Getting the message: creating a medium for bridging education.


ABSTRACT

In New Zealand, globalisation has increased local demand for quality education of international, immigrant, and educationally alienated students. Globalisation has also accelerated the general rate of education market change. In this climate of change, conventional bureaucratic education administration culture has become increasingly anachronistic with negative effect on quality. To recruit, retain and quality-educate the new market students, institutional culture must change to permit effective education service-product redevelopment.

This paper illustrates the new change imperative by narrative style analysis of a recent such successful redevelopment of a tertiary bridging education service-product. The analysis also develops a theoretical justification for the project-based-management, ‘strategic termite’, action research approach that was used to alter the organisational culture.

A new cultural medium for design, development and delivery of the new service-product was created using open management processes within a visionary framework. Email was used extensively to jump organisational and functional boundaries to access the innovative potential of the stakeholders. The processes resonated with the communal attributes of the existing professional culture to produce high levels of commitment and collaboration breaking down organisational walls. The satisfaction gained from the resulting high quality professional and learning relationships is reflected in many aspects of student success in the redeveloped programme.

INTRODUCTION

This is the story of an unconventional and apparently successful redesign of a tertiary education, bridging programme. The preceding programme had conventional structure and process that mirrored conventional institutional organisation. It had ceased to match the needs of the rapidly changing student market. The conventional institutional medium was no longer an effective message (“The medium is the message.” McLuhan). A radically new medium and process for redesign and delivery was needed: outside the conventional: intuitive, emergent and entrepreneurial. These qualities are the opposite of the rational, mechanistic structure and control that characterise conventional education institution organisation.

The discussion below is primarily a retrospective theoretical analysis of the philosophy and processes that were unconventional, even radical. I suspect that had we purposefully engineered the redesign on the formal theoretical basis here
developed we may have limited the innovative possibilities and been less successful as a result.

I will begin the story by declaring my interest and role in the redesign and acknowledging the roles of others. Then I will describe the setting that gave rise to the redesign. Next I will develop an argument for the organisational and educational purpose and form of the redesign project process. After that I will describe the main attributes and experiences of the various stages of the project and finally conclude with some observations and lessons from the experience.

ACKNOWLEDGEMENTS

I was Programme Leader of the previous programme, initiator and leader of the redesign and, for one year, Programme Leader of the re-designed programme. At the end of that year an organisational re-structuring to achieve other expediencies severed my link with the programme.

My wife, Sandra J. Barnett, Programme Leader in the MIT School of Communication Studies, emerged as Project Workshop co-leader. She was also a key mover in the development phase of the project through the integrative role of the Communication aspect of the programme.

The redesign project owes its success to the experience, energy and open contribution of many people. In particular the core development and teaching team who made time and energy available, over and above their regular duties, without compensation except for occasional free lunches and the excitement and joy of working together to create something new and better. Several Heads of Departments participated directly in the process and their sponsorship was essential for administrative flexibility and resourcing.

THE SETTING

The general location is Auckland New Zealand, host in late July 2001 to the "Catching the Knowledge Wave", symposium: an attempt to generate national vision for the so called “knowledge economy.” Tertiary education was one focus of this symposium.

The specific location is Manukau Business School, MIT, Manukau City in South Auckland. MIT is a conventional education institution with a hierarchical structure broadly comprised of an administrative function and an academic function. The organisational cultural tradition is characteristically rational and mechanistic though the lecturers’ professional culture provides operational service flexibility at student level.

Manukau City has the largest urban Maori and Pacific Polynesian population in the world. During the last five years the immigrant Pacific Polynesian population has been augmented by an influx of Asian immigrants. NZ Tertiary Education culture is largely alien to all these groups and MIT is the only major local tertiary education institution.

MIT offers a variety of bridging education services to assist these people and others to enter tertiary institutional education from secondary education, full employment, parenthood, or fresh from foreign ethnic and educational culture. These services
bridge the gap between the students’ originating social or organisational cultures and institutional education culture. The gap is smallest for students graduating from high school directly to tertiary study and largest for adults who failed at school or were educated in a foreign educational culture.

Manukau Business School first introduced such a bridging programme in 1991. Since then competitive pressures generated by market globalisation have produced increased demand for tertiary education from New Zealanders who previously would not have considered it and from new immigrants. Partly as a result the currency of qualifications has inflated and students of the calibre that used to enrol in CBus now tend to stay on at school and seek to enrol in study for higher tertiary qualifications. Consequently, CBus clientele are increasingly alien to NZ tertiary education and MIT must find new ways to address this problem.

