-out. Implementation of this as a solution is dependent on the financial resources of their university.

7.4 Implications for Policy

If New Zealand universities respond to the development needs of ECR's, they have the ability to pre-empt a future problem – researchers who don't have all the skills needed to be successful being asked to step up to prematurely fill the breach left by a large cohort of retiring senior academics (Browning et al., 2017). There are potential reputational as well as financial implications if this is not addressed – in a competitive funding environment, those well-skilled to deliver on research are more likely to be awarded funding than their lesser skilled counterparts. As Australian and other universities overseas are offering ECR training programmes it could help to make New Zealand universities competitive with other universities overseas, when recruiting ECR's.

7.5 Limitations

The researcher acknowledges that the above recommendations are based on ten interviews at one university and so may not reflect the development needs of all ECR's, or even all ECR's at that university.

7.6 Future Studies

The findings of this research could be further tested by conducting an online survey of ECR's with a series of closed questions, asking ECR's to rank what support they would like the most out of a range of topics from budgeting through to peer networking.

Due to the range of experience of participants (from 1 – 10 years post PhD qualification), there was no consensus in terms of skills or skills development. A survey of a larger sample but smaller range of experience (for example, 1 – 5 years post PhD completion), could generate a more unified voice in relation to areas of strength and development needs.

The researcher noted that in the social sciences, there appeared to be a more collaborative approach and more mentoring/support offered. As the participant pool was small it is difficult to draw any definitive conclusions from this, however a further study could be undertaken comparing social sciences to other disciplines to determine whether they do things differently and if so, if the same techniques used in social sciences could be applied to other areas to support ECR success.

Any intervention that is made to support ECR's needs to be measured, to ensure that the objectives of the intervention results in the outcomes intended. This was also a recommendation of a study into other researcher development interventions, which found that many of the interventions did not have a control group and involved a multi-faceted approach, so that it was difficult to attribute researcher success to one part of an intervention (Mazmanian et al., 2014). Measurement of the value or positive outcomes of the interventions suggested by the researcher, then provides justification for staff time/university funds being spent on future interventions.

8. Conclusion

This study indicated that ECR’s at a New Zealand university have a range of skills in research project management and have consistent needs to ECR’s in other countries in relation to mentoring and tools for success. There are some opportunities at the university studied to support ECR’s through a range of interventions mentioned above. The researcher was heartened by the support some participants received from peers and mentors to develop them as researchers, and the initiative shown by participants to upskill. ECR’s are our future research leaders and so this researcher hopes that they continue to be supported to achieve success in academia.

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Who's in charge? After thirty years of Tomorrow's Schools, are decisions really being made by the community?

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Abstract

This article examines the power balance that exists between principals and the community within schools in New Zealand. The effectiveness of the decision making process within BoT of Trustees is measured against the socio-economic index (decile) that has been assigned to each school by the Ministry of Education using New Zealand Statistics data. A survey was designed to collect the demographic data of trustees and measurements of effective decision making, and compare them to the decile of each respondent and a definition of effective governance. The article finds that there is a positive link between decile and effective decision making. School BoT in more privileged areas experience more effective decision making. The gender, age, and ethnicity of trustees are also linked to socio-economic outcomes in that there are fewer ethnic minorities found on the BoT of lower decile schools. The structures that the Education Act 1989 established over 30 years ago have created these inequities, particularly for the underprivileged and for small rural schools. It is recommended that the taskforce reviewing of the Education Act takes these inequities into account and creates

structures that allow lower socio-economic communities to be empowered and for small communities to thrive.

Introduction and Background

This article examines the roles and relationships within New Zealand school BoT of Trustees (BoT). Specifically, we explore the dynamic between school principals and elected community representatives in the South Island following major reforms initiated following the Picot Report (1988). The major thrust of these reforms implemented in 1989 were designed to empower communities or consumers - principally parents - at the expense of professional educators.
There is a clear linkage between the Picot inspired reforms and the general thrust of the significant public management reforms which transformed New Zealand in the 1980's (Boston 1996) (Kelsey 1995). Whilst here is not the place to revisit those reforms, they have been admirable chronicled elsewhere as being part of the New Public Management (Hood, 1991) or 'managerialism' drive (Pollitt 1993) which saw the rise of consumerism and management within public service provision.

In 1988, the New Zealand government announced intention to reform the education system and appointed businessman Brian Picot to propose a new structure (Picot et al, 1988). The report recommended a series of changes that devolved decision making and responsibility from the state to individual schools within the community. This reflected a clear shift away from collective decision making to a model founded on the notion of the individual rights of the consumer

(Hughes, 2003). At the heart of these reforms was the theoretical ideal that public services were producer driven and delivered in a Fordist manner (Brooke 1991). What was therefore needed to break this producer dominant model, was the transfer of power to service consumers – in the case of education, the parents of school children.

As was the case elsewhere in public service reform, the vehicle chosen to transfer power from producers to consumers of education was to replicate the private sector business model so revered by advocates of government reform in the 1980s (c.f. Hood, 1991; Hughes, 2003; Pollitt, 1994). In the case of school, parents would form a BoT which would act as the 'BoT of directors', to which the principal would be accountable, in a role akin to that of a chief executive officer. The BoT would be responsible for 'hiring and firing' the principal, and would wield considerable power within the school.

There were however a number of weaknesses in the public management reform model in general, which led to key failings in the application of the Picot ideals. Given that the public management reforms are founded upon public choice theory and rational actor economics (Hughes, 2003), there is an underlying assumption that all schools and parents are equally capable and willing to undertake the shift in operating model envisaged by Picot. We would contend that this is a serious flaw in the reforms. Specifically not only do socio-economic factors impact upon a communities abilities to form an effective BoT, even where this is possible, there will still be a distinct membership hierarchy, with the school principal holding a dominant position on the BoT. This power imbalance is outlined thus: *"... many forms of collaborative governance strongly favour the wealthy, the more educated, and those who belong to dominant racial and ethnic groups." (Bevir 2012)*

Hence, a key area this article address is to what extent do the issues outlined above exist some 30 years after the Tomorrows Schools reforms.

Background – PICOT: Parents In Charge Of Teachers

The framework created in 1989 set out to ensure that decision makers were as close to the effects of their decisions as possible (Lange 1988) The policy meant that parents would elect a BoT from the community to govern over school finances and act as employers (Picot et al. 1988). The main instrument of these reforms was the creation of BoT. These would be elected groups of parents that would be accountable for the allocation of an operational grant from the Ministry of Education. Under the new legislation elected members of the community would appoint the principal and act as the employer. Along with the help of external expertise, BoT would appraise the principals performance. The BoT would hold the principal accountable for the management of the school and have the authority to dismiss the principal if needed.

Decile: Categorising BoT, schools, and communities

Since 1995 the Ministry has categorised schools by decile according to the socio-economic status of their communities (Donnelly 2003). This index is derived from the socio economic status of the students that attend. The purpose of the decile system is to target funding towards lower socio-economic groups.

The decile label provides a useful measurement to describe a school BoT for this article. A decile rating tells us about the social advantages that a community may enjoy. It is important to note that the decile rating is consistently misunderstood as a quality rating by many members of the public (Donnelly 2003). High decile schools are located next to expensive real estate, and it's widely believed that the houses are expensive because the schools are good. However, it could be argued that the reverse is true.

Method

To avoid any potential conflicts of interest, we sought to exclude schools located on North Island. Ergo using Survey Monkey, we sought to ascertain responses to a series of questions from some 588 South Island schools to a range of questions which explored issues around the objectives outlined in Tomorrows Schools. We analysed responses from principals and BoT members by school decile in order to ascertain differences in schools of different socio-economic composition. Essentially respondents were asked if the objectives of Tomorrow's Schools were met – specifically were 'communities making decisions about the future of children' – or was power still in the hands of the professional educators in the form of the school principal?

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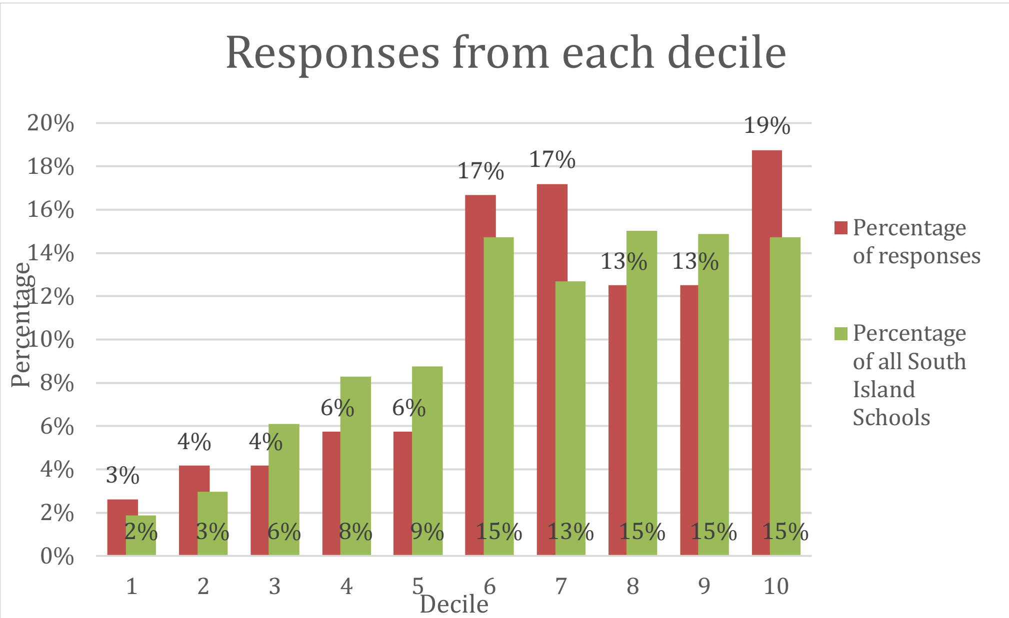
Demographic data

A total of 199 responses were collected. Among the categories of external appointments, staff trustees, and student trustees, 38 principals responded (only 32 completed the survey) and 120 elected members. Figure 1 shows the percentage of South Island schools in each decile, and the percentage of responses from each decile. It is important to note that 2% of South Island schools are decile 1 and 15% are decile 10. This is because decile is calculated nationally. This demonstrates the concentration of a higher socio-economic population in the South Island. The responses from decile 1 have been omitted from some the charts. There were 5 responses from decile 1 trustees (from 8 decile 1 schools in the South Island). Of the respondents, 4 were Ministry appointed so they have been coded as outliers.

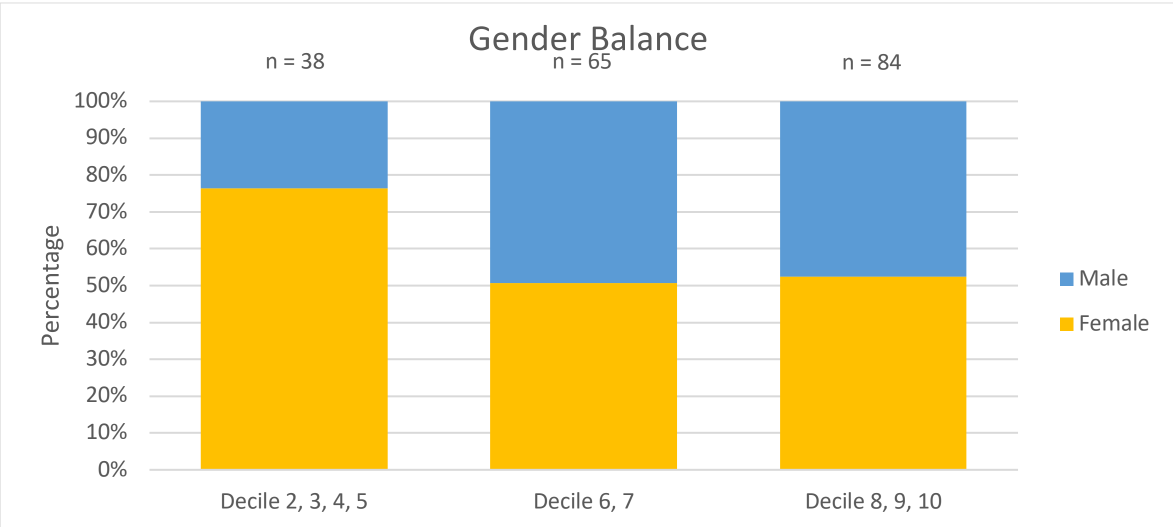
Figure 1 Responses from Each Decile



Gender

Figure 2 shows that there are more women in lower decile BoT, and they are younger – increasing the power difference within the BoT. The Ministry for Women (2016) asserts that while steady progress has been made to eliminate discrimination against women, there is much work to be done. If women face the same the prejudices in a BoT that they do in the rest of their life, such as unconscious bias (Ministry for Women 2017), lower decile BoT memberships do not have the same voice as high decile BoT memberships.

Figure 2 Gender Balance



Age

Table 1 shows that elected trustees are generally a decade younger than principals. A possible explanation could be that they should be current parents of school aged children. The average age of a male principal is 50. The average age

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of a female principal is 56. Male and female elected trustees are 46 and 34 respectively.

Table 1 Average age of Principals and Elected Trustees (weighted average method)

	FemalePrincipal	MalePrincipal	FemaleTrustee	MaleTrustee
n =	17	14	68	51

Average age	**56.76**	**50.71**	**34.26**	**46.47**

The age and gender of both principals and BoT is shown in Figures 3 and 4 respectively. If age and gender are a factor in BoT power balance, then these figures illustrate that there is a generational difference between an average female principal and an average female trustee.

Figure 3 Principals by Gender and Age

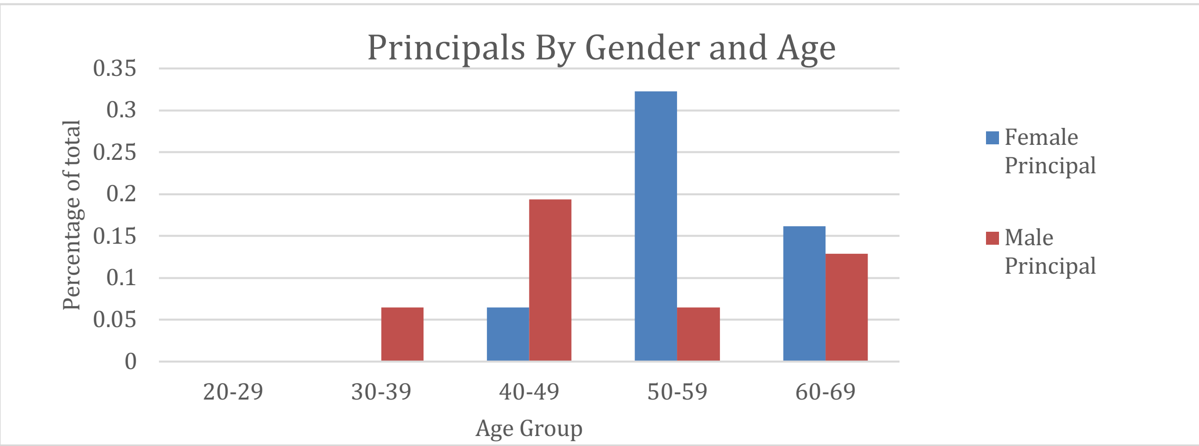
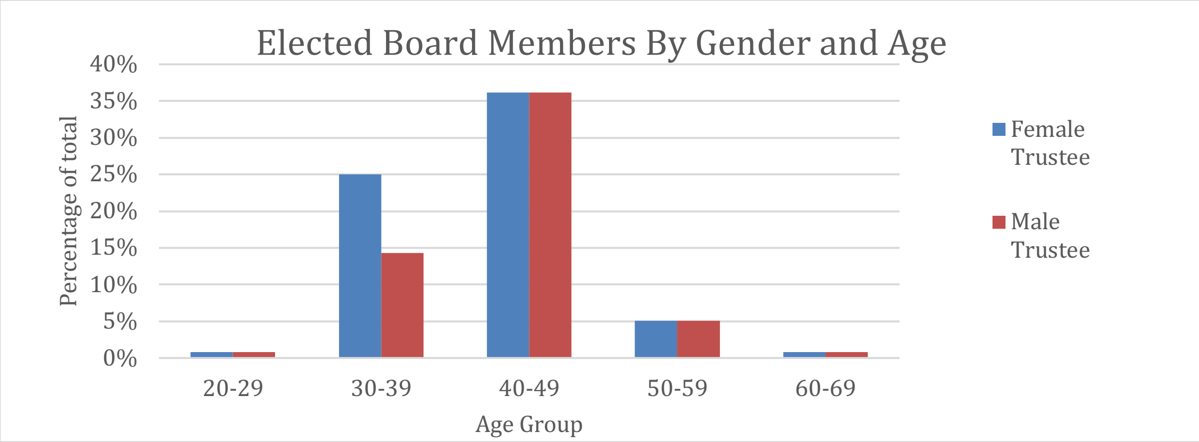


Figure 4 Elected members by Gender and Age



Ethnicity

Figure 5 shows that ethnicity of respondents is strikingly European and not at all representative of the South Island population. 3% of respondents identify as Māori compared to a South Island total of 14% (StatsNZ, 2013). The government's Constitution Report (2013) compares representation at national and local government levels and identifies deficits in particular communities despite legislative mechanisms in place to ensure that Tangata Whenua representation is maintained. This has not been identified in the literature as an issue in BoT.

Figure 5 Respondents by Ethnicity

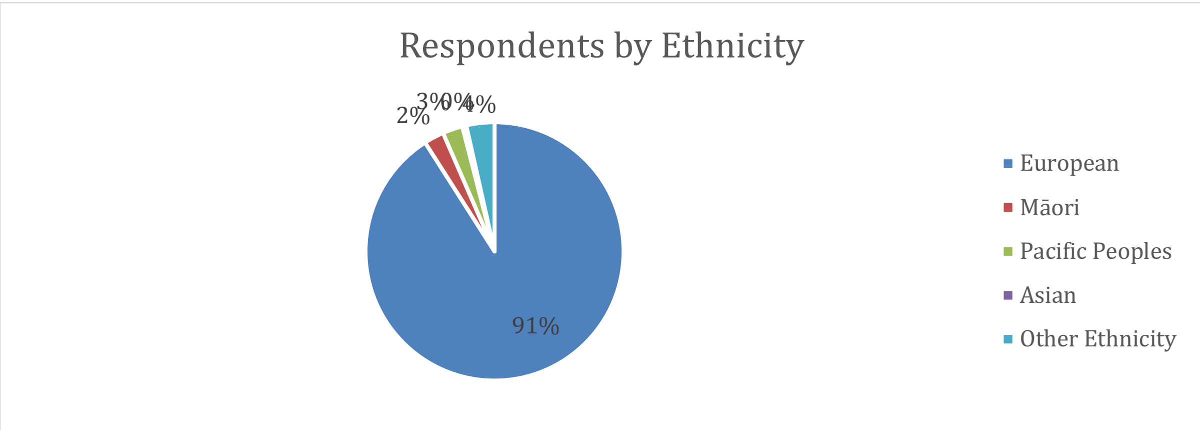


Figure 6 shows the spread of trustee ethnicities across each decile. Tangata Whenua are particularly underrepresented in lower deciles. This is surprising, as they continue to feature in statistics for unemployment and lower standards of living (Marriott 2014).

Figure 6 Ethnicity by Decile

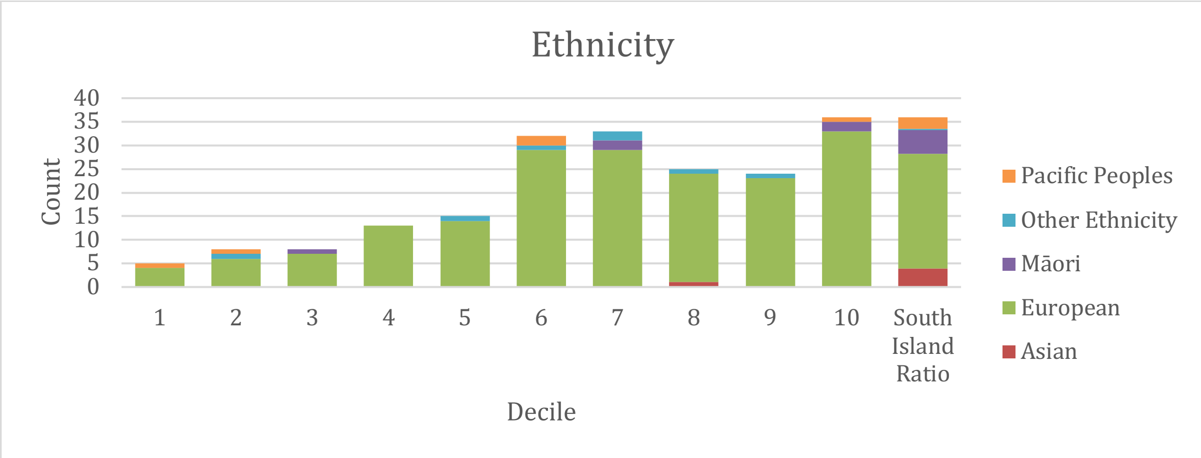


Figure 7 Tangata Whenua Roles

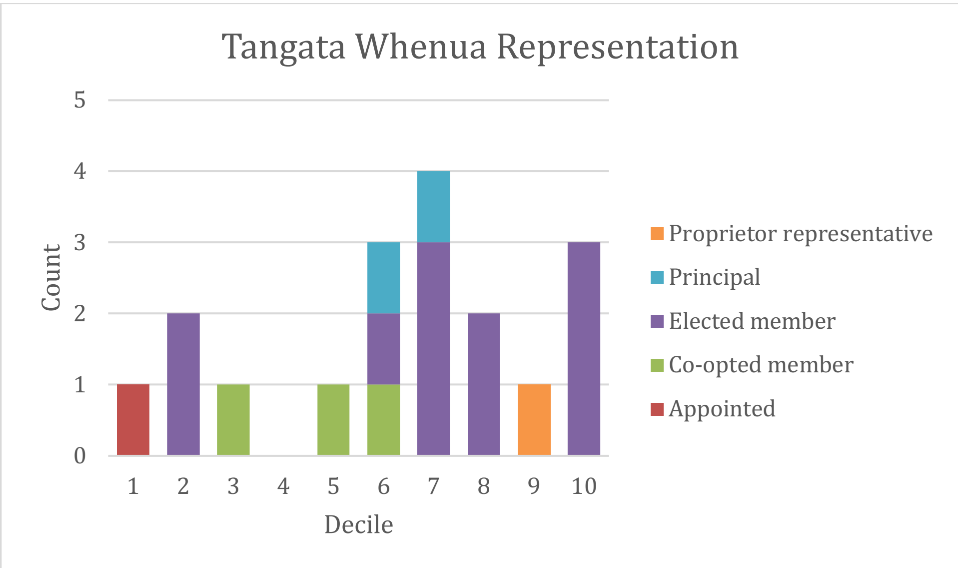


Figure 7 is a deeper examination on the roles of Tangata Whenua within each decile. It shows that out of the 18 Māori who responded, 11 were elected by the community, 3 were co-opted, 2 are principals, there is 1 proprietor's representative, and 1 Ministry appointment. It is evident that the issue of under representation of Tangata Whenua in governance roles is the same as it is in many other areas (Constitution Advisory Panel 2013). Co-opting members is an effective method for improved representation.

