

# 2017 Tertiary Teaching Excellence Awards Kaupapa Māori category

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## Introduction



My role as a tertiary teacher in the field of Māori and Indigenous business enterprise and development economics did not begin until mid-life. While I refer to academia as my third career, my passion for university studies and writing began much earlier. It was in my previous roles as CEO of two national non-government organisations—Caritas Aotearoa-New Zealand and Community Volunteers—that I became involved in international development, justice and peace, and travelled extensively throughout Asia and the Pacific.

These experiences have shaped my work as a senior Māori academic, examining how the philosophies, religions, cultures and worldviews of indigenous peoples inform theories and practices in innovation, management, organisational culture, economics, and globalisation. My internationally recognised research, based on fieldwork as well as in archives and literature, has identified the versatility and persistence of traditional Māori and other indigenous peoples' concepts, ideas and practices in business and society.

In 1996, I was the first lecturer in Māori Business Development to be appointed to the University of Auckland Business School (UABS), and the third Māori academic, behind Drs Pare Keiha and Ella Henry. The UABS provided me with an environment for deeper academic thinking on local and global economic development. My main teaching contribution has been to the Postgraduate Diploma in Business (Māori Development), known as the Te Tohu Huanga Māori Programme. I also saw an opportunity to foster teaching and research on the history of the Māori economy, which was lacking in both the UABS and New Zealand business history generally. Two new courses were introduced to increase the relevance of the Bachelor of Commerce degree for Māori undergraduates; one on Māori Business, and another on Māori Philosophy.

Business histories in Aotearoa-New Zealand often implicitly and explicitly put forward an argument that business and economic development were introduced by European settlers. There is little regard for the 1,000 years of Māori development prior to 1840, let alone the 5,000 years of prior Austronesian development. Yet, while Māori economic engagement with the Anglo-West is only two centuries old, the Māori economy extends some 6,000+ years. I make it my mission to highlight to my students that thriving economies existed prior to the settlers' arrival, with culturally-appropriate businesses in areas such as fishing, horticulture, land management, forestry management, and bird catching. Instead of compressing Māori entrepreneurial histories to fit Anglo-Western time frames and models of success, my colleagues and I unpack these activities and intentions and place them in more appropriate cultural and temporal contexts.

# Teaching philosophy

## My approach to teaching and a pedagogy of Māori Business

The ongoing revision of historical understandings of island South-East-Asian-Polynesian-Māori commerce frames the content of the courses in the Te Tohu Huanga Māori Postgraduate Diploma (Māori), to address a lacuna in conventional Anglo-Western market-economic scholarship about Māori theory of the firm and economic development. Māori and other indigenous peoples offer worldviews and ethical systems that differ from other widely-held notions of sustainable business development. The business and economic drive currently taking place within Māori society requires an alternative pedagogy and appropriate praxis.

For many years my students especially, but not only, those from indigenous communities have inspired me to lead the search for a distinct indigenous pedagogy that transcends Anglo-Western modes of learning and knowledge creation. Indigenous communities provide the mandate for educational learning, research, and business activities in their organisations and communities.

In June 1997 I co-authored a discussion paper with Dr Pare Keiha and Ella Henry, *Kaupapa Māori and Business Education Tikanga Whakaruruhau: Towards a Pedagogy of Māori Business and Economic Development Education*. This developed a nascent Māori Business learning, teaching and research strategy for the School, with six principles for a Māori pedagogy in the School of Business and Economics:

### Six Principles for a Māori Pedagogy in the Faculty of Business & Economics

1. **Tino rangatiratanga** – self-determination
2. **Taonga tuku iho** – cultural aspiration
3. **Ako Māori** – culturally preferred pedagogy
4. **Kia Piki ake i ngā Raruraru o te Kāinga** – ‘socio-economic’ mediation
5. **Whānau** – extended family structure
6. **Kaupapa** – excellence as a collective philosophy

The paper also proposed a ‘Treaty of Waitangi response for the Business School’. This was the first time such a proposal had been submitted. It said:

*... the School of Business and Economics - its staff and programmes - have much to offer Māori and Māori to offer the School. The University of Auckland in its Mission Statement has expressed its commitment to becoming “a world-wide model for university level teaching and research” and it “recognises its ..... special obligation to Māori”. Under its Treaty obligations the University is dedicated to; enhancing “the profile and status of Māori” in the University; “research according to Kaupapa Māori”; recruiting “Māori to the University in greater numbers”; providing “for the learning needs of Māori students”; recruiting and retaining and developing Māori staff.*