They come from five main market segments: youths previously unsuccessful in institutional education; mature adults long out of the habit or experience of study; adult, foreign qualified immigrants; young, full fee paying Asian international students; and educationally alienated immigrant Pacific Polynesian and NZ Maori ethnic groups from the South Auckland community. The average age of MIT students is around 30 yrs.

It became obvious in 1998/99 that the CBus bridging programme was failing to achieve its student achievement and retention standards so the new certificate-level bridging programme, the subject of this case, was designed and built during 1999 and first offered in semester 1, 2000. It is now in its second year and continues to grow rapidly in success and reputation. The re-design process and purpose and the resulting programme purpose and structure are radically different from other Business School programmes.

The radical difference sprang from a hunch that the medium in which the students experienced the programme was giving a message that was counter-productive in achieving the programme’s bridging purpose. The hunch was based on data obtained from students in problem focused brainstorming sessions. In summary they said it was a blur of information, it was socially boring, the knowledge didn’t make sense, and it was an intimidating experience.

We saw parallels between this experience and the medium: functionally delineated separate disciplines; a hierarchy of logical units or courses taught and administered by separate teams of academics and administrators; individual student activity and achievement valued above collective activity and achievement.

This paper will show that the medium can determine the quality of education in five overlapping and interacting ways: in its relevance to, or resonance with, the ideas and concepts being taught; as an unconscious framework or model for sense-making; as a framework or culture of pedagogical practice; as a set of normative behaviours to enable or disable organisational change and development; as a learned model of practice for students in their destination organisations.

THE PURPOSE IN THE PROCESS
THE MESSAGE IN THE MEDIUM
The institutional medium does have effect in teaching and learning. Gardner (1991) identifies the possibility of an unintentional, organisational curriculum having effect
in the purposeful teaching of academic curriculum. This unintentional, organisational, curriculum is the institutional context and, as in an apprenticeship, it may form the greater part of the educational message. Gardner quotes Michael Polanyi to observe that the reasons for the procedures being taught are generally evident in the heavily contextualised process of apprenticeship: “The apprentice unconsciously picks up the rules of the art, including those which are not explicitly known to the master himself. . . .” (1991: 122). In other words, the context is what helps turn knowledge into understanding.

Gardner further observes that even the intentional curriculum of school, scholastic learning, is delivered in a language “which is remote from daily experience, favouring abstract terms and concepts and entailing formulaic exchanges between teacher and student” (1991: 135). Thus not only is the scholastic learning removed from experiential reality, abstract and exclusive, but also and perhaps equally importantly, the school organisational context, or medium is the unconscious framework that gives meaning to the learning.

There are other negative aspects of scholastic process that Gardner associates with bureaucratised institutions. Firstly, scholastic processes tend to favour “correct-answer compromises. . . . both teachers and students consider education to be a success if students are able to provide answers that have been sanctioned as correct (1991: 150)”. This, Gardner (ibid) suggests is because bureaucratised institutions have difficulty in dealing with ends that cannot be easily quantified. Secondly, scholastic treatment of humanistic disciplines produces a tendency to for “stereotypes, scripts, and simplifications (1991: 170)”. Gardner (ibid) suggests that individuals educated in such an environment are likely to be intellectually inflexible in their insistence on stereotypical right answers. I suggest that inflexibility is unlikely to be appropriate in a diverse and rapidly changing business world.

Thus the organisational context and scholastic processes of conventional programmes are probably more an apprenticeship in bureaucratised institutionalism than a Business education. They are unlikely to engage our students who typically either

a) have already fled as failures from bureaucratic education institutions,

b) are alien to and frightened of the conventional tertiary institutional culture,

c) need holistic, interactive opportunity to practice language and local social and business culture,

d) all of the above.

The knowledge and comprehension approach of conventional teaching methods is not the best way for them to acquire new learning skills (Tyson and Taylor, 2000, quoting Cook, 1991; Statton et al., 1996; Stein et al., 1996). Consequently they have a need to move away from a “culture of passive and dependent learning in a didactic knowledge-focused hierarchical classroom” (Tyson, 1996, p. 476) towards “gaining a voice in the construction of knowledge, and enhancement of their involvement in the process of learning” (Tyson and Taylor, 2000, p.1, referring to Franklin and Peat, 1996; James & Johnson, 1996)

Although acculturation to conventional institution may help them gain conventional qualifications the question is: how can study for such a qualification prepare them for modern work world that is inherently an integrated, interactive and social activity?
The MIT Graduate Profile specifies a set of key capabilities (appendix) that ostensibly describe graduates that are prepared for such a work world. Yet teachers know intuitively and by experience that conventional education organisation and processes are unlikely to produce these capabilities. The literature on organisational change and management development suggests that they are counter-productive: a confusing framework for sense-making and understanding, and disabling for organisational change and development inside our organisation and in the wider organisational environment.