Figure 7 also shows that co-opting and Ministry appointment is more common in the lower deciles, indicating a desire to improve representation in those BoT.

The lack of representation of minorities shows a fundamental flaw in the laisse faire/market driven structure of Tomorrow's Schools. The New Public Management reforms were driven by white males and white males have thrived in them. The small-scale democracy of a BoT election, particularly one in a low decile area where governance skills are scarce provides an opportunity for dominant community leaders to become more dominant.

Roles of BoT Members

The initial intention of the Picot Report was that BoT members were made up of parents, but 14 elected trustees reported that they have held the position for more than 10 years. This is a trend that has emerged: the president of the NZSTA has been a trustee since for 29 years (Kerr 2015). As the experience and service of incumbent candidates is highly valued, this creates inertia. This is demonstrated too in the case of long serving principals. One BoT respondent from a decile 10 school observed that inertia in their school can be attributed (at least in part) to:

The Principal predates tomorrows schools and reminds us of that fact. He goes through the motions but does what he wants anyway and has little respect for the BoT. There is a significant issue with the power and control a principal holds from my experience in the primary sector (and an old boys network to keep it like that) with this school compared to another school I now have a child at which operates much more like I am used to in the tertiary sector, which is how I believe it should be.

Such influence can be partially offset. Having a well-qualified member of the community on the BoT may benefit the school with their business skills and entrepreneurial thinking. However there is the danger that such expertise may be contra to the needs of the community. The Constitutional Advisory Panel's recommendations are to use the same structures in local government as are used in national government – Maori seats and electorates (Constitution Advisory Panel 2013). It is this articles contention that representation on a micro level (BoT) is just as important as it is on the macro level (national government).

Figure 8 Membership Role of BoT Members

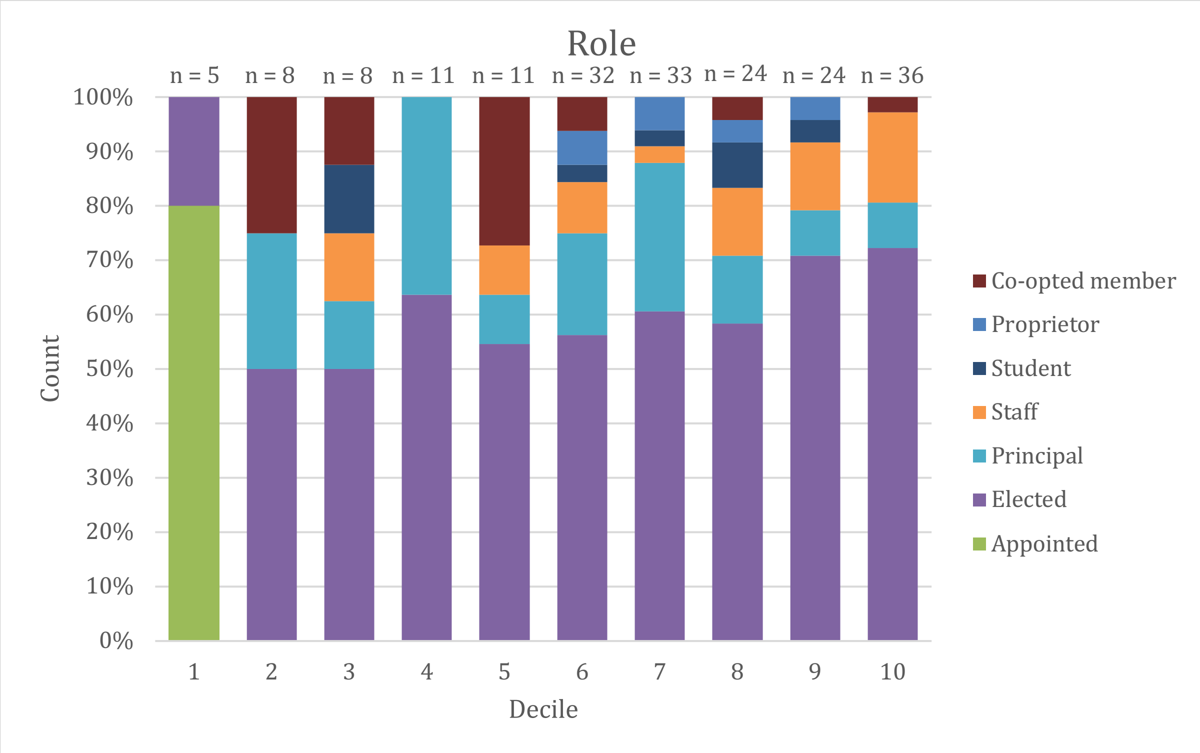


Figure 8 shows that the membership role of BoT members are well represented in each decile by the respondents. Decile 1 is dominated by Ministry appointed trustees and this is why it has been omitted from analysis. Co-opted members are more common in lower deciles. Co-opted members are usually evidence of a lack of specialist skills or ethnic representation.

Effective governance

Using Bevir's (2012) model of governance, we sought to explore the extent to which collaborative decision making was found within BoT. Specifically, the ease with which trustees feel able to make constructive contributions in the decision making process.

Three key questions were addressed:

1. Who sets the agenda in BoT meetings? The agenda directs and excludes what a BoT discusses and decides upon.
2. How comfortable are trustees to add agenda items? Collaborative decision making requires that trustees are comfortable to add agenda items.
3. How many questions are asked? This question is designed to estimate the level and depth of discussion.

Who sets the agenda?

The three figures below (.

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Figure 9,

Figure 10,

Figure 11) need to be carefully compared. Combined, they show that the chairperson has a greater influence in lower decile BoT. However, what they also show is that the higher the decile, the greater the degree of collaborative decision making. Good governance practice, incorporating collaborative decision making is more evident in higher deciles, confirming Bevir's assertion that "many forms of collaborative governance strongly favour the wealthy, the more educated, and those who belong to dominant racial and ethnic groups" (2012).

Figure 9 Who Sets The Agenda? Decile 2-5

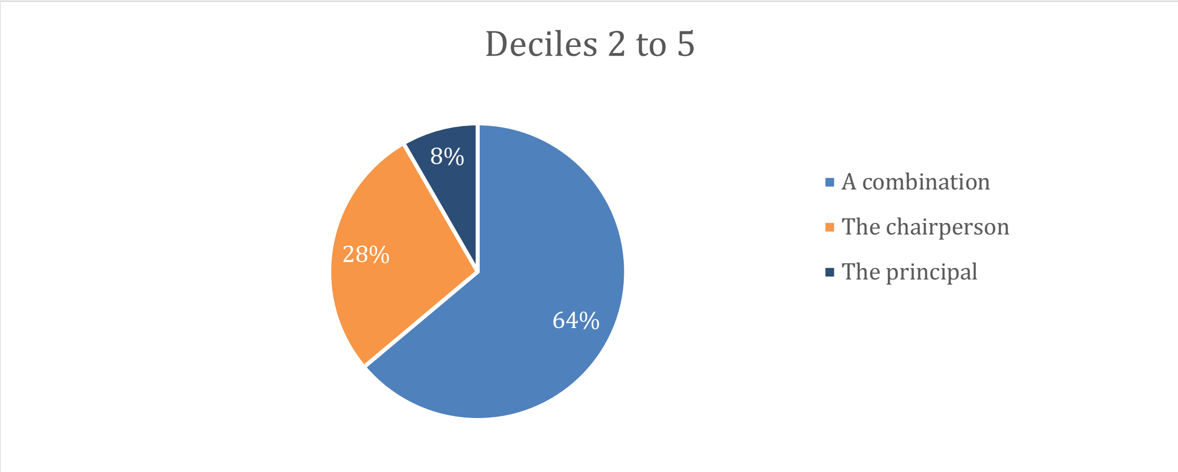


Figure 10 Who Sets The Agenda? Deciles 6-7

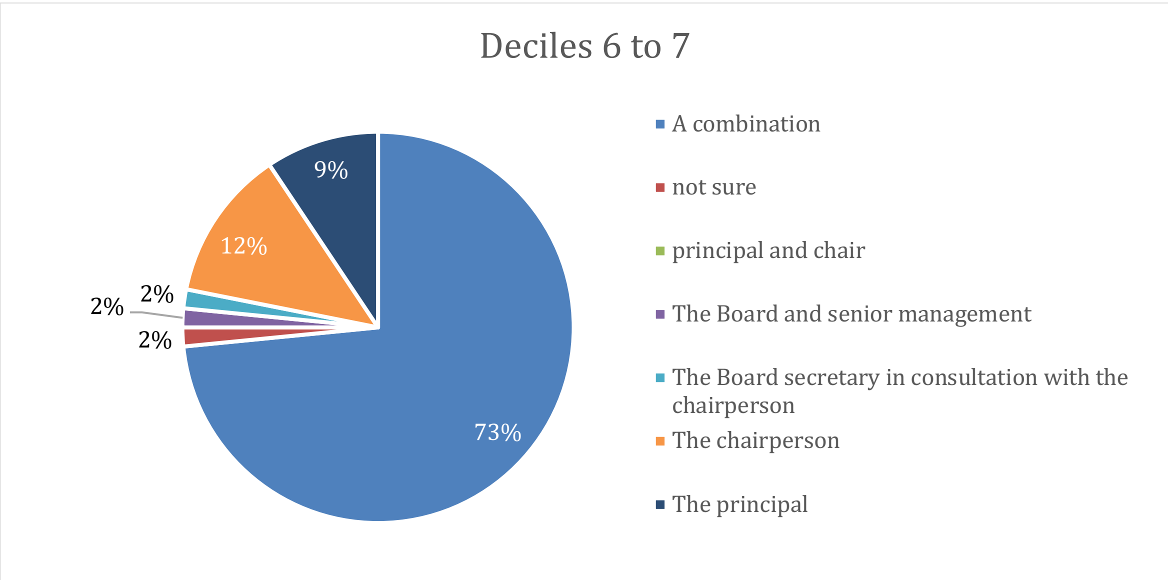
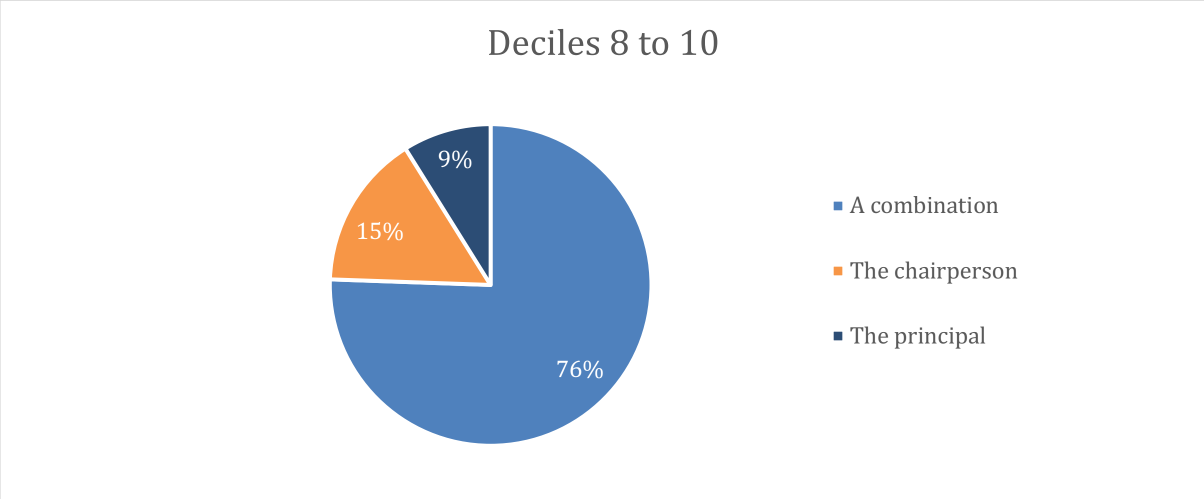


Figure 11 Who Sets The Agenda? Decile 8-10



This situation is demonstrated by a number of statements made by respondents concerning their ability to freely contribute to meeting agendas:

Our chair doesn't set an annual work plan, which would be valuable to the BoT. This would also allow the management to work on tasks during the year, rather than rushing (Decile 6).

These are screened by the chair and if not relevant to governance then removed (Decile 3).

Never have had the chance, though, as we are having to prioritise and we've not been taught that we could contribute (Decile 1).

Very closed minded BoT between principal and staff (Decile 4).

I would like to more than I currently am. The chair and principal are close and make most decisions (Decile 5).

Respondents describe a very close relationship between the principal and the chair. It seems that the chair has elevated status. The chair is elected by the BoT, but there is plenty of opportunity for meddling in this process. It is very concerning that agenda items are filtered through the chair before being added to the agenda. All members should be equally able to raise agenda items and ask questions.

How comfortable are trustees adding agenda items?

On this issue, respondents describe a very close relationship between the principal and the chair, with the latter enjoying a clearly distinguishable elevated status on the BoT. Although the chair is elected by the BoT, there was concern that agenda items are filtered through the chair before being added to the agenda. All members should technically have equal ability to raise agenda items and ask questions. These concerns were exhibited thus:

These [agenda items] are screened by the chair and if not relevant to governance then removed (Decile 3).

The above comment is particularly concerning. A more transparent approach would be to list the items that have been removed from the agenda in the minutes and note the reasons why they were regarded as "not relevant to governance." The scenario described asks too much of the chair in terms of accountability.

Yes-though I have tried to share knowledge and new directions with the chair to add to the agenda which haven't been added to meetings unfortunately (Decile 5).

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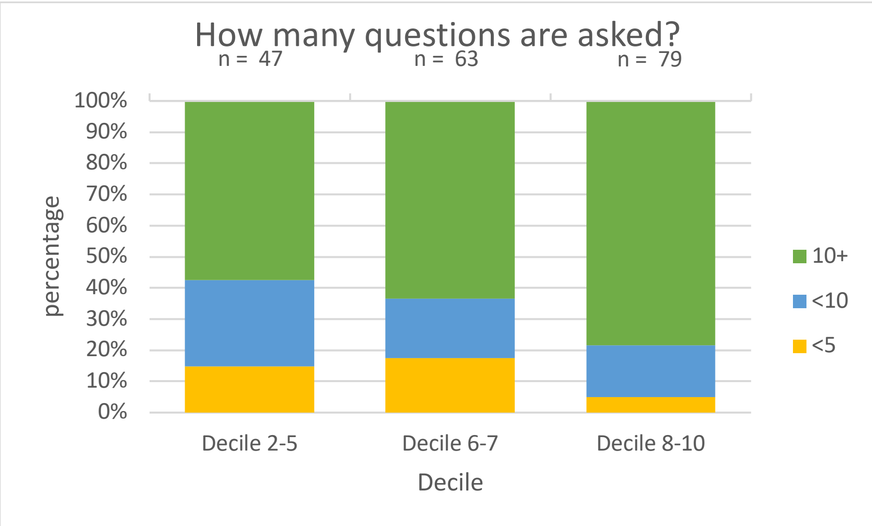
How many questions are asked in each BoT meeting?

Figure 12 addresses the content and amount of discussion within each BoT meeting. It shows that fewer questions are asked in lower decile BoT. 43% of decile 2-5 trustees report fewer than 10 questions per meeting compared to 21% of decile 8-10 trustees. A more empowered BoT can be expected to ask more questions than a disempowered, intimidated BoT.

Figure 12 How Many Questions Are Asked?



One respondent remarked that that the chair often prematurely ends discussion on controversial topics. Further comments from this respondent indicate that a strong membership hierarchy is in place within this BoT. Indeed on this issue, the comments of a decile 7 principal are insightful:

Easy for any BoT member to contribute an agenda item. In practice, this doesn't happen very often.

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This poses an issue around the level of engagement that trustees have with the BoT. Members need to feel free and unencumbered to contribute agenda items. If there are barriers to collaborative decision making in individual BoT, then a viable escalation process needs to be established for disenfranchised/ disempowered BoT members. If it is the case that disenfranchised trustees are more widespread then the integrity of the system as a whole is called into question.

Figure 13 Trustees who do not feel comfortable contributing agenda items

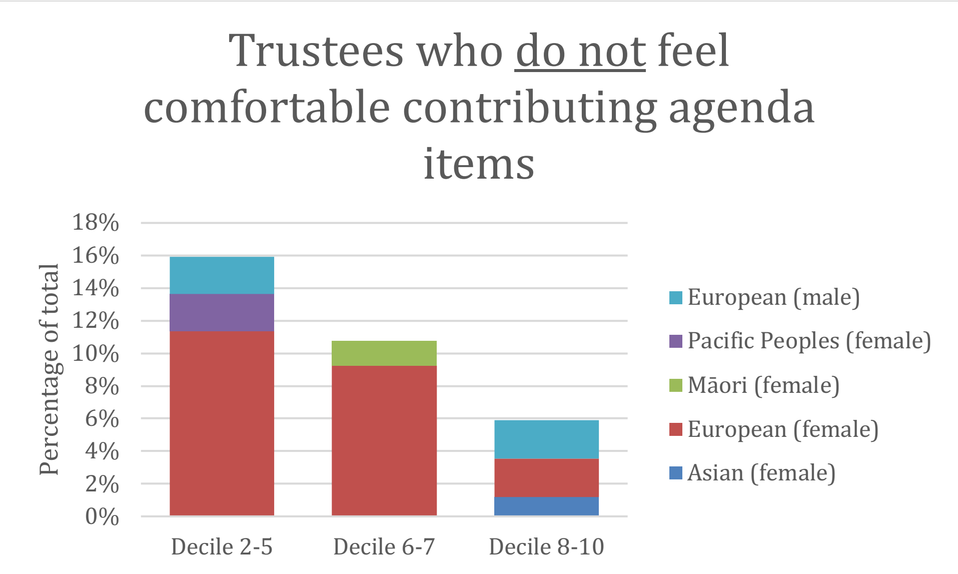
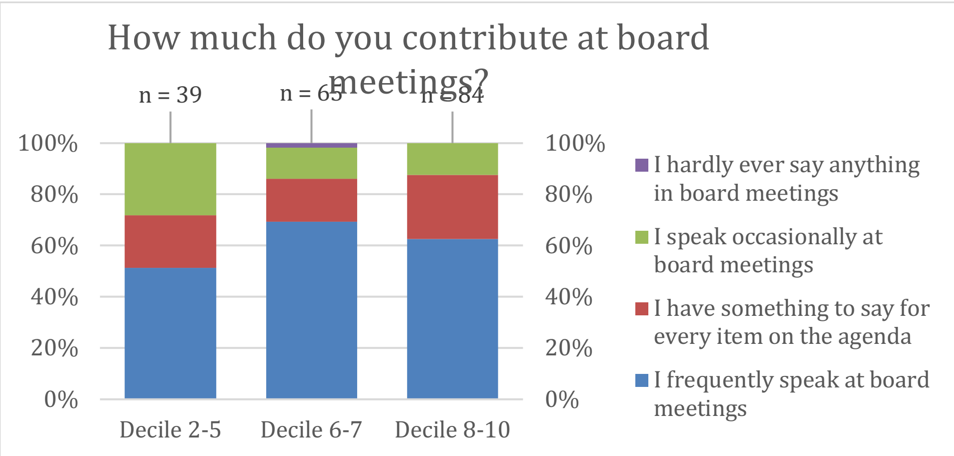


Figure 13 is a deeper examination of respondents that do not feel comfortable contributing agenda items. The ability and confidence to contribute agenda items is an essential part of good governance practice if defined as collaborative decision making. It shows that trustees in lower decile schools are less likely to be comfortable contributing agenda items. Minorities are over-represented in this statistic, with women and non-Europeans dominating the group. Again, a type of membership hierarchy has emerged. This power dynamic is again evident in Figure 14 which illustrates that trustees in lower deciles contribute less to discussion.

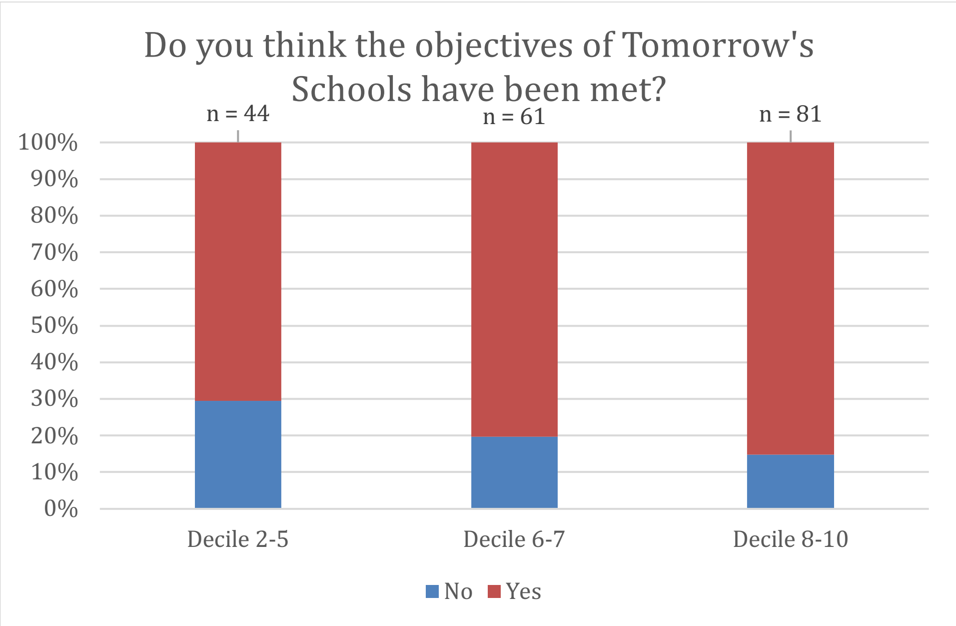
Figure 14 How would you describe the amount of discussion you personally contribute?



Have the objectives of Tomorrow's Schools been met?

Trustees were asked if they felt that the objectives of Tomorrow's Schools were met - specifically, were 'communities making decisions about the future of children'. The results show that socially advantaged respondents are more likely to feel that the objectives to Tomorrow's Schools have been met. This conclusion is important because it answers the question in the title of this paper: "Who's in charge…" Our results indicate that in higher decile schools there was a tendency towards supporting the notion that the objectives of Tomorrows Schools had been met. In this context, Figure 15 would seem to support Bevir's argument that "governance structures favour the wealthy…"(Bevir 2012).

Figure 15 Do you think the objectives of Tomorrow's Schools have been met?



The direct question about Tomorrow's Schools prompted additional responses. The most insightful comment which underpinned Bevir's (2012) argument came from a decile 4 school principal:

Schools are politically driven. We are at the mercy of political and often economic decisions rather than proven pedagogy. BoT trustees have no idea what they're getting into as volunteers and many cannot/do not give the time that is needed. Some decision making is totally out of their field of knowledge and it requires time and effort to research. No school has autonomy. ***Schools like us***

who have a rich resource of professional people both on the BoT and as active change makers in the School community, are advantaged. (emphasis added)

Discussion – Analysis of Findings

For the advocates of Tomorrows Schools the results of the research make sombre reading. Whilst there appears to be some resonance with the principals outlined in the Picot Report in some schools, the widespread shift in power relationships Picot aspired to usher in has clearly not come about.

