

The New Reality

VOLUME 11 IN THE UBSS PUBLICATIONS SERIES

Greg Whateley

Ian Bofinger

(With a foreword by Angus Hooke)

Melbourne, Australia



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Foreword

Humans have completed four technological eras: the 2-million-year scavenging era (which succeeded the 4-million-year foraging era of our predecessors, the Australopithecines), the 1-million-year hunting era, the 12-thousand-year farming era, and the 200-year industrial era. Economic historians sometimes break these eras into phases – e.g., Phase 1, in which the early adopters of the new technology are in a minority; Phase 2, in which the majority of the population have adopted the now not-so new technology but many – the technology convicts – have done so grudgingly; and Phase 3, when everyone is a digital native or convert and very comfortable with the now well-established technology. Historians also hypothesise that crises may have sped up the adoption of the new technology in each era, facilitating the transitions between the phases. But the evidence for this is scant and the mechanisms proposed are mainly thought bubbles.

We now live in mankind's fifth technological era - *the digital era*. Compared with the earlier eras (but probably not with those yet to come), it is an era on steroids. And a major crisis – the COVID-19 pandemic – has occurred during the era. We no longer have to speculate about the impact of crises on technology adoption, mores, and ways of behaving. Since early 2020, we have been living future history on the subject.

The ongoing COVID crisis has had only a moderate impact in some industries, such as essential services like nursing and policing, where traditional practices have had to be maintained and little new technology needed to be adopted. In some other industries, its impact has been disruptive. And none more so than the higher education industry,

where beliefs, practices, and timetables were formed during the now-distant farming era and that has been among the most successful of all industries in resisting change.

The pandemic forced owners, managers, administrators, academics, and students to face immediate and major challenges if they were to remain in the industry. The direct challenges concerned mainly unit delivery, unit assessment, and student management. Related challenges included installing new digital hardware and software in both the provider institutions and the homes of staff and students and making substantial progress in mastering new digital technologies within a time frame of only a few weeks. Together and separately, they dwarfed any earlier work-based challenges most participants in the industry had ever faced.

This book, *The New Reality*, has been written by academics, administrators, and managers who had worked in the slow-moving higher education industry for decades and then had to experience and try to meet the urgent and substantial challenges posed by the need to move all key services off-site, immediately. The book has been edited by *Emeritus Professor Greg Whateley*, Deputy Vice Chancellor of a leading business school in Sydney and *Professor Ian Bofinger*, Executive Dean of the Australian Academy of Music and Performing Arts. Other contributors include *Emeritus Professor Jim Mienczakowski*, a former a former vice chancellor and campus president as well as experienced lecturers and managers in the industry. These experienced professionals describe their personal experiences in meeting the immediate challenges of the crisis. They also discuss the impact on their attitudes toward and progress in adopting new digital technology (some admit that the pandemic changed them from reluctant digital convicts to enthusiastic digital converts), practices and approaches that have been adopted during the crisis and should be maintained and others that should be discarded, new opportunities going forward, and remaining barriers to progress.

A major new opportunity discussed by many of the authors is the embedding of hybrid delivery. The quality of online teaching improved

enormously during the first two years of the pandemic, and students are now demonstrating an overwhelming preference for its continued availability. Maintaining this option meets the safety and flexibility needs of students; supplementing it with the ability to attend sessions on campus ensures that classes are being delivered with latest technology and nearby professional support. It is a win-win situation.

The contributors also identify some major challenges to adoption of the new, cheaper, and better ways of providing education that COVID has highlighted. Chief among these is the threat posed for entrenched institutions, especially researched-based universities where teaching is not the major activity but having students on campus is the chief justification for their large budgets and holdings of real estate.

This book is essential reading for those working in the higher education industry as well as others interested in the efficiency and productivity of society's use of scarce resources. The chapters are short, are written in an engaging (non-academic) style, and make for easy and enjoyable reading while on buses and trains or over a coffee. The *New Reality* is both a valuable investment product and a very enjoyable consumer good.

Emeritus Professor Angus Hooke

Director, UBSS Centre for Scholarship and Research

March 2023

Preface

This publication began with two stimulus papers – *The New Reality* (Greg Whateley) and *The New Reality of Australian Higher Education in the Performing Arts* (Ian Bofinger). The two papers (now Chapters 1 and 2 of this book) in turn were presented to selected authors - both national and international - for consideration and response.

Twenty five responses were received and are used as the additional chapters (now Chapters 3 – 27 of this book) and provide a valuable insight into the *new reality* as it impacts across so many sectors and within a range of contexts.

Greg Whateley (Chapter 3) speaks to the issues of emerging from the shadows of COVID-19 into the light of the new reality. He illustrates how the digital revolution – in particular – has impacted on his new life and his new reality.

James Manly and Greg Whateley (Chapter 4) discuss the use of the digital watch and how the technology has changed the way we operate in our everyday lives.

Daniel Bendel (Chapter 5) reflects on the impact of technology – and stresses that change associated with various developing technologies has been with us for some time.

Michael Wladkowski – France - (Chapter 6) remains quite philosophical with the changes around him and stresses the importance always looking for an opportunity – particularly in times of rapid change.

