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Conference Presentation

Education and Business: Partners in Transition



Michael Burgess



Esther Teo



Giang Hoang



Nhat Dang

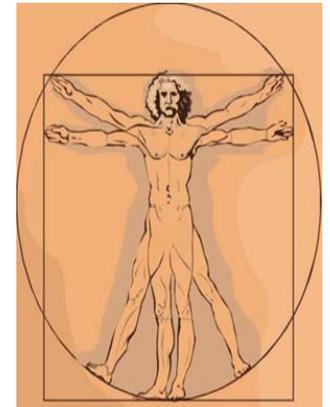
Presentation Outline

- Problem Identification
- Human Beings
- Understanding the present Organisations
- Workplace History
- The Future
- A Multi-generational workplace
- Considerations for Educators
- Conclusion



A Problem?

- Before any action can be taken to solve a problem, we need to recognise that a problem may exist.
- How do we see a problem?
 - Globally?
 - Nationally?
 - Locally?
 - Culturally?
- When might be an appropriate time to address the problem?



Human Beings

- The human being is the fundamental unit of analysis for the study of:
 - Humankind;
 - Management; and
 - Organisations.
- We create reflective educational programs for students towards graduate valuable outcomes.



Human Beings

- Humans have a history of transferring knowledge from generation to generation.
 - Human basic needs and social needs lead to the formation of organisational hierarchies.
- People have found advantages in participating and co-operating with each other to achieve goals.



Understanding Organisations

- There are many different types of organisations – they differ according to their purpose, but are interlinked:
 - **Business Organisations**
 - Exist for profit
 - **Government Agencies**
 - Implement political decisions
 - **Not-for-profit Organisations**
 - Exist for a social purpose



Understanding Organisations

- **Special Interest Groups**
 - Unions, business groups, social movements.
- **Cultural Institutions**
 - Create, preserve and transmit beliefs and values:
 - Media;
 - Education;
 - Religious;
 - Sport.



The 19th Century Workplace



The early 20th Century Workplace

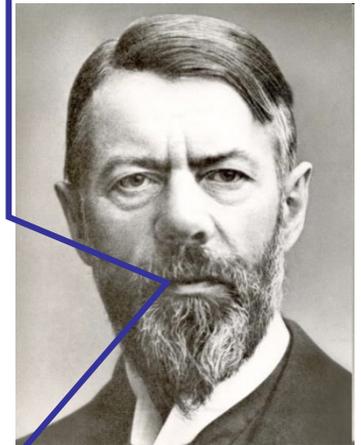


The Workplace Today



Weber's Principles

- Rational-legal Authority
- Specialisation of Labour
- Hierarchical Structure
- Co-ordination and control through rules and standard operating procedures
- Standardisation employment practices
- Separation of jobs and people
- Formalisation of administrative acts, decisions and rules



Max Weber
1864 - 1920

The Future Workplace



A Multi-generational Workplace

- In the relatively near future, five generations working side by side:
 - Those born prior to 1946;
 - Those born between 1946 and 1964;
 - Those born between 1965 and 1976;
 - Those born between 1977 and 1997; and
 - Those born after 1997.