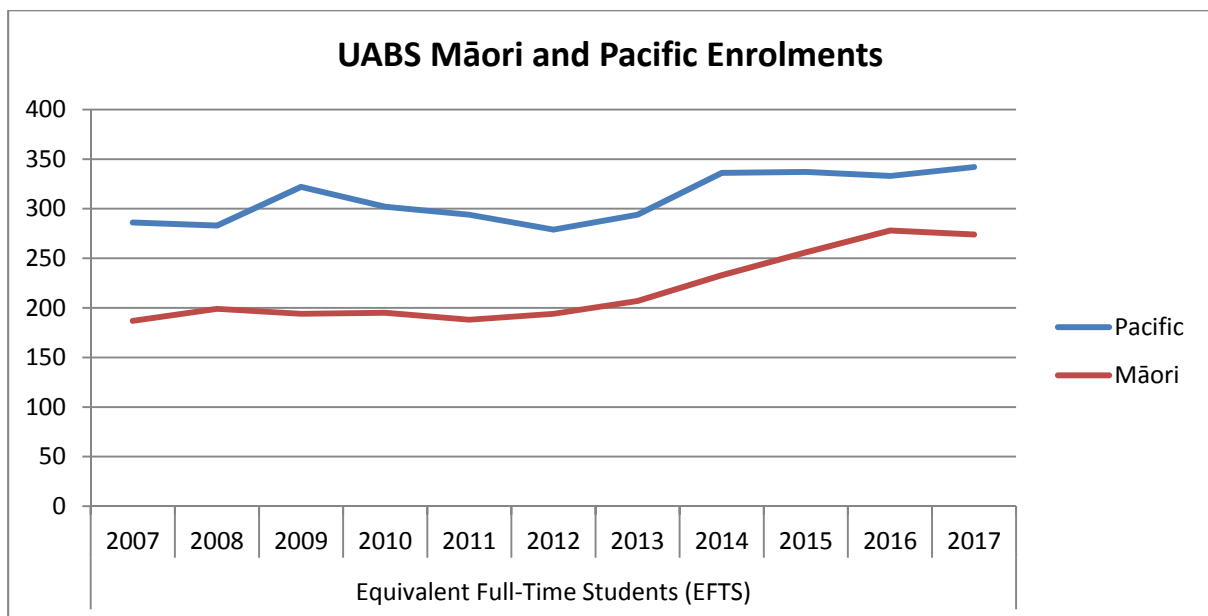


Together with a novel indigenous Māori pedagogy in business and economy, and the initial Tiriti o Waitangi response for the Business School, I applied the six principles for a *Māori Pedagogy in the School of Business and Economics*, and addressed the Treaty Principles in the Business School when appropriate.



As a consequence of this strategy, we saw our first three PhD completions by Māori students in economics and management and 400+ students graduated from Te Tohu Huangā, the Māori Graduate Programme. A Māori and Pacific Islands association, currently called Commerce Association for Pacific and Māori (CAPM), is part of our highly rated Māori and Pacific Islands undergraduate mentoring scheme called 'He Tuākana'. These initiatives have supported continued growth in Māori and Pacific enrolments (47 and 20 percent respectively over the last 10 years).

**Figure 1: Māori and Pacific Enrolments in the Business School (2007-2017)**



Thanks in part to my work there is now an expectation in the UABS that Kaupapa Māori (philosophy) and mātauranga Māori (knowledge system) approaches to teaching and learning be the norm.

## My teaching principles of Kaupapa, Tikanga and Ahuatanga

My classes are group wānanga characterised by teaching, learning and research that maintains, advances and disseminates the highest standards of mātauranga and mōhiotanga (Māori knowledge and wisdom systems). Such wānanga are characterised by teaching and research that maintains, advances, and disseminates knowledge, develops intellectual independence, and assists the application of knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori custom).

These knowledge systems integrate three East Polynesian-Māori notions of being in time – i.e. being in the past, in present time, and in future time. Mātauranga business develops intellectual independence and the application of knowledge regarding ahuatanga Māori (Māori tradition) according to tikanga Māori (Māori customs, principles and moral behaviour) in a globalising economy and world.

The challenges of fostering collaborative learning within a Kaupapa Māori, Tikanga Māori and Ahuatanga Māori philosophy and methodology appropriate to the 1,000 year history of Kāinga (firms and businesses) and Whai Rawa (the flourishing economy of mana) are considerable. Collaborative teaching and learning requires a high level of flexibility from teachers. I must think on my feet, directing the conversation and interaction in the class as well as conveying the important points for learning, while at the same time maintaining a collaborative teaching environment.

***Mānuka's expertise and enthusiasm shone throughout ... students were actively engaged in exploring their identity and in developing a stance on their own histories. Mānuka was working with students on ethics and values and such learning requires a good deal of flexibility. In working in this arena, many of the 'rules' of lecturing need to be let go and students enabled to take the session where they need it to go...***

Professor Susan Geertshuis  
Peer review of teaching, 2015

Four factors are particularly important to my approach. First, according to Māori tradition, wānanga learning and teaching must be innovative in content and philosophy, and infused with collaborative learning and research. Kaupapa Māori by its nature includes deep imperatives to learn and teach. Second, ahuatanga and tikanga, the virtues, ethics and behavioural norms of Māori belief, wisdom and knowledge systems guide my teaching practices. The third consideration shaping Kaupapa Māori in business and economics captures Paulo Freire's idea of adult education learning as a process of conscientisation, whereby students and teachers become critically aware of their economic world and the need for change.<sup>1</sup> Finally, Kaupapa Māori learning and teaching in commerce is built on a system of questions and answers akin to a Socratic method. The dialogical aim is to build upon the existing knowledge and experiences of the students. My teaching philosophy sees the teacher and the student as both teachers and students. The two come together in dialogical, mutual learning. This is akin to the AKO kaupapa that is taught in Māori Education.

