

2018 Tertiary Teaching Excellence Awards General Category

Associate Professor Christine Woods

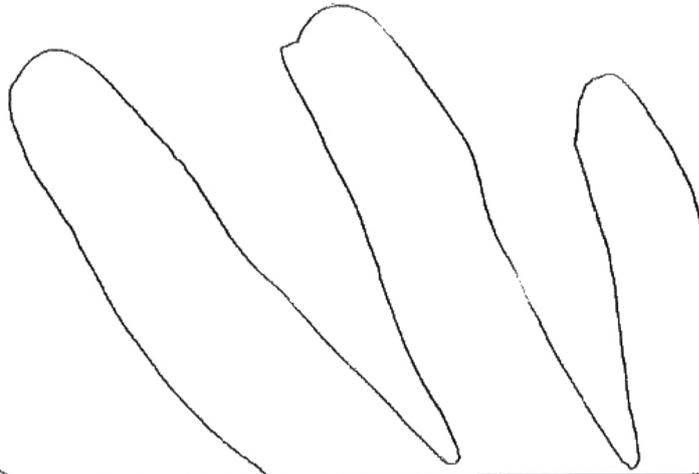
Management and International Business
The University of Auckland



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What was most helpful for your learning?



HI FIVE
CHRIS WOODS!!

What improvements would you like to see?



PLACE HAND HERE

THANK YOU FOR PARTICIPATING IN THIS SURVEY

(Feedback from an INNOVENT 303 student, 2015)

Teaching Philosophy: Knowledge, Spirals and the Space In-Between

My teaching philosophy revolves around three key concepts: acknowledge, adapt and advance.¹ This “triple A” framework is best represented as a spiral and is embodied in a treasured gift. The *pounamu taonga* represents three facets of learning—seeking, acquiring and sharing knowledge—in the form of a dynamic spiral rather than a straight line.² Its coils remind me how the acquisition, adaptation and sharing of knowledge weaves through my academic journey and through those of my students; it prompts me to continue to seek knowledge and advance their learning. My challenge is to *acknowledge* where students are in their learning, *adapt* relevant material and the learning framework to suit each class, and together *advance* our collective knowledge.

The spiral’s dynamism is also subject appropriate. I am a scholar and teacher of entrepreneurship. Entrepreneurship is about opportunity: it is a process of constructing, evaluating and realising opportunities for change (Endres & Woods, 2008). Profit, economic development and social innovation are all forms of change. Opportunities come from “the space in-between”. In this portfolio I describe my work in undergraduate entrepreneurship education; Māori entrepreneurship; engagement with current and future entrepreneurs; and doctoral supervision.



Let me borrow from the novelist Lloyd Jones’ account of the 1905 All Black rugby tour of Great Britain and the space in-between. Jones draws a vivid thumbnail sketch of the All Blacks’ game-changing play: “The [opposition] saw a thing, we saw the space in-between ... The [opposition] saw a tackler ... we saw space either side ... The [opposition] saw an obstacle ... We saw an opportunity” (2000, p.75). Teaching is also about “the space in-between”; here teachers and students can co-create opportunities for learning, acquiring knowledge and realising potential.

¹ For a more detailed explanation of this approach see Woods (2011)

² The pedagogical approach I apply in my teaching is drawn from a Māori *taonga* (living treasure) I had been gifted on graduating with my PhD. This beautiful *pounamu mere* has three indentations at the base. According to the carver, these represented the three stages of learning: to seek, to acquire, and to share knowledge.



This space can be understood as Takarangi: the double helix of creation. The spirals represent the engagement of student and teacher in a journey of collaboration. In Māori carving, space separates the solid spiral carvings. This space allows us to see the spirals and can be understood as the entry of knowledge into the world; the arrows represent points of creation, points of learning that can occur along the pathway. The spirals can also represent different bodies of knowledge, providing student and teacher with the space to follow different pathways through their academic journey. This is particularly true for PhD students as they advance their own knowledge and that of the academy. For Māori learners the framework acknowledges different ways

of knowing and places a Māori understanding of pedagogy to the fore. A Takarangi pedagogy also prioritises ako (learning together). The tuākana/elder expert works with the teina/younger learner. This tuākana–teina relationship can be reversed: the tuākana can become the learner and the teina become the teacher. Takarangi highlights collaboration and reciprocity.

Section 1: “Triple A” undergraduate entrepreneurship education and team-based learning (TBL)

I began teaching as an Assistant Lecturer in Economics at the University of Auckland. I was also a student working on my doctorate. From the beginning I questioned how best to guide the learning of my students within an overarching conception of learning and teaching as reciprocal, dynamic and non-linear.

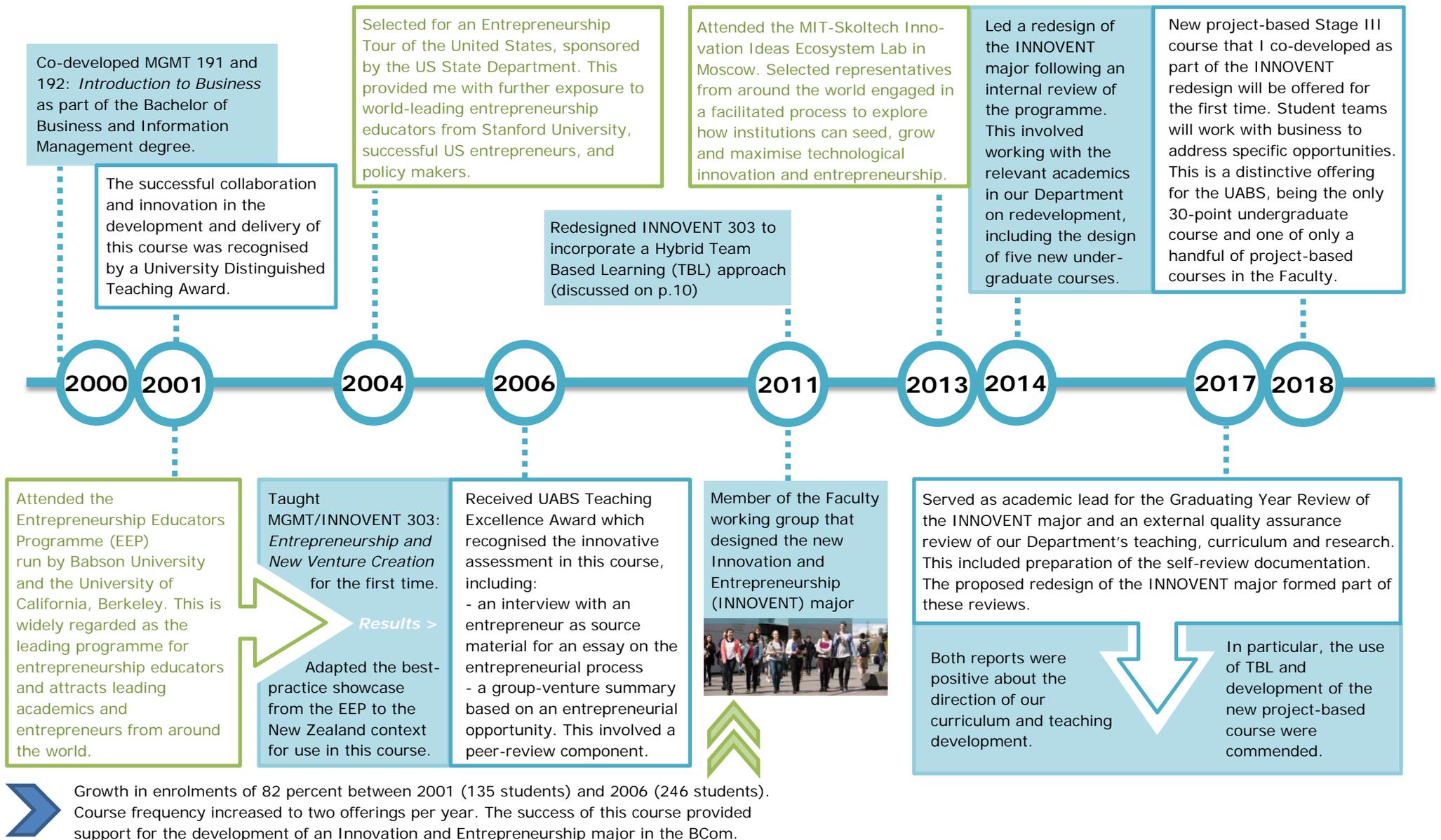
A set of specific questions shaped my thinking as I developed my first curricula. Where was each student starting? Where were they heading? Their work history, academic, cultural and social background all mattered. What were their aspirations? How could I adapt the course to suit the students’ varied academic needs and futures? What knowledge should students have acquired before the course ended and how could they use it to advance?