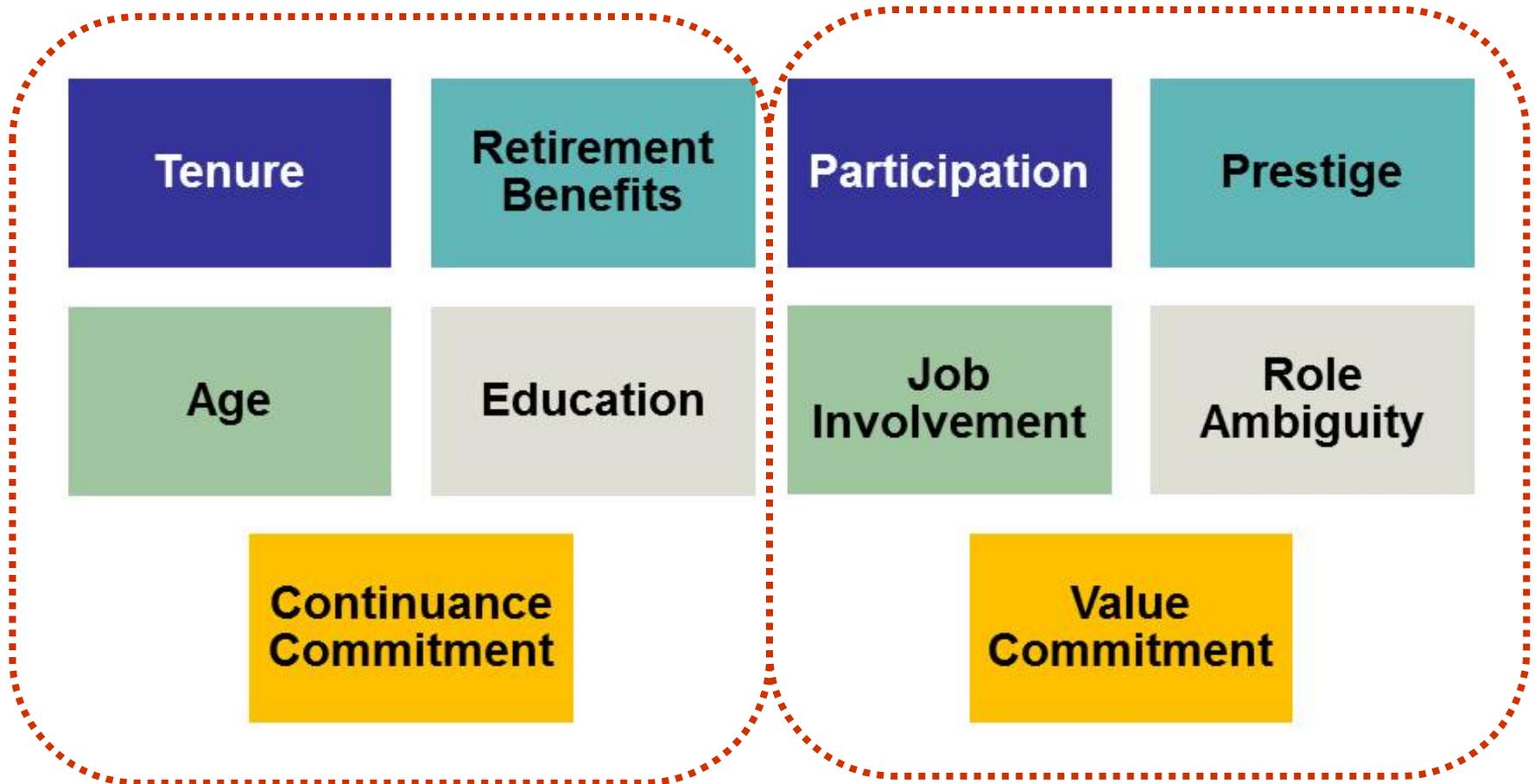


Recruitment for this new Workplace World?

- What does this mean for education towards creating workplace engagement across multiple generations?
- *'Every employee will have a leadership score':*
 - Based on ratings using social media and other input (Gary Hamel)
- Reputational Capital:
 - For hiring and promotion;
 - Education and experience.
- Diversity & relationships will be a business issue.
 - Rather than a human resource issue.