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<sup>1</sup> Paulo Freire, *The Pedagogy of the Oppressed*, Continuum, New York, 1970. Freire's term, conscientização, is also translated as critical consciousness.

Evaluation responses to “what was most helpful for your learning?”

***Manuka's teaching styles incorporated our learnings - I also enjoyed the sessions where students shared what they had read over the week.***

***Lectures, and the ohu umanga - working together as a group***

***The conversations and discussions in class were great. Really thought provoking and challenging to think about the big pictures.***

***Group sharing of knowledge***

***Classroom interaction and korero.***

***The provision of a safe environment to be able to ask questions for better understanding***

***Listening to the korero from Manuka and from fellow students***

***Engaging in stimulating conversation***

***Recommended reading materials, sharing of reading materials by other taura***

***I enjoyed when he would ask us questions and prompt our thinking***

Māoridev 720, 2016 and 2017

The principles that guide my teaching approaches in the Te Tohu Huanga Māori and Marae-based Health and Clinician Leadership programmes to which I contribute are directed by the student make-up of mature, discerning and critical Māori who come with high expectations.

Eighty percent of the 800+ practitioner/managers I have taught were entering tertiary studies for the first time. Mature adult students are high maintenance learners determined to succeed; tribal leaders who bring considerable mana and life experience to the learning process. Furthermore, they carry a burden of responsibility for the guardianship, ownership and management of four forms of tribal/Māori assets—spiritual, environmental, cultural, and economic wellbeing and capital.

My teaching philosophy is informed by and intimately connected to the other aspects of my professional life. My writings and teachings on the Māori economy as an economy of Mana, Māori economic development and Māori business stem from my interactions with students, practitioners and other academics. Additionally, the bulk of my speaking engagements are on marae, the ancient traditional area of learning, and I bring what I have learned on marae into the classroom. Within the classroom we create a marae environment where Māori values are put into practice. This includes karakia, mihi, koha and the art of active, participative listening.

There are four aims to my scholarship. teaching, and learning.

**1. To bring out the implicit knowledge of my students by helping them articulate relevant ancestral knowledge and what they know about business and economics.**

I begin by drawing on the power of oral tradition in the Māori community. Referencing oral traditions makes sense to the majority of the mature Māori students I teach. The task is to build links between the things of the past embedded in oral tradition and the tasks confronting Māori business people in the present, including recording and building up student research competencies and economic literacy.

Many of my students come with humble opinions of themselves and of their capabilities as trustees of Māori assets. Many believe they lack business knowledge. I spend a lot of time delving into their lived experiences to highlight their wealth of knowledge, practical expertise and experience in governance, management, and business practices. I bring to their attention personal attributes that are often hidden to the students themselves, and do this by providing gentle and nurturing direction and mentorship.

**2. To encourage students to discuss how they came to know what it is they know as Māori.**

Worldview, identity, ethics, and values are complex ideas, but in recognising that we all carry our own assumptions and learnings, I challenge and support students to explore their own stance on history and organisations and express their personal worldviews.

This is achieved through oral tradition and wānanga. As discussed earlier, I draw on ancient Māori and Polynesian cognates to the Socratic method of teaching, establishing cooperative dialogues between myself and the students which use disciplined questioning to stimulate critical thinking and uncover assumptions.

**3. To introduce relevant business and economic concepts and practices, guiding students to an understanding of the theoretical underpinning of those concepts and practices.**

My background in community development over 50 years, and my experience of working in South East Asia and the Pacific Islands, are brought into the classroom to develop a comparative framework that shows students that not all economies reflect Anglo-Western modes of practice.

**4. To reinforce and enhance the reading capabilities of mature Māori business students by extending their business and economic literacy, through building bibliographies of business and commerce.**

This enables students to engage with the authors intellectually and emotionally and is a significant adult educational strategy for learning. According to Paulo Freire bibliographies are a powerful tool for understanding and owning the world.



My teaching thus requires flexibility around course direction, and I allow the students' interests to dictate the flow of the discussion. I have many slides prepared for the class, as there are many potential avenues that can be covered in any one session.