Representation and good governance practice is evident in higher decile school BoT. However, lower decile school BoT and BoT of small schools do not show signs of good representation or good governance practice. Further, the data shows that there are age, gender, and ethnicity differences between high and low decile schools. Higher decile school trustees tend to be whiter, more male, more qualified, and more ethnically representative. Decision making in these BoT is more collaborative and less dominated by the chair. Trustees are more comfortable adding agenda items and contributing to discussion. They are more likely to believe that the objectives of Tomorrow's Schools have been met. Lower decile school trustees are 3 times more likely to be female than trustees in higher decile schools. While co-option is a tool at lower decile BoT disposal, Tangata Whenua representation remains very low. Lower decile BoT are more likely to be dominated by the chair. Trustees ask fewer questions and contribute less. Lower decile school trustees are twice as likely to believe that the objectives of Tomorrow's Schools have not been met as those in higher decile schools.

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Gender

Volunteer work is often left to women (Ministry for Women 2016). Anecdotal evidence suggests that men with lower socioeconomic status may work hours that make BoT involvement difficult. BoT involvement in high decile schools may be regarded as a high status position and may attract well-qualified men who want to be visible within their community. The BoT capacity dimension is in effect here: successful schools have high capacity BoT. Members in high decile BoT are likely to have strong networks, business/management experience, and professional skills.

Ethnicity

Tangata Whenua representation is built into the legal structures at a national level. It is an area of concern at a regional level (Constitution Advisory Panel 2013) and this research shows that the same problem exists at a community level.

Age as a factor in governance

Given the nature of families, the ages of parents, and the career trajectories of principals, the age gap between principals and parent trustees is to be expected. The age gap between the principal and the elected trustees raises some questions about the power balance within a BoT. An average-aged female principal is 22 years older than an average-aged female trustee. It's surprising that this has not been investigated by researchers or addressed by the BoT training material.

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Small schools and small communities

The average size of a school in New Zealand is 180 students. A high decile school will also have a larger population of parents to select trustees from as the families are likely to have fewer children and there is elevated status granted to an individual who gains membership on such a BoT. A low decile school is likely to have a lower number of parents as the families are likely to have more children. Small schools experience this effect to an extreme degree. There are 109 schools in the South Island with 50 students or fewer. BoT are not suitable for small schools in small communities. This is the biggest flaw in the model. A BoT of directors is appropriate for a medium size business, but not a sole trader.

A membership hierarchy

The definition of good governance that has been used in this paper is collaborative decision making. A BoT with good governance is one where all members are confident to add agenda items, ask questions, and have equal voice. There is evidence that a membership hierarchy is in place in many BoT in this research. To borrow from Orwell, there is a structure where some BoT members are "more equal than others…." .

The process of BoT election requires candidates to be nominated (they can nominate themselves) and voted on to the BoT by the parent community. There is only an election if more there are more than 5 candidates. Once elected, it is common for BoT to co-opt members if the elected trustees lack certain skills (often accounting/legal) or the BoT is not ethnically representative.

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Tomorrow's Schools set the principal up as a gatekeeper to knowledge. They have the ability to filter most of the reports that might appear before the BoT. It is up to the conscience (or skill) of the principal to keep the BoT informed. This is the same as in the corporate world, where a CEO can hide information from the BoT of directors.

The chair also acts as a filtering agent. Legally, they have more power than the principal. The BoT can dismiss the principal, but the principal cannot likewise dismiss the BoT so easily. The data on agenda setting suggests that in a lower decile school, the chair has more influence than in a higher decile school. This supports the model of the membership hierarchy.

Conclusions

The purpose of this research has been to investigate whether there is a link between decile and effective governance within BoT of trustees in New Zealand. The findings show that such a link does exist and that the more privileged communities are well suited to the competitive New Public Management structures of Tomorrow's Schools. Based upon our findings we would advocate for a fundamental shift away from the Picot model towards one which is driven by equality and equity, rather than the competitive philosophy underpinning the 1989 reforms.

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Pathways to Higher Education in New Zealand. A Pilot Study into the concept of Business Degree Apprenticeships

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Introduction

Could the case for a business degree apprenticeship in a New Zealand context be a viable, sustainable proposition, compelling enough, that it should be considered an effective and acceptable alternative pathway for certain students? The traditional one-size-fits-all tertiary education framework doesn't suit all school leavers, meaning potential talent is not always realised. Such students include Maori/Pasifika, students with Specific Learning Difficulties (SLD's) and students who are unsure about their future career path. The needs of employers are changing, and more weight is being put on life skills and readiness to work which the traditional system fails to address. Alternative pathways have existed for some time such as vocational training, micro credentials and apprenticeships but each has their limitations in addressing a high standard of credentials and a work-based hands-on learning component.

Degree Apprenticeships have been adopted in the UK as an alternative pathway for tertiary education and an early pilot study in NZ suggests the concept is appealing within the Engineering/Infrastructure sector. Could the interests of all key stakeholders (students, providers and employers) be aligned within a Degree Apprenticeship program in business which encompasses all students and links credentials, skillsets and personalities with employers want and needs, not a funding model that is driven by bums on seats.

The Current Situation:

In 2013 McKinsey & Company surveyed over 4,900 USA graduates highlighting the fact that students feel unprepared for the world of work. Half the graduates regretted their choice of degree (McKinsey&Company, 2013). In New Zealand in 2017, 38% of students did not complete their degrees within eight years of starting study, so over one-third dropped out (Jordan, 2018). It is not reported why these students dropped out but suggest that the current system is not working for a relatively large percentage of students.

The potential cost of choosing the wrong degree includes:

- Increased debt
- Delayed potential earning capability plus reduced employment prospects
- Delayed super contributions
- Non- completion of the graduate program
- Residual cost due to lack of confidence to enter the education space

It is suggested that a holistic approach, focusing on preparing students for tertiary study could have a major impact on academic success. Although providers focus tends to be on revenue not, results. The changes that are occurring in traditional career pathways have been recognised by the government in New Zealand (Labour Manifesto) and by employers (open letter), but the education providers have not, so far, kept up.

New Zealand's newly elected Labour-led government states in the manifesto, "Our education system needs to prepare our people for a world we can't yet imagine. Subject-specific knowledge will be a lot less important and transferable skills will be essential. Attitude and aptitude will be just as important, if not more important, than qualifications." (Labour, 2017). This has been further ratified by the government reform of Polytechnics to *"better align on and off the job education with the aim to better prepare the system for a future economy in which Kiwis will likely retrain throughout their lifetimes"*(Hunt & Redmond, 2019). Labour's focus looks to be following the UK in reshaping the education system to include more personalised learning experiences because they recognise that no two people are the same, "we should stop forcing the education system to treat them as if they are." The manifesto makes specific mention of Maori and Pasifika educational achievement and recognises that our education system needs to support these groups to achieve their potential.

Companies globally are also beginning to accept this change in mindset. For example, Ernest & Young in the UK no longer has a prerequisite of a college degree and the USA Tech sector has been outspoken about the irrelevance of degrees and grades when hiring (Anzuoni, 2015). Pricewaterhouse Coopers, Ogilvy Group, Apple and Google have all relaxed their degree requirements in recent years hiring on merit rather than credentials. There is a broader debate emerging to refocus on ability over just credentials which can lead to a wider talent pool (Krook, 2017). Krook points out that the fact that some companies are relaxing degree requirements raises new questions about the value of a degree. Recently in New Zealand, an open letter was signed by over 200 companies declaring tertiary qualifications are not required for a range of roles within their workplaces. The aim was to change the conversation around education in NZ (Savage, 2017). Trademe executive Jeremy Wade acknowledges the importance of tertiary education but points out it "is not the only avenue to securing a great career, as many employers value life experience and passion "(Savage, 2017). Higher education is a topic of discussion in New Zealand both at government level and with education providers. It is agreed that the needs for the employer are playing a larger part in the design and delivery of programs and traditional providers are being forced to keep up.

Question:

Could a Degree Apprenticeship in business be an accepted, alternative pathway to tertiary education in New Zealand?

The research will explore the concept with key stakeholders, educators and employers to see if there is interest in a full-scale business model being developed. The research will give insight into what a degree apprenticeship standard in Business Administration would need to be to meet the employer's needs.

Literature review: Critique of the current University undergraduate degree

Michael J Petrilli, President of the Thomas B. Fordham Institute's education think tank argues that the traditional view that "college for all" is now outdated and "the result of a meritocratic elite misreporting correlation for causation for many years"(Petrilli, 2015). They point to a decade of research showing that Americans with college degrees do better across a range of indicators. Much of this can be explained by "selection bias" and that the results are merely a result of the types of people that attend college versus the ones who typically do not. Tertiary education tends to "bestow a credential on those who are most likely to succeed". This research project is about the latter with the aim to challenge the traditional degree being used as a proxy for successful employment overlooking and unwittingly excluding many talented people from their hiring pool (Petrilli, 2015). The Guardian published one such article claiming many students are "encouraged" down the traditional university route. Funding to all tertiary education providers motivates "bums on seats" which is suggested, could incorrectly match students to courses, especially if they are undecided and are pushed into a given area to match a providers funding requirement. Evidence to support the argument is from City and Guilds who are a leading global service provider to employers and trainers. They claim 66% of young people are going to university but 33% of them do not know what they will study and believe the "years of rhetoric, that unless you go to university you're not going to get a job" (Mourshed, Farrell, & Bartob, 2012). The article does counterclaim that degrees enable higher lifetime earnings in some instances but makes the point that a degree alone does not guarantee this. All graduates must carry the burden of debt. According to a McKinsey study, "too many young people are getting lost along the way and the current system is not working for them" (Mourshed et al., 2012).

An article by Bennett and Wilezol also argue that college is not for everyone despite the USA government emphasising that fact. They claim too many college students are suffocating under a mountain of accumulated debt having followed the constant drumbeat that a college degree is a rite of passage or a default activity (Bennett & Wilezol, 2013). Bennett and Wilezol provide a compelling case for the obvious but often overlooked fact that tertiary education is not for everyone and finally employers are realising this and putting increased value on a more rounded skillset. Recently, large companies like Penguin have decided to ditch degree requirements and in New Zealand, there is an open letter signed by over 200 companies stating there are positions within their business that do not require a university degree (Hurley, 2018). On the flipside, there remains a number of employers that still require a higher-level qualification and up to 60% of jobs in London still require a degree (Banning-Lover, 2016). Degree apprenticeships could offer this mix of validated credentials and work experience through an alternate vocational training pathway and appear to be a more relevant pathway for a larger group of school leavers.

There are debate and mixed opinion on traditional tertiary education pathways and whether it provides the right skills for the emerging workforce. In an article published in the Higher Education in Europe, serious concerns were expressed about an increasingly wide 'gap' between the skills and capabilities of graduates, and the requirements and demands of the work environment in an increasingly mobile and globalised society (Andrews & Higson, 2008). The article also claims a notable gap in the current knowledge linking graduate and employer perspectives. A McKinsey study states that the education-to-employment system fails most employers and young people and that half of our youth are not sure that their postsecondary education has improved their chances of finding a job. Furthermore, "*fewer than half say that when they choose what to study, they had a good understanding of which discipline lead to professions with job openings and good wage levels*". Only 46% were convinced that they made the right choice in their selection of degree or subject field. From the study, it showed that over 60% of youth found on-the-job training and hands-on learning is the most effective learning techniques, but this is not the traditional model of tertiary education (Mourshed et al., 2012).

This paper aims to explore whether there are ways to provide both a robust credential along with practical work-based experience. The literature shows the education to employment paths are changing and tertiary education needs to keep up. The undergraduate degree works well for some school leavers, and higher education in certain subjects leads to higher wages, but there are students incurring unnecessary debt and failing to complete their degrees. Under current government policy which funds student numbers in selected disciplines, too many students are encouraged to enter tertiary education to fit the funding interests of the provider, rather than the interests of the students. More work is required to screen student's maturity and compatibility along with employers needs and then create more relevant pathways for them. Can employers, students and educators see the value in providing students hands-on work experience coupled with the theory leading to a more work-ready student with credentials to match.

Groups That Are Not Well Served:

One important group of school leavers who struggle to fit the current model is Maori and Pasifika, who are underrepresented in tertiary education. Reasons for this include:

- A mismatch between a group culture and tertiary's focus on the individual pursuit
- No family history of tertiary education
- Reluctance to take on debt
- Pressure from family to earn and contribute finically as soon as possible
- Lack of self-confidence
- Geographic inaccessibility of TEO's

(TEC, 2013).

Fewer Maori and Pasifika students than Pakeha and Asian students currently achieve University Entrance. "*In 2014, only 15% of Maori school leavers and 20% of Pasifika achieved the standard*" (Munro, 2015). Maori and Pasifika university students are less likely than all students to study commerce, sciences and engineering. The number of Maori and Pasifika students completing their studies and achieving university degrees also compares unfavourably with their Pakeha and Asian counterparts"(Munro, 2015).

The second group of school leavers who are currently ill-served by the system are those with Specific Learning Disorders (SLD's). Dyslexia is one such disorder and affects one in ten New Zealanders, including 70,000 school children (DFNZ, 2017). These students report difficulties with standard education delivery which focuses on academic tasks and essay writing (Mortimore & Crozier, 2006). These students are often bright and gifted but are poorly suited to the current one-size-fits-all tertiary education model resulting in lost opportunity, lack of self-confidence and a waste of talent. We know that different approaches to education, such as practical hands-on learning and limited assessment base measures, work for these groups but there are a limited number of current pathways that meet these needs.

A study into the inclusion of students with dyslexia in higher education found that "*academic staff should work at different levels to design courses in flexible and multi-layered ways, for example by incorporating multiple formats of content-delivery to meet the needs of diverse students"* (Pino & Mortari, 2014).

A third important group are those that simply do not know what career path they want to take or what subject to study but feel pressure from tertiary providers who are looking for funding requirements, peers, parents or the traditional recruitment criteria from business to just "get a degree". An article in the Mirror reported 78% of school leavers in the UK felt a "huge expectation" to do a degree, and just 3% were taking up alternatives such as work or apprenticeships (Ellis, 2013). For these students, the cart comes before the horse. They need to experience work and the real world to understand what they are interested in before they study. There are alternative pathways to higher education and employers are adapting their recruitment criteria to mean there is less emphasis on credentials alone which should benefit these students.

Students that do not fit the current structure are measured and judged based on their achievement of a defined set of credentials. This has typically translated into what careers are available and links to potential to earn and career path they can then take. Many examples exist where these sub-groups have bucked the trend and succeeded on the world stage despite the traditional pathways; Sir Richard Branson is an obvious example. Given the traditional one size fits all system based on bums on seats and revenue over results these subgroups are short-changed. The workplace potential that is being lost is significant and through new pathways that engage and relate to the less well served (degree apprenticeships are one option), the future gain for the business community must be substantial.

Literature Review: Groups that are not well served, and their requirements:

Pasifika students:

A report was produced for the University of Auckland which looked at Pasifika people and their participation in the tertiary education. The report claims that they are under-represented, for example, only 7% of Pacific school-leavers go to university compared to 21% of total school leavers (Pasikale, Yaw, & Apa, 1998). They cite the high level of school leavers lacking the minimum requirements for University entrance as the main reason. This bars entry but also restricts the type of program they can study. The report also found Pacific people generally study lower level qualifications at certificate level and are underrepresented in degree and postgraduate training, but industry-specific training has increased (Anae, Anderson, Benseman, & Coxon, 2002). There is a desire for the majority of Pasifika families to gain a tertiary education for their children and many families move to New Zealand to provide this opportunity (Anae et al., 2002) which is contrary to the Tertiary Education Findings (TEC) which cites pressure from family to work as a driving factor for non-representation.

A report published by the Ministry of Pacific Island Affairs claims that one-third of Pasifika students planning to enter employment upon leaving school, had yet to choose a career and more than a quarter felt worried about it. Students felt there was an expectation from their parents to go to university (84%) and many Pacific students did not expect to attain the level of education to which they aspired. The report found that only 49% of students aspired to a tertiary degree qualification – a bachelor's degree, master's degree or doctorate (PhD).

"There is growing recognition of the important role that today's young Pacific people will play in tomorrow's workforce. There is also an increasing perception that the job market is changing, and that the subject's students choose at high school may limit their future options and may not necessarily equip them for the jobs of the future or those that they aspire to have. The value of education was, and for many remains, critical to improving the health and wellbeing, employment, economic and social circumstances of Pacific peoples in this country"(MPIA, 2014).

Maori students:

A report published by Waikato University on the recruitment and retention of Maori students claims, Maori continue to be underrepresented in tertiary education. Only 15 % of Maori aged 18 to 24 are participating compared to 30 % of non-Maori in the same age group (Nikora, Levy, Henry, & Whangapirita, 2002). Possible causes were unwelcoming study environments, racism, financial situation and lack of achievement at secondary school. A further study was conducted by Waikato University (Hunt, Morgan & Teddy, 2001) to investigate the barriers to participating in tertiary education, for Maori. Findings reiterate the earlier report that Maori participation in tertiary education is low (only 9%) when compared to non-Maori. Key barriers to participation were isolation in classes dominated by non-Maori, low self-esteem, lack of finance, lack of parental education and inadequate attitudes from teachers, parents and whanau.

Hunt's study further states, Universities and other tertiary institutions are Pakeha dominated, based on a Western framework of ideas and systems. Maori do better in educational settings where they can relate to their surroundings and share their values which counteract the isolation some Maori feel in mainstream settings. The literature shows that the current mainstream framework is not working for Maori and alternative pathways are needed as the value of education is crucial in closing the social and economic gaps between Maori and non-Maori (Hunt, Morgan & Teddy, 2001).

SLD's such as Dyslexia:

In a Journal article by MacCullagh, global data relating to dyslexia and the challenges with higher education is reviewed. This gives general patterns that can be adopted in New Zealand where there is less research available. MacCullagh claims that people with dyslexia are underrepresented in higher education with 4-12% of the population having dyslexia with only 0.2-0.4% progressing to tertiary education. She argues this is due to factors such as heavy reading loads, learning assessment challenges and institutional challenges such as the reluctance to alter teaching practices (MacCullagh, 2014). A larger study by Richardson and Wydell analysed all students enrolled in UK universities and found students with dyslexia are less likely to complete their university degree but approximately 40% of those that did complete achieved honours. This shows that although students with dyslexia are underrepresented in tertiary education, dyslexia is not incompatible with it if there is the commitment from the student and appropriate resources and adaptability from the education provider (Richardson & Wydell, 2003).

Students choosing the wrong degree or undecided about what to study:

Gordon, in his book about the undecided student, states an estimated 20-50 % of students enter college in the United States as “undecided”. Also, the “decided” students are not necessarily basing their decision on factual research or self-reflection (Gordon, 1995).

According to a College Student Journal “*choosing a college major represents a major life decision — a decision that research has shown to be the most frequently identified life regret for Americans”* (Beggs, Bantham, & Taylor, 2008). Several factors seem to influence the choice made, parental influence or study similar to a parents occupation, recommendations from friends, counsellors or simply, topics that interested them (Beggs et al., 2008)

An article in the Cambridge Student interviews Richard Branson who claims University is not the be all and end all for everyone and it’s just not the right fit for some people (Hayward, 2014). This is backed up by the Access Officer at Cambridge University saying, *“The most important thing is that we show people that they have many options regardless of their background, and help people make informed decisions on whether or not university is for them.”* Branson’s opinion is that apprenticeships and vocational training offer an effective alternative to university that can better equip young people with more relevant skill sets for the digital economy.

The literature review reiterates the underrepresentation of the subgroups in higher education. There is evidence that when the environment is right, and students are well supported by family and educators, they can succeed in tertiary education, but the "one size fits all" approach is reducing the participation of these subgroups at the outset. Participation in higher education is recognised as a critical factor in helping these subgroups succeed in many aspects of their lives, but there is the need to create new pathways and alternative routes to get them there. Formal award programs aren't delivering what the market wants at the end of the day. The focus needs to be on the employer, not the educator. Employers are placing less value on what tertiary providers have traditionally delivered, and there is more of a shift towards practical hands-on skillset. Degree Apprenticeships have the potential to deliver this balance and engage the subgroups to recognise an underutilised talent pool in a market that is crying out for good people. Alternate pathways are being discussed and implemented, but it is arguable how well they satisfy the needs of the key stakeholders, the student, the provider and the employer.

Existing Alternative Pathways to Tertiary Education:

There is a range of alternative pathways available to students and in New Zealand we are seeing traditional tertiary providers investing in new programs to address the growing needs of students and employers.

Vocational Training:

Private Tertiary providers exist to create alternate pathways for a range of different students, ranging from International Students to those that have fallen through the cracks of the current education system. Vocational training tends to operate in specific industry spaces such as sport, hospitality, tourism and trade. It is a mixed model combining fees with government funding through The Education Commission (TEC) and works to deliver a specified number of NZQA credits.

Micro/Stackable Credentials:

According to NZQA, "*Micro-credentials, also known as badges, nano credentials and nano-degrees, recognise the achievement of a defined set of skills and knowledge*"(NZQA, 2018). Each micro-credential is important and recognised but does not need to add up to any subsequent qualification. The New Zealand Qualifications Authority (NZQA) are currently undertaking micro-credential pilot projects to better understand the role they play in New Zealand's education, training and qualification system.

ITO's

Industry Training Organisations (ITO's) are set up by industry but recognised by government. They coordinate training but on behalf of the industry. They involve education and training providers along with funders and government to offer programmes and teaching resources that organisations and educators can use to upskill people to higher education and career progression directly. In conjunction with this, ITO's help define national skill standards and qualifications required by industry and broker training to fill the need (ServiceIQ, 2018). There are however potential gaps in ITO coverage beyond the traditional trades especially in core business studies which I believe is an opportunity for a Business Degree Apprenticeship program to offer value in New Zealand.

3.4 Degree Apprenticeships (DA's)

The difficulties employers are having finding candidates from the mainstream tertiary sector with transferrable skills are well documented, along with the benefits of on the job learning in live practical environments. (Archer & Davidson, 2008; Billett, 2014; Hughes, Sheen, & Birkin, 2013; Ng & Feldman, 2009).

In the UK, the Chartered Institute of Personnel and Development (CIPD) policy report asks the question, "could the skills which graduates bring to their jobs have been acquired more efficiently in other ways, for example through an apprenticeship system?" (CIPD, 2015). Apprenticeships are increasingly recognised as being successful, and governments are beginning to fund these programs more aggressively. The OECD examined 450 educational policy reforms between 2008-2014 and found that 29% specifically targeted vocational education and training (OECD, 2015).

Currently, apprenticeships are usually grounded in the trade sector for trade professionals or are seen as pathways for the unemployed or school dropouts. As a result, they tend to carry a stigma of a lower-class qualification. The OECD notes "apprenticeships are often seen as a poor second class choice relative to more general academic studies" (OECD, 2014).

In 2015 the UK launched a Degree Apprenticeship (DA) also known as Higher-Level Apprenticeship (HLA) program as an opportunity to create employer-focused higher education which combines working within a business and classroom-based learning (UniversitiesUK, 2017). Benefits were noted including the ability to earn a wage while studying; greater loyalty demonstrated towards employers and the opportunity to help shape the education model with the provider (UCAS).

