

LOCAL GLOBAL CITIZENSHIP IN HIGHER EDUCATION

A framework and case studies for
curriculum development



6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

INTRODUCTION

The subject at the centre of this case study is LB5218: Business Plan: Application of Strategy. This is a capstone subject taken in the final year of the Masters of Business Administration (MBA) program. The intentional design of the subject seeks to equip international students with a work-relevant skill set through a work placement with a local small-medium sized (SME) firm and a non-profit organisation. The subject brings together the theoretical materials covered in the course (including theories of ethical and social responsibility in professional practice and aligns them with the university's strategic intent to develop graduates who make a difference in the local context) and introduces community-based learning experiences through collaboration with a Singaporean SME firm and a non-profit organisation. Students are encouraged to become work-ready, contribute to community and be aware of intercultural competencies and differences.

Student agency provides the opportunity for diverse student teams to engage with the wider curriculum by developing a practical logical business plan to provide achievable outcomes for the SME firm and the non-profit organisation. They must interact and deal with real life challenges in managing a local business within the uncertainties, constraints and parameters set by the organisations. The process allows student teams to reflect on their professional and inter-cultural learning experiences and any areas of conflict or challenges that arise in managing the business plan. Through these experiences, they learn about themselves and how to make meaningful and measurable contributions to the community and society.

The elements of the guide most pertinent to this case study are highlighted right.



DOMAINS OF PRACTICE

STARTING OUT

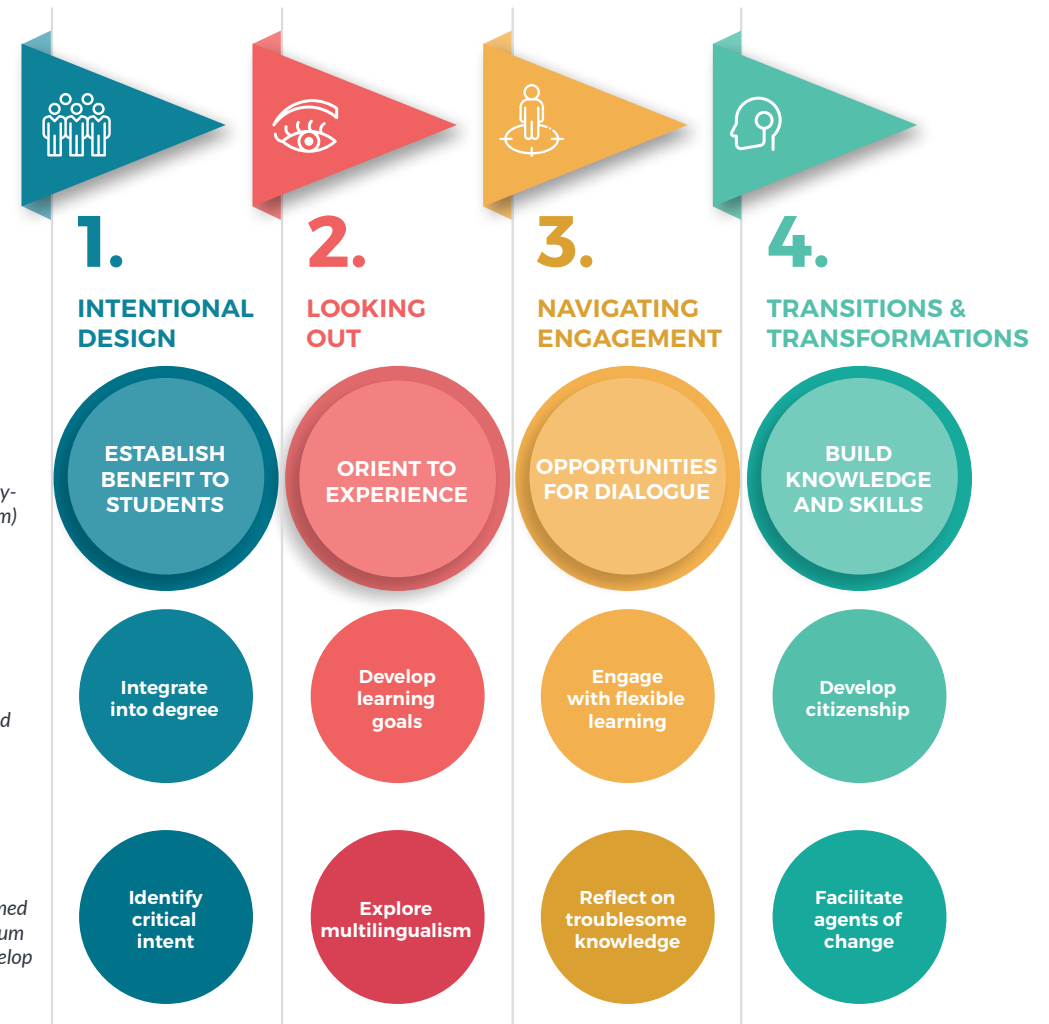
(initiating a community-based learning program)

MOVING FORWARD

(for more experienced practitioners supported by institutional resources)

BEST PRACTICE

(for well-resourced programs that are framed within critical curriculum and pedagogy to develop agentic graduates)



6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

CONTEXT OF THE CASE STUDY

This case study captured the learning experiences of two groups of international MBA students undertaking a business plan tailored to the specific business briefs of two organisations in Singapore, namely an SME firm and a non-profit organisation. The business plan is embedded in the course LB5218 (Business Plan: Application of Strategy) with the objective to equip students with a work-relevant skill set while developing a global mindset and to instil civic responsibility within a democratic framework.