*The lecture ... extended well beyond a narrow interpretation of the topic [Introduction to Māori firms]. Mānuka's expertise and enthusiasm shone throughout and he epitomised superb adult educational practice in delivering a session that gave every appearance of being transformative.*

Professor Susan Geertshuis  
Peer review of teaching, 2015



# Te Tohu Huanga Māori Programme



2017 Te Tohu Huanga  
Māori Business Development Programme



BUSINESS SCHOOL



Te Tohu Huanga Māori Programme (Māori Development) was the UABS' first dedicated Māori-focused study programme, and the first of its type to be offered in Aotearoa. The programme provides leaders engaged in Māori business development with a range of traditional, current and future-orientated, practical business and management skills.

Te Tohu Huanga Māori has focused on securing access for Māori to advanced tertiary education and growing the numbers of qualified Māori academics. Aimed at mature students in the workforce, Te Tohu Huanga Māori sets a standard of indigenous epistemic learning based on sound, appropriate pedagogy of Māori business and economics. The students' success makes an immense impact not only on graduating individuals, but also on their whānau and communities.

My role as leader and teacher in Te Tohu Huanga Māori has been substantial, and of long duration (22 years starting in 1996). The programme is guided by *Tikanga Whakaruruhau: Towards a Pedagogy of Māori Business and Economic Development Education* and by the principles of the teaching philosophy articulated above.

In 1993, the first cohort started in Auckland. In 2002 the programme extended to the Bay of Islands, and in 2004 to Rotorua. In 2017, it is offered in Tāmaki Makau Rau (Auckland), and Te Tai Tokerau (Northland). The multi-campus offerings are in response to requests from local Māori communities, and have provided opportunities to 'cast the net' into communities where access to tertiary education is limited by location and travel time. The outcome of the Rotorua and Te Tai Tokerau classes was a collaborative effort that combined networks and relationships over a period of years; and a Virtual Classroom Project, a distance teaching and learning programme that utilises video-conferencing technology for teaching the PGDip(MāoriDev).

A feature of the strategy enabled new campuses in Northland and Rotorua, and the first full University of Auckland degree taught via video-conferencing technology. From 1996 to 2014 I was the Academic Coordinator providing the leadership necessary for teaching and learning success. This entailed recruiting, coordinating teaching, and negotiating with HODs of the eight contributing lecturers. The programme boasts 486 graduates throughout Aotearoa and internationally.

## Te Tai Tokerau

- Together with the Ngāti Hine Hauora Whānui, a local iwi health provider organisation, we started a campus in Kawakawa, Bay of Islands, utilising the headquarters of Ngāti Hine. A block teaching method involved students from all over the North (including the Far North) travelling to Kawakawa every second Saturday for courses. All lecturers travel from Auckland to the Bay of Islands for teaching and tutoring.

- The UABS partnered with the UoA Whangārei Campus and redesigned their video-conferencing facilities in order to run a cohort of both Auckland and Te Tai Tokerau students.
- Currently, the Northland course is offered at the Treaty of Waitangi Centre, Waitangi, Bay of Islands.

#### *Rotorua*

- A second rural campus was started in Rotorua in 2004. The Business School signed an MOU with the Crown Research Institute, Scion, whereby the University and Scion together redesigned the CRI's video-conferencing facility. It was recognised as one of the most up-to-date teaching facilities in the country and was the Central North Island base for the Huanga Māori Masters Programme.

Experimentation with pedagogy and course content occurred, alongside extensive internal evaluations with teaching staff, alumni and consultations with Māori leaders of relevant tribal authorities, and in the private and public sectors. The goal has been to determine an appropriate UABS response to the present and future qualification and formation needs of flourishing and diverse Māori enterprises, namely tribal, private, and public, and, to a distinctive and dynamic Māori economy, the economy of Mana.

In summary, the programme has achieved:

- 24 years in operation
- Graduated 486 Postgraduate Māori Development
- Graduated 94 Master in Management
- This programme has also contributed toward the MBA and PhD both at UoA and other Universities.



## Curriculum

The Te Tohu Huanga Māori Programme addresses the urgent need to provide a world-class academic pathway for leaders of diverse Māori social enterprises. The postgraduate diploma recognises four significant new factors in mature Māori learning and leadership in business and economics. First, that 1,000+ years of Māori business history matters as it informs the present and the future. Second, that a Māori approach to economic and social enterprise interweaves cultural, spiritual, environmental and economic well-beings into a holistic mode of business and economics. Third, Māori entities are not homogenous and exist across all sectors in many forms. Fourth, that science and innovation are important to the Māori economy, and thus to the NZ economy, and will become more dominant over time.