In June 2017 Professor Jane Goodyer from Massey University ran a pilot study, to develop a New Zealand Degree Apprenticeship Standard. The study followed the UK based system, with a focus on Infrastructure Asset Management using the Degree Apprenticeship as a driver to help address the current shortage of engineering graduates in New Zealand. The pilot study was a combination of interviews and workshops with the purpose of developing the first iteration of an apprenticeship standard, led and informed by employers and relevant stakeholders. Several benefits were identified from the workshops, about the Degree Apprenticeships concept, such as hands-on learning, debt-free study and acquisition of life skills in the workplace. The employer-led process appealed to participants in the study due to its blending of theoretical and practical learning. Participants appreciated their views being sought and saw their involvement as helping lead to qualifications that meet their industry needs (Goodyer, 2017). The pilot study showed the degree apprenticeship concept could work in NZ. A subsequent report "Stepping into One Another's World" endorsed the model and emphasised "the need for collaboration between employers and educators at the design and planning stage and for employers to specify standards that are outcome-based, and occupation driven" ("Degree apprenticeships - a vital initiative to help industry get graduates with the work skills they need," 2018). The government in its manifesto is also recognising the need for alternative pathways and is looking to fund such solutions.

Literature Review: Current Alternative Pathways

Micro/Stackable credentials:

In a Certificate Structure study by Washington State, institutes have seen value in stackable certificates since the early 2000s, with the intention of breaking down degree programs into smaller sections with entry and exit points for students into employment. Also, the ability to step in and out of employment to study and upskill for career development. However, the report argues that the success of these pathways are based on little evidence and their effectiveness has not been rigorously tested. For best success, colleges need to understand pathways and not just develop them (Carey, 2017). This is backed up by a study undertaken by the American Academy of Arts and Science, who states that while alternative pathways and credentials are appealing, evidence of their efficacy is thin and quality assurance is weak (Schaffhauser, 2017).

Otago Polytechnic is leading others in their development of micro-credentials called EduBits. Credentials are awarded when an applicant meets specific assessable outcomes but academic credit towards formal qualification is not awarded (EduBits, 2018). The programme can assist employers to gauge the level of current staff or potential employment candidates and can also give people the ability to upskill with the affiliation from a recognised university quickly. Otago's EduBits are more specific than other tertiary education and generally require a lower level of commitment allowing completion during full-time work.
The micro-credentials space is developing. It is flexible and allows students to pick and choose. The validity still seems to be in question and formal qualifications, which has been shown to hold value by some employers, are not yet recognised. Universities are taking note and exploring this space which shows there is interest by educators in alternative pathways. Although micro credentials address and asses the credential-based learning it leaves the practical components and on the job learning unassessed, with the potential to be ad hoc. Degree apprenticeships aim to tie both aspects into one program with the ability to deliver a similar level of quality, that can be recognised by the industry.

Vocational Training:

In an interview with the General Manager of a current ITO in New Zealand, it was described that their institute is offering a pathway to higher level qualifications through the sport, fitness and recreation industries. They cater for all learners and have a commitment to Maori and Pasifika students that is culturally relevant. Their model is to enhance personal employment and sporting opportunities by providing holistic, innovative courses and programmes. They are funded according to the delivery of credits and require a mix of the right students to fulfil the funding to ensure it continues. It was felt that they are making a difference to students lives and providing an opportunity to a subset of students that are not in a position to undertake standard tertiary education. They offer both diploma and certificate level courses that can provide a pathway into a full degree with specific Universities and Polytechnics with an additional year's study. The programmes are held on campus and typically don't allow full-time work to be undertaken in parallel. This model gives the credentials that some employers are looking for; it caters to some of the subgroups I have identified as underrepresented. It is argued that it lacks the flexibility with employment and the hands-on experience that some employers are giving more weight too when considering candidates in today's climate.

According to a World of Labour article based on a German model, vocational training can ease the transition from school to work while also supplying employers with trained workers. They can provide skills that are relevant to employers and portable in the labour market, and typically countries with a strong vocational training programme have a better youth unemployment rate. However, dual vocational training systems are proven to be better but are much harder to implement. They need to be supported by employers, unions and policymakers which takes time to develop (Eichhorst, 2015).

In Switzerland, about 30% of small and large companies take part in the Swiss vocational system. Business such as factories, banks hospitals and retail stores take an active role in developing a highly skilled workforce which in turn results in unemployment rates in the single digits. The training is over 3-4 years and rotates between the workplace, intercompany courses, and school. The training resembles an apprenticeship where the apprentice is paid while they learn and is tailored to their strengths and interests and allows the course to be changed as they progress. They do everything an entry-level employee would do but under the supervision of credentialed trainers (Hoffman & Schwartz, 2015). This system works well with its University system. Instead of broad and liberal arts degrees, there is specialised focus targeted at a selection of professions and the last year of school provide choice to study towards academic or vocational tertiary education. The Swiss model puts young people in a setting with adults where they are treated differently than at school. The learning is much more hands-on, contextualised and applied. They are paid while they learn and at the end they have a nationally recognised qualification that is portable (Hoffman & Schwartz, 2015).

Vocational training in New Zealand is still incentivised by “the bums on seats” mentality. This dictates what courses are offered and although facilitating the ability to work and study it again does not tie them both together in an assessed format. The Swiss vocational training is an example of how integrated hands-on, on the job training and assessment coupled with a strong credential-based component can work. This helps set the stage for a similar program in New Zealand through a degree apprenticeship system. The difficulty and time it would take to implement, may be a barrier to the application in New Zealand. A Degree Apprenticeship framework may be a stepping stone towards this way of thinking, with a reduced cost and time to implement in New Zealand.

Degree Apprenticeships:

Bill Lucas produced a series of papers which provide clear guidelines for the design and delivery of effective experience-led learning models with which the DA program is one. Lucas also states that collaboration between educators and employers is a key component and notes the rejection of a “one size fits all” approach (Lucas & Hanson, 2014; Lucas & Spencer, 2015; Lucas, Spencer, & Claxzton, 2012). Clear pathways from school to employment are required. Mourshed, Farrell and Bartob conducted an international, wide-ranging study which showed innovative and effective programs around the world have important elements in common. Success came where employers and educators actively stepped into one another’s worlds and where employers helped to design the curricula (Mourshed et al., 2012).

Goodyer published a report on transforming engineering apprenticeships in New Zealand (Goodyer & Frater, 2015). The report highlights the fact that there are many models of industry engagement, all of which have merits. Goodyer backs up the Mourshed opinion that there is no "one size fits all" solution and goes on to provide a background into the success of apprenticeships and suggests a resurgence of apprenticeships, as a model for delivering higher education. Goodyer noted that different industries need to develop models that work for their business environment. The report focussed on the engineering sector and findings suggest the challenges of the future require engineering graduates to be more rounded individuals than those educated through traditional means. Goodyer argues apprenticeships are a viable alternative system but need to consider certain elements in their design to be successful. Two key findings were an effective collaboration between employers and education providers with employers in the driving seat, and degree standards need to be outcome-based and occupation driven.

Goodyer was then engaged by the Tertiary Education Commission in New Zealand to conduct a pilot study to develop a Degree Apprenticeship Standard in Infrastructure Asset Management. This was in response to a government strategic plan to increase the number of engineers by employer-led models of higher education. The research team facilitated a group of engineering employers and Institutes of Technology and Polytechnics representatives to develop the standard (Goodyer, 2017).

Goodyer conducted a mix of individual face-to-face interviews and follow up workshops to seek initial views about Degree Apprenticeships and develop a level 7 standard. *" Key factors in the process included employer belief in the concept of DA's, empowering employers to lead the process and facilitating development by 'outsiders' who had dedicated time to organise the process, record discussions and distil key ideas into draft documents"* (Goodyer, 2017). Goodyer highlighted the importance of utilising networks to find personnel with expertise to participate and the value of face-to-face meetings. Overall the process appeared to work well, and a successful infrastructure asset management standard was delivered with plans for phase two and the rollout of the DA concept. This study shows that a Degree Apprenticeship concept was ratified in New Zealand within the Engineering sector and provides a framework for further developments of DA's as an alternative pathway to tertiary education.

a) Overseas success with similar alternatives:

A report by Universities UK and CFE Research was commissioned to identify lessons and challenges from universities involved in DA's since their inception five years ago. They describe Degree Apprenticeships as *"an exciting development in vocational higher education and new opportunities for universities"*. They give people a head start combining a full degree with real practical skills from the workplace but with finical security of a regular pay packet. They bring the world of business and the world of education closer together, allowing high-level technical skills to be built for the jobs of the future.

Key features include,

- Full-time employment

- Co-designed by employers ensuring that apprenticeships are equipped with the skills employers need and boost their employment prospects.
- Combination of workplace learning and university study to gain a bachelor's degree.

The report found that the DA can be particularly attractive to non-traditional students, (such as the three groups I have identified above), thus providing a means for wider participation. Also, DA's become highly employable having studied a course tailored to the particular sector needs, and several years of workplace experience (UniversitesUK, 2016).

Contribution of The Proposed Research for New Zealand:

Out of 23-degree apprenticeships offered in the UK there are none related to Business Administration or Commerce, which may indicate that this space is under-represented, therefore creating an opportunity for education providers. The UK government suggests that Degree Apprenticeships should be seen as a real alternative to university, a view echoed by the New Zealand Labour Party Manifesto. Professor Goodyer sees the need for further study to validate the concept in New Zealand, including the possibility of extending the concept to include general business studies and the inclusion of alternative learning models to engage the subsets of the population (identified above) where tertiary education uptake is low.

Identification of Business Administration as an area for study:
The majority of people end up working for or within a business environment. Business is one of the most popular fields of study at universities worldwide. Students gain transferrable skills and a broad knowledge of business operations before specializing. In addition, Business graduates are in high demand (TopUniversities, 2018). Most school leavers have limited work experience or understanding of the business environment in which they may end up. The MBA program is a proven delivery model, albeit at a higher level. It provides work/learning balance, hands-on experience in which to learn and the ability to apply course work to a live business. This framework delivered at an appropriate level would give an understanding of general business and be a stepping stone into a working career or further study.

The initial results of the NZ pilot study will provide an indication of whether a generic businesses administration Degree Apprenticeship concept could be a viable, compelling alternative pathway in NZ for these subgroups. Students would work within a business and come together periodically as a group to study the general concepts of business (much like the MBA structure). This alternative pathway would give students a broad understanding of the business world, early formation of business networks and would allow them to be in a better position to choose a career pathway, further education or guide a sense of maturity/discipline in the workplace which many employers argue is missing.

From the literature review, it is evident that the tertiary education environment is going through some change in New Zealand. It is recognised that certain subgroups are not well served, and the potential talent loss is significant. The gap between the provider, student and employer needs to be brought closer together and aligned with what the employer's needs are, and the fit of the student at the end of higher education needs to be the measure of success. This current situation does lend well to the concept of degree apprenticeships which is aligned with these critical factors but it needs to be determined whether there is a structure of delivery that can work in New Zealand and whether all three influencers (student, employer, provider) see value and benefit, which needs to be ratified.

Literature Review: Why this research would be useful

The McKinsey study (Mourshed et al., 2012) recognises a lack hard data for why there is often a shortage of jobs and a shortage of skills making it hard to understand what skills are required for employment, what practices are working in training youth to be productive employees, and identify programmes that do this best. The state of the world's knowledge about education-to-employment is limited and outdated.

Goodyer's Results:

Goodyer discovered that there was an appreciation for the pilot in terms of; the concept of Degree Apprenticeships; the opportunity as employers to lead the process; the potential value of asset management qualifications to the engineering industry; the potential benefits across New Zealand; and offered evaluative comments for future developments (Goodyer, 2017). Early indicators suggest there will be a similar response to a Business Management DA in New Zealand. Both in the UK and Goodyer's study, there is strong support for DA's as an alternative pathway. This research will explore the topic further by looking at the relevance of the DA pathway for the sub-groups outlined, which goes beyond any prior research. The reaction should be positive, as, for each subgroup, it is suggested that practical hands-on learning with a reduction in academic testing, which the DA provides, increases participation and success. Based on the interviews, insight will be garnered into ways to develop the concept in the future to a business model in phase two.

Methods:

The research is a positivist, interpretative approach to gather information about the DA Business Administration concept and prepare for a second phase study to develop a business model and industry standard. The research will look to seek feedback from key influencers through structured interviews and surveys with the aim of a complete review of the current state of the system and how degree apprenticeships could fit. By engaging key stakeholders, it gives a current, snapshot of the system and forces collaboration and conversation to allow a preliminary framework to a point where they can review and debate the next steps.

Identification of key stakeholder representatives:

Given the compressed MBA timeframe the sample group needed to be limited to a few key stakeholders across employers and providers, with which the interviews will be conducted. Purposive sampling was used, so participants were sampled strategically to try and asses if the business theory is valid or not. For employers, there were key sectors identified to allow some consistency in needs and answers. Each group had different objectives for a DA, and as part of the data collection, a set of objectives was tested against each group. There was a risk that the views would not accurately represent the broader population, but the aim was for the findings to form the basis for wider consultation in a second phase.

A number of interviewees were established, but the research needed to remain practical within the realms of an MBA Research Project. The sample frame was approximately 200 companies that had taken part in the open letter in New Zealand and key leaders and influencers in the post-secondary school tertiary space. This formed the population of interest and a proportion of these formed the sample.

Employers were sampled from a selection of businesses in New Zealand across four sectors and engaged at a senior management level. A selection of companies was approached that were actively involved in the NZ Talent open letter (approx. pool size of 200). These companies had acknowledged the changing landscape, that tertiary education is not the only path to a successful career. Given the groups support for alternative education approaches, they were likely to give better insights into what a DA approach might look like.

Individual interviews:

Every aspect of design should be driven by the question, and as such, this study adopted an interpretive methodology to seek and capture both individual and company views on the value of a business administration apprenticeship scheme within the context of their experiences, workplace and social beliefs. A selection of qualitative interviews and or questionnaires was used in a semi-structured format with allowances made for deviations from the main thread of the conversation.

There is a limitation in the small sample size and true representation of the target population but, this is a relatively new concept in New Zealand and to undertake data gathering from a small sample to identify areas for more substantive investigation was the main objective.

Four sectors were surveyed as defined below to cover a broad segment of the business community,

- Consumer Discretionary Sector: The Consumer Discretionary Sector encompasses those businesses that tend to be the most sensitive to economic cycles. Its manufacturing segment includes automotive, household durable goods, leisure equipment and textiles & apparel. The

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services segment includes hotels, restaurants and other leisure facilities, media production and services, and consumer retailing and services.

- Consumer Staples Sector: The Consumer Staples Sector comprises companies whose businesses are less sensitive to economic cycles. It includes manufacturers and distributors of food, beverages and tobacco and producers of non-durable household goods and personal products. It also includes food & drug retailing companies as well as hypermarkets and consumer super centres.

- Financials Sector: The Financials Sector contains companies involved in banking, thrifts & mortgage finance, specialised finance, consumer finance, asset management and custody banks, investment banking and brokerage and insurance. It also includes Financial Exchanges & Data and Mortgage REITs.

- Information Technology Sector: The Information Technology Sector comprises companies that offer software and information technology services, manufacturers and distributors of technology hardware & equipment such as communications equipment, cellular phones, computers & peripherals, electronic equipment and related instruments, and semiconductors.

The design of the questionnaire used in the Goodyer pilot was considered and questions adapted to fit a Business Administration framework, to test whether it was considered an option for an alternative pathway to higher education. Two sets of interview questions were developed, tailored to each key stakeholder group. The main purpose of the interviews and survey was to form the first iteration of feedback and insight, recognising the current situation and validating the need for alternative pathways. Also, whether such a pathway through a DA scheme in Business Administration would be worth further investigation. The concept is modelled on commonly available DA schemes in the UK coupled with the pilot scheme presented by Goodyer.

Reliability and validity:

The quality of research comes down to validity and reliability (Bryman & Bell, 2015) which can be defined many ways in the qualitative research arena. Unlike objects of the natural sciences, people can assign meaning to their environment. The intent was to find out the main questions which are pivotal to the acceptance or rejection of the concept such as whether there are groups that are not well served and whether alternative pathways are required. Also, was value seen in developing a standard and would they take on an apprentice or sign up to the initiative. In addition, there was peripheral information gained to help refine the offering such as who would fund such a program and which provider would be preferred to deliver it.

Risks were that people may not describe how they will actually behave. There could be variability which will affect the reliability. This was mitigated by increasing sample size to as large as practicable.

The sample size for qualitative research is suggested somewhere from 2-400 samples. According to Fugard, there are no computations that can be done to determine a minimum sample number. The sample size needs to be small enough to manage and large enough to provide an understanding of the experience, and this is always a matter of subjective judgement (Fugard, 2014). 3-6 interviews were conducted across a range of providers (University, Polytechnics and ITO's) and approximately 200 businesses were surveyed.

Error in the estimation could have caused the DA concept to be accepted in principle and then fail when executed in the field. Often people will like an idea and see the value but when it comes to committing to it at a later date, are less likely to carry through with their intentions.

- Respondents may lie
- Respondents may not take it seriously
- Answers may be misinterpreted
- Questions may be asked slightly differently which then receives different answers

Data recording and analysis:

The interviews were recorded and fully transcribed allowing a review in detail and development of ideas. The survey encompassed a Likert Scale to enable analysis and trends to be interpreted accurately.

Similar to the Goodyer Pilot Study thematic analysis was undertaken to identify convergence and divergence, as well as emergent factors and themes.

The results and themes identified were then used to put together a basic, high-level concept of what a DA program might look like.

Ethics:

Core to the research project was people, and as such, it needed to be clear on how people engaged were treated and what activities could take place.

The Massey University Ethics code states, where researchers wish to gather, retain, analyse and/or report data from a pilot study, this does involve volunteers as "participants". The risk to participants will vary according to the nature of the study and prior low-risk notification, or committee approval of the proposed study is therefore required prior to their recruitment and informed consent.

The research needed to be culturally aware of the Maori/Pasifika group especially around the issues with this subgroup being underrepresented in the tertiary education space. However, this is well documented, and the literature supports Maori and Pasifika actively trying to address these issues and provide alternative pathways, so as long as the questions were relevant and collaborative, there was no reason why it wasn't well received.

The participants identified were not imparting with any IP or company-specific information, there should be no conflict of interest by parties as the topic being discussed was of general nature and not industry specific.

Therefore, a low-risk notification was required for this research project which can be found in Appendix A.

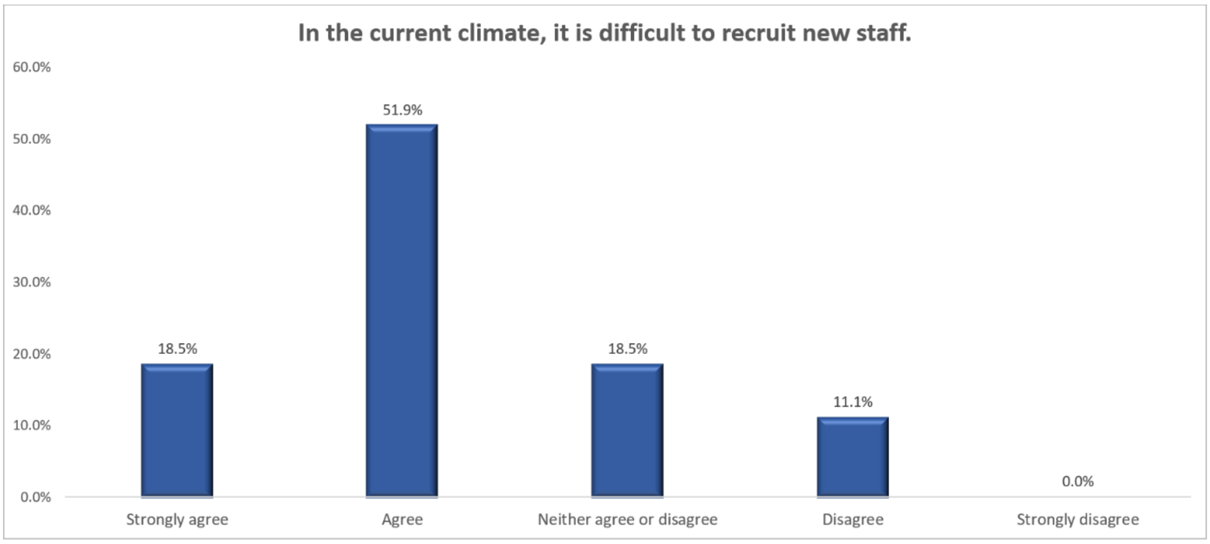
Participants were presented with the following documents before they were interviewed,

- Information Sheet
- Consent Form

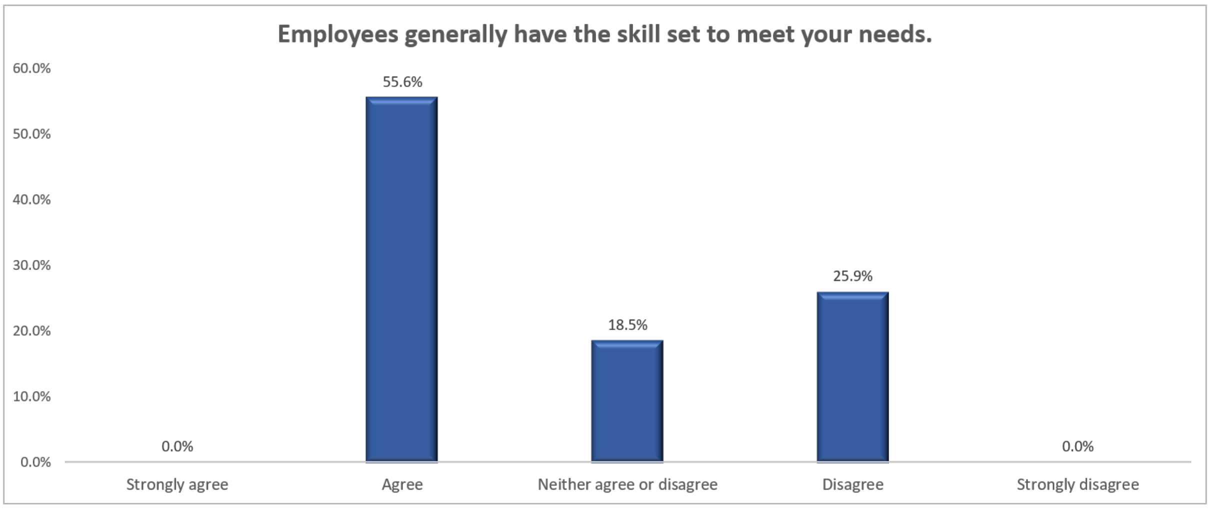
Results:

This chapter collates and presents the results following the data collection. 115 companies across four sectors were invited to participate in an online survey of 19 questions with a mix of Likert scale responses with an invitation to further comment where appropriate to gauge more depth answers on certain questions. The survey intended to gauge market perception on the current state of higher education pathways and encourage feedback on factors and preferences if a program was to be initiated in Business Administration. 29 companies responded to the survey, and there was a strong correlation, themes and patterns that emerged. The results are presented under each survey question.