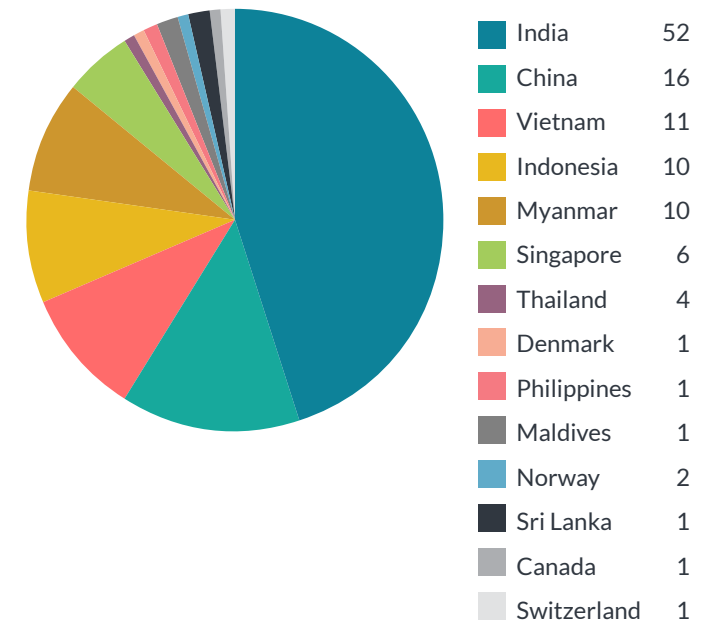
While the internship has been associated with WIL (Patrick et al. 2008) in providing students with workplace experience, this has been a challenge for international students enrolled at James Cook University (JCU) Singapore campus due to the Singapore government regulation prohibiting international students engaging in paid or voluntary industry internships or placements. One of the challenges in the above capstone course at JCU Singapore campus was to deliver practical experience to students in an international context given the legislative constraint.

Working around this challenge, autonomous teams were formed to work on a business plan tailored to the specific business briefs of real organisations located in Singapore such as Tan Seng Kee Foods Pte Ltd and RSVP (also known as Organisation of Senior Volunteers). Embarking on the business plan with a WIL focus enabled students to tackle real business problems given by the organisations. The autonomous teams were briefed by the directors at the premises of the organisations, undertook site visits and participated in the activities of the two organisations.

The combination of the diverse student population (see Figure 1) and the Singapore-based organisations provided a rich context for inter-cultural learning and gaining global perspectives. The participant profile highlighted the diverse nature of student backgrounds characterised by:

- **International cohort represented by 23 nationalities**
- **Only 8 per cent reported living in a regional area, highlighting the urban nature of the cohort**
- **30 per cent had caring commitments outside of study**

COUNTRY OF ORIGIN OF THE STUDENTS ENROLLED IN LB5218



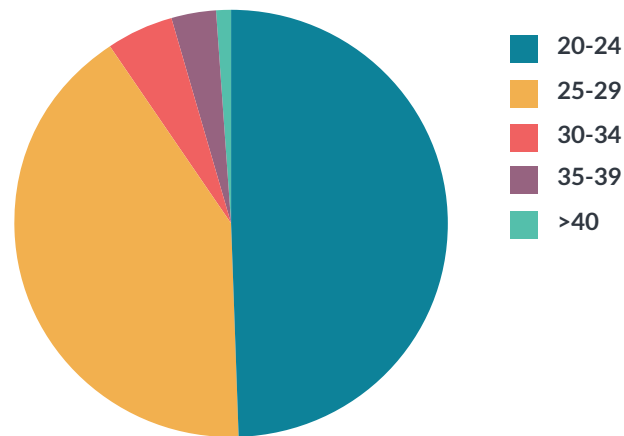
6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

This subject was taught in a 10-week semester and consisted of weekly face-to-face seminars with students gathering in small groups to develop, deliver, and document an integrated plan for a real or simulated business. Enrolled in the subject were 119 full-time, international fee paying students of which 90% were under 30 years old. Figure 2 shows the proportion of students in the different age groups.