Perpetuation of the contemporary managerial paradigm (Bowles, 1997), supported by Management education, is producing managers who limit rather than foster change and development necessary for successful global competition (Clarke, 1999). In the UK the need “to equip students with specific ‘key skills’ to contribute to an advanced, knowledge-based global economy and learning society” (Johnston, 2000. p.2) has been recognised in the National Committee into Higher Education -The Dearing Report.

A major topic in the accompanying “discourse of innovation and development in higher education practice in the UK (Drew, 1998) and internationally (Teichler, 1999)” (Johnston, ibid), has centred on transferable knowledge, forms of thinking and communicating described as ‘key skills’. Integrative studies using learning teams, is a current response to the resulting need “to create higher education environments that will foster broad-based development of human talent and potentials” (Johnston, ibid, p.9 referring to Chickering and Reiser, 1993:xi)

There is evidence that creating these environments may be difficult. Argyris (1998) observes that, “Despite all the rhetoric surrounding transformation and major change programmes, the reality is that today’s managers have not yet encountered change programmes that work” (p. 104). Clarke (1999) referring to Beer et al (1990) observes that “there is mounting evidence that one of the greatest obstacles to effecting real change is the idea that it comes though company-wide change programmes”.

So it seems that top-down managerially styled change is unlikely to achieve our change objectives. It seems that the problem lies in the nature of the managerial culture itself. Clarke (ibid), referring to Bowles (1997), observes that

“contemporary managerial culture in Western capitalist society has been described as a combination of ‘social Darwinism’ and ‘functional rationality’ which can produce a competitive paradigm in which employees come to be manipulated, codified and catalogued, rather than freed to assume greater autonomy”.

This description seems to fit the culture of New Zealand education organisation reforms of the 1990s. They were accompanied by claims of rationality, objectivity, value neutrality and proven success in commerce. Standardisation, uniformity and documentary forms of knowledge were highly valued as means of reducing dependency on professionals. A main underlying purpose was arguably to open professional practice to systems of managerial control and accountability (Barnett, 1997).

Such managerial culture is arguably different from professional education culture (Barnett, ibid) that acknowledges, even depends on, normative control and personalised forms of knowledge with high levels of autonomy. Clarke (ibid) proposes an emergent, organic, individualised alternative to the “company wide change programme” that would seem to suit such a culture. His proposed model of organisational change is more like Morgan’s (1993) “strategic termites”: change starts
with emergent pockets of good practice that originate from strategic termites challenging, even subverting, the status quo.

In the education institutional culture we have the advantage of the professional cultural domain that, at its best in professional community, is in many ways well capable of adaptation. Professional communities (Bryk and Camburn, 1999) are characterised by reflective dialogue, deprivatised practice, collaboration/shared work, normative rather than prescriptive control, a base of shared values, and socialisation of new professionals. But some members of that culture are comfortable with the sort of change we envisaged. Payne (1998), discussing the issues of creating Interdisciplinary Studies (IDS) programmes in universities, quotes Armstrong (1980)

“Perhaps the most psychologically demanding task is to step out from that comforting, protective blanket of theory whose gaps he has learned to accept and, often, ignore through years of socialisation into his discipline. Instead, he must be willing to begin the difficult process of saying to himself, and his public, “I do not know all the answers or all that I need to know in this area: but I will expose my ignorance to you in the hope that together we may begin to discover things that each of us separately could never know.” (p. 56)

The redesign climate needs high levels of professional trust and support with role models, encouragement and early rewards for those who step out. Payne (ibid) also observes that, “some management faculty may have more authoritarian teaching/learning assumptions that are oriented towards forms of intellectual control than they realise or have actively confronted.” (p. 213). Therefore the redesign climate needs to model, encourage and accept risk taking and mistakes. Payne (ibid) also alludes, in reference to Casey (1994), to the “difficult challenges in the administration and governance of interdisciplinary programmes.” (p. 213)

One of those challenges is to cultivate, from within a centralised bureaucratic quality culture that is focused on notions of accuracy, a climate that models, encourages and accepts risk taking. The level of risk averseness is illustrated by this quote from an article “Quality matters: what happens next”, in Focus, August 2000, an internal MIT magazine:

“ It might be tempting just to carry on teaching what has always been taught in the past, material that feels comfortable and is already prepared – but that would be unfair to everyone involved in the learning process.