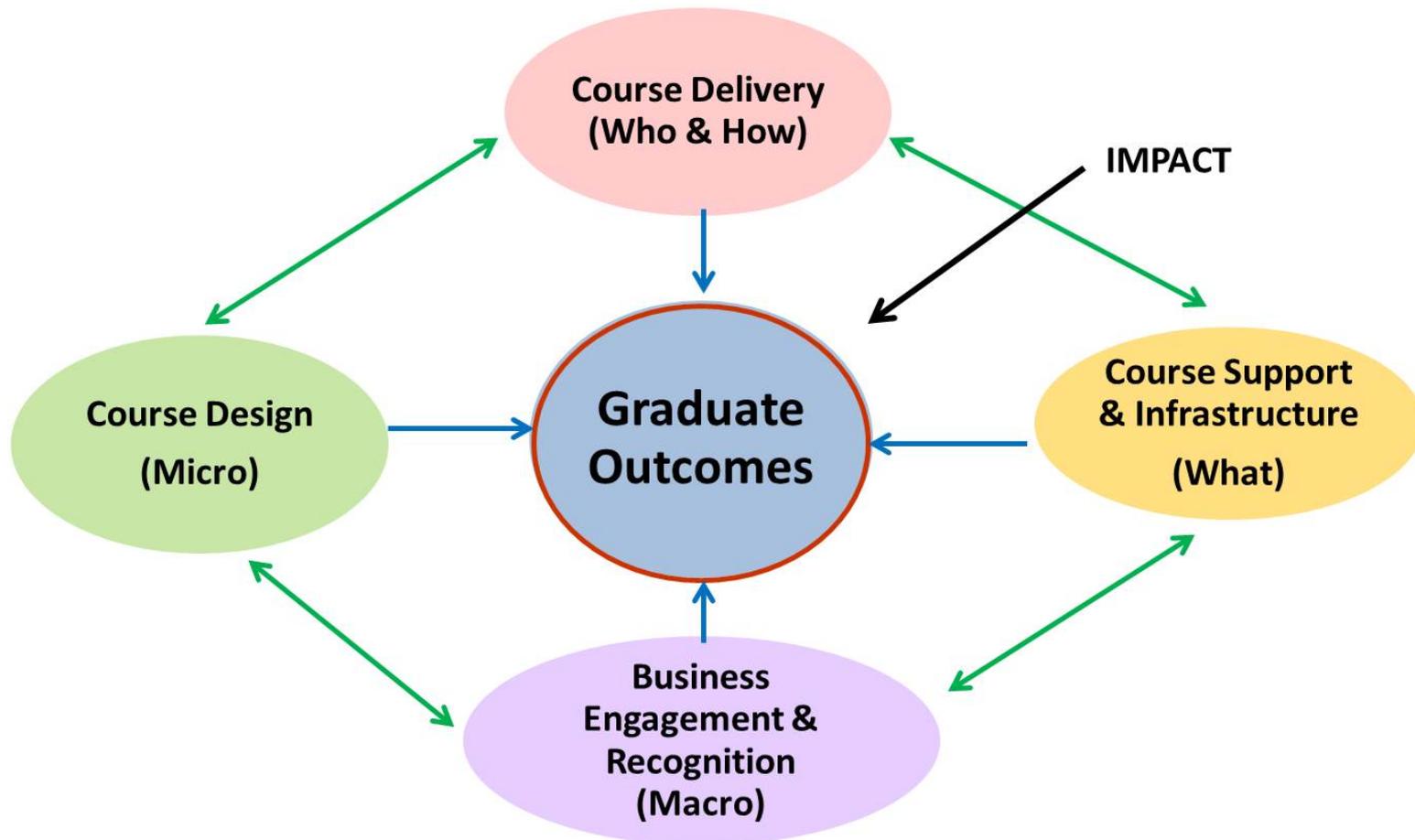


Workplace Relationships



Drawn from: Mayer, R.C., and Schoorman, D. (1998) 'Differentiating Antecedents of Organisational Commitment: a test of March and Simon's Model', *Journal of Organisational Behaviour*, 19, 12-28

A Possible Framework



Business Courses Today

- Business courses rely on teaching the concepts of:
 - Conceptually scanning the various landscape environments;
 - Acknowledging the depth of analysis of the scan; and
 - Considering forms of organisational strategy response that is functionally integrative.
- Examinations are then directed at the practical application of such analysis in a business setting.



The 2020 Employee

- An employee in the 2020 workplace may:
 - Be born in one country;
 - Be educated in another;
 - Work in a third; and
 - Be on-line studying in a fourth.



- We cannot make the usual artificial distinctions:
 - (e.g. those born 1946-1954 may have certain definable characteristics, those born 1977-1997 may have others).

Considerations for Educators

- The present business educational way, is to create understandings about:
 - Strategy;
 - Economies of Scale;
 - Economies of Utilisation;
 - Control systems;
 - Processes and functions etc.,
- The critical issue:
 - Intensity of activity co-ordination.



Considerations for Educators

- Organisation:
 - The internal logic and workings of arrangements;
 - Traditions;
 - Inheritances; and
 - How people pursue their own interests and goals.
- A further necessary consideration for the new Workplace:
 - Intensity of co-ordination will depend on the intensity of co-operation.

Considerations for Educators

- Integration and Consistency:
 - Towards defeating organisational cultures that may be independent and even in conflict with each other.
- Behaviours are Functional in Nature:
 - Constraints and influences; and
 - Emotions and moods.
 - Unaddressed, can create direct costs and consequences.
- A web of relationships.



Considerations for Educators

- Business courses should be enhanced:
 - We need a strategic re-orientation of thinking;
 - From educating what *'is'* - towards *'what will be'*;
 - Moving away from the generalised analysis and solution approach.
- The World Values Survey suggests that mass values between people of different countries are not converging.
 - Perhaps we are not all becoming international *'organisational soldiers'*.

Considerations for Educators

- Devising course subjects requires:
 - An acknowledgement of employee participation at the behavioural level, as well as the business level.
- Towards the creation of graduate attributes:
 - Business intelligence (existing); and
 - Emotional intelligence (new).
- An acknowledgement of the changing dimension.
 - An effective tool to also help cope with change.

Conclusion

- Our educational challenge:
 - We need a change in business learning, if we are to achieve necessary graduate outcomes towards the new Workplace World;
 - A revised educational framework that is similar, yet different to the existing; and
 - A steered engagement towards agreed priorities.
- Education and Business working together to make the transition.