In 2001 I taught my first entrepreneurship course MGMT303: Entrepreneurship and New Venture Creation. My aim was to work with students to:

- create a learning environment supportive of all students’ learning needs
- create a collegial learning environment of equality and respect in which all students could enjoy the search for knowledge and the social elements of group learning
- source existing and new knowledge—and encourage the application of that knowledge in ways meaningful to students now and in their future careers
- engage the intrinsic resources in students—their creative energy, interest, and intelligence.

Some of the details of my teaching journey in this course and undergraduate curriculum are summarised in the following timeline.

Undergraduate curriculum development and teaching innovation: Timeline



When I returned to teaching this course in 2011 I was more experienced, with a more coherent sense of the variety of teaching methods available to me and the need for more inclusive teaching methods, as well as the possibilities for collaborative learning and the potential knowledge that can be created in the space in-between student(s) and teacher. I also made a focussed effort to include ideas from an Entrepreneurship Education Roundtable that I attended at Stanford University.

Team based learning

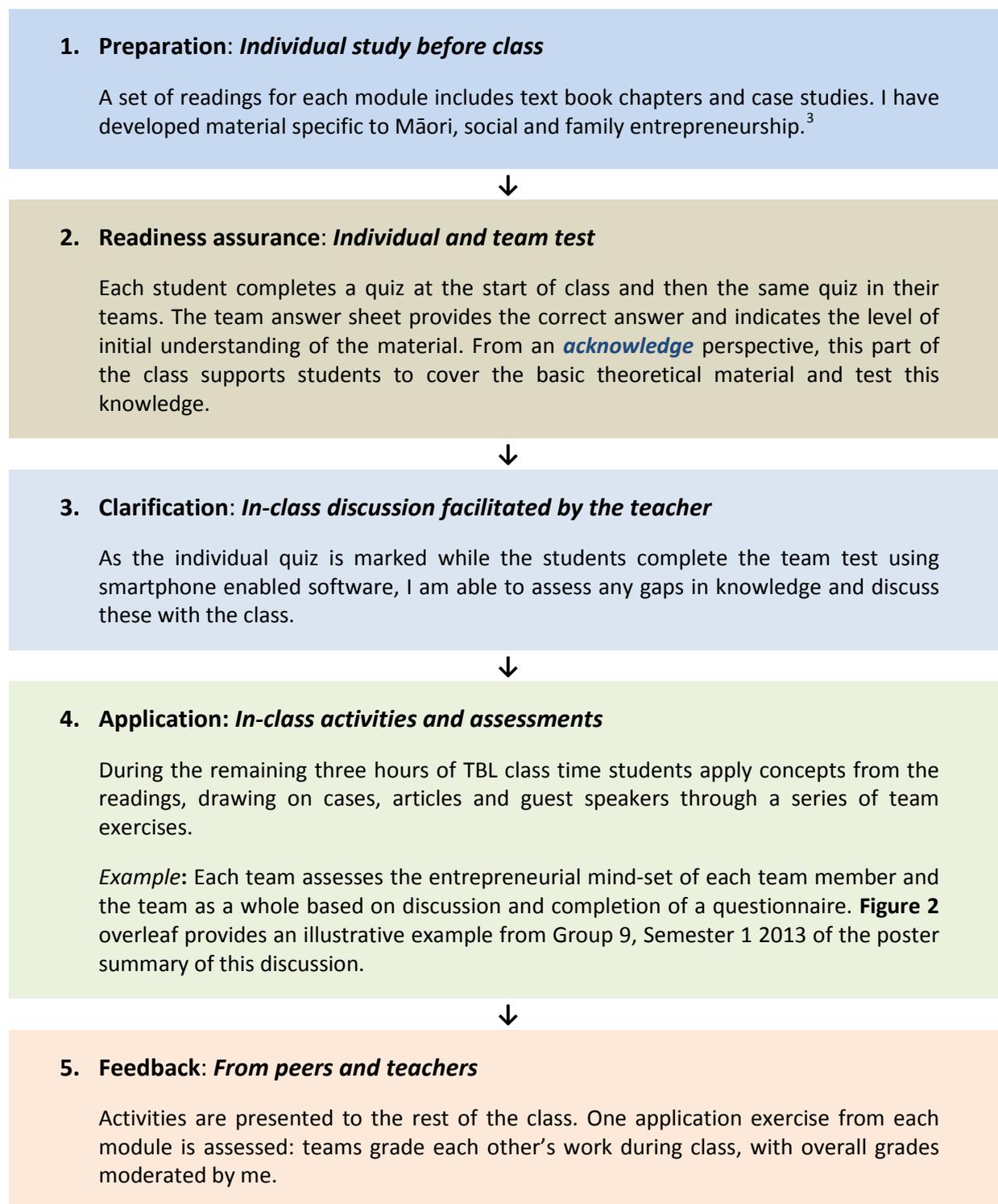


I decided to use a Hybrid Team Based Learning Approach (TBL) for the course. TBL “connected” with my *Acknowledge – Adapt – Advance* approach in striking ways; in particular, the process provides an opportunity for students to assess their learning at the beginning of each part of the course. This learning is then applied through TBL tasks in a flipped classroom environment with assessments focused on engaging theoretical content with real world situations. I enjoyed the challenge of adapting and advancing my own pedagogical “tool kit” within a course with which I was very familiar. I am most grateful for the guidance of Dr Peter Smith, a colleague with previous experience of TBL who generously helped me in this new challenge.