Some of our staff have managed this change process very effectively by taking a perspective that the difference between failure and success is doing a thing nearly right and doing it exactly right.” (p.7)

So it seems there is support in the literature, at the organisational and pedagogical levels, for MIT professionals’ organic radical response to redesigning our Certificate in Business and its organisational context. It also seems that the main underlying difficulty will be to change our own conventional organisational culture to one that enables and supports more effective behaviours and organisational setting and this will require a radical approach too: real organisational learning in action, a challenging task.

**PROJECT-BASED MANAGEMENT**

We therefore could not perpetuate convention in our redesign process. We had to turn convention on its head. We needed innovation, the sort that comes from diverse participation within a visionary frame. We needed to generate our own micro-climate to support and maintain the innovative design, implementation and maintenance
phases of our project. This project–based management model is an emergent response to conditions of rapid change driven by global competition, technology and communications. Rodney Turner, editor of the *International Journal of Project Management* predicts, “into the 21st century, project-based management will sweep aside traditional functional line management”. (Pinto, J. and Kharbanda, O. 1995)

**VIRTUAL PROJECT LAUNCH**

The project-based model emphasises the foundational value of the project launch, the initial stakeholder communication, thinking and relationships, and the role of the project manager in that. We needed all our stakeholder groups: local industry, community, and ethnic groups, students, internal and external education professionals, and administrators, to participate in the innovation. But we could not get them together because are typically busy people working to various timetables.

We didn’t want the inward-focused, patch-protecting dynamics of representative committees. We needed to amplify Bryk and Camburn’s (ibid) attributes of professional community where information and knowledge from inside and outside the school facilitate the deep discussions and collaboration that underlie the popular concept of organisational learning (Louis, 1994; Senge, 1990).

Email appeared to be a solution: a convenient, common channel for asynchronous exchange of information and knowledge, discussion and networking. Email also had potential to jump traditional functional and inter-organisational boundaries with its associated informational openness, emancipation, informality and irreverence. It seemed to be an ideal communication channel for our busy, radical, organisational termites.

Our intention was to reduce dependence on physical meetings by publishing the discussion process, the story, on email. As it turned out, our knowledge of how to use the email medium was still rudimentary and evolving (S. J. Barnett, 2000).

**THE EXPERIENCE**

**INITIATION**

For the initial six months there were no formal meetings. The email group was the main channel for introducing ideas and stimulating discussion. Students were not included in the email group but were canvassed personally in special class sessions and in casual conversation on campus.

Conversation was by on-line email (transmitted to all group members), off-line email between members and with me, and through other informal (non-email) channels. I reported off-line email and other conversation to the group. Some members participated actively. Others did not openly participate at all. One of the latter became a member of the core development group and a teacher on the programme.

Although the email medium was very effective, there were two main problems. Firstly, as S. J. Barnett (2000) observed in a subsequent study of the group’s email traffic, there was a wariness of the medium perhaps due to conventional bureaucratic values and perceptions surrounding written communication. Barnett also observed that females were uncomfortable with the virtual nature of email, preferring face-to-face communication. It was more popular with males possibly because it suited the
taking and defending of positions in debate. The argumentative style of males was a detractor for females.

Secondly, the generally large quantity and size of email messages was sometimes criticised, especially by those who prefer an executive summary style of communication. Criticisms such as ‘verbose’ and ‘missive’ referred mainly to the length of messages rather than the quality or expression of ideas, views, or argument. Some negative criticism stemmed from threatened conventional interests and power structures.

**PROJECT WORKSHOP**

Eventually a steeply rising demand for a face-to-face meeting produced a two-day, fully catered, vacation time, lock-up project workshop to get the emergent programme on paper.

All workshop participants were volunteer MIT education professionals except for one from an external professional association. The structure of the workshop was flat and behaviour highly interactive. The open leadership style and rich and widespread understanding developed in the preceding email conversation produced a quickly productive, open and robust interaction.