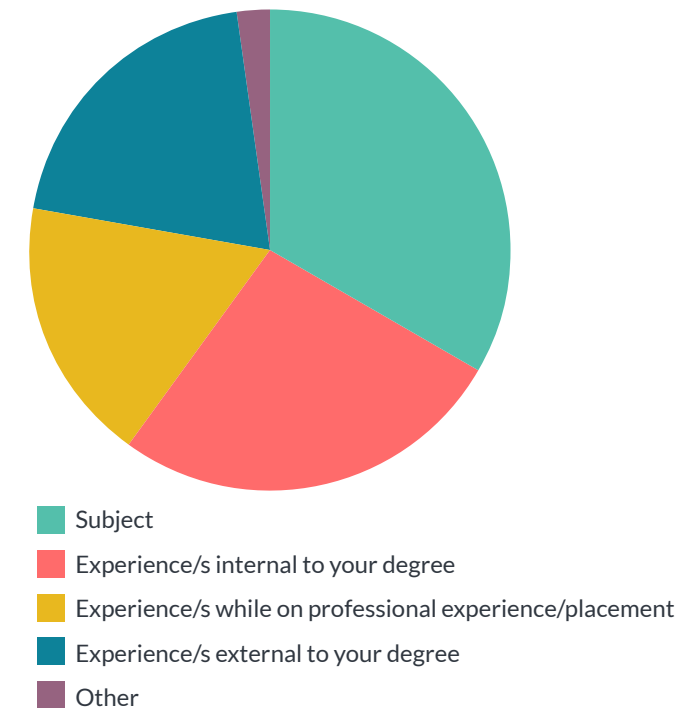
AGE



Almost 90% of the cohort was taking this course to fulfil their Master of Business Administration with the remainder taking it to fulfil their postgraduate programs. Two focus groups were conducted, one with the teaching staff and another with the students. The first group served to identify the key elements the teaching staff hope the course can impart to students while the latter examined the progress of the course in achieving its desired outcomes. The focus groups were complimented by a survey of the student cohort to gather student feedback about their learning experience with the subject.

Data collected via the various methods (Human Ethics Approval Number H6145) indicated that autonomous student teams had reported that experiences during their studies (through working with one another on the project, workshops and lectures internally) as well as experiences external to their degree such as professional experience and placement had contributed to their awareness of different cultures (see Figure 3).

HAVE ANY EXPERIENCES IN YOUR STUDIES OR PERSONAL LIFE INFLUENCED HOW YOU ENGAGE WITH DIFFERENT CULTURES?



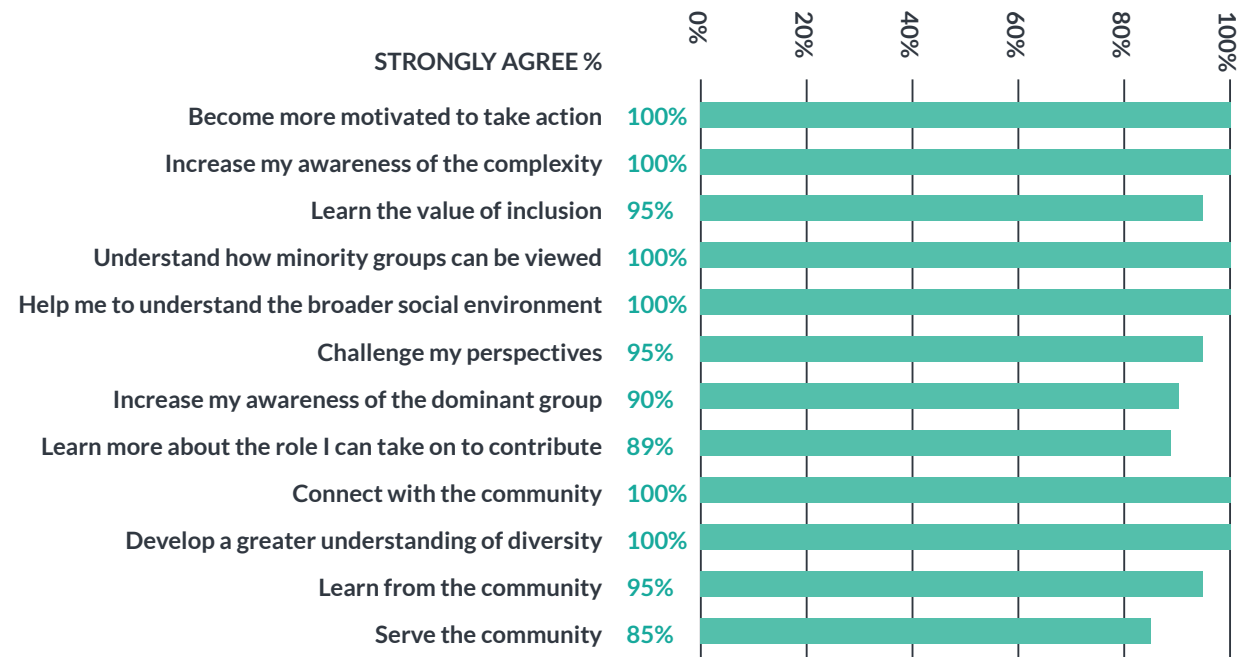
6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

More than 90% of the respondents expressed their inter-cultural experiences in terms of a greater understanding of diversity, an awareness of cultural differences, connecting with the community and learning more about their role in the community (see Figure 4).