*It encouraged me to look outside the square in areas I would not normally study. I found this subject to be very 'eye opening' and encouraged me and required me to push myself.*

Māoridev 720, 2010

*Having a lecturer know the content inside and out; being able to draw from many areas; and back up this knowledge with insight is a key aspect of this course being done particularly well.*

Māoridev 738, 2013

*Having the opportunity to be taught by a living legend Kaumatua .... The lectures were insightful, the experiences and factual research Matua has done was inspiring.*

Māoridev 720, 2017

The programme has eight courses:





*Mānuka ... reflected on the challenges of working at post graduate level with students who lack a first degree and the pros and cons of having students who are passionate about the topic you are teaching but also have deeply held but possibly ill-informed beliefs. Mānuka explained how he challenges and supports students.*

*In summary, Mānuka has a distinct style that worked very well when I watched his session. He expected and received post graduate level performance from his class and trusted them to manage complex ideas and readings. Mānuka came across as having a passion for his subject and a genuine concern for his students.*

Professor Susan Geertshuis  
Peer review of teaching, 2015

**Figure 2: Teacher Evaluations (Māoridev 720)**

Question	Year	Response rate	% agree	Mean
The teacher inspired me to learn	2017	8/23	100.0%	4.57
	2016	19/26	94.7%	4.63
Overall, the lecturer was an effective teacher	2017	8/23	100.0%	4.29
	2016	19/26	94.7%	4.63

*Passionate, inspirational and motivated delivery*

*Having a lecturer who was passionate about teaching us and forever taking his time to break it down for us if we needed it to be. He is so inspiring and I am looking forward to all the classes he teaches.*

*His calm approach and deep explanations of Maori concepts [was most helpful for my learning]*

*When we have a question or query Manuka explains and uses the whiteboard to make explicit the explanation. He always asks and reinforces our understanding. He encourages engagement and challenges our thinking.*

*[Manuka] is very inspiring and makes me want to learn more and can't wait to get to course each week!*

Māoridev 720, 2016 and 2017



## Impacts

Given that the Māori population is young and growing, that tribal treaty settlement sees the return of old assets and new funds which increases credit capabilities for long-term development, the UABS is strategically well placed to meet the business and management education of existing and future Māori leaders. This contributes significantly to meeting Te Tiriti o Waitangi obligations of the University of Auckland Strategic Plan.

As my teaching is tailored to mature Māori students, the outcomes of my classes, and indeed of the Te Tohu Huanga Māori, are practical ones that may not be captured in the usual course evaluations. The courses become a pathway towards conscientization and identity formation. Students become critical thinkers and are more assertive in themselves.

***I was intellectually challenged and stretched... My skill base has improved and I have a better view of business organizations and economies thanks to the content delivered and the nature of having to be fully engaged in the content.***

Māoridev 738, 2013

***Manuka opened my mind to new learnings which challenged my current view on issues pertaining to Te Tiriti o Waitangi. I really enjoyed the paper.***

Māoridev 720, 2016

***Manuka has outstanding lectures where he pushes you to think bigger and question everything that is in front of you. I enjoy his deep thinking conversations.***

Māoridev 738, 2013

***The critical thinking involved with completing assignments [was most helpful for my learning]***

Māoridev 720, 2016

***He taught us to not take anything for granted and look at who actually wrote the passage...***

Māoridev 720, 2016

***The course has stretched my knowledge in such a way that it has made me think outside of the square and to search into uncharted territories of strategic planning instead of what is in front of me.***

Māoridev 738, 2013

Māori economic development is about Māori students thinking in Māori terms, from within a Māori worldview, ethics and values framework, rather than replicating the worldview and values of the dominant Anglo-Pākehā society. Students bring their own practical experience and business issues to the course, and thus pose their own questions to solve, in real time. This is reflective of the pedagogy that we created at the Business School.

My mentorship role to the students whilst they are enrolled in the programme extends to a professional and personal role once they have completed. My invitation to be a keynote

speaker by many of my former students is testament to the impact I have had on the students and the connections I maintain afterwards.

Furthermore, we have built up a Māori language vocabulary within the Business School of Māori notions of the economy and business enterprise. Moving away from transliterations, we have researched such concepts as Whai Rawa: Flourishing economy; umanga whanaungatanga (the pursuit of communal ventures), and Te Ohu Umanga (the entrepreneurial team). These outcomes stem from the recognition and acceptance of Māori enterprise values that placed to the forefront of Māori teaching.

## Student endorsements

*The programme supported my career change from Director of Nursing at Auckland District Health Board to running my own business. I think the course is an opportunity for Māori nurses, who tend to work for someone else, to acquire new tools and gain the skills needed to confidently go in to business.*

Taima Campbell, Ngāti Maru, Ngāti Tamaterā, Ngāti Kiriwera  
Director, Hauraki Health Consulting Ltd

*This programme and my time in Auckland is about gaining the right skills to eventually help build and develop our own whānau businesses with the vision to support and perhaps lead other hapū, community and iwi businesses in the future*

Harata Brown, Te Aupōuri, Ngāti Rangiwewehi,  
Ngāti Whakaue, Te Atiawa  
Freelance Journalist



**Karen Vercoe**

Te Arawa

Owner and Principal Consultant  
of KTV Consulting Ltd

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*"It gave me more confidence that the tools we have from Te Ao Māori are awesome in business as well as the skills to take learnings from my own whānau and translate these into a Pākehā setting."*