The workshop leaders, Sandy Barnett and I, modelled the inclusive and participative yet diverse and robust conversation that we believed would be effective. It seems that this cue was successful as others soon took leadership roles in various parts of the two-day process.

The workshop produced a programme purpose and form, a core of developers and sponsors, and a demand that the new programme be operational within in four months for 2000. This timeframe was too tight for the conventional approval process but the high level of professional passion and commitment produced a flexible administrative response.

The workshop produced a new mix of reduced programme content but perhaps most importantly it determined a system of integrated group assessments to drive knowledge integration. These assessments required knowledge from several of the main contributing disciplines to be assessed collaboratively by the lecturers. Course timetables were synchronised across the programme to achieve this.

A system of four-member, randomly selected, student workgroups was devised that, assisted by Communication tuition in workgroup dynamics, would produce group assignments using class and workshop time. Workshop time is scheduled, task structured, but unsupervised time in classrooms and computer labs for student groups to determine their own socially based learning process with staff assistance if required.

**DEVELOPMENT PHASE**

In the development phase the team of subject experts had to collaborate in course development to achieve a common sequence of presentation and to agree to the purpose and values of the integrated assessments. The team were encouraged to resolve issues amongst themselves and the intensive collaboration within a tight time
frame bonded them and increased cross discipline awareness. This led to new areas of cross discipline co-operation in teaching of shared concepts and skills. For instance:

- Reduced assessment volume and the emphasis on and support for group work.
- Use of computer lab facilities right across the programme.
- New purpose for large lecture classes: communicating the programme vision, building whole programme identity and opportunity for tuition by teams of lecturers working the class together.
- Integration of previously separate consultant service in basic maths, writing and study skills.

**DELIVERY PHASE**

*Reflective practice*

The teaching team shared perceptions, problems, reflected on practice and made running repairs and improvements at regular informal Monday lunchtime meetings. The rapid repairs and improvements demonstrated to staff and students alike that the programme was alive: developing, learning and responding to emergent understandings of its environment, with experience shared openly.

To encourage open sharing, all student feedback, even negative, was published to the team. This unusual practice initially upset some who received negative feedback. However all eventually accepted that it is at least as important to programme development and improvement as positive feedback. They also agreed that personally identified feedback is more valuable than unidentified feedback and that negative feedback can indicate success in behavioural change process. This data was private to the team because the general organisational culture did not necessarily share our philosophy or purpose and was not familiar with the context.

Variable attendance at the weekly meeting was normal. Team members attended as they could and when they needed to. Anecdotes, feedback, issues, analyses and solutions to problems, and the main points from Monday meetings were shared via email and many occasional conversations.

Planned and achieved improvements were formally recorded at daylong, end of semester review meetings. Extensive student performance statistics provided important baseline programme performance data.

**Response of students:**

*Positive experience of learning:*

All evidence is that CBus students enjoyed the programme. Several students that apparently dropped out returned to complete the semester because they missed the enjoyable experience.

The workgroup system proved very supportive and productive for all groups. Not only for Pacific Polynesian students as expected. There were several instances of major individual attitudinal changes through the learning relationships that developed.
Positive experience of MIT
All evidence is that their CBus experience caused students to be favourably impressed by MIT. Some were gratefully amazed that colleagues and teachers were so approachable and helpful.

Student networking
CBus students developed a strong sense of pride in their programme and identified strongly with it and each other. Peer relationships extended beyond the defined workgroups and tutorial groups and on into subsequent programmes of study.

Ongoing enrolments
Proportionately more students enrolled in further study than in the previous several years and ex CBus students stood out attitudinally for their enthusiasm and application in subsequent study. They were however critical of the lack of across-course cohesion in their subsequent programmes.

Success in ongoing study
Data on the rate of success in ongoing study is incomplete at this stage. Anecdotally from lecturers and students, the success (pass/retention) rate is high.

Meeting diverse student needs.
Analysis of achievement in CBus shows that it meets the needs of Asians, Polynesians (Maori and Pacific) and females equitably.

Response of staff
All the team members found their CBus experience unusually inspiring compared to other programmes. Perhaps as importantly they enjoyed getting to know each other and getting to appreciate each other’s strengths and contribution to the combined effort.

Those who were unaccustomed to teaching at such a comparatively low level developed a very strong interest in and support for the programme. Traditional cross-functional barriers were eroded, new working relationships grew and professional conversation flourished. The practicalities of integrated presentation and assessment were an unexpected complication for most, but were beneficial and continue to differentiate the programme.