INTER-CULTURAL EXPERIENCES OUTCOMES



6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

ENGAGING WITH THE CURRICULUM

The curriculum intent of LB5218 aligned with the [course learning objectives](#) in demonstrating an awareness of ethical and social responsibility in professional practice, as well as the university's strategic intent to develop graduates who make a difference in the local context.

As suggested by Eyler and Giles (1999), one of the key components of a successful service-learning program is high quality placements. In the current WIL, this was achieved through partnerships with social enterprises and SMEs to develop community-based projects to enhance students' experiences in service learning and provide global perspectives in actual work environments. Such an approach appealed to students' interest in **becoming work-ready, contributing to community and/or widening networks**.

One such organisation was Tan Seng Kee (TSK) Foods Pte Ltd which focused mainly on [two projects](#):

- 1 Drafting a strategic business plan for international expansion. This required extensive analysis of a holistic approach which included but was not limited to: industry analysis, and competitor and market analysis, as well as conducting a feasibility study.
- 2 Drafting a strategic business plan for the domestic market in Singapore, which encompasses institutional caterers, food service chain restaurants, hawkers, wet markets, school cafeterias, hypermarkets and supermarkets (Sheng Siong, Giant and FairPrice).

In addition to TSK, students had the opportunity to work with a not-for-profit organisation, Retired and Senior Volunteer Program (RSVP, also known as "The Organization of Senior Volunteers"). Students were to draft a strategic business plan to attract 5,000 volunteers in 50 locations to mark Singapore's 50th anniversary celebrations. Consistent with service-learning (Godfrey, Illes & Berry 2005), students worked on an authentic problem with resource constraints and organisation parameters set out for them within a 10-week time frame.

Milestones for the capstone experience were achieved by first defining the problem (i.e. the business brief) and setting the parameters during the orientation session and the pre-experience briefing. The students went on a site visit at an appropriate time before commencing their business plan project. Upon commencement, students constantly sought feedback from collaborating industry partners either via emails or site visits to gather relevant information. Project progress was reported weekly to their academic supervisors so as to initiate their development to become an agentic learner. The students then compiled the business plan report and presented a pitch to the industry partners. At the end of the placement, the industry partners and the academic supervisors provided feedback about each student's overall performance.

Students' development in WIL is marked by three assessments with their respective weights in [bracket](#): contribution to project management (30%), business plan document (50%), and 'pitch' presentation (20%). The various assessments required students to define the problem and the parameters by enacting team rules/crisis management plans for the completion of the project.

Students had to demonstrate a high level of autonomy and accountability in the planning, execution, communication, and evaluation of the business plan [required](#). Additionally, they had to handle work demands and expectations in a multi-cultural environment consisting of individuals from diverse nationalities, and social and cultural backgrounds. These business plans enabled autonomous teams of students to achieve the deliverables set out by the industry partners through two founding philosophies of occupationally specific knowledge and civic responsibility leading to a sustainable community. Two key themes were further developed in the curriculum activities: intentional design for agentic learners and global citizenship through cultural learning.

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

Intentional design for agentic learners

Work-integration and service learning requires students to engage with the wider curriculum by developing a logical business plan to provide achievable outcomes for the organisation. By providing the context for students to develop job-specific knowledge that extends the theoretical knowledge learnt in the classroom (e.g. environmental and financial analysis), students have to deal with real life challenges in managing a business within the constraints and parameters set by the organisation (e.g. limited budget for promotion and advertising).

As part of agentic learning (and developing into an agentic learner thereafter), working on real business plans enables students to garner experience in developing personal and professional skills (Richards, Sweet & Billett 2013). These personal skills include time management and critical thinking, while the professional skills encompass technical and management knowledge, including the ability to communicate effectively, handle conflict and negotiate. In addition to the these anticipated skills, some of the unanticipated skills articulated by students include initiative, creativity, and research skills, as revealed in the reflection phase towards the end of the placement.

The value of discussing [with] one another ... various possibilities was extremely helpful to broaden each of our mindsets to various perspectives (Vini).

[The] technical process, teamwork and time management are the things that I learnt from this project. I understand how to prepare [a] detailed financial plan, conduct [an] interview to obtain data from customers, manage [a diverse group of] people to achieve one goal, and schedule my time [to] finish all [my] work (Angela).

Solving a real problem in an organisation also enabled student teams to come out with well-researched business plan projects designed to fit the business brief of the organisation. The hands-on experience enhanced the educational value of this project as observed by the following student reflections:

As our team was responsible for developing a business plan for TSK, I felt that I was able to understand many aspects of the business involved. The project helped our team understand the various principles, and implementation in a real world situation. I feel the project was an overall positive experience for my team (Minh).

The visit to the operations of TSK really helped me to understand how it works in real time and how you should analyse even small things while making any decision. It's not only about analysis but making strategy. It has taught me how to tackle problems in real life (Deepak).