The TBL learning sequence

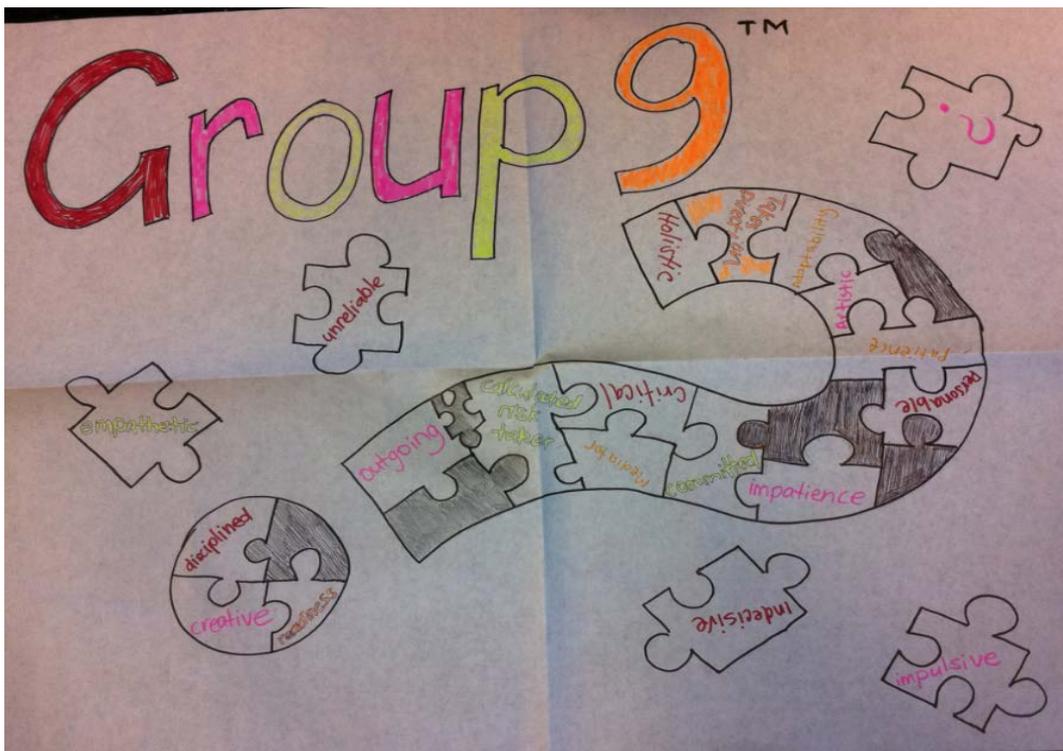
In this course, there are five Modules “book-ended” by an Introduction and Summary session. Each module has four hours of contact time and students are placed in teams of five/six. The learning sequence of TBL is outlined in **Figure 1**:

Figure 1: TBL Learning Sequence for Each Module



³ These are listed at the end of the application.

Figure 2: Entrepreneurial Mindset Application Exercise



In addition to the two-hour TBL structure each week, a third hour is used for facilitated discussions, developed in response to students' tutorial requests. I adapted this hour to meet with each team at least twice per semester. Students appreciate the opportunity to raise questions in a small group setting.

Designing TBL assessment

In a pure form of TBL there is no team work outside of the allocated teaching time. However in this course I have teams work on an entrepreneurial opportunity necessitating a time commitment outside of class time. One of the challenges groups have completing this assessment is selecting an idea to develop into an opportunity; I adapted the assignment in 2012 to include an idea generation component before the opportunity is developed and pitched. The following steps were included:

Individually ...

1. describe a potential idea in 1000 words
2. give a copy of this to each team member
3. grade the other ideas given to you by members of your team

As a team ...

4. select an idea to develop into an opportunity
5. complete the Idea to Opportunity Canvas (developed in 2015)
6. develop a full Venture Summary (3000 words)
7. pitch the entrepreneurial opportunity (10mins) to a panel of entrepreneurs and the class

By individually completing the first three steps, students are well prepared to engage in the team discussions and subsequent development of the entrepreneurial opportunity.

There are also two individual assessments:

- 1) *An essay on the paradox of entrepreneurship*
- 2) *A Personal Entrepreneurship Strategy*: Students are asked to look forward five years and articulate their strategy for achieving their personal entrepreneurship goals. This includes reflections on their strengths and weaknesses, areas for development, and potential mentors. This assessment has been presented in many formats including: reports, poems, blogs, scrap books, games and posters.

I feel it important to have individually assessed work that is not dependent on group work. Assessments are a mix of individual and group assignments. I believe this reflects the reality of the work force that students will be entering where both individual and team effort are recognised and rewarded. To reflect this, the course has a peer-evaluation process, via the Team Mates online software, that enables teams to reward higher performing team members, at the expense of those who have not contributed at the same level.

Student evaluation of TBL learning

The following are comments from students reflecting on their TBL learning experiences in INNOVENT303:

“It makes the experience 100x better knowing that when we (students) are going to come to you, we are receiving genuine acknowledgement, advice, and assistance.”

2013

“The fact that we used the theory that we learnt made me see the value in the content.”

2015

“The lecturer engaged the class and fuelled my motivation for the course. The structure and the team-based learning were excellent!”

2015

“This was the most structured course I have taken in my three years here. I knew exactly what was required, and the class ran like clockwork.”

2017

Of course, feedback is not always this positive. The TBL approach is not always familiar and there are a number of interlinked assessments. While I provide an overview of the course in the first session, which includes learning objectives and an explanation of the structure, some students still struggled with the structure of the course. While maintaining the overall content and delivery approach of the course in 2017, I reworked the online learning management structure for this course with a colleague. This enabled students to see how the assessments fitted together and I was particularly pleased to hear that many students found this worked well.

Table 1: Teaching Evaluations (selected semesters) ⁴

Year	Semester	Paper	No.	Respondents	Overall Effectiveness Lecturer: (A +SA) %
2017	FC	INNOVENT303	63	14	100
2016	FC	INNOVENT303	50	13	100
2015	SC	INNOVENT303	56	47	97.9
2012	FC	INNOVENT303	31	23	95.7
2011	SC	MGMT303	88	71	97.2
2011	FC	MGMT303	111	77	94.8
2005	SC	MGMT303	125	94	99
2004	SC	MGMT303	120	98	98
2004	FC	MGMT303	103	98	94.8
2003	SC	MGMT303	110	109	86.6
2002	SC	MGMT303	142	77	97.5
2001	FC	MGMT303	121	51	92.3

Figure 3: Innovent303 Semester 1 2016



⁴ Response rates in 2016/2017 were impacted by the transition to a new University-wide online evaluation system. Strategies are being developed to address this.