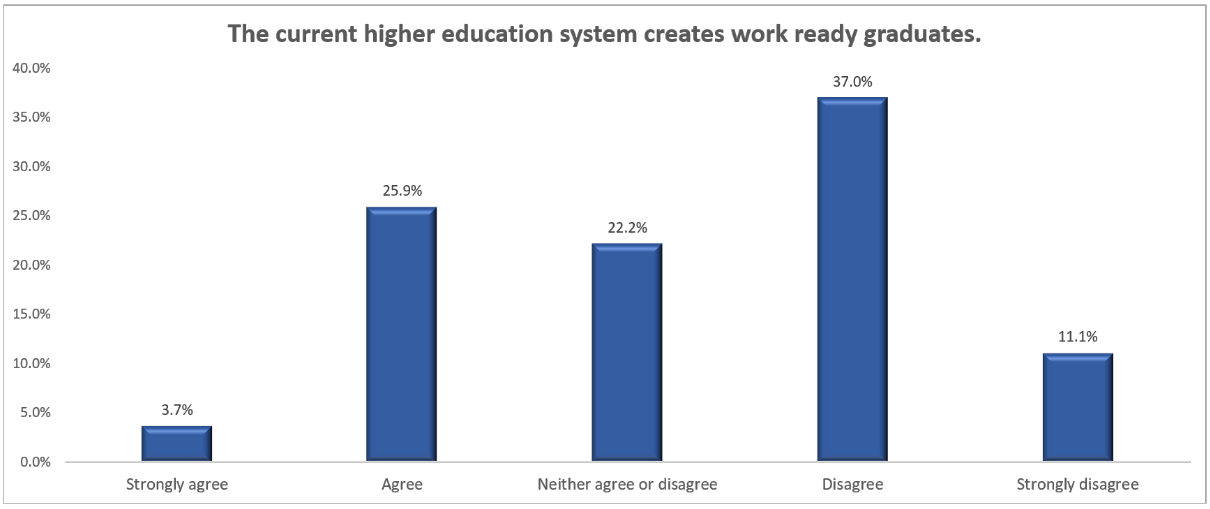
Breakdown of an online survey from employers:



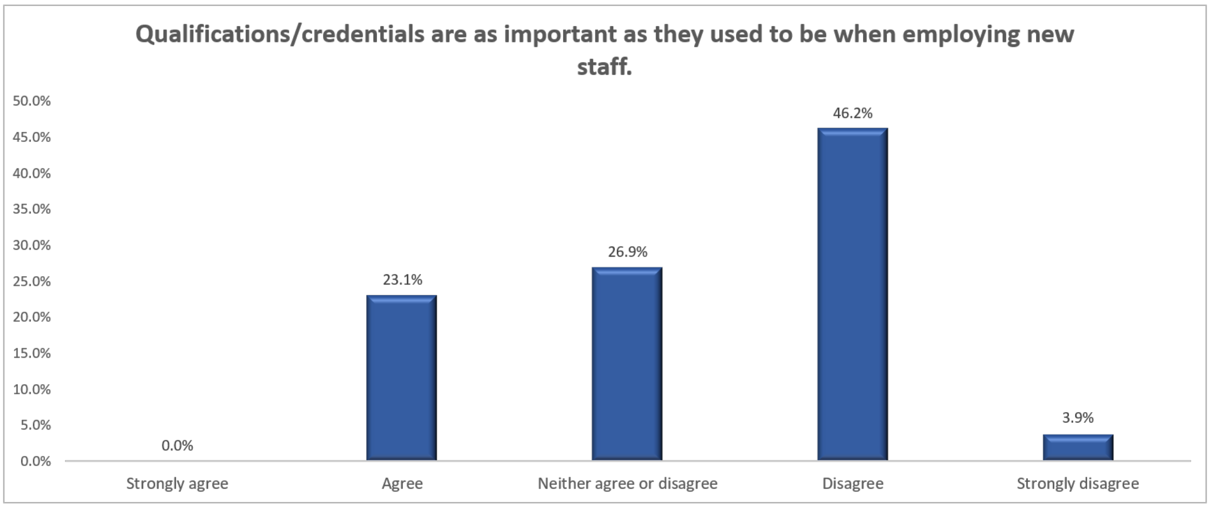
The results show that in the current social climate it is difficult to recruit new staff with 70% of respondents either agreeing or strongly agreeing. A small proportion of 10% disagreed with the statement made.



Across the organisations sampled there were no discernible differences, and the data shows that employees generally have the skill set to meet the needs of the employer with 55% agreeing with the statement. Only 25% of respondents disagreed with the statement.



Nearly half of all respondents (48%) felt the current higher education system failed to create work-ready graduates. 30% agreed with the statement made, and a further 22% were undecided. When prompted to give reasons why the respondents felt there was a general disconnect between the performance indicators for study and those for work. There is a further disconnect currently between employers and employees due to a lack of work experience and the accountability that comes with full- time work. There was a feeling that tertiary institutions are not currently driven by learner or employer need but by funding mechanisms and conservative tradition. Institutions were described as being out of touch with industry practices and students lacking soft skills and practical experience.



Again, there was no discernible difference across the four sectors sampled although it was clear credentials and qualifications are not viewed as necessary as they used to be with 50% of respondents disagreeing with the statement made versus only 22% who agreed. A substantial percentage (27%) were undecided.

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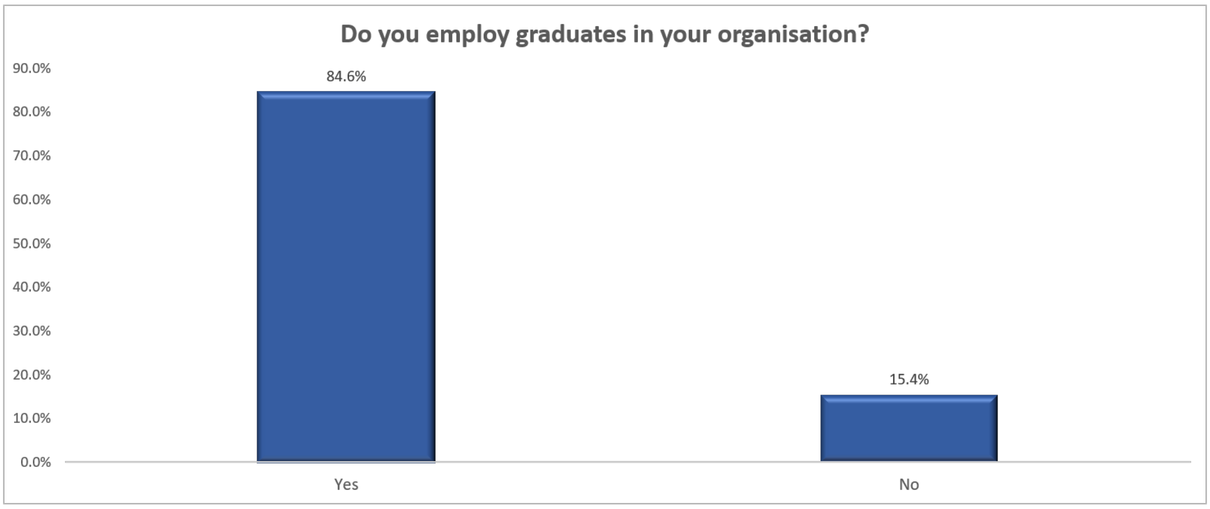
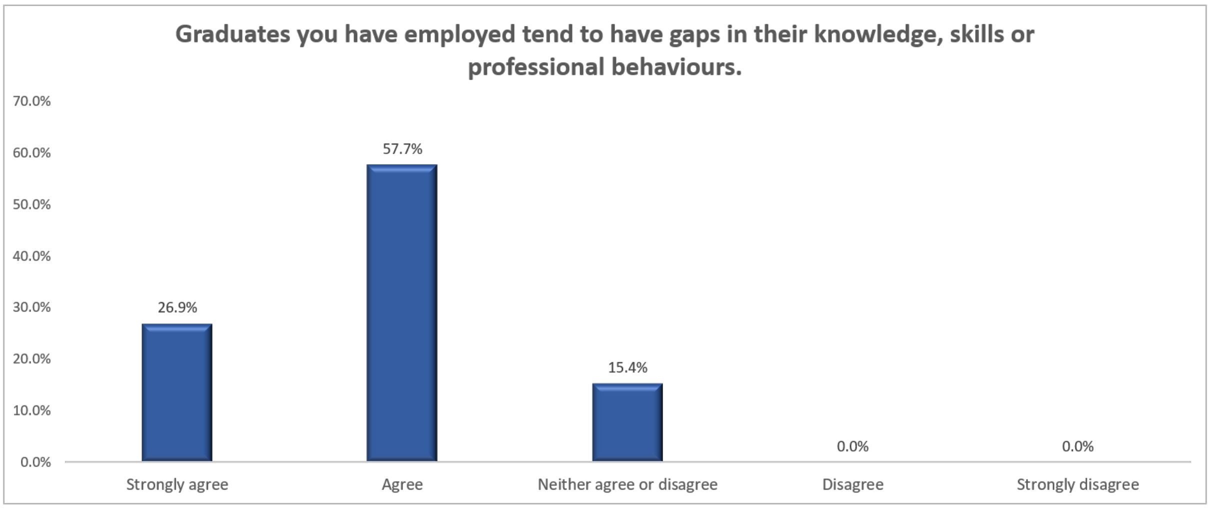


To gauge the current graduate market, I asked employers whether they employ graduates or not in their organisation. The response was that 85% do employ graduates.



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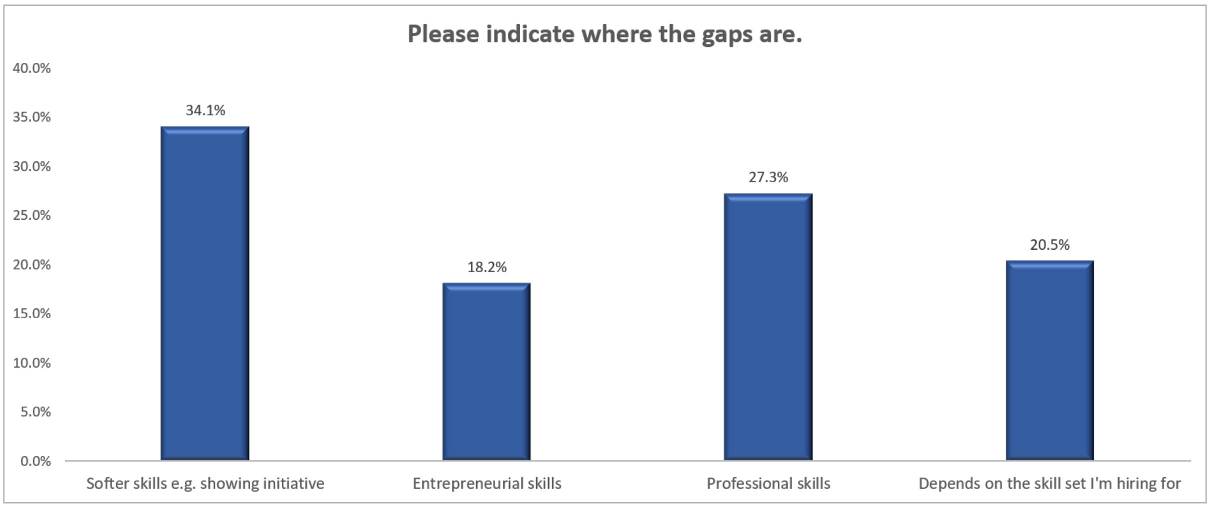
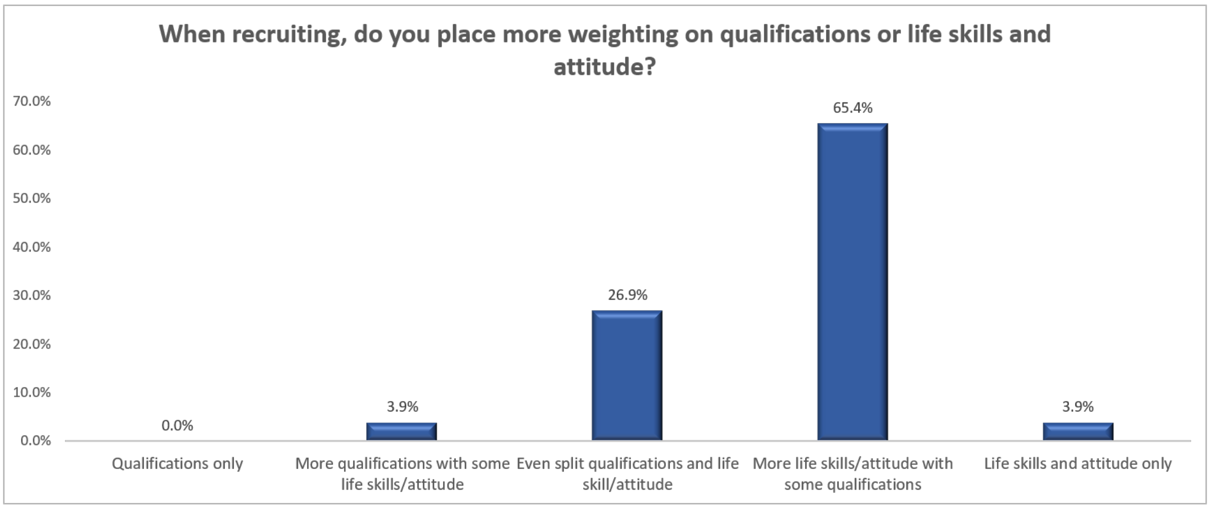
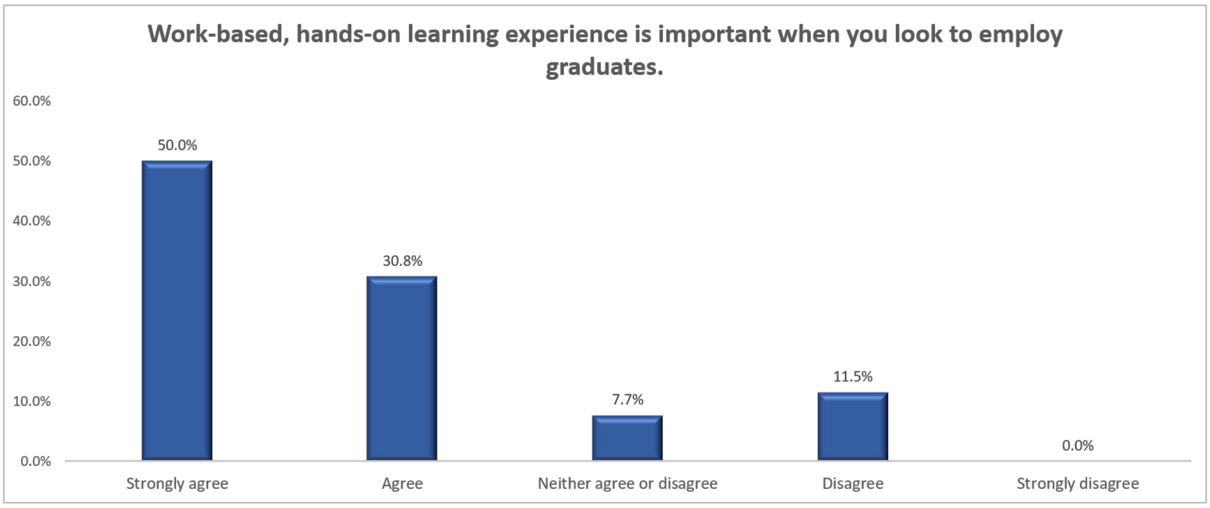
85% of respondents either agreed or strongly agreed with the statement that there are gaps in the knowledge, skillset or professional behaviours of current graduates. A small percentage (15%) were undecided.



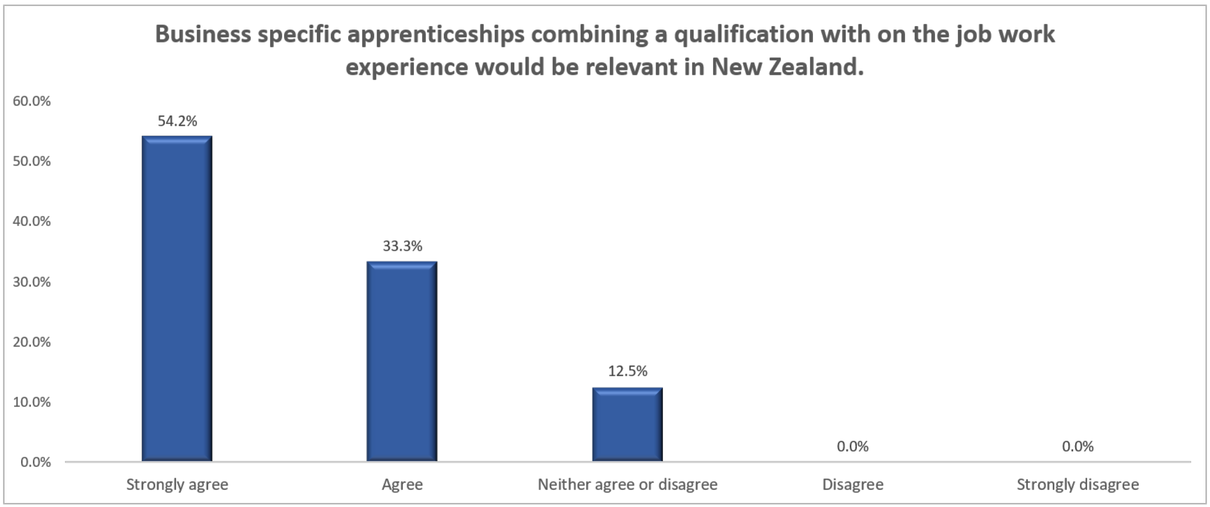
When prompted to identify where the gaps were respondents could pick multiple answers. 70% of respondents identified softer skills as a gap with 55% indicating professional skills. Entrepreneurial skills were lower with 35% of respondents choosing this as a gap in knowledge.



Qualifications only is no longer a deciding factor when employing according to the respondents. 70% of employers put a greater weighting on life skills and attitude. 25% indicated an even split between the two was preferred.



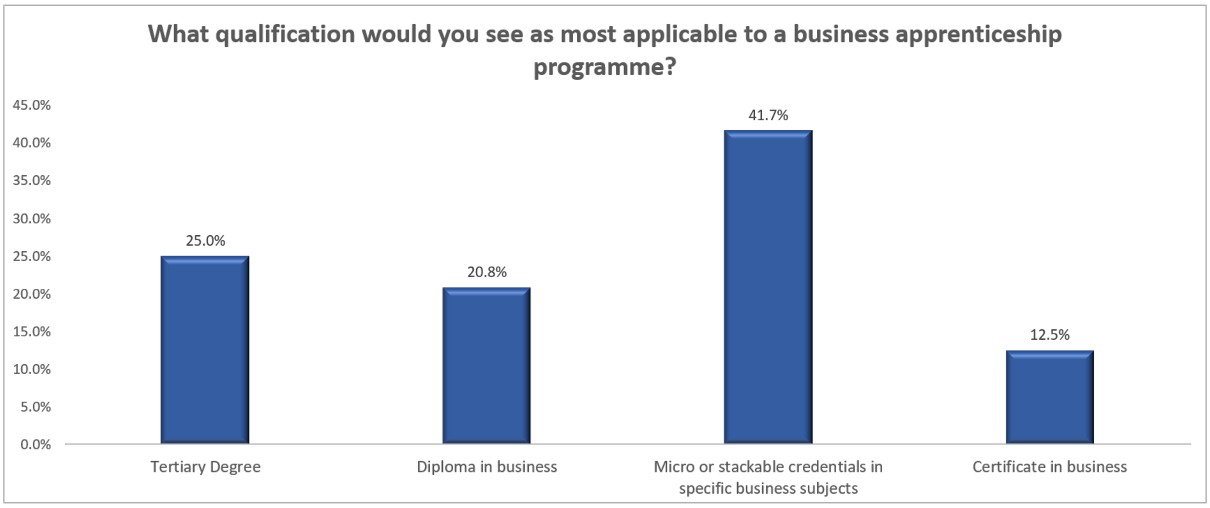
Work-based, hands-on learning experience are strongly preferred by respondents with 82% either agreeing or strongly agreeing to the statement. Only 12% disagreed with the statement.



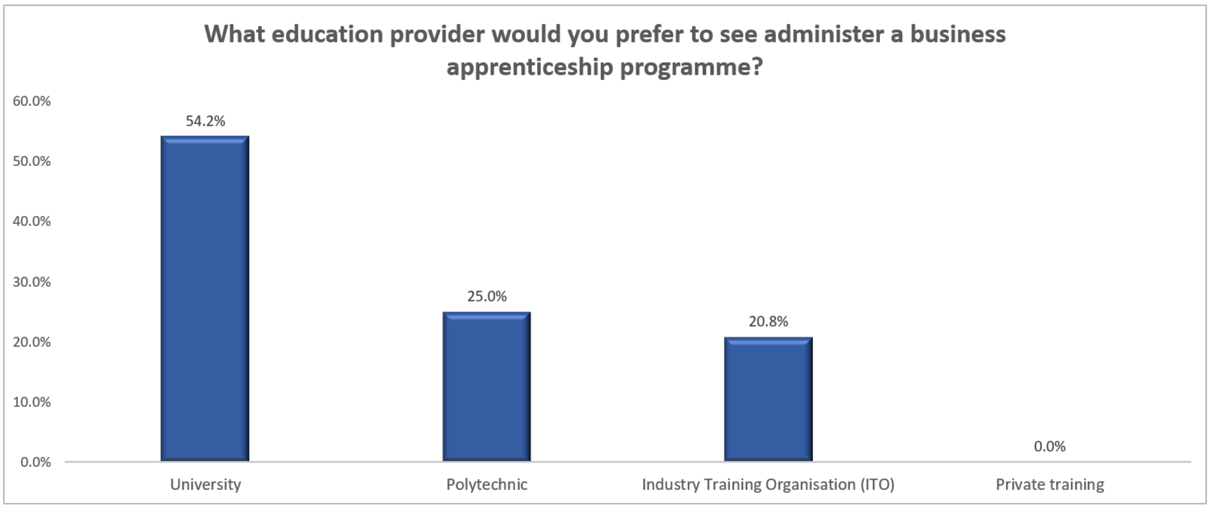
There was unanimous support for a business-specific apprenticeship program in New Zealand with 85% of respondents agreeing with the statement and 55% strongly agreeing. 15% were undecided. Respondents further commented to say they felt students needed to apply the theory in a live business scenario and a DA program in New Zealand could bridge the gap and be beneficial to both employers and employees giving better alignment and real-world understanding which would accelerate their learning curve. A DA approach would provide a broader set of work-ready skills coupled with the educational aspects of a degree.