In the pitch presentation, student teams communicated their business plan to a mixed audience consisting of their peers, lecturers and the organisation's representative (often the manager or CEO). This required students to express confidence in their delivery, essential knowledge of the industry and critical thinking skills in evaluating the project. These soft skills are essential in preparing students for real work and will aid in their future career prospects.

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

Global citizenship through cultural learning

Development of global citizenship through working in multi-cultural teams comprising of various nationalities in an international work environment to achieve project deliverables was one of the aims of the project. Pivotal to transformative learning, the global mindset can be conceptualised as a “facilitator and a manifestation of student change”, as well as a “generating centre of global citizen learning” (Lilley, Barker & Harris 2015, p. 235). One of the benefits arising from working on the business plan with teammates from diverse dynamics is the enhancement of students’ intercultural skills and diversity awareness. It is well-recorded that exposure to other cultures builds critical thinking and cultural intelligence, competence and awareness (Cheng 2005; Goldberg & Coufal 2009). Ultimately, this reduces any unnecessary forms of stereotyping and discrimination, while increasing appreciation for other cultures (Eyler & Giles 1999).

During the project, students were able to adapt, communicate and learn better as they gained better understanding of different cultures in an education environment that was very different from their usual environment. The survey indicated that more than 90% of the students expressed how their intercultural experiences in the subject LB5218 allowed them to develop a greater understanding of diversity and an awareness of cultural differences, to connect with the community and to learn more about their role in the community (refer to Figure 4 on p.4).

I had discovered new things about new cultures, diversities, industries and countries. It also affects my outlook towards different walks of life (Boshi).

The project has made me more empathetic towards fellow mates and I find myself more sensitive and responsive to other people’s needs. I have learnt the difference between a boss and a leader (Song).

“Diversity was one ... important factor which impacted on our discussions which helped to improve my listening skills as well as communication skills. It helped me to be open to new methodologies and listen to new thoughts by encouraging a difference of presumptions on all points and also give everyone the opportunity for equal participation (Pooja).

When she witnessed the quality of the market research work carried out by the students to address the business brief, industry partner Ms Annie Tan, Director of TSK Foods Pte Ltd, duly acknowledged that this endeavour was overall a positive experience.

The international market research carried out by the various teams for our products [was] useful consideration for our expansion plans. We were very impressed with the amount of research carried out to fulfil the business briefs.

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

Opportunities for reflection

At the end of the course, each student was required to submit a short reflection about their engagement with the autonomous team work experience. As it is recognised that learning outcomes will be vastly different for all students (Britt 2012), the reflection stage serves as an essential step for critical thinking and effective experiential learning (Jacoby 1996) as part of the flexible learning process. This process also enables students to incorporate the experiences garnered and skills learnt into their professional and private lives (Bailey, Carpenter & Harrington 1999; Godfrey, Illes & Berry 2005).

Looking at the various sources of data gathered from two focus groups, one of the main findings was that the students gained tremendously in the development of technical skills. These skills included written communication skills, time management skills and project management skills. The following focus group interview (FGI) data and reflections (R) from students and staff attested to this skill development. Communication was deemed essential in seeking understanding and the appreciation of different cultures.

Conflict is inevitable; the only thing we can do is minimise those conflicts. For example, in the business plan, I had become an emotional employee, but at the end we completed the business plan through communication with others (Jessica).

I strongly believe this total experience will be very valuable in my future endeavours, where we will have to negotiate, with different people from diverse backgrounds. In the present world, many issues are due to lack of understanding of others, how they feel, their perspectives etc. (Kirit).

The students believed that the course offered them plenty of learning opportunities in terms of time management and in handling the requirements of real-life business projects. They also gained invaluable experience through researching and working on the project.

The PESTEL analysis which looked at political, economic, social, technological, environmental and legal perspectives was very interesting and challenging. I believe this same technique can be used in analysing any real life situation (Vini).

[The] technical process, teamwork and time management are the things that I learnt from this project. I understand how to prepare [a] detailed financial plan, conduct [an] interview to obtain data from customers, manage [a diverse group of] people to achieve one goal, and schedule my time for finishing all [my] work (Angela).

[A task] was given every week to [each] individual [to] be submitted to the project leader at least one day before [the] weekly meeting. Since each of us also takes [other classes] and [have] a lot of assignments from other classes, finishing [the] weekly task is very challenging (Angela).

Putting the business plan together required team members to liaise with one another concerning the needs of the various departments in an SME business. The need for leadership in the team to make decisions was also one of the project skills articulated by students. In the process, they learned the challenges of running an SME business.

Generally speaking, doing this assignment has made me realise that even running a SME is very complicated because every department in a company is interconnected where one department change can affect other department performances. For instance, I need to make sure that our marketing strategies meet the budget (which is very hard), and I need to negotiate constantly with other departments like operations and finance to make sure the strategies can be implemented (Haridas).