**Simon Brown**

Te Aupōuri, Ngāti Rangiwewehi, Te Atiawa

Owner operator The Kahikatoa Red  
Manuka

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*"It has helped set me up for the style of business I now feel comfortable with which is based on Māori values and protocols such as rangatiratanga, kotahitanga, manaakitanga, kaitiakitanga as well as mana, pono, tika and whakapapa."*

## Postgraduate supervision

Co-supervision is a feature of my contribution to postgraduate student success, and is consistent with my commitment to an interdisciplinary and collaborative approach to teaching, learning and research. It requires a high level of collaboration with academic colleagues of different discipline interests such as Economics, Law and Jurisprudence, Psychology, Management Diversity, Strategy, Sociology, Biology and Genetics. While it is not always easy to traverse diverse disciplines, I have gained a high level of competency, which is beneficial for students and lecturers. It has also given me new understandings of how academic disciplines are related, as well as insights into complexity theory and practices, and systems thinking.

I have been fortunate to assist and support the completion of the first two Māori completed PhDs in the 100+ years of the UABS: Dr Marama Findlay (Economics) and Dr Rachel Wolfgramm (Management and International Business); Associate Professor Chellie Spiller (MIB) was the fifth.

I act also as cultural advisor for many post-graduate students. I have collaborated with academic colleagues who have a speciality in topics not restricted to business and economics. This traditional specialisation is time-consuming with students needing me to listen, consider and discuss their topics at length. My extensive knowledge base has seen me supervise, mentor, advise and examine a range of students and topics, both within the areas of business and economics as well as in the sciences, development studies, engineering, Māori studies, theology, education, and Indigenous studies. For many students, this has been their first in-depth engagement with Māoritanga (Māori life and worldview).

Under the umbrella of the Mira Szászy Research Centre, I have helped to cultivate two student-led groups: KIN, the Knowledge in Indigenous Networks PhD group, and Ngā Taniwha, the Business School Māori Alumni. I see it as part of my mentoring role to foster their growth and development. I have also hosted well-received writing retreats for post-graduate Māori and Indigenous students in a whānau environment.



*Members of KIN*

## Mentoring and pastoral care

As a kaumātua and senior academic my role involves nurturing and developing my colleagues and students. My door is always open. I do not see a clear distinction between personal and professional life, inasmuch as they deeply affect each other, and thus I like to enquire about the holistic well-being of my colleagues and students, and do what I can to protect and enhance the mauri, or life-force, of them individually and as a group.

As the Business School's Associate Dean Māori and Pacific, I had overall responsibility for the UABS He Tuākana Mentoring Programme for Māori and Pasifika students. Alongside other colleagues, in particular Carla Houkamau, I was one of the founders of the early UABS Māori mentoring programme, which ultimately led to the establishment of the Mana Programme. Specifically, we developed the UABS MOPAS, He Tuākana and the establishment of a dedicated Māori and Pacific Te Marumaru Study Centre. The strategic leadership and effective management of these programmes require significant 'hands on' development and implementation.

He Tuākana participation, engagement, and retention has been growing each year and now includes pastoral care, academic mentoring, industry mentoring, as well as social, cultural and professional development, including the Commerce Association for Pacific and Māori (CAPM).

To foster wider academic collaboration I invite post-graduate students, early career teachers and established colleagues, to be involved in my lectures. Guest lectures provide a new perspective in the wānanga, and allow our students and teachers the opportunity to gain teaching experience, under the mentorship of an experienced and friendly colleague. Furthermore, I am often called upon by colleagues as a guest in their lectures and classes where I try to provide an Indigenous Polynesian Māori voice, and support others in their teaching efforts.

The mentoring became part of a School and Department of Management and Employment Relations/MIB strategic decision to grow our own pool of potential Māori academics through the PhD programme. The plan was in response to the national shortage of Māori academic staff qualified to teach in a business school, and the various departments, including management. Specifically, I co-supervised new Māori academic staff, Dr Marama Findlay (Economics), Dr Rachel Wolfgramm (MIB), Dr Carla Houkamau (MIB), Dr Chellie Spiller (MIB), Koro Tawa (Information Systems and Operations Management). I have also worked with a number of academic colleagues through the MāoriDev programme, who may not identify as Māori, but are passionate about the programme and students. These colleagues, due to their perceived differing worldviews, sought advice and mentorship in dealing with cross-cultural issues. Although I no longer hold the role of Associate Dean Māori and Pacific, I continue to be called upon for spiritual, cultural, academic, and pastoral care of both Māori and other peoples, professional and academic, senior management and other staff and students.