ORGANISATIONAL LESSONS

CROSS CULTURAL AWARENESS

Issues of integrated presentation and assessment, in the diversity and pressure of programme delivery, produced plenty of cross-cultural learning through misunderstanding and conflict between different academic disciplines.

These misunderstandings provided insights into how un-addressed distinctions between academic cultures can confuse students. The team addressed this indirectly by enacting their new insights in presentation of course material and interactions with students rather than with a conventional direct instruction.

KNOWLEDGE VS INFORMATION

Email was a problematic but valuable channel for accessing and developing stakeholder knowledge, wisdom and innovation. It provided a way for the dispersed stakeholders to converse, to stay abreast of the unfolding story and be included. It helped transcend the bureaucratic structures and bureaucratic tendencies to codify and catalogue knowledge for increased standardisation and to reduce dependence on personalities. In short it facilitated knowledge sharing by building community.

Email communication is in a state of flux as it changes and is changed by organisational environment. As a textual communication channel it tends to be regarded as equivalent in formality to memos and letters yet it also has an irreverence and informality from the anarchic qualities of the internet. This schizophrenic nature is confusing and sometimes obscures the message.

A spin-off benefit of email is the exceptionally good audit trail of consultative process that it provided. This needed no special bureaucratic system or management to produce and it was electronically accessible.

CHANGE INCUBATION

The project demonstrates that education professionals are naturally trustworthy, innovative, and enjoy challenge and moderate risk. They are open in sharing their practice and gain great satisfaction, quality pioneer W Edwards-Deming would call it joy, from these activities within professional community.

Deep concern amongst the team at the unexpected disestablishment of the programme leader position at the end of 2000 indicated a assumed dependence on central leadership or management. However their clear vision for the programme and their strongly developed collaborative spirit enabled them to move through this perceived barrier and quickly develop distributed leadership and management style.

This success helped allay concern elsewhere, some at high levels in MIT, about how to maintain such important sub-cultures, cultural domains, or pockets of good practice, that emerge from micro emancipation, and are arguably the key (Clarke, 1999) to organisational change and development. The project showed that project-based management productively supersedes conventional managerial roles, relationships and structures.
SUMMARY

It seems that the forces for centralisation, uniformity, standardisation and regimentation that have been exaggerated by the last ten years of managerially styled reforms of education organisation may be counterproductive in the global education market. The key to effective change seems to lie in the professional culture of normative control, personalised knowledge, and autonomy.

In this case a bureaucratically subversive, or at least irreverent, project-based approach to change released the innovative potential of the professional culture. In many ways the changers were like Morgan’s (ibid) “strategic termites”. They collaborated and worked hard as equals to achieve a strategic end that was not readily apparent to many conventional bureaucratic observers until the project was well advanced. Those observers, though initially nervous and sometimes negatively critical, came to acknowledge and praise the new programme. The support of those who recognised its potential and risked supporting it early was essential.

If there is a moral to the story it is that conventional education institutions must change their organisational forms and culture if they are to adapt to the globalised education market. Superficial adaptation at course level will not provide sufficient competitive advantage. The good news is that the capability for this change is already resident. Managers must risk releasing it and the indications are that the risk is well worth it.
REFERENCES


Appendix
Graduate Profile. MIT

**Abbreviated version**

- Be aware of current developments influencing their industry or profession and adapt and respond.
- Identify and analyse problems, and generate and evaluate potential solutions and their consequences.
- Utilise technological resources appropriately within the employment context.
- Embrace technological advances.
- Give reasons for their opinions about the Treaty of Waitangi.
- Use acceptable pronunciation of Maori names and words.
- Demonstrate understanding of bicultural issues which apply to their industry or profession.
- Access and use information in order to keep up to date in their industry or profession.
- Identify and overcome barriers to their own learning and be able to motivate themselves to develop appropriate solutions to those barriers.
- Recognise and identify learning styles and motivate themselves to apply appropriate strategies for their on going learning.
- Access and analyse information from a variety of sources.
- Aware of code of practice and/or ethical standards which applies to their industry or profession and work within it.
- Interact with others in a culturally safe way; demonstrate inclusive, non-discriminatory behaviour;
- Respect individuals and their beliefs;
- Demonstrate effective cross cultural communication;
- Recognise and appreciate cultural differences;
- Demonstrate the knowledge, skills and confidence to question practices that are inappropriate to the work place.