According to the TSK case, in my opinion, the things I learnt are that once a team is conducting a plan, they should have a sound and reasonable action plan and follow the plan to order. This is the team leader's responsibility. A team leader should have the ability to make some decisions concerning the plan (Phuong).

The curriculum also benefitted students through improving their intercultural skills. Students were able to adapt, communicate and learn better as they gained a better understanding of different cultures and the education environment while working. They articulated aspects of global citizenship such as having an understanding of themselves and

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

others, developing personal connections and allaying the fear of others from different countries as seen in the comments below.

These connections will definitely help you in the future. And even if you cannot use these connections, you get to know about different cultures. If at some point [in] time, you are in a different culture or different country, the knowledge of different cultures can always come to good use (Andisa).

[The] research report has also expanded my knowledge to work with different cultured people and made me manage my time well. This will benefit me in future in my career. When there is an opportunity to work in [a] different country I will be able to adapt and manage different cultural background colleagues (Yankun).

In their words, the curriculum provided opportunities for them to develop friends and connections across the globe, giving them the edge for global adaptability and global citizenry compared to other graduates.

[Experiencing] different localities, different cultures, definitely comes back helping you in a way. That maybe one day you will have an opportunity to work in their country (Jasmeen).

This is also communicated in the survey where the majority of the students indicated a belief that humans across the globe are all interconnected and after taking the course, the students considered themselves to be global citizens. The teaching staff was complimentary about their students' ability to work on global problems and to develop different angles and perspectives in varied situations, and they felt the course did provide opportunities for students to engage in the global environment.

There [are] cross-cultural teams ... [with] team members from different countries [and] different cultures working together and they are required also to think of a plan [of] how to expand [the business] to foreign markets so that would give them also a chance to understand certain ... things that are not familiar to them, to ... research ... something on the foreign market and [in] this process they would learn about the difference in cultures (Saravanan).

Students also reflected on how they benefitted from working with people from different demographics and how they gained perspectives in looking at issues.

But our similar ages did help us get along. Our priorities may have been incredibly different, but the group had a good balance with various amounts of work experience and we all gelled really fast - easily within the first week (Yoshi).

This challenge also taught me that if there is a difficulty in one aspect of a product, we can always try looking from other aspects and changing those instead to make it more value add (Phuong).

In the survey responses (refer to Figure 4), almost all of the students expressed that they had obtained a better understanding of the broader social environment that surrounds their vocational interest and an increased awareness of the complexity of social issues and had become more motivated to initiate social change. Furthermore, they developed a greater awareness of their place in the world and reflected on what it means to exist in relation to others in the community.

Enablers and barriers in the curriculum

When enacting the curriculum intent, several barriers and enablers were encountered. The barriers included the restriction on formal placements and internships for international students in Singapore due to government's directive. As a result, students experienced some constraints in accessing the workplace and the limited time-frame of 10 weeks restricted the opportunity to fully implement their ideas. Additionally, institutional resources and support were limited which led to the involvement of two organisations, TSK and RSVP. This gave rise to limited project scope defined by the collaborating organisations and therefore it was challenging to identify realistic projects for all the students. Limited service learning opportunities provided another barrier. Given that SMEs and non-profit organisations have different priorities, with the former emphasising sustainability and the latter community outreach, students were restricted to plan activities within the boundaries of these priorities and the resources of the organisations.

Nonetheless, there are several enablers which increase the effectiveness of this curriculum. For a start, JCUS offers a multi-national, multi-cultural, and multi-lingual student body with each team being encouraged to have members from different cultural backgrounds so as to have diversity within the team. Secondly, there is a wide range of organisation partners in Singapore with whom to collaborate. Subsequently, teaching staff from JCU can potentially seek partnerships and incorporate these resources into the curriculum. Lastly, there is flexibility in the subject delivery to introduce service learning activities in the enacted curriculum.

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

EMERGING THEMES

Intended versus unintended outcomes

This course has several concrete outcomes for the students. Firstly, they will develop job-specific knowledge that extends the theoretical knowledge learnt in the classroom (such as environmental and financial analysis) to deal with real life challenges in managing a business within the constraints and parameters set by the organisation (such as limited budget for promotion and advertising). Secondly, they will develop global perspectives in multi-cultural teams comprising of various nationalities in an international work environment by embarking on a project in a Singapore-based organisation. The interactions within the group and within the organisations serve to create intercultural awareness and appreciation of group dynamics.

From the focus group data and survey data gathered, the following table represents some of the **anticipated (intended) and unanticipated (unintended) learning outcomes**. The unanticipated learning outcomes that account for some form of **flexible learning** in the process are highlighted in **yellow** in Table below.