Section 2: Takarangi: the double spiral of Māori Entrepreneurship

MĀORIDEV 704/721: Māori Business Development (Te Whakapakari Huanga Māori)

Guidance produced by the Tertiary Education Commission for achieving the priorities of the Tertiary Education Strategy⁵ emphasises *organisation-wide* responsibility for Māori educational outcomes. Key indicators for every teacher include the provision of culturally relevant learning environments and the design of programmes that match learners' and stakeholders' needs. I take these responsibilities seriously in my own teaching and seek to help other colleagues do the same. In 2005, I was asked by my Head of Department to teach a course on Māori Entrepreneurship for the Postgraduate Diploma in Māori Business Development. Associate Professor Manuka Hēnare, the Academic Director of this Programme, supported this request. This diploma is designed to build on the knowledge and skills of people who are engaged in Māori businesses and those wishing to engage effectively within the Māori economy. This particular course focuses on Māori entrepreneurship and the evaluation of enterprise opportunities and posed a significant challenge: As a fifth generation Pākehā New Zealander, what relevance and insight could I offer to Māori students in the area of Māori entrepreneurship? How could I build "a place to stand" whereby my own experience and expertise was authentic and culturally and academically appropriate for the students?

Acknowledge

Within the academy, the field of Māori and Indigenous entrepreneurship was in its infancy. What little research existed was often at odds with mainstream entrepreneurship research. However, innovation and entrepreneurial endeavour by Māori has in fact had a long history (Tapsell & Woods, 2008, 2010). During early colonial settlement in the nineteenth century Māori wheat-growing, flour milling and coastal operations were essential for the survival of newly arrived Pākehā settlers (Petrie, 2006). This entrepreneurial spirit was not something that emerged as a result of colonial settlement. If one understanding of the entrepreneur is that of adventurer and opportunity seeker then Māori have this as part of their whakapapa (Keelan & Woods, 2006). I was keenly aware that the course needed to acknowledge the existence of Māori entrepreneurship and develop pedagogical frameworks that recognised Māori knowledge and experience.

I was fortunate to meet Teorongonui Josie Keelan, a Māori academic working in the area of entrepreneurship and education. We developed the 'Māuipreneur' model: a "Māori-friendly" way of understanding entrepreneurship that acknowledged its existence within Māori society and built on tikanga Māori (Keelan & Woods, 2006). This model placed Māori at the centre and adapted entrepreneurship research from my PhD that included 'opportunity' in the model. This collaboration with Josie highlighted how essential it was for me to work and learn alongside colleagues with knowledge and insight from a Kaupapa Māori perspective. I have continued this approach with all my research and teaching in this area. Ako is particularly relevant as a Pākehā academic in this space: an important professional skill is to know when to be in the "learner seat" and when to share the learning with others.

⁵ <http://www.tec.govt.nz/assets/Forms-templates-and-guides/Guidance-on-Maori-and-Pasifika-TES-3-Priority-June-2016.pdf>

Adapt

Classroom engagement

My approach to working in the classroom is an adaptation of the spiral discourse method discussed by Russell Bishop, the renowned Māori educator (see Woods, 2011). Bishop details this process through the exemplar of hui (ceremonial, ritualised meeting) in which people have the opportunity to speak and ‘state and restate their meanings, to revisit their meanings, and to modify, delete, and adapt their meanings according to tikanga (customary practice)’ (Bishop, as cited in Woods, 2011). I have endeavoured to use it as a guiding principle in my interaction with Māori students: to allow students the opportunity to engage in a learning process that affirms the knowledge that the student already has and then allows them to question and debate the content of the course, including the nature of capitalism and colonisation and the relationship that entrepreneurship has to both. I have tried to learn from the role that the kaumātua plays during a hui: to provide and monitor the frameworks within which issues can be discussed. As a teacher in this context my role is to provide a framework within which students can safely learn about entrepreneurship and Māori entrepreneurship in particular. I seek to provide space for students to consider what Kaupapa Māori entrepreneurship looks like. Discussion has developed amongst students with knowledge and expertise that provide the appropriate cultural context and insight. Thus, these students take up a leadership role appropriate to their experience and status. Conversations with kaumātua present in the class as students have provided another example of ako as I find myself in the role of teina yet again.

“Christine is an intensely engaging lecturer, who speaks with conviction. She always summed up logic and common knowledge with fantastic quotes, practical experience and always made our roopu remember how talented, intelligent and gifted we all are.”

MĀORIDEV 721, 2006

“Christine is an excellent teacher. She is friendly, professional and from a Māori perspective, she was respectful.”

MĀORIDEV 721, 2007

The spiral begins in the first session of the course when I ask each student to introduce themselves by way of an entrepreneurship whakapapa. This is my classroom adaption of the mihimihi. It is an opportunity to acknowledge what each individual student knows about entrepreneurship and business based on personal experience and experience from within their whānau. They acknowledge the entrepreneurial history of their own work experience and/or that of their tupuna. This exercise is both affirming and sometimes surprising for students who had not previously thought of their whakapapa this way. The spiral of discourse continues with the discussion of the Māuipreneur model, as Māui is seen by many Māori as an ancestor hero, one who is connected through whakapapa. This model has been met with both affirming and challenging feedback. Some students do indeed find the model a “Māori-friendly” way of engaging with entrepreneurial theory; others perceive a “colonization” of the Māui myths, considering it inappropriate to bring “Māui” and “entrepreneur” together in such a fashion, and challenge the assumptions on which the model is based. To work with the range of responses, I allow adequate opportunity for reflection and assessments include an essay focused on the Māuipreneur model. Students are also asked to keep a reflective journal which provides an opportunity to work through their ideas, insights and struggles in a more informal manner. Additional theory and case studies are introduced that build on the Māuipreneur model, and successful Māori entrepreneurs are invited into the class.

Working with feedback

Ongoing adaptation and development based on reflection and feedback is a critical component of my teaching. An example of this arose as a result of using a framework popular with entrepreneurship educators: the Business Model Canvas.⁶ I used this framework in 2013 but with limited success; students found it hard to follow and said it was “very Pākehā”. In 2015, I was timetabled to teach this course again in 2016. I asked Kiri Dell, a student from this course in 2009 now enrolled in her PhD, if she would teach the course with me. Together we developed Te Ara Hihiri, an Idea to Opportunity Canvas that was more culturally appropriate for this course (see overleaf). In particular, Kiri provided insight related to the language used and the entrepreneurial team component, something that the BMC does not have. I also developed the English version of the Canvas with Jamie Newth, another PhD student I was supervising. The canvas provides a ten-step process for critiquing an idea to see if it has the attributes of a viable opportunity. Students commented that it was practical and Māori-focused.

⁶ www.businessmodelcanvas.com

Te Ara Hihiri

Enterprise Name

1. Te Aronga [Purpose] & Nga Tikanga [Values]

Why do you want to create this enterprise? What values will guide how you operate?

2. Hūanga [Value Creation - The Offer]

What value are you creating for the customer/user? What is the product/service that you offer?

3. Te Tai Opega [Target Customers]

Who are the users, customers, etc?

What problem(s) does it solve?

How will it solve it (them)?

4. Te Kaha Tuatini [Entrepreneurial Team]

Existing skills and capabilities

Gaps in required skills and capabilities

5. Nga Tapuinga [Partners]

Who else will you need to work with on this? (external to the team)

7. Te Huangaroa [Value Capture - Financial Sustainability]

How will revenue be generated?

Are there other funding streams?

What are the major costs this enterprise will incur?

6. Nga Parapara [Key Resources]

What resources will you need to make this happen?

8. Ngā Whakaritenga [How Will Performance be Measured?]

What results should be tracked? Outputs, outcomes, impact?