* Graduates come to us with no work experience in the field we are recruiting for. Work experience would be massively beneficial.
* Respondents also saw benefit in debt reduction with funding and employee contributions.
* Having industry involved in shaping the program is common sense. Respondents thought the DA program would produce graduates that were already comfortable working with adults and professionals with enhanced

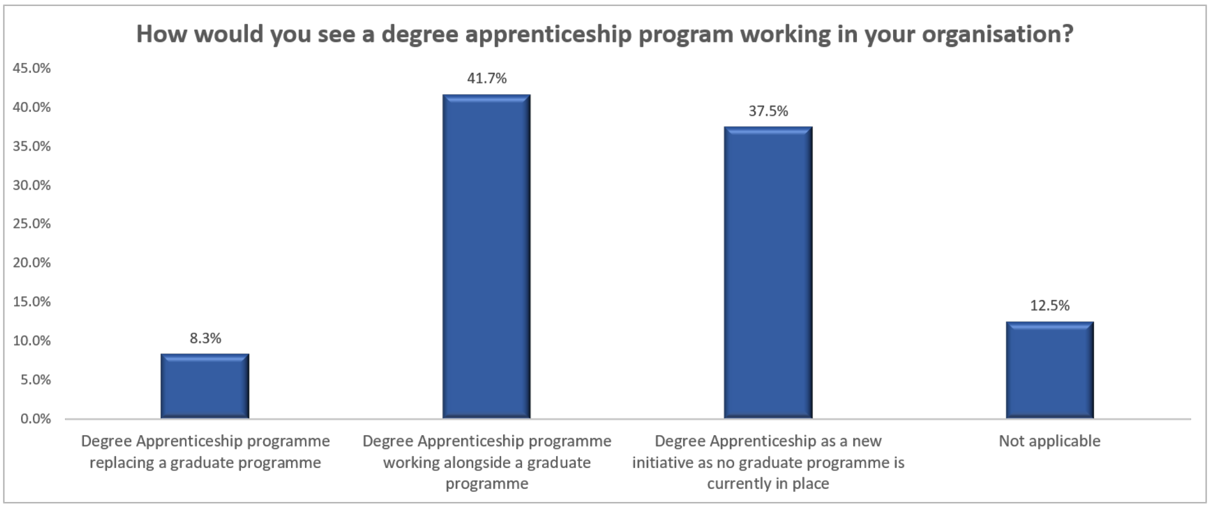
social skills and be able to contribute to the company culture. DA's were seen as a meaningful alternative to current tertiary options and could provide for students with different learning styles. There were industries already looking at similar formats namely the tech sector and insurance, and overall respondents saw the DA program as an excellent practical initiative.



There was a clear preference across the organisations surveyed that micro or stackable credentials in specific business subjects was preferred with 42% picking this option. A tertiary degree was favoured over a Diploma with a Certificate in business least favourable with 12%.



Over 50% of organisations preferred a university over other forms of delivery (Polytechnic, ITO's or Private). The balance was split between Polytechnics and ITO's with no respondents choosing a private provider.



There was little support for a DA programme replacing a graduate program in the organisations surveyed with only 6% choosing this option. The majority saw both programs working side by side (42%) with a lesser percentage (36%) seeing it as a new initiative as no graduate programme currently exists.

Breakdown of semi-structured interviews:

Four semi-structured one-on-one interviews were also conducted with key providers and key stakeholders within this space namely University, Polytechnic, ITO and Graduate Placement. The interviews asked respondents to comment in relation to their organisation across key factors and themes similar to the employer's survey but to capture a different perspective. Key themes were then deduced from the questions;

- The current situation relating to higher level pathways
- New formats of delivery that are emerging
- Relevance and delivery of a DA in business in NZ

The following six themes were identified and presented below:

1. Are the current pathways catering for all students?
2. Whether there are students that are currently not well served
3. Whether current offerings in tertiary are meeting the needs of employers
4. Whether providers are preparing students for the workforce
5. New formats of higher education that are emerging
6. Whether DA's would be relevant in NZ and what format of delivery would be preferred.

Are the current pathways catering for all students?

The consensus across the four interviews was that current pathways are not catering for all students. Some students aren't suited to some of the tertiary providers who are so focused on traditional education. Universities and Polytechnics are motivated through an academic route rather than a career route and funding determines how they push the lever. At the moment the lever is being pushed towards an academic bias.

* In terms of the practical skills they want, it's not currently in the Universities interests to deliver practical skills.
  One of the issues identified was the way degrees are structured and the way new degrees are conceived, only cater to a select number of learners. The feedback from the interviewees was that school leavers don't place enough emphasis on making the right choice,
* perception impacts people's ability to make the right choice for tertiary study.
* a degree is great, while a certificate or diploma is not as widely regarded, whereas the skills in the workforce aren't actually reflective of that.
  Universities still work, but for people that are normally higher achievers in school. If a student is genuinely a high achiever and has done well at school, no matter what they do they'll be successful. Therefore, it's almost deemed that smart people go to University and the second tier goes to Polytech and the third tier don't do study.

The Polytechnic seemed more open to working with employers in terms of the undergraduate business degree. They had just been through a two-year process of refreshing content and structure working closely with employers. The result is that 90% of students must engage in some sort of work integrated learning. There was an underlying argument relating to the role of universities, is it to be turning out students who are work ready, which some people see as vocational, or is it to be turning out citizens of the world who are thinkers.

Whether there are students that are currently not well served

All interviewees identified that Maori and Pasifika students were underrepresented in their programs. At Polytechnic level, there was greater support with specific divisions dedicated to these groups. The University had demographics skewed towards Asians, possibly due to the pull of international students.

* I think that our demographics probably are biased towards Asians than Maori
* those that have struggled through school are not well served and very much Māori and Pasifika.

Also, people that don't learn by reading books, regurgitating essays and writing papers. So typically, students who do want to go and are hands-on learners or small group learners are disadvantaged.

Whether current offerings in tertiary are meeting the needs of employers

There were mixed responses across the providers interviewed. All seemed to be engaging with the employer more and realising that in certain industries that are changing so quickly they need to have input outside of their organisation. There was a consensus that current offerings are lacking in the soft skills and life skills required to enter the workforce successfully.

* The content of some diplomas needs to be addressed, with more focus on soft non-technical skills, rather than technical skills.

* Often somebody has worked for three years in hospitality or retail and has a lot more life skills. They don't have the technical skills, but they've got a lot more of the non-technical skills to approach many other issues and challenges.

* We've got a thing in our business school about authentic practice-based learning, which is where we want the learning to be replicating what's going on in the real world.

Whether providers are preparing students for the workforce

The consensus from the group was that employers are encountering graduates that are not work ready. Many students struggle with the fact they go into degrees and don’t have any experience when they come out the other side.

* in some degrees we certainly do, although I think we probably could do more.
* overall if we look at the education system, I would say no
* but, I think there’s probably more that could be done.
* so, we probably could do more in terms of the transition to the workplace

A point was raised that academic staff are academic staff and a lot of them have come through academia and nothing more. So, it’s a matter of getting that balance of those staff who are researchers and who have had professional experience who can talk about examples from industry that can help student’s transition.

* I think it comes from the disconnect between academic lecturers and actual real-world employers.

Common pitfalls were raised such as how to behave in the workplace, workplace politics, all of which is quite new to graduating students. The Polytechnic provide workshops before students go out into the workplace where some of the soft skills are addressed.

* The amount of money spent at Universities helping people out the other end of tertiary is minute compared to the amount of money spent in attracting them in the door.
* the University just basically writes you a list of academic requirements to get out the other side
* I think there are, on a technical side of things to an extent, but I still think there are massive shortcomings in the non-technical skills side of things

There was a concern raised that some students leave with the false expectation that you get a degree and you'll get a great job, but the shortfall of soft skills, life and work experience are probably not reflective of getting a great job straightaway.

* You grow up a lot quicker in the real world than you do at continued tertiary education.
* Life skills, I'm really big on life skills as a means of learning,

But given the time it takes to change at a tertiary level it is not as agile as it could be to reflect what employers want.

New formats of higher education that are emerging

Micro-credentials, which recognise the achievement of a defined set of skills and knowledge were recognised by all interviews as an emerging trend. The feedback was that these seem to be more relevant to more mature students who are looking to upskill rather than the youth market. It was noted that micro credentials would be enhanced by work experience and would help Universities and Polytechnics target different types of learners online.

* we are looking at a complete online program. It will be completely online and students won't be seen other than at the start of the program and at the end.

At University level they were looking at micro, stackable credentials around their master's programs, in that you can study parts of a single paper, for example finance. This creates more flexibility and a blended learning approach. The challenge is that providers need to think about what can be offered as a micro credential that doesn't strain already limited resources.

Whether DA's would be relevant in NZ and what format of delivery would be preferred:

All interviewees could see relevance in New Zealand for a DA program. There was an acknowledgment that an apprenticeship higher level program would develop what the economy needs, not what providers think, or what the data shows.

* it's very much around, what do the employers want and what's going to help them to make their business successful.

* the students would get so much from learning a bit and then going and doing some work and then coming back and learning a bit more. It's seeing how they apply what they've learnt in reality that really makes it gel. There is relevance for those still looking for technical skills as the environment isn't likely to change quickly. Some people will still feel like they need a piece of paper to justify their knowledge base.
* If you could develop qualifications that enhance the in-work learning, it may not be completely non-technical skills, it may be those non-technical skills you learn on the way.
* you are going to know so much more after one year working in a marketing role than you would in three years of studying it.

It was raised that there is a lot to learn from the UK model and the funding mechanism is critical.

Universities and Polytechnics felt they are here to teach people to think deeply and critically. As long as that balance can be maintained with a program like this, and as long as the employers were open to the model it could be used to bring great benefit to multiple stakeholders. It may be an issue however if the employers don't have time or the desire to facilitate training and development. It would need to be a partnership with employers; this is the key to change education for the better moving forward.

All providers were open to engaging on delivering a DA program with the ability to custom deliver to an individual employer level. Anyone that provides external framework, external review, external accreditation could potentially be a successful DA provider.

Discussion/Analysis

Current situation:

Results clearly showed that the current system is not producing work-ready graduates and there are shortcomings in the current higher education system. There seems to be a shift in mindset for employers away from a dependence on credentials. The literature supported this finding with a similar global trend. Ernest and Young in the United Kingdom no longer has a prerequisite of a college degree and the USA Tech sector is speaking out about the irrelevance of degrees and grades when hiring (Anzuoni, 2015). The case is no different in New Zealand, where universities have traditionally offered, sought funding for and measured success on a purely credential based program. The research shows New Zealand employers are also shifting towards a balance or slightly heavier weighting to soft skills and life experience over credentials which they feel is lacking in graduates. This further supports the literature suggesting a debate is emerging to refocus on ability over credentials which in turn leads to a larger talent pool (Krook, 2017).

Nearly half of all respondents (48%) felt the current higher education system failed to create work-ready graduates and a further 22% were undecided. When prompted to give reasons why the respondents felt there was a general disconnect between the performance indicators for study and those for work. There is a further disconnect currently between employers and employees due to a lack of work experience and the accountability that comes with full-time work. This supported the literature which showed a current debate in Europe about an increasingly wide "gap" between the skills and capabilities of graduate, and the requirements and demands of the work environment in an increasingly mobile and globalised society (Andrews & Higson, 2008). There was a feeling that tertiary institutions are not currently driven by learner or employer need but by funding mechanisms and conservative tradition. The Tertiary Education Commission funds universities to provide a wide diversity of teaching and research, especially at a higher level to advance, disseminate and assist the application of knowledge. Polytechnics are funded based on providing vocational, professional and technical education, and ITO's are the most practical with on and off the job training for employees (TEC, 2018a). The results generally reflected this funding model with ITO's the most progressive in alternative models of delivery including practical components, but the research found an overwhelming preference by employers for a tertiary program to be delivered by a University (55%). There is a need for these institutions to change and change fast to keep up. Universities were described as being out of touch with industry practices and students lacking soft skills and practical experience. Results showed however that 70% of employers place a greater weighting on life skills and attitude.

A point was raised that academic staff are academic staff and a lot of them have come through academia and nothing more. This is the academic-practitioner argument which, again, gets bound up in University preferences for hiring PhD research ready faculty who will contribute to Performance Based Research Funding (PBRF) scores which *"ensures that excellent research in the education sector is encouraged and rewarded"* (TEC, 2018b). PBRF is the wrong motivator for encouraging learning in practice and practice in learning in University award programs. Universities believe that they are research institutions at heart, yet as Cardinal Newman famously wrote in The Idea of the University *"that the essence of a university lies in teaching, not research"*. He believed tutorials not exams produced flourishing students and a combination of approaches is needed (Humphreys, 2014). This assumes, of course, that the dissemination of knowledge is in the social good, such as the production of work-ready graduates.

The results showed that Universities seem the slowest to adjust and move away from their current delivery. New Zealand universities are bound by the Committee of University Academic Programs (CUAP). Their process for the approval of new award programs or major revisions of existing programs is very slow, cumbersome and inflexible which is increasing the gap between providers and employees. The CUAP tends to place an overemphasis on academic evaluation and procedure over what skills and abilities their graduates need to leave with. Also, CUAP process involves peer review by all member Universities which results in the reinforcing of embedded academic mindsets and hinders innovation.

This shift in mindset against the tide of over credentialing, could be the result of the fourth industrial revolution we are currently experiencing. According to an article by Dombrowski, integration of industry 4.0 concepts in production systems causes changes in the job design for employers (Dombrowski & Wagner, 2014). In a speech given by the current Finance Minister he stated *"We are facing a world where the changes have been estimated by McKinsey Global Institute to be occurring at ten times the pace of the Industrial Revolution and 300 times the scale. Every aspect of our working lives is changing"* (Robertson, 2018). The employers are seeing this change, but the fact that the current tertiary education system is not changing in line with the revolution could be an indicator of future vulnerability for the New Zealand economy as the Industrial Revolution 4 accelerates. The risk is this with further reduce the talent pool and leave a large group of talent underutilised. The knock-on effect is a depletion of key resources for innovation.

If New Zealand doesn't address the old school tertiary education in light of the world changing there will be negative impacts on New Zealand business, economy and society as a whole and New Zealand business will struggle to remain competitive globally. Robertson in his speech on the Future or Work noted New Zealand needs more people entering the workforce to increase production but our productivity is currently 30% below Australia and something needs to be done differently (Robertson, 2018). If New Zealand doesn't keep up with change and provide relevant pathways to higher education for our future students, then the system will continue to produce non-work ready graduates with large debt. Business will need to invest further in new graduates before they are contributing to the bottom line which is a burden. If we realise and begin to adopt new delivery methods, then there is the opportunity to lead the world in a new approach.

The results show that providers are aware of the shift and are currently monitoring the market and beginning to investigate different delivery methods such as micro-credentials. All seem to be engaging with the employers more and realising that in certain industries which are changing at pace, they need to have input outside of their organisation. Polytechnics and ITO's have made the most progress addressing the shift with work placements forming a part of their programmes and directly involving the employer in the design and delivery of the theory. Providers, although engaging with employers continue to base courses on traditional theory and attitudes favouring in-house skillset and doing what always has been done. An example is not bringing in industry experts to assist with delivery and real-life learnings. All providers are bound by funding models which tend to drive delivery, subjects and force a focus on recruitment and not producing work-ready graduates.

What it needs to be:

The research question looked at whether degree apprenticeships would be a viable, sustainable proposition in New Zealand. The results show that an apprenticeship-based approach appeals to employers. There was a preference for the program to be delivered at University level, but a degree structure was not so important. This was supported in the literature with evidence suggesting students regret their choice of degree and 33% do not know what they want to study (Mourshed et al., 2012). Across the organisations surveyed, micro or stackable credentials in specific business subjects was preferred with 42% picking this option. The literature highlighted the evidence for micro-credentials is thin and the concept is still developing and ad hoc. NZQA's Chief Executive Karen Poutasi stated, *"that they are preparing for a future where micro-credentials will play an important part in the skills ecosystem"* (Hurley, 2018). As they stand, micro-credentials do not deliver the life skills and practical component and need to be embedded within a work environment to provide this. Respondents commented to say they felt students needed to apply the theory in a live business scenario. Today's students have developed new attitudes and aptitudes as a result of their environment (Vokic & Aleksic, 2018) and tend to have distinct preferences regarding classroom delivery and teaching methods: they favour experiential activities (problem-based learning), learning by doing, collaborative learning and group projects. An article by Vokic explains that traditionally used teaching methods, from students' perspective, are very often perceived as not effective enough and unable to respond to their needs while more interactive teaching techniques and teaching process with higher emphasis on the applicability of knowledge are preferred. "*Because of changes in society business education has been challenged to create an education system that is more practically orientated* " A system that would allow students to function in the real world (Vokic & Aleksic, 2018).

Benefits from an apprenticeship-based system are proven in the German model where vocational training is shown to ease the transition from school and supplies employers with trained workers which the research has shown is an issue in New Zealand. The Swiss model has been successful with hands-on learning, employers paying wages while they learn, which results in a nationally recognised qualification which is portable. This is an example of how hands-on training can be coupled with a credential-based system that works. It would be a credible response to the changing mindset of New Zealand employers. Changing the current delivery of higher education in New Zealand would open a larger talent pool by including all students not just those that thrive on credential-based learning. The subset of students not currently served by the traditional credential-based system is real, and an apprenticeship/credential-based approach would assist more students to transition into the workforce more quickly and begin acquiring relevant on the job training which supports the theory. The benefits from students working while they learn is well publicised. The literature supports the fact that obtaining a traditional degree does not guarantee a higher salary but carries a burden of debt. If students are earning a wage from school, they are contributing to kiwi saver and paying tax which is beneficial to society. Also, allowing young people to get the necessary experiences and knowledge to launch their own ventures earlier than they otherwise would (Slayback, 2018).

The New Zealand government is focused on building an economy that's is resilient, adaptable, productive and inclusive and to do this they need to address the pathways for higher education and measure them against the same framework. Finance Minister Grant Robertson stated that "lifting the skills of our people is critical to solving the productivity challenge with learning for life core to promoting our economy" (Robertson, 2017) but then introduced policy around "first year's free fees" which is a quick-fire attempt to band aid the current system encouraging enrolment but not completion, the latter encouraged by the final year being free. They need to adopt a funding model that encourages the employer to buy in and be part of growing future employees that are loyal and embedded in their business.

Conclusions

Could a Degree Apprenticeship in business be an accepted, alternative pathway to tertiary education in New Zealand?

The clear answer is yes, given that the current higher education pathways are not delivering for employers and certain students in New Zealand. A more practical apprenticeship-based approach is appealing to employers as they see the benefit in learning as you work and applying the learning directly to real life scenarios. There was strong support for an apprenticeship-based program where students learn while working within a business and that a University would be the preferred provider. There was support for a DA program but also a more compartmental approach such as micro-credentials. Although the literature indicated micro-credentials are still in development the research showed there is keen interest in them. Employers seem to support providing pockets of learning across multiple subjects to support the day to day learning on the job. This is an opportunity to develop the micro-credential concept here in New Zealand into something meaningful, but the chances of the Universities driving it and getting it right are slim. In an article published by Praxis it states that as we see more entrepreneurs putting less weight on credentials and more weight on what a candidate can do and has done, we see more opportunities to get careers started outside of academia (Slayback, 2018) and micro-credentials linked with on the job training is one such route.

However, the term "apprenticeship" has connotations that sit within the trades and construction sectors and may not have relevance to a world that has experienced the information revolution in fast-moving industries such as IT and robotics. We need new apprenticeships for the 21st century that accelerates the learning process and accelerates growth for companies working with them (Slayback, 2018). The term apprenticeship is the most appropriate description, but it needs to be reinvented to accommodate the current environment and the style of learning that it requires.

Goodyer's pilot study showed the need for collaboration between employers and educators to produce standards that are outcome based and occupation driven and the New Zealand Government in its manifesto is looking to fund such initiatives. Some providers are currently providing micro credentials (Otago Edu-bits) which could provide the structure and delivery, but there is a need to bridge this with employer's engagement. If the modules are stackable then they can see merit over time and return on investment.

Policy changes could be implemented such as first-year free fees changed to incentives for business to take on an apprentice and the funding of micro-credentials or apprentice's wages could be tax-free whilst studying. The future will require strong collaboration between tertiary education providers, business and government policy-makers. There is room for private companies to provide the service that brings the employer, the student and the provider together under an umbrella program. This would prevent all three parties from operating in isolation motivated by different drivers. This intermediate framework would be the glue that supports the students in their learning, mediates the employers wants and needs and helps providers design programs that deliver meaningful credentials in a modular format.

Further research in this area is merited as to what specific modules of learning are preferred for a general business graduate and a pilot programme working with a sample of employers with a tertiary provider to trial a programme. Limitations of my research are the sample size both across employers and providers. This was due to the timeframe and scope of the MBA research programme. Also, students were not included to give their feedback, but this could follow a pilot programme as part of further research.

The research has provided a platform on which to initiate discussions with business schools and government policy-makers. Somehow the system has become focussed and incentivised on volume and revenue with no accountability to produce students that will add to and sustain the future development of New Zealand. The measures and accountability need to sit on the providers ability to contribute to the economy in line with the governments thinking. This will increase our workforce with graduates that hit the ground running, contributing immediately to the employer's bottom line and enhancing the nation's productivity.

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Understanding the role of employee personal values in relation to public service organisational values and performance

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Public service employees or public servants are under pressure because of the uncertain and turbulent public service environment in New Zealand (Parry & Proctor-Thomson, 2002). Public service managers across Australia and New Zealand are finding themselves wrestling with expenditure reduction, sustained demands for productivity improvement and ever-shrinking resources, in terms of staffing and time (Wanna, Lee, & Yates, 2015).

The performance of public service organisations, as well as the wellbeing of workers, is of long-standing concern to public sector unions and the wider field of industrial relations (Colley, McCourt, & Waterhouse, 2012). A report by the State Services Commission (SSC) (2012) in New Zealand notes that public service worker engagement remains lower than comparable private sector organisations (Plimmer et al., 2017).

The pressure that public servants experience in the workplace is reflected in low levels of: motivation, commitment, job satisfaction, autonomy, information,

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rewards and training, security, flexibility, influence, and increasing job pace and work overload (Plimmer et al., 2017). Although good worker experiences are important to organisational performance, poor worker experiences are expected in public services (Plimmer et al., 2017).

Alongside this, while New Public Management (NPM) has reinforced management's prerogative to manage, it has not been associated with the responsibility to manage well, instead it is linked with an over-reliance on restructuring as the prime tool for change, a lack of innovation and poor leadership skills (Plimmer, Norman, & Gill, 2011). Management teams appear to be unable to effectively manage people (Wevers, 2011) and low levels of managerial capability are signalled by low trust and responsiveness toward staff (Plimmer et al., 2017). Survey results of 15,762 members of the New Zealand Public Service Association (PSA) in 2013 found that public servants do not rate their managers or organisations highly (Plimmer et al., 2017).

According to research, this is where the impact of employees' dissatisfaction is found, with various aspects of their work experience, such as overwhelming workloads, distant and non-communicative senior leadership, and the lack of developmental opportunities (Towers-Perrin, 2003). This shows the significance of management actions in determining levels of employee engagement (Kular, Gatenby, Rees, Soane, & Truss, 2008).

This research draws on the relevant literature to understand the nature of personal values (the features that are intrinsic to), how public servants perceive personal values and how personal values influence the way public servants think, feel and act in the workplace. It is hoped from the information gathered from a series of interviews, public service managers will gain an understanding of how personal values motivate employees and influence employee performance in the workplace.