Intended (anticipated) Learning Outcomes

Curriculum as an influencer to student agency

Most technical skills and intercultural skills were identified as anticipated learning outcomes. These are evident from the learning outcomes of the intended curriculum. The design of the curriculum provides opportunities for students to directly

engage with the workplace through designing and executing a business plan with real organisations based in Singapore. It extends the theoretical knowledge learnt into building competencies and capacities integral to the work place. The students gained transferable skills such as communication and people skills to effectively communicate their opinions to people from diverse backgrounds. They learned to cope with different varied demands of their workload at university and to meet the business briefs of the organisations within tight timeframes, thus building resilience, confidence and assertiveness with regards to work and learning. As such, the curriculum seeks to influence student agency (Richards, Sweet & Billett 2013) which is extended or refined through service with those organisations.

ANTICIPATED AND UNANTICIPATED STUDENT LEARNING OUTCOMES

Technical skills	Intercultural skills	Global citizenship	Understanding of sustainability
Team management	Communication skills (languages)	Allayment of fear of others	Sustainable urbanisation (Organisations)
Conflict management	Adaptation skills	Articulation of an understanding of others	
Decision making	Respect for different cultural groups / ages	Appreciation of different systems/legislation	
Time management	Emotional management	Interconnectedness of organisations internally and globally	
		Nature of consumerism	

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

Unintended (unanticipated) Learning Outcomes

Curriculum as an influencer to flexible learning goals

Students maximised their learning opportunities by extending their network to include the employees of the collaborating organisations and the wider community (for those groups involved in the not-for-profit project). Such experiences resulted in a higher awareness of their epistemological learning (such as a better understanding of self and others) which was reinforced through self-reflection and managing group dynamics. They developed a greater appreciation of the role of SMEs and non-profit organisations towards a sustainable future.

Global citizenship and an appreciation of sustainable enterprise emerged as key unintended learning outcomes of the project-based team collaborative learning experience in the subject. In addition, a noteworthy unintended outcome was the difference in staff expectations and student learning outcomes. The students did not focus on the intercultural experiences as intended from a business environment perspective, but instead emphasised the benefits of having a large network of helpful senior colleagues as well as the importance of communication. The interactions enabled students to develop an understanding of global citizenship to prompt future actions. The feedback provided by staff and students in the FGI illustrates this point.

There is a need to be conscious of [our] environment ... and how the environment influences our behaviour, and influences our actions, and plans. They need to agree on a common problem or issue, ... they have to agree with the organisation on that problem and then work for a period of time, ... within constraints to arrive at outcomes so every individual [has] to have good appreciation of elements and variables in the environment, ... which is global in a way. And the environment could be within the country, [or] outside of the country that [has] an impact (Academic Staff: Baluchi).

The networks and the connections over here will help you in future for your personal as well as professional life (Dao).

You are from different cultures and nationalities, so you have to be patient, and learn to listen. And you learn to speak up as well. It's a boost for your confidence as well (Wye Song).

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

LESSONS LEARNT

The design and execution of the business plan explored in this case study:

- **Contributes to the reciprocal relationships between the student and their host organisations thereby shaping their learning goals**
- **Encourages greater sensitivity to intercultural awareness and development of personal and interpersonal skills**
- **Extends the students' theoretical knowledge into practice and the development of transferable skills, competencies and capacities integral to the work place.**

This case study demonstrates that the provision of a real business case brief, despite the unavailability of actual internships, was sufficient to serve as an incentive for the students to fulfil the course outcomes. The students were motivated to engage actively in the business plan as it provided them with the opportunity for personal and professional development. Through the reciprocal nature of service-learning, knowledge from the students and community flowed bi-directionally in defining business issues and creating solutions (d'Arlach, Sánchez & Feuer 2009). As suggested by Godfrey, Illes and Berry (2005), this process enabled the students to contribute to the community whilst concurrently learning from the provider. The curriculum also provided potential job placements and the widening of professional networks for the students. At the very least, the students were able to gain perspectives and exposure to real-life experiences

in a global context (Godfrey, Illes & Berry 2005). They also gained knowledge and processes that can be applied to future professional practices.

Consistent with the aims of the enacted curriculum, the various assessments provided multiple platforms for the students to engage with organisations and develop business plans that addressed real problems and opportunities (Godfrey 1999; Godfrey, Illes & Berry 2005). Concomitantly, the students learnt to define the problems and parameters of the business plan by enacting team rules/crisis management plans for the completion of the project thereby engaging in flexible learning. In carrying out this project, the student teams demonstrated a high level of autonomy and accountability in the planning, execution, communication and evaluation of the required business plans. They learnt to develop transferable skills, such as critical thinking and analysis, while handling work demands and expectations in a multi-cultural environment consisting of individuals from diverse nationalities, and social and cultural backgrounds. Interpersonal skills and confidence were also developed through group work, presentations and documentation produced.

As proposed by Bohlander (2014), skills garnered from a successful service-learning experience will continue to be developed even after the project timeframe. Ultimately, this is consistent with the enacted curriculum for students to develop global perspectives by enhancing critical thinking through service-learning.

6 PROJECT-BASED WORK-INTEGRATED LEARNING: BUILDING GLOBAL PERSPECTIVES IN THE ASIAN TROPICS

Abhishek Bhati[^] and Caroline Wong[^]

[^]James Cook University

REFERENCES

Bailey, PA, Carpenter, DR & Harrington, PA (ed). 2004, *Integrating community service into nursing education: a guide to service-learning*, Springer Publishing Company.