9. Nga Rarunga [Why Might it Fail?]

*What are the critical success factors? Risks?
Existing competitors?*

10. Te Rawenga [Why Will this Enterprise Succeed?]

What's the point of difference?



We also reworked the reflective journal assessment and developed a class blog based on feedback from students wanting to engage in a reflective conversation with others in the class. The blog was included as an assessment in 2016 and again in 2017.

RECENT POSTS

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August 8, 2017

Parents look after us from birth and as they
get older, the favor switches XO
June 28, 2017

Back to the Ana
June 25, 2017

Existence, discovery and exploitation
June 25, 2017

Hui for and about our iwi
June 25, 2017

Caves
June 25, 2017

To blog or not to blog
June 25, 2017

Business start up funding
June 13, 2017



TIKANGA VS ENTREPRENEURSHIP

Posted on September 2, 2016 by Friday in Tamaki Makaurau 2016, Uncategorized

Ten years ago at a marae meeting I went to with my parents, an issue they were talking about was the number of kaikaranga available for tangi, hura kohatu, etc, i.e. they were dwindling, and they were looking at various options of how they could encourage the whanau to participate. The obvious solution was to ... Continue reading →

“I enjoyed Christine’s dialogue and teaching style. She clearly has extensive experience and knowledge in the area of entrepreneurship and it shows. I also like that she (rightly) pushed back on the class when necessary and appropriately. Thank you, Christine.”

MĀORIDEV 721, 2016

“Christine has an ability to provide critical feedback in a way that is culturally sensitive. Absolutely knew her material and provided the much-needed encouragement to have everyone succeed. Enjoyed her humour.”

MĀORIDEV 721, 2017

Table 4: Teacher Evaluations (Māoridev 721)

Year	Semester	Location	No.	Respondents	Overall Effectiveness Lecturer: (A +SA) %
2017	Q2	Kerikeri	26	9	100
2016	Q3	Auckland	26	7	100
2013	Q3	Whangerei	16	15	100
2009	Q3	City	12	12	100
2008	Q3	City	15	15	100
2007	Q2	Kawakawa	7	7	100
2007	Q2	Rotorua	7	2	100
2006	Q3	Rotorua	7	7	100
2006	Q3	City	21	17	100

Figure 5: Māoridev 721: Q3 2016 Comparative Data



Advance

Academic publications

I believe that teaching and research also form a double spiral that leads to theoretical advancement in both. I was fortunate to have a Māori student who was also an academic in anthropology. In writing the first assessment essay, Dr Paul Tapsell highlighted one potential limitation of the Māuipreneur model: the failure of the model to adequately address the principle of kin-accountability. He suggested that an entrepreneurial model focusing on the opportunity seeking Māui would remain limited in application until it successfully integrated the genealogical check and balance of kaumātua, rangatira and tohunga. We have subsequently published several articles that continue development of pedagogical frameworks for teaching Māori entrepreneurship (Tapsell & Woods, 2008, 2010; Kawharu, Tapsell, & Woods, 2017). In addition, frameworks have been developed to teach Umanga Whanaungatanga: Māori Family Business (Nicholson, Hēnare & Woods, 2012) and Te Ohu Umanga Māori: the Māori entrepreneurial team (Hēnare, Lythberg, Nicholson & Woods, 2017). All of these have been referenced in class discussion and assessments.

New venture development

At a practical level, the exploration of an entrepreneurial opportunity serves to advance the knowledge of students through application to real-world contexts. My students explore potential opportunities that might be realised within their individual whānau and hapu. They present their venture to the class during the final teaching session and it is assessed by a guest Māori entrepreneur and me. Several of the ventures have been advanced to the next stage. The venture summary for one team in 2013 explored the developing of digital walking tours – Hikoitahi Walking tours formed as a result.⁷

“The mahi from this class is awesome. Wonderful presentations, outstanding opportunities. Hope they take the next step!”

Māori entrepreneur, guest speaker and judge, 2009

⁷ <http://hikoitahiwalks.co.nz>

About us



Hikoi Tahī Walking Tours was formed as a spin off from **Auckland University Business School** as the result of a two-year PostGrad in Business. The four members of the business worked together on a number of assignments, culminating in a new social enterprise business venture, in the final paper.

Their assignment caught the imagination of the team as well as their professor, and thus Hikoi Tahī Walking Tours was formed.



"Me hikoi tahī - let's walk together"

Authentic, tūturu, fascinating

The Velocity Business Planning Challenges have also served as one means of measuring success in my undergraduate and Māori entrepreneurship courses. Developed in 2003, I was the *Vision to Business (V2B)* Academic director in its inaugural year and have remained actively involved. V2B provides the educational component for the various challenges, outlining the entrepreneurial process to students and staff who wish to attend preparatory sessions. In 2007 I developed the Aspire Challenge and associated education programme: this challenge focused on social entrepreneurship and social innovation. Then in 2015, I worked with Kiri Dell to develop Whiua ki te Ao, the Māori component of the Velocity Innovation Challenge.

The Venture summary assessments in both Māoridev 721 and INNOVENT303 are based on the \$100k Challenge. Teams complete their course assessment and enter this challenge. Many teams have taken this opportunity and several have won prizes. This challenge is judged by panellists from the business community. When students do well, this validates what we are doing in the classroom has merit in the business community.

One example is Māori Maps – a digital gateway to all tribal marae in Aotearoa New Zealand. The site provides maps, information and photographs for each marae and is available in English and Te Reo Māori.⁸ A team of students entered Velocity in 2006 with a full venture summary and won one of the prizes. They then entered the Global Social Venture Challenge and represented the University of Auckland at the regional finals in Thailand. I attended with the team as the academic liaison and became one of the enterprise's founding directors. We raised start-up capital through the Tindall Foundation and other charitable trusts to develop the website, which is now used by marae, community groups, prisons and schools throughout Aotearoa.