It is important for public service managers to understand why people choose to act in a certain way in the workplace. One of the main factors that influence employees' organisational behaviour is their personal values (Mashlah, 2015). Public service managers must lead and motivate their employees whom are responsible for the daily operational activities and may find the information in this research report helpful. According to Mashlah (2015) findings revealed that participants placed high importance on their personal values in their workplace.

Values Theory

Mashlah (2015) encourages researchers and scholars in the phenomenon of values to have a closer look at how people's personal values drive, inspire, and guide people in the workplace. This area calls for more in-depth research, and it can be linked with different fields and various factors in organisational studies such as leadership, management, and motivation. Mashlah (2015) states that the door is open for more studies to serve the investigation and exploration of the study of values in the development of an emerging agenda within the phenomenon of values.

Considering their central role in social life, values deserve more research attention than they have received thus far. For example, Rohan (2000) observed that no discussion of value theory appears in a sample of 10 introductory social psychology and personality textbooks published between 1990 and 2000.

Personal values shaping behaviour

Values are thought to have a considerable effect on the affective and behavioural responses of persons (Meglino & Ravlin, 1998; Rokeach, 1973) and values are referred to as desirable states, objects, goals, or behaviours, transcending specific situations and applied as normative standards to judge and to choose among alternative modes of behaviour (Schwartz, 1992). Values influence behaviour when the situation facilitates that connection and when we actively think about our values and understand their relevance to the situation (Schwartz, 1992).

As Veage, Ciarrochi, and Heaven (2011, p. 1180) suggest, “Human behaviour is shaped in multiple ways, one way is through the values we hold”. Values are believed to have a substantial influence on the affective and behavioural responses of individuals (Rokeach, 1973), and changing values are frequently evoked as explanations for a variety of social ills (Etzioni, 1993), employee problems in the workplace (Nord, Brief, Atieh, & Doherty, 1988), and a purported increase in unethical business practices (Mitchell & Scott, 1990).

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Motivation and productivity

Personal values are another set of psychological characteristics that are particularly relevant for understanding motivation (Meglino & Ravlin, 1998). At the heart of the motivation process is goal setting. Presumably all consciously motivated behaviour is goal-oriented, whether the goals are self-generated or assigned by others (Meyer, Becker, & Vandenberghe, 2004).

The ability to work in an environment which imposes values which are important for an employee fosters an intrinsic motivation. Studies show that intrinsic reinforcements – aligned with the influence of other factors – are stronger than extrinsic reinforcements (Nedelko & Brzozowski, 2017).

Organisational values

At the organisational level, values are a key component of organisational culture (Meglino & Ravlin, 1998), and are repeatedly defined as principles accountable for the successful management of many organisations (Meglino & Ravlin, 1998). The collection of individuals that constitutes an organisation may thus be viewed also as a collection of individual belief systems. The organisation displays a recognisable identity or 'character' when there is considerable agreement, typicality, or overlap among the individual belief systems over and above the differences among them. Typically, this means a small set of interrelated values, rather than any one single value. This composite set of values, internally consistent, may be referred to as the organisational value system (Padaki, 2000).

Values alignment - personal values and organisational values

Values congruence refers to how similar a person's values hierarchy is to the values hierarchy of another source. Motivating employees to act on a shared vision is dependent on aligning the follower's personal values with those of the collective (Jung & Avolio, 2000). Person-organisation fit (PO) theory suggests that performance is enhanced when an employee's values, skills, and goals match organisational goals, values, and culture (Laurie E. Paarlberg & Lavigna, 2010). People are more likely to join, stay, and perform well in settings in which they perceive that the management practices and work of the organisation reflect and support their individual values (Borman & Motowidlo, 1997; Goodman & Svyantek, 1999). Indeed, many empirical researchers have emphasised the need for and advantage of considering personal values at work and to align them with the organisational values to keep the spirit of working together high and to be developed inside the organisation (Harrington, Preziosi, & Gooden, 2001).

Values aligned organisations do everything in their power to understand the influence of values within their organisation and strive to align employee values with those of the organisation (Henderson, 2003). Such values aligned organisations are "passionate about what they do, their work is meaningful to them, they are clear about what they stand for, they genuinely care about their people, and they insist on creating a work environment and culture that brings out the best in everyone" (Henderson, 2003, p. 57).

Organisations with unaligned values struggle to maintain their identity during periods of change. In an unaligned organisation people operate by objectives and obligations rather than by preference since there is little or no awareness of the values that underpin the organisation's strategies. Values alignment is an ongoing process of building a cohesive culture in which the satisfaction and motivation of employees depends considerably on the "fit" between their personal values and the values of their team and organisation (Milliman et al., 2003).

Management by values

Traditional human resource practices based on assumptions of managing employee self-interest have largely focused on transactional acts of management in which those in charge exchange rewards for desired employee performance, seeking to align the self-interest of employee and manager. However, these transactional approaches are often in conflict with the other-regarding values of many employees (Laurie E. Paarlberg & Lavigna, 2010). Transactional leaders use conventional reward and punishment to gain compliance from their followers (Burns, 1978). These leaders tend to be action oriented and results focused (Batista-Taran, Shuck, Gutierrez, & Baralt, 2013).

One perspective that inherently responds to the authentic wants and needs, aspirations, and values of followers is transformational leadership. Transformational leadership is a value-based framework (Laurie E. Paarlberg & Lavigna, 2010). Transformational leadership is a process that motivates employees by appealing to their higher ideals and moral values (Tracey & Hinkin, 1998). Burns (1978) defines transformational leadership as a process that occurs when one or more persons engage with others in such a way that leaders and followers raise one another to higher levels of motivation and morality.

However, value-based leadership is not new. As Selznick (1957, p. 152) observed, "The art of the creative leader is the art of institution building, the reworking of human and technological materials to fashion an organism that embodies new and enduring values". The research on public service motivation is increasingly focusing on the processes by which management practices influence employee behaviour (Laurie E. Paarlberg & Lavigna, 2010). Value based perspectives may provide a framework for understanding how leadership practices harness prosocial motives to positively influence performance, a question of growing importance in the public administration literature (Laurie E. Paarlberg & Lavigna, 2010).

Engagement

However, the most critical finding is that it is the way in which people are managed that has the most significant impact on engagement levels (Truss et al., 2006). Accordingly, when individuals receive economic and socio-emotional resources from their leaders, they feel obliged to respond and repay the organisation. Individuals repay their organisation through their level of engagement. That is, employees will choose to bring cognitive, emotional and physical resources to their organisation in response to the resources they receive from their organisations (Unal & Turgut, 2015). These resources are predictors of organisational engagement according to Saks (2006). Moreover, perceived organisational support, supportive management, confidential interpersonal relationships and perceived organisational justice have been identified as antecedents of organisational engagement (Saks, 2006).

The term engagement refers to an “individual’s involvement and satisfaction with as well as enthusiasm for work” (Harter, Schmidt, & Hayes, 2002, p. 269). Built on the work of Kahn (1990), engagement describes the intimate involvement with and framework of the work experience. When employees are engaged, they are emotionally connected to others and cognitively vigilant to the direction of the team (Harter et al., 2002). Engagement occurs when employees know what to expect, have the resources to complete their work, participate in opportunities for growth and feedback, and feel that they contribute significantly to the organisation (Batista-Taran et al., 2013).

Research Design

During the month of October, 38 people were contacted (all of whom worked at MSD, Corrections and SSC) through contacts of the researcher’s colleagues and those on LinkedIn. The researcher received 9 responses and only two agreed to be interviewed during that month.

The researcher recruited three more people all of whom agreed to be interviewed during the month of November. Accumulated their experience working for public service organisations in New Zealand spanned 34 years. Between them their experience covered working for the Ministry of Social Development (MSD), the State Sector Commission (SSC), and the Ministry for Primary Industries (MPI), the Ministry for Foreign Affairs and Trade (MFAT), the Department of Internal Affairs (DIA), the Tertiary Education Commission (TEC) and the now disestablished Careers New Zealand (CNZ).

During the months of December and January the researcher invited four participants to be interviewed. Only three were interviewed because one participant pulled out at the last minute. Between them, the last three participants worked for several public service organisations namely Parliament as Private Secretaries working directly for Cabinet Ministers, MSD, MPI, DIA and the Ministry of Business, Innovation and Employment (MBIE). Two participants each were recorded saying they had over 30 years' experience working for public service organisations.

In total 8 participants were interviewed. Over 115 years of experience working for public service departments was documented by the researcher. The researcher notes that four of the participants were female and four of the participants were male. The researcher notes that three participants were european, three participants were Māori and two participants were of another nationality. The researcher also notes that noone under the age of 26 was interviewed and the oldest participant of this research project was over sixty years of age. During data collection and analysis, the researcher did not reveal any difference in views between different genders or age groups. Lastly the researcher notes that all the particpants are currently working for public service organisations.

The interview guideline (questions)

Participants were asked a series of questions to find out if their public service manager allowed them to demonstrate the values that were most important to them in the workplace and if not to provide examples of a time when a public service manager did. The researcher was able to evaluate if participants were more motivated and productive when given the opportunity to demonstrate their personal values in the public service organisation.

Participants were asked a series of questions to find out if their values aligned with the values of the public service organisation of which they worked, and if not were asked if they knew why. Participants were then asked to provide examples of a time when they worked for a public service organisation where their values did align. The researcher was able to evaluate whether participants were more motivated and productive when their personal values aligned with that of the public service organisation.

The interview questions were asked of everyone during interview phases one and two. A new set of questions was created before phase three because certain theory that was emerging needed to be saturated. For the third phase of interviews, the researcher asked a mix of questions that were created for the first two phases and that of the last. The researcher was able to ask questions pertinent to the story the participant was telling, with minimal disruption of flow as possible.

Data interpretation

This is a qualitative exploratory study using grounded theory, which aims to construct meanings in how personal values play a vital role in the way people think, feel, and act in the workplace. Stories gathered were textually analysed to evidence the storyteller's distinctive personal experiences. The data was analysed by a process termed constant comparisons, which means data was broken down into manageable pieces with each piece compared for similarities, differences and relationships (Corbin & Strauss, 2015).

The direction the researcher took after each interview phase depended upon the findings of the analysis of the previous interviews and the researcher's interpretation of the data. It was during the analysis of data and when the researcher asked questions of the data, that categories began to emerge. This is referred to as theoretical sensitivity (Corbin & Strauss, 2015).

Concepts were arranged from low level concepts (sub-categories) to high level concepts (categories) to core categories (see selective coding). Categories denote the main themes of the research of which according to Corbin and Strauss (2015) cannot be defined early in the research because not enough data is available to support the relevancy of the category. Categories were identified quite early for this research which according to the researcher was because of the effectiveness of the interview questions. The sub-categories defined and provided explanations of the categories (Corbin & Strauss, 2015). The sub-categories provided the foundation of the research, they point to and lead to the categories that represent the common element uniting the sub-categories (Corbin & Strauss, 2015).

In axial coding further development of categories takes place and the researcher continues to look for indications of the categories. The data of which the researcher collected from participant interviews is further scrutinised to determine the conditions that gave rise to the work, the context in which it was carried out, the action/interactions through which it occurred, and its consequences (Corbin & Strauss, 1990).

According to Corbin and Strauss (1990), after open and axial coding there is a third stage, the identification of a single category known as the core category. With selective coding a construction of a story line around the core category is formed of which all the categories are related (Corbin & Strauss, 1990). The researcher did not discover one single core category, instead discovering three, those core categories being; Mindfulness, Management by Values and Values Alignment.

One core category (central phenomena)

The one core category or central phenomena that has been chosen to represent the three core categories and supporting high level categories is Value Aligned Organisational Behaviour (VAOB). The central phenomena embodies the state of mindfulness that is required to demonstrate behaviour that is pursuant to the personal values of the public servant and the organisational values of which the public servant is employed.

If public servants are to be successful at performing VAOB, it is essential they are supported by transformational managers whom provide the psychological space for them to be themselves. It is also essential that the public servants perceived fit of the organisation is that which is stimulating i.e. aligns with the personal values of the public servant and management are seen to drive and enact the values of the organisation.

Findings

Mindfulness

The first line of investigation was to identify if and how the values that participants ranked as most important influenced their thinking process therefore the way in which they behave in the public service organisation. The stories told by participants led the researcher to believe there is a purpose, a drive to live, think, feel and act through the values that are most important to them. Therefore, there is reason to expect employee engagement is related to individuals' attitudes, intentions, and behaviours (Kular et al., 2008).

Conscious of personal values (perception)

Participants told stories of how personal values were important and how personal values influenced everyday situations at work and at home. Participants spoke of values as "shaping who I am" and "my values are at the core of who I am". Engaged employees are fully present and draw on their whole selves in an integrated and focused manner to promote their role performance (Kahn, 1990).

On the most part, participants told stories about how they apply the same values in every situation they encounter and that they do not change, in that their values remain the same no matter who they interact with. The researcher was able to gain an understanding of the "state of mindfulness' that existed in terms of how participants perceive the role of personal values in the way they do things at work. Researchers have given less attention to how people occupy roles to varying degrees to how fully they are psychologically present during moments of role performances (Kahn, 1990).

Personal values influencing behaviour

Stories consisted of how participants will resist doing certain acts if the certain acts do not align with their personal values. Participants spoke about their behaviour (whether right or wrong) being influenced because others do not demonstrate what they consider as value aligned behaviour towards them and sometimes others.

Demonstrating values in the public service organisation

Participants spoke a lot about not being able to demonstrate their personal values in the public service organisation and how "it can be a debilitating experience". When one is willing to demonstrate their personal values in the workplace, they do so because three antecedent conditions are met: Employees feel psychologically safe in the presence of others to apply themselves in their role performances, they have enough personal resources available to devote to such performances, and their work is sufficiently meaningful that such personal investment is perceived as worthwhile (Kahn, 1990). These conditions are called psychological safety, psychological availability, and psychological meaningfulness, respectively (Breevaart et al., 2014).

An interesting point made by one of the participants, was that he had to use his values or "skills - as you turn them into", to do his job and then went on to say that because he wasn't properly skilled in another role, he found that he was out of his depth in terms of undertaking that role. From this story the researcher was able to identify that even if one has personal values, one may not be good at demonstrating those values (skills), particularly if one does not practice them.

Correcting behaviour according to personal or organisational values

An interesting story told by one participant was of the manager displaying behaviours that were not value aligned and that was because the manager was never held accountable for her wrong doings. This story led the researcher to believe that if one is not held accountable for one’s actions, that might indeed delay the awareness process that is required to reflect on one’s bad behaviour and how one can behave better in the public service organisation.

Management by values

The second line of investigation was to identify if participants felt as if they could demonstrate the values that were most important to them in the workplace. The researcher was able to evaluate if participants were more motivated, productive therefore engaged when given the opportunity to demonstrate their personal values in the workplace notably by the public service manager.

Employee recognition (by the public service manager)

Positive stories were told by those who maintained positive relationships with their public service managers who recognised the participants for the people they are, themselves i.e. the personal values that are most important to them and especially the way in which they like to do things at work (whether the public service manager intends to recognise those values or not). Kahn (1990) defined personal engagement as the harnessing of organisation members' selves to their work roles; in engagement, people employ and express themselves physically, cognitively, and emotionally during role performances.

An interesting observation made by the researcher is, if the public service manager does not ask or try to figure out what is most important to the person, it is enough that the work alone is recognised, particularly if one has used their values (or skills) to produce the work. One piece of often heard advice is to let employees do what they are good at and let them practice their skills, to provide them with opportunities for skill utilisation (Karasek Jr, 1979). Employees who can use their skills have been shown to report higher level of well-being, to be more satisfied, more committed, and more productive (Van Ruysseveldt & Van Dijke, 2011).

Employee motivation

One observation made when speaking to one participant, was that if one is there for a genuine bigger purpose then one is motivated no matter what, even if that means all of one's values cannot be lived out at work. They argue that employees actively seek meaning through their work and, unless organisations try to provide a sense of meaning, employees are likely to quit (Kular et al., 2008).

Employee productivity

Stories were told by participants which led the researcher to identify how likely participants are to be productive in their roles at work if their public service managers through any means allow them to demonstrate their values at work (whether there is an intention to do so or not). That public service manager behaviour at work, if in conflict with the values of the participant, is more likely to affect participant productivity. That if the relationship between the public service manager and the participant is not a good one, then the participant is less likely to be effective in the role. In competitive global markets, companies that cannot make effective use of their employees have a dim future (Leiter & Bakker, 2010).

Unskilled public service managers

There was consensus from all participants that public service managers are not good at managing people either because they are not in the right role or because they lack the skills. Stories were told of how public service managers have no empathy and how they cannot manage people in a collegial way. Participants spoke of micro-management and the inability to communicate i.e. pass on the information that is required to successfully perform in the role. One notable observation made by the researcher and something participants spoke a lot about was that there was no respect given to participants from the public service manager.

From what participants said, the researcher identified that it is the management style (i.e. transactional vs transformational) of the public service manager that affects their ability to manage people, rather than a heavy workload. There was some indication from the story's participants told that ambiguity in the public service organisation will affect the public service managers ability to manage people effectively.

It was evident from the story's participants told that public service managers are less likely to put the values of the employees first (i.e. ideas, personal development, time/space to learn), and are more likely to put the business first (i.e. tasks), examples were given of how managers just wanted the participants to "get the job done". It was found that leaders of high-engagement workplaces do not create fear or blame cultures, where employees are reluctant to express their ideas or exercise their initiative. Instead, they create a trusting and challenging environment, in which employees are encouraged to input and innovate to move the organisation forward (Kular et al., 2008).

An interesting observation made by the researcher of which was noted more predominantly in the last phase of interviews, was that the insecurities of the public service manager may be a factor as to why the employees cannot live out their values in the workplace.

Values alignment

The third and last line of investigation was to identify if the personal values of participants aligned with the values of the public service organisation of which they worked. The researcher was able to evaluate whether participants were more motivated, productive and especially engaged because their personal values aligned with that of the public service organisation.

Stories were told by participants which led the researcher to believe that when personal values align with the values of the public service organisation, it is a happy place in which to work. Stories were also told by participants that when the values of the public service organisation are not known, spoken about or role modelled by management then they feel unhappy at work.

One view that stood out for the researcher was when one participant could not recall the values of the public service organisation he worked for yet made an interesting point that his values were things that the public service organisation of which he worked would agree with, and more interestingly commented that any public service organisation would agree with. That same participant also said that his personal values were inherent values when diving deeper into the high-level statements of the public service organisation. This led the researcher to believe that this participant was proactive in his stance in moving towards values alignment with any organisation he chose to work for.

Particularly, individuals with a positive perception about their work environment (organisation) are more likely to display positive behaviours. Hence, we expect that employees' perceived values fit with their organisation stimulates them to perform not only their job role effectively but also to go beyond expectations, which may be interpreted as a high level of engagement for their job and the employer for whom they work (Memon, Salleh, & Baharom, 2015).

Values in action

Participants told stories about the values of the public service organisations of which they worked, being modelled at the very highest level, and participants also shared examples where that was not the case. There was consensus that the values were not driven hard enough or demonstrated by middle management or staff at the lower levels of the public service organisation. The researcher was led to believe that workplace and outside pressures were the likely causes. There was consensus by all participants that lip service by senior managers is not appreciated by the employees of the public service organisation and may contribute to the desire to leave.

Organisational values fit

The point of this high-level concept/category is to find out what happens when the public service organisation employ's people "not for values fit" (values fit being when the personal values of the employee align with the values of the public service organisation). Participants spoke about how people were at work just "to do the job" rather than for "the purpose or greater good of the organisation" and it became clear in last phase of interviews that those that are there just to get paid, were probably not as productive.

One participant spoke about looking for values fit in roles (not public service organisations) that generate a bigger purpose or meaning. If the role is part of a public service organisation that is not of values fit, then the said participant didn't mind sacrificing certain personal values to be part of the public service organisation only because of the bigger purpose or meaning of the role. This action is the opposite of the theory that PO fit leads to engagement in a person's role which tends to suggest that the researcher was not able to gather the correct information from the interview phases to reach theoretical saturation in relation to the high-level category of organisational values fit.

Theoretically, the attraction component of Schneider (1987) ASA model suggests that job seekers base their PO fit perceptions on organisation's values, and that they make job choice decisions based on these perceptions. Locke (1976) hypothesised that the degree to which a work environment allows value attainment affects job satisfaction. Thus, perceived values congruence between job seekers and organisations should in directly influence organisational attractiveness, a relationship demonstrated empirically by Judge and Bretz (1992) in their study of hypothetical organisations.

Concluding statements

Being in the moment (the present time), being aware of one's personal values, one's physical environment and the people in that environment, influences one to behave in a certain way in the public service organisation, whether that behaviour at the time aligns with one's personal values, or not. If the behaviour is not value aligned then one determines whether to correct that behaviour, which is an act of consciousness. Researchers have given less attention to how people occupy roles to varying degrees to how fully they are psychologically present during moments of role performances (Kahn, 1990).

When a public servant is recognised for who they are and what is important to them by their managers, peers or the organisation of which they work, they are likely to be more motivated, productive and engaged in their roles. People can use varying degrees of their selves, physically, cognitively, and emotionally in the roles they perform, even as they maintain the integrity of the boundaries between who they are and the roles they occupy. Presumably, the more people draw on their selves to perform their roles within those boundaries the more stirring are their performances and the more content they are (Kahn, 1990).

Often managers overlook what is important to their employees of the public service organisation (i.e. ideas, personal development, time/space to learn) to first focus on the tasks that need to get done. It is the management style (i.e. transactional vs transformational) of the public service manager that affects their ability to manage people, rather than a heavy workload. Transactional leaders tend to be results focused (Batista-Taran et al., 2013). Transformational leaders motivate employees by appealing to their higher ideals and moral values (Tracey & Hinkin, 1998).

When the personal values of the public servant align with the values of the public service organisation, those people are more likely to be motivated, productive and engaged in their role. Hence, we expect that employees' perceived values fit with their organisation stimulates them to perform not only their job role effectively but also to go beyond expectations, which may be interpreted as a high level of engagement for their job and the employer for whom they work (Memon et al., 2015).

Public service organisations have high-level value statements that are not driven hard enough or demonstrated by managers, and workplace and outside pressures are the likely reasons why. Lip service by senior managers is not appreciated by the employees of the public service organisation.

Both first-line supervision and senior management symbolise the values of the organisation and model to employees' ways of thinking, feeling, and reacting to important events in organisational life (Schein, 1985). Senior management plays an important role in articulating the core values of organisations, translating them into formal mission statements and policies, while front-line supervisors enact these values through their day-to-day actions and interactions with employees (Leiter & Bakker, 2010).