My approach is to bring together integrated, multidisciplinary teams of Māori and other colleagues that comprise of senior academics, emerging academics, and post-graduate students. My approach is to explore, with colleagues, the traditional and contemporary Economy of Mana based within historical, philosophical and anthropological kaupapa Māori notions of business, economics, knowledge transfer and the creation of knowledge and value, offering opportunities for emerging researchers under the 'maru' (mantle) of support and mentoring offered by senior, experienced scholars. I believe that a research programme that envisions the strategic intent for Māori business and economic contribution for the benefit of all New Zealanders, it is imperative that our most precious resource—people—is developed, enhanced and celebrated.

*Through Mānuka's leadership and mentorship, I have seen countless Māori, Indigenous, Pasifika, and Pākehā students and academics flourish under his watchful eye. Mānuka nurtures excellence, convincing each student that they are capable and exceptional, thus creating and promoting capabilities and excellence.*

Dr Carla Houkamau  
Associate Dean, Māori and Pacific Development



## Business School and the Community

One of my responsibilities is linking Māori communities with the Business School. The University of Auckland Business School has existed, in various iterations for 105 years but significant Māori participation is quite recent. In 1986 the School recognised the low participation of Māori and other Polynesians in the Faculty with the establishment of the Māori and other Polynesian Admission Scheme commonly referred to as MOPAS. Its aim was to address the problem of recruitment. This was the first formal recognition of the need to diversify.

In 1993 UABS introduced its first dedicated Māori-focussed programme, an Executive Programme aimed at mature students in the work force, later renamed Te Tohu Huanga Māori programme. Our paper *Tikanga Whakaruruhau: Towards a Pedagogy of Māori Business and Economic Development Education* proposed the development of a Māori business and economics pedagogy, in conjunction with an active recruitment and retention strategy. While Executive Programmes remained a priority, developing Māori-focussed undergraduate and post graduate options and outcomes became a long-term goal.

In order to develop the UABS Māori and Pacific agenda, a service strategy was deliberately enacted by myself and Peter Withers, Director of the Graduate School of Management. The schema titled *Te Ringa Whero Programme, Ngā Pou e Rima* outlines the five pillars of the Business School strategy for Māori Business Development:

1. **Te Kuwaha**, the undergraduate and postgraduate programme
2. **Te Huanga Māori**, Executive Education associated with the Graduate School of Enterprise
3. **Te Kupenga Rangahau**, research under the umbrella of the Mira Szászy Research Centre, a dedicated Māori and Pacific research centre
4. **Whakawhanaungatanga**, including the establishment of Māori Alumni networks and annual Aotearoa Māori Business Leaders Awards
5. **Te Putea Manaaki me te Atawhai**, involves the establishment of appropriate Māori protocols for the Business School and scholarships.

## Māori Business Leaders Awards

In 2003 programmes to identify UABS's Māori Alumni were launched. Many of the alumni come from Te Tohu Huanga Māori. The highlight of this outreach activity is the Māori Alumni and Business Leaders Dinner held each year to acknowledge the academic success of Māori, and to honour and celebrate the success and achievements of Māori business leaders.

I played a key role in the establishment, management, and ongoing sustainability of the MBLA and the annual event has become New Zealand's premier Māori business award event, growing in size and stature each year. It attracts politicians, business and community leaders, iwi organisations, government agencies, alumni, partners, friends, family and business associates as well as current Māori students and faculty members.

As a result the awards have enabled the Business School to develop a network of Māori alumni who support each other professionally and gather each year to reaffirm their commitment to support the academic and business successes of our Māori students.



*Aotearoa NZ Māori Business Leaders Awards 2016*

## Ministry of Health Clinicians - Ngā Manukura o Āpōpō

Each year I present a series of four one-day leadership workshops based on my research on Māori leadership and Māori identity for Digital Indigenous, a professional Māori training organisation, at marae around the country. Funded by the Ministry of Health, the professional development seminars consist of Māori health professionals, clinical and administrative, and has over 480 Māori health clinicians and professional graduates completing the eight-day marae-based programme. The programme focusses on traditional and contemporary Māori leadership styles in a global setting.

## Director, Mira Szászy Research Centre

As part of my agenda to present a more expansive view of the Māori economy through the UABS, the Mira Szászy Research Centre, a dedicated research centre for Māori and Pacific economic development was established by myself and Ella Henry. Driven by the mission to become a centre that acts as a forum for business and economic academics to consider Māori and Pacific related concerns, the MSRC was the first of its kind. It is also a hub to grow Māori business academics.

My leadership in collaborative research as a kaumātua, teacher, and expert witness for current Waitangi Tribunal Hearings has led to three major reports containing some 1,990 pages of NZ business and economic historical evidence of Māori governance and management practices over natural resources and labour utilisation. This has added significantly to a corpus of new NZ-Australian-Pacific business and economics knowledge.

I am frequently called upon to advise government departments, including the Ministry of Māori Affairs, local authorities and other institutions on ambicultural policies with recognition of my role in the UABS from Ministry of Business, Innovation and Employment and Te Puni Kōkiri (Ministry of Māori Development). In recent years, I have held ministerial appointments of strategic significance for Māori learning and training.