⁸ www.māorimaps.com

Search

All ▾ Haraki

Haraki

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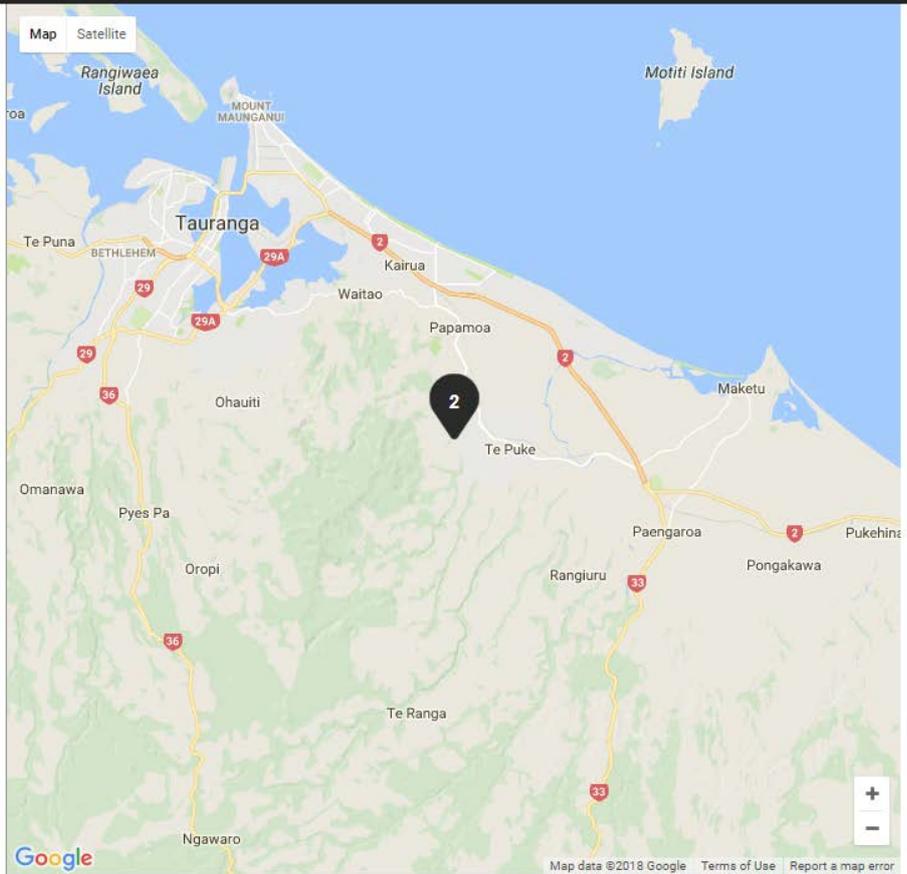
About

Haraki marae is located in Te Puke. The marae belongs to Waitaha of the Te Arawa confederation.

The whare tipuna is also named Haraki.

Address

Key Information



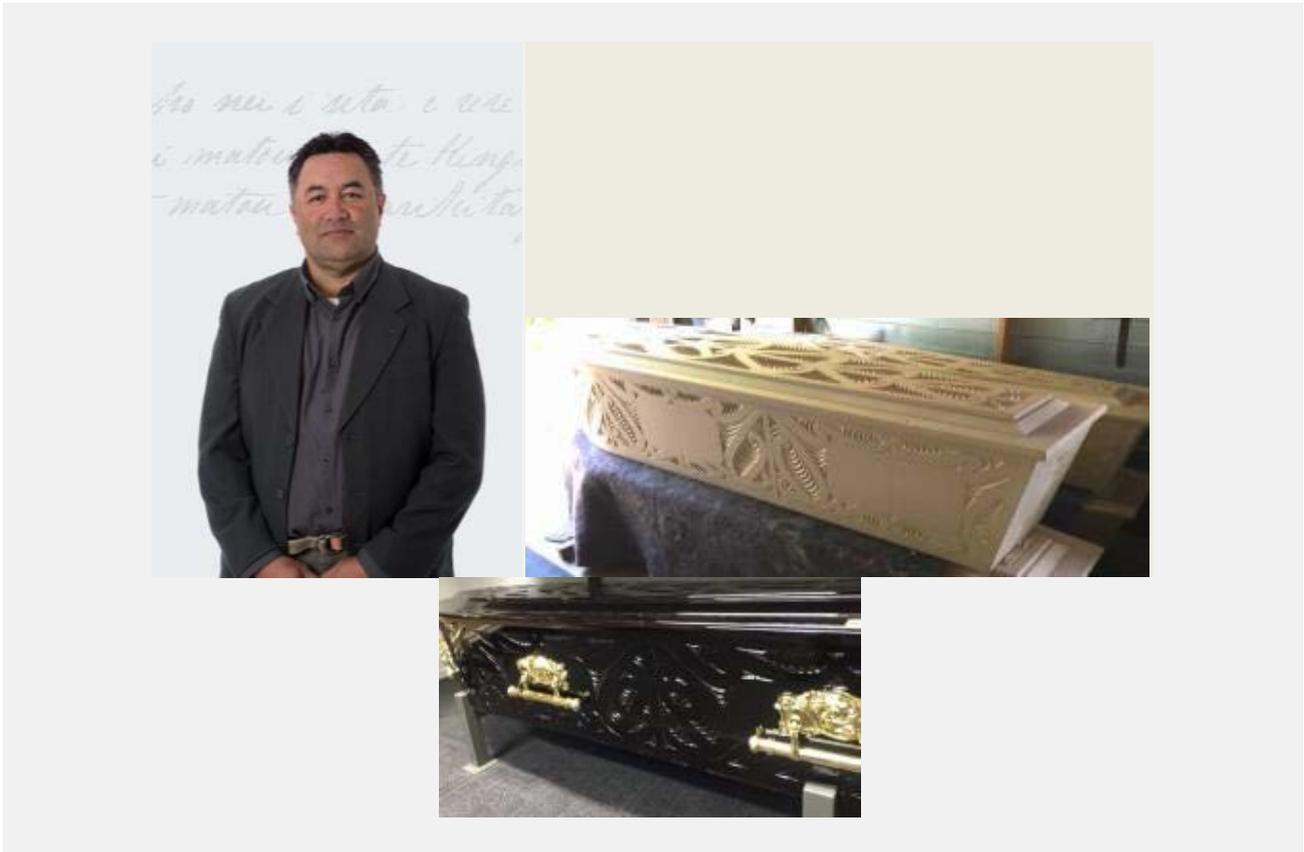
Marae Nearby



Nau mai ki a Māori Maps

Kia ora, nau mai ki a Māori Maps: Tō kaiarataki ki ō mātou kāinga.

The 1000-word Idea Challenge become part of Velocity in 2008. Entrants summarise an idea for a venture in 1000 words. Many students have entered this Idea Challenge with several winning one of the \$1000 prizes. In 2017, Keith Wihongi, a student in the Māori entrepreneurship class, won the Whuia ki te Ao \$1000 prize for a business called Carved Caskets. This business would expand Keith's "after hours" passion for carving to produce caskets carved with Māori designs.



PhD and mentoring

PhD supervision is a teaching highlight. I supervise students in Indigenous and Māori entrepreneurship and economic development, family business, social entrepreneurship and entrepreneurial behaviour. The *Acknowledge-Adapt-Advance* process and the Takarangi double spiral guide my supervision practice. Working with indigenous and Māori PhD students has been particularly challenging and rewarding. These boundary-pushing scholars draw from cultural heritages that are different from mine and seek intellectual opportunities relevant to their people. Their desire to locate themselves as scholars with cultural purpose sees them challenging mainstream approaches to disciplinary knowledge. I work to acknowledge this kaupapa and have adapted my supervision approach to engage in a “both and” approach: achieving both academic excellence and cultural relevance. This is also important for students wishing to contribute to both the business and academic community: some students wish to become academics and others will return to the business or not-for-profit sectors. My supervision approach must take account of their journey toward successful PhD completion.

To help PhD students advance their careers, I have also provided tutoring and lecturing opportunities in undergraduate entrepreneurship, the Owner Manager Programme, and in Māori/iwi development. I have also published with Honours, Masters and PhD students (see * in the references section).

... after being taught entrepreneurship by Christine I went on to complete a Masters and a PhD ... this was primarily due to Christine's ability to meet students at their level, spark their curiosity, and then support their intellectual stretch in exploring the topic.