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The effect of fixed-term contracts on employees in a polytechnic institution in New Zealand

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Executive summary

Traditionally three types of employment contracts are used within a New Zealand working environment (Permanent employment, fixed-term employment, casual employment), with permanent employment being the most commonly used (Employment New Zealand, 2020). All three contract types are currently being utilised within the tertiary education sector, with more than one third of employment contracts coming by the use of FTCs (TEU, 2013). The impacts caused by fixed-term contracts in tertiary education, have been an on-going issue within New Zealand and one that does not seem to be going away anytime soon. Not changing how we utilise these contracts could result in decreased employee motivation levels; decreased organisational commitment levels; and a decrease in the quality of an employee's home life, leading to high staff turnover and dissatisfying student experiences. Changing the reality of how fixed-term contracts are viewed and used is the first step to improving the issue at hand. Results from a survey of 30 respondents (76% From Western Institute of Technology (WITT), 24% from other polytechnic institutes) has been used in generating the following recommendations for the organisation, with the

limitation that majority of respondents represent one polytechnic institute and not the entire sector. Recommendations include: creating a pathway to permanent employment with emphasis on improving employee's human capital, while building transferable skills; using fixed-term contracts only for specific circumstances such as maternity leave or increased student influx; or removing the use of fixed-term contracts all together. These recommendations have been identified as viable ways to utilise fixed-term contracts to reduce the negative impacts associated with them.

Aim

The overall aim of this research is to identify the impact of fixed-term contracts (FTC) on employees' in the Institute of Technology and polytechnic (ITP) sector and to determine factors that lead to and could mitigate detrimental effects on the organisation from such contracts. This will enable recommendations for the organisation on how fixed-term contracts or non-fixed-term contracts can be utilised for greater results.

Introduction

Fixed-term contract use in tertiary education in New Zealand seems to be an on-going issue and one that doesn't seem to be going away any time soon (Stringer, Smith, Spronken-Smith & Wilson, 2018). The recurring use and nature of these contracts alone provides the opportunity to explore and identify the impacts and effects this type of contract has on organisations and their employees within a polytechnic institute in New Zealand. A mixed method approach through the use

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of a survey, which includes eight multi-choice questions and one narrative question, will be used to examine and elicit meaning from participant experiences and perspectives on the use of fixed-term contracts within tertiary education. Insights from this survey will then be used to inform conclusions and generate recommendations on how this type of employment contract can be better utilised for both; the organisation and employee.

The proposed research is organised as follows: firstly, an outline of the research questions and methodology will be detailed, followed by an outline of the practical value this research creates for the institute and ITP sector at large. A literature review will then explore the current body of literature around FTC and will provide a broader context on the effects FTCs have on employees and the organisation, while also identifying gaps within the current literature where this research can add value. Survey Research on the effect FTCs has on employees' in a polytechnic institution in New Zealand will then be conducted, with results from this survey being discussed. Conclusion will then be drawn and used to form recommendations on how FTCs can be utilised for greater results.

Research Questions

1. What positive and negative impacts are caused by the use of fixed-term contracts in New Zealand tertiary education?
2. What are the most prominent factors that contribute to or inhibit the successful use of fixed-term contracts?

Objectives

1. Identify the impact of fixed-term contracts on employees' motivation, loyalty, commitment and job security;
2. Identify the impacts of fixed-term contracts on the organisation from a business and economic perspective;
3. Identify factors that create successful use of fixed-term contracts;
4. Deliver recommendations from findings.

Research Design & Methodology

Using a mixed method approach, 30 participants partook in the conduction of this research. This research utilised a survey that included eight multi-choice questions and 1 narrative question to examine and elicit meaning from participant experiences and perspectives on the use of fixed-term contracts within tertiary education. Quantitative and content analysis (Small, 2011) was used to interpret the data, which then lead to conclusions being formed. Based on these conclusions, recommendations were developed and used in a consultation process with differing levels of management from WITT.

Sample selection

Sample size includes 76% of respondents from the Western Institute of Technology, and 24% of respondents from alternate institutes around New Zealand. This creates results that are directly related to the institute in questions and may not represent the entire polytechnic sector. Additionally, purposive selection was undertaken (Tongco, 2007) to decide on which management level to consult once recommendations had been formed. Front line managers (Director of school; Programme manager) and the human resource manager were chosen for the consultation process. These managers have direct influence over the hiring process through creating job descriptions, conducting interviews and making the final decision on hiring the successful applicant.

Methods

1. Conduct literature review
   - Search the Massey University databases for research on fixed-term contracts and their impact on organisations, and on employees' job security, commitment levels, motivation, and loyalty
   - Synthesise and critique the appropriate literature in relevance to the aim

2. Case study

2a. Survey
   - Select and conduct surveys with 30 employees who are currently on or have been on fixed-term contracts.
   - Survey explored the impact these contracts have in relation to motivation, loyalty, commitment and job security, while also providing an opportunity for the individual to articulate their experience while being on an FTC
   - Quantitative and content analyses will be used to identify trends and themes in participant experiences

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2b. Consultation process with management

Conduct a consultation process using an unstructured interview process (Denscombe, 2014) with; 2 management personnel (director of school; Programme manager) and 1 human resource personnel (Human resource Manager) to go over conclusions from the survey and to get their direct feedback and input on recommendations.

The data generated from these surveys and the consultation process provided local context and important insights on the overarching research questions posed in this study and help shape final recommendations.

Practical Value to the organisation

Through this study the organisation will gain increased knowledge on the effects fixed-term contracts have on employees, while also gaining a clear understanding to the overall impact FTCs have on the organisation. The findings from this research will then provide an opportunity to make recommendations on clear guidelines around the appropriate use of fixed-term contracts for the betterment of the organisation as a whole.

Limitations and Ethical Considerations

Limitations include:

- Data will not cover entire ITP sector;
- Data from the survey is quantitative only, so survey participants were not given the chance to fully explore their feelings, responses and perceptions of fixed-term contracts;
- Lack of research conducted in a New Zealand context on FTCs

Ethical Considerations

Informed consent, beneficence, respect for anonymity and confidentiality, privacy and having an understanding that people may feel vulnerable when talking about their circumstances with their employer are all ethical considerations that must be considered when completing this research.

Literature Review

A literature review was conducted to provide a context in which to nest this research. International literature from the Massey University library database of journals in this field was used to form this review, as little research was found to be conducted within a New Zealand context. Fixed-term contract (FTC) use in tertiary education has been an ongoing issue within New Zealand for many years, with a large number of employees on rolling FTCs or insecure employment agreements (TEU, 2013)[1]. A survey of 2000 tertiary education union members conducted in 2013 found that more than one third of participants were currently on a fixed-term employment contract and felt insecure in their work in the education sector (TEU, 2013)[2]. This feeling of insecurity is echoed throughout current literature (see Alexandra & Bruno, 2012; Conley, 2002). The State Service Commission (SSC) also found that FTCs were used within the public service sector with 7.5% of all contracts being of this nature (SSC, 2017). Fixed-term employment contracts are among the most common forms of employment other than standard type (permanent) employment (Marcia, 2018) and are generally seen as the stepping stone to permanent employment (Babos, 2014). However, empirical findings from the Netherlands found FTC could land employees' in a recurrent unemployment trap (Mooi-Reci & Dekker, 2015). Due to the lack of research conducted in a New Zealand context, it is hard to state whether this translates and represents the labour market in New Zealand. My literature review will look at the effects of FTCs from an organisation and employee perspective, followed by limitations that are present within the literature. This will then frame how my research can contribute and build to the broader body of literature.

FTC effect on the organisation

FTC have been found to have numerous benefits to organisations (Marcia, 2018; Houseman, 2001; Babos, 2014; De Cuyper, Notelaers & De Witte, 2009). Employing workers on fixed-term contracts provides flexibility to the organisation and allows them to increase or decrease employees to meet organisational demand. It provides an opportunity for the organisation to save on financial benefits, while also using the FTC period as a means to screen potential candidates for future permanent roles. Cost saving on using FTCs compared to permanent employees also offers attractiveness for the use of this type of contract, as organisations can avoid remuneration and grievance pay outs upon termination of these contracts (Houseman, 2001).

On the surface, using FTCs appears reasonable as having this kind of flexibility and cost saving ability can provide huge financial benefits to the organisation when managed correctly (Houseman, 2001). However, multiple negative effects to the organisation have been identified throughout the literature. A study conducted from the British social attitudes survey 1997 and the international social survey programme 1997 by Brown & Sessions (2005), found that the effects fixed-term contracts have on employees can undermine organisational performance. Furthermore, Brown and Sessions found that low level job satisfaction and morale caused by fixed-term contracts had an adverse influence on productivity levels. Conley (2002) provides more context, stating "the feeling of insecurity and FTC go hand in hand as, by its very nature, numerical flexibility requires the expendability of a section of the workforce". De Cuyper et al (2009) agreed, noting that job insecurity negatively impacted on job satisfaction and organisational commitment. According to Grund & Thommes (2017) organisational commitment suffers if job insecurity is present; adding that low organisational commitment levels tend to produce low motivational levels, which has been closely linked to low productivity levels. However, counter arguments show that when FTC employees can foresee that their employment is going to transition into permanent employment, productivity increases (Jalonen, Virtanen, Vahtera, Elovainio & Kivimaki, 2006). Similarly Feather & Rauter (2004) also found increased productivity levels from employees on fixed-term contract in their study of 154 school teachers. However, they did conclude that this increase in productivity levels by these employees could be due to employees trying to go above and beyond the call of duty to obtain a permanent tenure.

FTC effect on employees'

Few benefits have emerged from the employee's perspective when it comes to the use of fixed-term contracts, however, a study conducted by Brown & Sessions (2005) found that employees on FTC tended to find work less stressful and exhausting compared to their permanent counterparts. This suggests that there may be some potential well-being benefits from the use of this contract type. Flexibility has also emerged as a benefit created from FTC contracts (Brown & Gold, 2007; Houseman, 2001). Houseman (2001) found that not every individual is in the position where they want/need full time permanent employment. Different personal circumstances such as mothers returning to the work force, youth gaining working experience while still attending school or the elderly wanting to work for the social aspects of a job, are all reasons why the flexibility of FTC can be seen as a benefit caused by the use of these contracts.

An investigation conducted by Marcia (2018) concluded that it was hard to find mutual advantages between employer and employee and that there are numerous disadvantages to employees on FTC compared to their permanent counterparts, due to job instability and scarce opportunities for professional development and training. This is reinforced by Brown & Gold (2007) who in their study on 1300 academics within the United Kingdom found that issues over anxiety of isolation, irregular income (insecurity), and lack of employee benefits all increased amongst those on non-standard contracts. An overwhelming amount of literature supports these premises, with insecurity emerging as a common theme throughout (see Feather & Rauter, 2004). Job insecurity naturally becomes present with FTC, as the uncertainty of future employment caused by the use of such contract's limits employees' ability to future plan. This has been found to increase the feeling of anxiety amongst employees (Loveday, 2018). However, Richardson, Lester & Zhang (2012) found no evidence that this increase in anxiety or employees mental health could be solely due to their contract type, but rather a combination of factors. Increasing levels of job insecurity has been found to manifest within employees and cause low level of trust with employers (De Jong, Schalk & Croon, 2009). Simons (2002) conducted a study of 6500 employees from the United States and Canada and found that increased levels of trust with employers correlated to increase level of productivity and motivation within the workplace, this would suggest that trust mediates productivity and motivation. Adding to this Alexandra & Bruno (2012) found that employees who had high levels of trust with their employers, also had lower levels of job insecurity. A breach of trust or a breach to the employees' psychological contract with their employer, however, has been found to decrease employee productivity and organisational commitment, leading to an increase staff turnover (Zołnierczyk-Zreda & Bedyńska, 2018; De Jong, et al, 2009). This breach of psychological contract has also been linked to increased insecurity (De Jong et al, 2009) and has been found to decrease organisational commitment (Feather & Rauter, 2004) as a feeling of being treated differently to their permanent counterparts seemed present. However, a qualitative study conducted by Jalonen et al (2018) on 412 nurses, found that organisational commitment did increase when a transition pathway to permanent employment was seen to happen from temporary workers.

Limitations with literature review and contribution

From this literature review, limitations have presented themselves. A range of research has been conducted on the use and effects of FTC's, however, limited research has been conducted on the recurring use of FTCs and the effects this has on the organisation and employees. Limited research conducted from a New Zealand educational perspective is also present, and I feel that this provides my research with a real authentic contribution to the broader body of literature currently available around the use of FTCs and will further enhance and prompt thought for future research to be conducted.

Results

This study consisted of 30 tertiary educators who are or have been on FTCs (see appendix 2). 70% of this sample are currently still employed on an FTC, while the remaining 30% have transition into a more permanent role. The study found that motivation to apply themselves at work and loyalty to the organisation was negatively affected due to contract status. Feelings of long-term job security was also very much negatively affected with 56% of the sample experiencing such a feeling. Family was identified as being negatively affected due to current employment status, with 70% of the sample electing this negative association, this may have a direct co-relation to the 70% of this sample being currently employed on FTCs. Major life decisions (home ownership, starting a family, going on holiday) has been shown to be very much affected due to being employed on a FTC. The survey also found that 63% of respondents do not believe the current contracting system is something that they can rely on. Overall the results suggest that each impact that the survey was looking at (motivation; loyalty; job security; family) are all negatively impacted due to being on an FTC.

Discussion

The results from this study on the impact fixed-term contracts (FTCs) have on employees informs this debate around; what is the most effective way to utilise these contracts for the future. The overwhelming negative response to the belief in the current contracting system and the negative impact caused to employees from the use of FTCs, provides the evidence needed to suggest that a change or amendment to how FTCs are currently being utilised needs to happen. Through this discussion section, impacts will be explored through the use of this study with supporting evidence from literature and the surveys narrative question. This will outline positive and negative impacts FTCs can have on the organisation, while providing the context that will help shape the recommendations.

Motivation

The survey results suggest that FTCs negatively affect motivation to apply oneself at work, with majority of the respondents selecting the negative aspect of the survey. Feelings of motivation were affected in conjunction with increased

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feeling of insecurity, which is a common theme throughout responses to the narrative question of the survey. Respondent 10 stated
"…FTC are not very good motivation wise and you can never really plan to far ahead", Respondent 11 then followed up by stating
"…I have always stayed positive and motivated at work…. But it does get hard when more people get employed after you on a similar contract, then you start worrying if you will get another".

Here we can see that the feeling of insecurity caused by these types of contracts is affecting their ability to apply themselves and be motivated to deliver top of the line experiences for their students. It is evidently clear that productivity is now being affected by respondent 26 stating:
"… sometimes I felt unmotivated to contribute any more than I had to because I may not have been here to use my work for any length of time".

Here suggests that employees feel that there is no point going above and beyond what is asked of them, even if this means a better experience for the student or the organisation. Overtime, this will cause a detrimental effect to the organisation, as student enrolments are the organisations core business. Employees' only doing what is needed to get by, and not planning for the future limits their ability as educators to improve their teaching experience, thus creating a potential negative perpetuating cycle for the organisation through negative word of mouth associations from the past pupils.

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This study not only uncovered the negative aspects FTCs has to motivation; it also shows that there are individuals, whose motivation to apply themselves at work are positively influence by being on a FTCs. This premise comes as no surprise and is also echoed in the literature (see Houseman, 2001). From these statements and the evidence provided by this study, it is clear to see that change is needed in how FTCs are used, however, it does not suggest getting rid of them entirely as they still can serve a purpose.

Organisational Loyalty and Commitment

The survey results suggest that organisational loyalty and commitment are affected negatively from the use of FTCs. This negative effect seems to be mediated by the feeling of insecurity that is caused by the shear nature of FTCs. This comes as no surprise and is reflected in the current literature (see Grund & Thommes, 2017). Here the idea that organisational commitment suffers if job insecurity is present was presented. De Jong et all (2009) added to this by finding that increased levels of job insecurity have been found to manifest within employees and cause low level of trust with employers. These ideologies are a common theme throughout responses, as respondent 5 explains:

"… you don't know where you stand within this organisation, they expect huge amounts of loyalty, but it seems to go only one way".

This sentiment is echoed by respondent 7, adding:

"… it has been unsettling the whole time and often leaves me wondering whether I should be looking for other jobs".

Here it seems employees' are not receiving the correct communication that they need in order for this insecure feeling to subside. This lack of communication seems to be increasing the feeling of job insecurity, while also decreasing loyalty and trust. This diminishing loyalty and trust with their employer, now has the potential to affect day to day operations of the employees' job descriptions, as psychologically they are worried about situations outside of their roles. This suggests that performance and productivity may decrease, which in turn has the potential to harm the organisation. Respondent 12 explains:
"… the expectation that staff will happily endure a period of unemployment between FTCs, gradually erodes goodwill and any sense of loyalty to the employer".

This low level of trust with the employer suggest that employees who are on recurring FTCs, start possessing a feeling of resentment towards the organisation. This increased feeling has the potential to cause employees' to not perform their role to their best of their abilities, as now their focus is shifted to securing more permanent work. The detrimental effect to the organisation from this is; decreased productivity, decreased commitment to work beyond their means; decreased communication or input into future matters of the organisation. Respondent 24 reaffirms this statement:
"… as far as loyalty goes and extra effort, there are times I don't panic because in the end there is no incentive, no matter how well I do I could be down the road without even a handshake. So why would I work so hard for someone else".

Organisational commitment has been found to increase when a transition pathway to permanent employment is seen to be present (Jalonen et all, 2018). This Idea of creating an employment pathway from an FTC to a permanent contract could provide the means necessary to reduce the feeling of insecurity, and could also provide the platform for open and transparent communication, which will increase trust. Increased levels of trust not only; increases productivity and motivation (Simons, 2002), it also increases organisational commitment and reduces staff turnover.

Job Security

The feeling of Job security was found to be very much affected by the use of FTCs. When comparing the result from the survey to the result from the narrative question; evidence suggests that FTCs cause a negative effect to employees. The overwhelming response to this comes as no surprise and is echoed as a common theme throughout current literature (see Feather & Rauter, 2004). Job insecurity naturally becomes present with FTC, as the uncertainty of future employment cause by the use of such contract's limits employees' ability to future plan (Conley, 2002). This uncertainty is reflected throughout the narrative question, with respondent 6 stating

"… planning ahead and living within your means becomes difficult as you have no security of how long you will have a job for".

Respondent 9 adds to this by stating

"…felt no job security and felt as though my former line manager was ineffective at communicating that I was valued as an employee".

This feeling of uncertainty was then summed up by respondent 11 concluding that their general concern of

"… will I still have my job next month"

is forever present while on an FTC. The feeling of uncertainty caused by job insecurity, is not the only feeling present from the use of FTCs. The feeling of frustration; being undervalued; not part of the team; and having no ability to plan for the future, are all feelings that are mediated from this feeling of job insecurity. Feeling of frustration due to being on an FTC was shared among respondents 22, 28 and 29. The essence of frustration however can be sensed from more respondents due to the feeling of insecurity. The feelings insecurity causes to employees' also effects the entire organisation. If employee's feel undervalued, frustrated and struggle to see a future with this organisation, their ability to continue to be productive, engaged and working in the best interest of the organisation, could now be questioned. Having added pressure caused by this insecure feeling, limits the employees' ability to go above and beyond for the organisation.

Family Life

This study revealed that family life is negatively impacted by the use of FTCs. The inability to future plan, secure home loans or

"… even celebrate special occasions"

as stated by respondent 15 are all impacts caused by the use of FTCs. Family life, like motivation, loyalty and commitment, seem to all be mediated by the insecurity feeling that is naturally present with being on an FTC. Respondent 6 summed this up by stating that

"… being on a fixed term contract makes life hard… and in general life is harder not having any security of income when trying to plan ahead and live".

From this statement, it is clear to see that FTCs not only have an impact on the employee who the contract is for, but also has an effect to life outside of employment. These added pressures to employees' will only amplify the feeling of job insecurity and create unwanted barriers, such as detrimental effects to the organisation. Due to family life being affected by contract status, employees' who require job security for a stable homelife will forever be searching for the right role for them. This potentially leaves the organisation with a role to fill at short notice, increasing cost. It also possesses the potential of losing quality candidates for permanent roles to other organisations.

Conclusions formed

1. This study suggests that in majority of cases FTCs has a negative impact on employees'; motivation; loyalty/commitment; and family life within tertiary education in New Zealand. These three impacts all seemed to be mediated by the heightened feeling of job insecurity that is naturally present with the use of FTCs.
2. The evidence within this study suggests that a change in how we utilised FTCs within tertiary education is needed, so detrimental impacts associated with these contracts can be minimised, to reduce overall impact to the organisation

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3. This study revealed that there is still a want/need to be served by FTCs and they can be an extremely viable option in some circumstances.

Recommendation

Using the evidence produced in this research, it has become clear that the use of FTCs is a multi-facet issue and one that will need different solutions for different circumstances, or a combination of solutions to gain the best outcome for both employee and the organisation. Below are three recommendations that have been design to improve employees trust with the organisation, in an attempt to reduce the feeling of job insecurity. It is recommended that the organisation uses one or a combination of these recommendations to provide the best employment pathway and experience to employees.

Recommendations

1. Keep using FTC, however change the perception and mentality of how they are being used. The focus here needs to shift from creating frustration and a feeling of insecurity, to improving human capital, increasing staff versatility and finally building staff up, instead of limiting their development. This can be achieved through creating clear guidelines on what is expected (salary progression steps could help shape these guidelines), what improvements are advised to be made and a way for the employees to document and show evidence of this professional progression. This will open up communication lines and not only provide the employees with a focus on improvement but a context in which they

now can discuss with their line manager. These conversations can now become regular and consistent and can be covered in weekly or monthly meetings. This will keep employees accountable to improvement, while also keeping line managers accountable for developing and improving their staff. This eliminates the constant frustration of the unknown and shifts focus of the employee to improving their quality and versatility to the organisation. This will encourage both parties to work together for the betterment of all involved (staff, student, and organisation).

2. Only use FTC for new courses or new individuals to teaching. With the nature of tertiary education, not all new employees are new to teaching as some possess teaching experience. This option is better suited to individuals who possess no teaching experience, as this provides both parties the option to see if this type of employment is the correct employment. Using this option in conjunction with the expectation guidelines mentioned in option 1 around increasing staff versatility and human capital, will give both parties an opportunity to 1; see if the new course is viable, and 2; to allow the new employee an opportunity to prove their worth and what they can contribute to the institute. This option provides both parties with flexibility and is also well suited to part-time employees or industry experts delivering only parts of qualifications.

3. Remove FTCs all together, unless covering maternity leave, holiday leave or for other particular short-term cover to handle influxes of students. The

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main reason that inhibits the renewal of contracts is that all courses need a certain student number threshold to be met to be viable enough to run. This is a constant and will always be present and will always lead to heighten feelings of job insecurity. Creating a redundancy clause within staff contracts around course viability and student numbers is a way to still offer permanent employment while reducing the feeling insecurity. For this option to become successful, better recruitment processes is needed, as staff versatility to be able to teach across multiple programmes and portfolios is needed. Having the ability to offer permanent contracts compared to fixed-term contracts, now increases the organisations chance to attract better quality candidates to fulfil these duties. This only improves the quality of service provided by this institute.

Changing the culture and reality of how FTCs are viewed by; investing in staff to improve their human capital; providing opportunities to increase skills and attributes; while reducing the feeling of insecurity within the workplace, are all steps needed to create a positive impact to the organisation for the future. Changing how the organisation utilises FTCs and shifting focus will go a long way to improving how staff perceive FTCs for the better. The knock-on effect to this, ensures that student experience is always at the heart of what the organisation does.

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