Billett, S 2001 'Knowing in practice: Re-conceptualising vocational expertise', *Learning and Instruction*, vol. 11, pp. 431–452.

Bohlander, K 2014 'Enhancing Critical Thinking Through Service-Learning as a Consultative Process', *Developments in Business Simulation and Experiential Learning*, vol. 37.

Britt, LL 2012, 'Why we use service-learning: A report outlining a typology of three approaches to this form of communication pedagogy', *Communication Education*, vol. 61, no. 1, pp. 80–88.

Cheng, L 2005 'Successful clinical management requires cultural intelligence', *Perspectives on Neurophysiology and Neurogenic Speech and Language Disorders*, vol. 15, no. 1, pp. 16–19.

d'Arlach, L, Sánchez, B & Feuer, R 2009, 'Voices from the Community: A Case for Reciprocity in Service-Learning', *Michigan Journal of Community Service Learning*, vol. 16, no. 1, pp. 5–16.

Eyler, J & Giles Jr, DE 1999, *Where's the Learning in Service-Learning?* Jossey-Bass Higher and Adult Education Series, Jossey-Bass, San Francisco, CA.

Godfrey, PC, 1999, 'Service-learning and management Education: A call to action', *Journal of Management Inquiry*, vol. 8, no. 4, pp. 363–378.

Godfrey, PC, Illes, LM & Berry, GR 2005, 'Creating breadth in business education through service-learning', *Academy of Management Learning & Education*, vol. 4, no. 3, pp. 309–323.

Goldberg, LR & Coufal, KL 2009, 'Reflections on service-learning, critical thinking, and cultural competence', *Journal of College Teaching and Learning*, vol. 6, no. 6, p. 39.

Harvey, L, Geall, V & Moon, S 1998, *Work experience: Expanding opportunities for undergraduates*, <<http://www.uce.ac.uk/crg/publicationsw/we/zwecon.html>>.

Jacoby, B 1996, 'Service-learning in today's higher education', in B Jacoby (ed.), *Service-learning in higher education*, Jossey-Bass, San Francisco, pp. 3–25.

JCUA Cognos Data 2015, viewed 24 February 2016, <https://reporting.jcu.edu.au/ibmcognos/cgi-bin/cognosisapi.dll?b_action=xts.run&m=portal/cc.xts&gohome=>>.

Knight, P 2008, 'Fostering and assessing "wicked" competences', in C-J Patrick, D Peach, C Pocknee, F Webb, M Fletcher, & G Pretto, *The WIL (Work Integrated Learning) report: A national scoping study [Australian Learning and Teaching Council (ALTC) final report]*, Queensland University of Technology, Brisbane, viewed 28 Mar 2016, <<http://eprints.qut.edu.au/44065/1/WIL-Report-grants-project-jan09.pdf>>.

Lilley, K, Barker, M & Harris, N 2015, 'Exploring the process of global citizen learning and the student mind-set', *Journal of Studies in International Education*, vol. 19, no. 3, pp. 225–245.

McLennan, B 2008, 'Work-integrated learning (WIL) in Australian universities: The challenges of mainstreaming WIL', paper presented at the *Career Development Learning – Maximising the Contribution of Work Integrated Learning to the Student Experience NAGCAS Symposium*, Melbourne, June 2008, viewed 28 Mar 2016, <<http://www.usq.edu.au/resources/nagcasaltcsymposiumprereading120608.pdf>>.

Ministry of Manpower 2015, *Speech at Memorandum of Understanding Signing Ceremony Cum WSQ Graduation Ceremony*, Ministry of Manpower, Singapore, viewed 26 February 2016, <<http://www.mom.gov.sg/newsroom/speeches/2013/speech-by-dr-amy-khor-senior-minister-of-state-for-manpower-and-health-at-the-memorandum-of-understanding-signing-ceremony-cum-wsq-graduation-ceremony-26-november-2013-1140-am-chemical-process-technology-centre>>.

Patrick, C-J, Peach, D, Pocknee, C, Webb, F, Fletcher, M & Pretto, G 2008, *The WIL (Work Integrated Learning) report: A national scoping study*, Australian Learning and Teaching Council (ALTC) final report, Queensland University of Technology, Brisbane, viewed 28 Mar 2016, <<http://eprints.qut.edu.au/44065/1/WIL-Report-grants-project-jan09.pdf>>.

Richards, J, Sweet, L & Billett, S 2013, 'Preparing medical students as agentic learners through enhancing student engagement in clinical education', *Asia-Pacific Journal of Cooperative Education*, vol. 14, no. 4, pp. 251–263.

Woods, P, Barker, M & Hibbin, R 2010, 'Tapping the benefits of multi-cultural group work: An exploratory study of postgraduate management students', *The International Journal of Management Education*, vol. 9, no. 2, pp. 59–90.