Former PhD student, 2018

I have always felt guided in all aspects of my academic career development and well-being by Chris, which often went beyond the duty of just academic supervision. I would like to emphasise Chris's ability to help grow and support junior academics. ... her teaching, support and guidance of Māori has been a vital contribution to Māori transformation ...

Former PhD student, 2016



Section 3: Engagement with current & future entrepreneurs

Current Entrepreneurs

ICEHOUSE Owner Manager programmes (2001 – 2017)

While constantly working to bring business reality into the classroom it is also important that we take academic frameworks and learning back out into the business community. I have been able to achieve this through my role as an Academic Director of The ICEHOUSE Business Growth Programmes. The ICEHOUSE was established in 2001 with UABS as a cornerstone partner. I have been involved in the development of a very successful suite of programmes targeted at owner managers of small and medium-sized businesses. Drawing on international examples of programmes for leaders and owner managers, the 15-day residential Owner Manager Programme (OMP) is delivered in five three-day sessions.



The overarching framework for the programme is the OMP Three Circles Model presented above and taken from *Changing Gears*, a “text book” of sorts written for participants. “The Business” circle includes material traditionally covered by an MBA programme: purpose, values, competitive advantage, core competence, strategy, business model, and financial literacy. The “You in Business” captures the leadership role(s) of the SME owner manager in business. The “You” circle concerns the health and well-being of the owner manager. The classroom does not necessarily provide fond memories for many owner managers. To accommodate this “resistance to formal learning” we have developed a programme that both engages the owner manager and has practical relevance and application to business. This is done through simulations, discussions, leadership profiles, and activities that lead to the presentation of a situational analysis and their Future Growth plan. Based on independent ICEHOUSE survey data from alumni, Owner Managers grow their businesses 2.5x faster than the average New Zealand SME. This includes revenue growth of 12% p.a., staff employment growth of 6% pa and profitability tripling every four years.

Figure 6 provides a word art representation of *all* the comments provided by the participants about me from the last ten courses. In total I have taught this course 25 times (2001 – 2018) with

Future Entrepreneurs

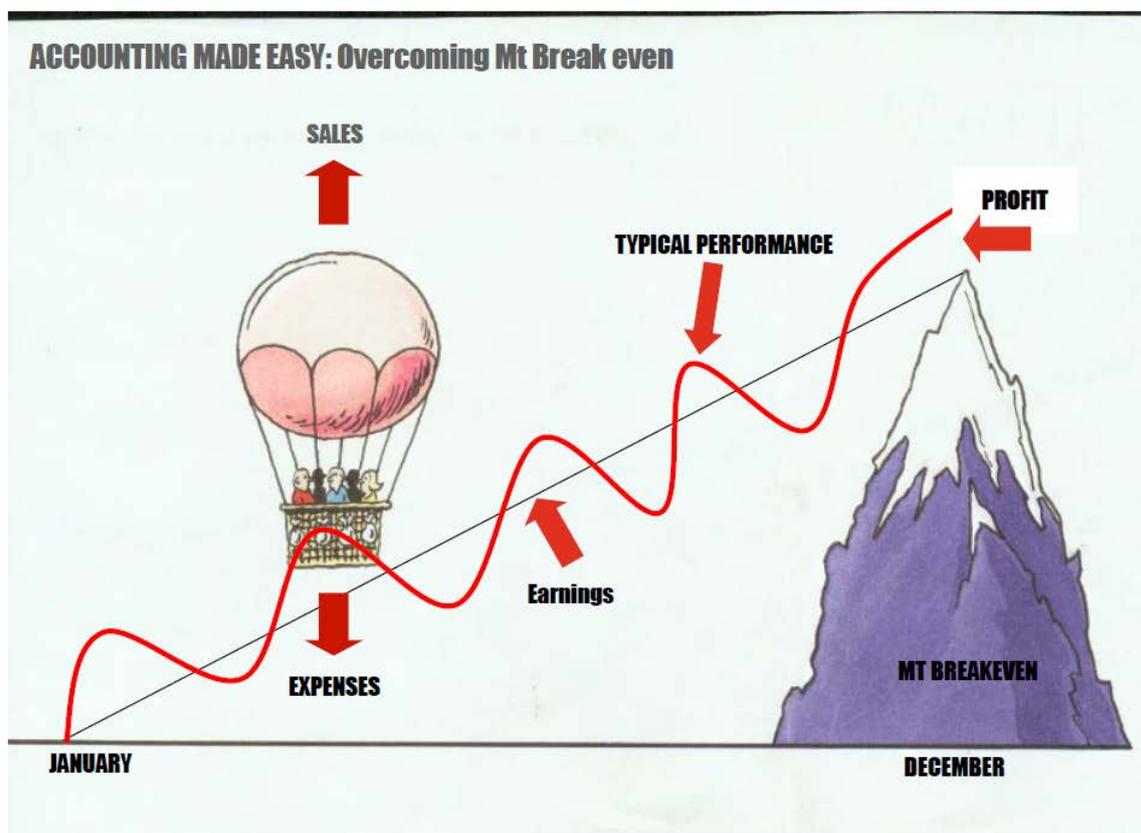
Girls Mean Business



In conversation with Laura Sessions, one of the Owner Managers who had graduated from the OMP programme, we reflected on the lack of entrepreneurship education in the New Zealand schooling system. Based on that idea we started Girls Mean Business (GMB) in 2016, and successfully developed and piloted a four-day holiday programme

targeting girls aged 9-12. In this programme girls work in teams to develop and test their own business idea using the GMB Idea to Opportunity Canvas. Included in this feasibility assessment is the financial viability of the opportunity. Here we talk with the girls about the challenge of overcoming Mt Break even.