The MSRC has established business clusters in the areas of fishing, forestry, eco-tourism, social enterprise and health. The centre is currently engaged with 380 claimants in the Ngāpuhi Wai 1040 Paparahi O Te Raki (Northland Enquiry), with myself as first author, principal investigator, and expert witness for three oral and traditional history reports that have engaged all these claimants.

## Governance Tertiary Education Leadership Roles

I was appointed to the following boards, relevant to this nomination:

- NZ Government, served eight years (2008-2015) as a Council member of Te Wānanga o Aotearoa – “a world leader in indigenous education and New Zealand’s second largest tertiary provider”<sup>2</sup>.
  - Contributed to organisation strategic planning for next 50 plus years
  - Helped establish the Local NZ Organisation’s first Endowment Fund, as means of guaranteeing its long term financial independence.
- NZ Government, served 5 years (2010-2015) as a Council member of Manukau Institute of Technology, Auckland, NZ.
  - Contributed to enhancing the relationship between local Māori communities and the institution
  - Contributed to long-term strategic planning for serving not just South Auckland but a larger Auckland metropolitan society
- Retirement Commission, National Strategy for Financial Literacy Advisory Committee, Retirement Commission Office (2008-2015).

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<sup>2</sup> TWA Corporate Profile <https://www.twoa.ac.nz/Te-Whare>

International:

- Trustee, Trust Board, Fielding Graduate University, Santa Barbara, California, USA, and current member of its Academic Affairs Committee (2016-current). Nominated by Professor Manley A. Begay Jnr, Diné Navajo Nation leader, USA, and Professor, Applied Indigenous Studies Department, University of Arizona, Tucson, USA. Co-director of the 'Harvard Project on American Indian Economic Development'.

I have advised government departments, local authorities and other institutions on bicultural policies and also served on government advisory committees on development assistance, peace and disarmament, archives, history, social policy, environmental risk management and number of other ministerial appointments.

These ministerial appointments to government entities, engagements with private and social sector bodies are a testament to a very high peer review profile, and a way in which I have managed to influence other tertiary institutions, government policy and private sector thinking in support of Māori and Pacific business.

## Recognitions

My leadership in relation to Māori education has been recognised in a number of ways:

- 2010: UABS Distinguished Contribution Award for the work I had done over a long period of time to develop meaningful and dynamic connections between the UABS and the Māori and Pacific communities
- 2006: UABS Dean's Award for outstanding leadership and innovation in the development of strong educational connections between Māori and Pacific communities and the UABS
- 2005: Acknowledgement of excellence in the mentorship of postgraduate students in case writing and teaching at the UABS International Conference on Case Study Teaching and Learning.

## Conclusion

### **‘I Ngā Wā o mua, He Whenua Rangatira’: The roadmap to Māori prosperity**

Māori accounts tell the living history, *I ngā wā o mua*, of the economy of mana, when economic sovereignty was measured by inclusive prosperity and wellbeing in a time of peace and harmony, *he whenua rangatira*. Until the 1850s the Gross Domestic Product (GDP) of Aotearoa/New Zealand was largely Māori-driven. The Māori economy declined after 1850 as European settlement spread. The history of pre-colonial enterprise was submerged and went unwritten. Māori urgently require a roadmap to prosperous futures. Māori are leading research into the practice, and nascent theory, of indigenous and Austronesian economic development; the notion of indigenous firms; and the indigenous wealth creation and poverty removal. I intend to continue to make substantive contributions to developing Māori and international models of indigenous economic success through my teaching and research.

In addition, as a member of Ngā Pae o Te Māramatanga: New Zealand's Māori Centre of Research Excellence (CoRE) I am committed to research leadership. Funded by the Tertiary Education Commission (TEC) and hosted by The University of Auckland, Ngā Pae o Te Māramatanga has 21 partner entities conducting research of relevance to Māori communities. It is an important vehicle by which New Zealand contributes to global indigenous research and affairs. Ngā Pae is unique in that it is experienced, transdisciplinary, collaborative and cross-institutional. Because of this experience Ngā Pae is able to contribute to a broad and interconnected spectrum of research challenges. Ngā Pae envisions Māori leading New Zealand into the future, and is committed to realising the creative potential of Māori communities, bringing positive change to Māori, the nation, and the wider world.

I am Co-Theme Leader with Dr Shaun Awatere (Landcare Ltd), of the Ngā Pae o Te Māramatanga: Whai Rawa-Maori Economy research projects. The Whai Rawa project utilise Kaupapa Māori research methodologies applicable to economics and business to explicate the economy of mana and whenua rangatira as a means for inclusive, contemporary prosperity-making. The project will make the economy of mana and the evidence of whenua rangatira accessible and intelligible to local and international audiences in a team-authored book. This will foster the future economic well-being of Māori and other Indigenous economies, and the things I learn in the process will, as always, feed back into my teaching.