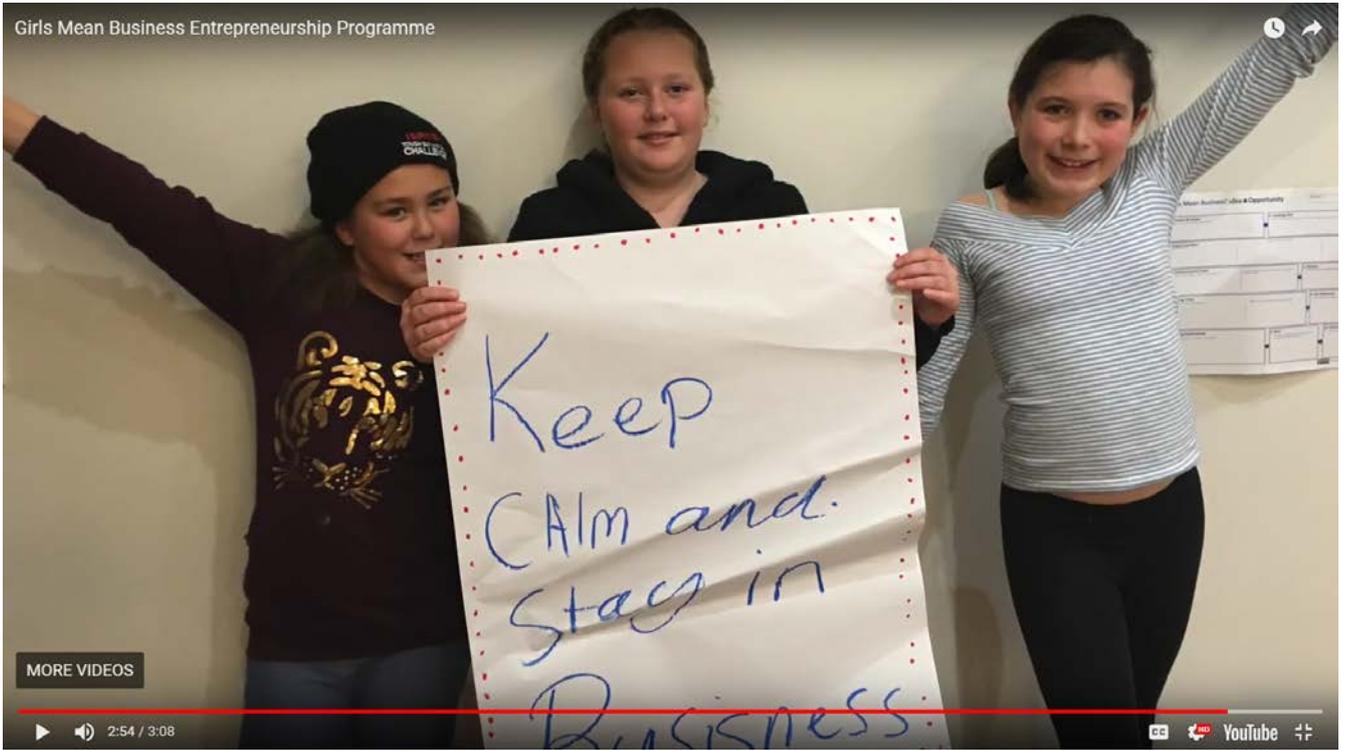
Figure 7: Mt Break even



Used by GMB by permission from ©Mike Hutcheson

We have a website which features a video based on conversations with girls who have been through the programme.⁹

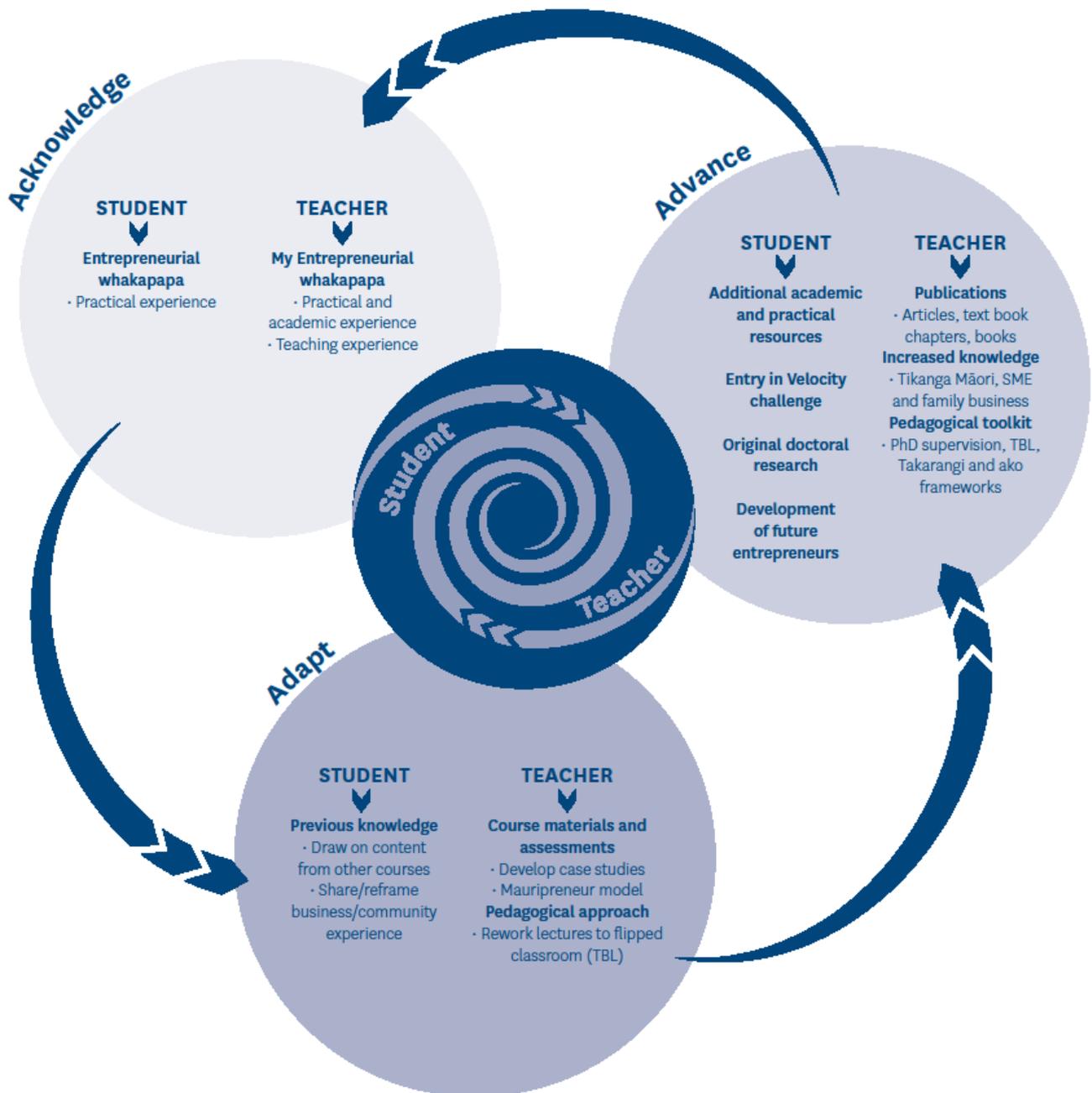
⁹ www.girlsmeanbusiness.nz/girls-mean-business-entrepreneurship-programme



Final comments

In presenting **Figure 8** as a summary my teaching journey over the past seventeen years, I draw on one further use of this image. The Takarangi spiral would sit on the prow of a waka, ensuring the flow of wind and wave, providing both movement and stability. I endeavour to provide a safe learning environment that both challenges and encourages movement (advancement).

Figure 8: The “Triple-A Framework” of my teaching career



I love teaching – I love the challenge and the opportunity to learn from students and see them grow and succeed. It is a privilege to be part of University of Auckland Business School and engage with students of all ages, from all parts of New Zealand and overseas - to be part of a community of people learning together.

“Mrs Woods is the most effective wonderful teacher. I have never had such dynamic, attentive and inspiring professor in all my years of schooling. This class was the highlight of my week. I hope Mrs Woods is recognised for her brilliance. She is a real asset for Auckland University”

(INNOVENT303 Student, 2013)

So while this statement from a student is one I appreciate very much and could provide a nice conclusion to this application, it does not reflect a most important part of my development as a teacher: the generosity and support provided by colleagues. Their knowledge and guidance has informed my teaching in a collaborative double spiral that has enriched my academic career. What success I have is because of that support.

Ehara taku tao i te toa takitahi. Engari, he toa takitini

Success is not the work of one, but the work of many

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