Art Phillips (Chapter 7) provides valuable insight into the world of ICT and the career paths and opportunities available to the astute student/worker.

Art Phillips (Chapter 8) explores the ICT issue further with a close look at subscriptions and the all-important area of cyber security.

Jim Mienczakowski and Greg Whateley (Chapter 9) have a little fun exploring the notion of an assignment marking bot – suggesting that bot generated assignments could in fact be marked and assessed by a marking bot – making the academic essentially redundant.

Ashok Chanda (Chapter 10) provides a most entertaining chapter in which he interviews ChatGPT gleaning some valuable insights.

Anurag Kanwar (Chapter 11) provides a useful focus on cyber security especially how it relates to a director of a company or organisation in the new reality.

Greg Whateley (Chapter 12) introduces us to the digital nomad reflecting on recent experiences in England, France and Italy.

Sutheera Atawongsa – Thailand - (Chapter 13) explores the new reality in Thailand with an eye on technology as the driving force for change.

Richard Xi (Chapter 14) explores the new ways of working, teaching and learning that have overtaken us in the new reality and what this means to workers and students alike.

Jim Mienczakowski (Chapter 15) provides a valuable reflective piece on the impact of a range of changes to the way we work and teach in the new reality.

Tom O'Connor (Chapter 16) explores the *wework* option sharing the experience and at the same time pointing out that the model is perhaps the new look university in the new reality.

Greg Whateley (Chapter 17) explores the transformational leadership model and how it best suits the new reality

Jamie Rigg and Ian Bofinger (Chapter 18) provides insight into the world of AI technology and the role it plays in the creation of music.

Cyril Jankoff (Chapter 19) investigates the difference between 2019 and 2013 and the impact that the COVID-19 pandemic had on teaching, training and professional practice.

Andy West (Chapter 20) considers generative artificial intelligence and the impact that it is having on academia.

Issac Chung Lee and Ian Bofinger (Chapter 21) share the processes and mindset associated with maximizing physical campus space – and how the need to share facilities for return has become essential to survival.

Tom O'Connor (Chapter 22) takes a look at ChatGPT from the perspective of a post-postmodern conversation.

Arash Najmaei and Zahra Sadeghinejad (Chapter 23) explore the AI driven world as it relates to online education in the new reality.

Dimitri Kopanakis (Chapter 24) examines the impact of the pandemic driven changes on the all-important environmental, social and governance (ESG) entity of organisations – these essentially non-financial elements have become increasingly important.

Julia Mihyun Kho – South Korea – (Chapter 25) articulates how COVID-19 has impacted on the musical life of South Korea and has forced a change to vocal pedagogy at her University.

Andy Wong – Singapore – (Chapter 26) reflects on the aftermath of COVID-19 and the challenges and opportunities presented by the new reality in Singapore.

Justin Wibrow (Chapter 27) completes the volume with a timely reminder of the importance of saving the planet from us – and us from each other.

The authors wish to sincerely thank the responders for their invaluable insights and the fact that all chapters were produced within a very short timeframe – in an effort to maintain currency. The speed has ensured the relevance and currency of the issues considered. We would also like to take the opportunity of thanking **Veronica Sorace**, **Angus Hooke** and **Ian Bosler** (and team) for their efforts and support in the production process.

Our view is that the new reality provides as many opportunities as it does challenges – and the best approach would be to adjust quickly and seize the moment.

Greg Whateley

Ian Bofinger

UBSS Centre for Scholarship and Research, March 2023

The New Reality

Greg Whateley

November 2022

The 'new normal' has been explained away, suggesting that the changes that have occurred and reframed our working lives, in particular, are now normal. The term 'new reality' is probably more fitting as we stretch and yawn our way out of the COVID-19 scenario and take stock of the new environment we have created and within which we are now living. What the 'new reality' implies, however, is a heightened use of technology, together with the notion that we will not return to what we once accepted as normal.

Reflecting on everyday experiences in the new reality, technology is ubiquitous - in fact, our day-to-day lives are now essentially digitalised. I cannot recall when I last printed a copy of something to read or use. I read novels on my phone; I make lists electronically; I pay for goods and services electronically; I conduct most meetings online; and I proofread on screen. When did all this happen? In reality, it has crept up, but it was, indeed, accelerated by COVID circumstances that forced many of us into the digital age - never to return.

Digital technology

In what appears to be quite a rapid development (COVID-19 is regarded as an accelerant by many), technology is all around us and we have become heavily reliant upon it. My own academic and private life is now essentially digitalised. My travel documents are in my Apps; my diary is electronic; my health care is electronic; my vaccination evidence is in my digital wallet; and all my banking is done online - essentially, I have become paperless. This is probably a good thing and, actually, it is all quite easy to manage. On reflection, I think I am better off in the new reality than I was in the normal world prior to COVID. I had slowly accepted changes to banking, for example, but I now use a range of Apps for a range of activities - airline bookings and management, health management and communication. I save hundreds of hours, thanks to the digital revolution and the technology available to me.

I do wonder, however, whether I would have made this significant change to my daily life and work activities without a catalyst. Change usually requires some kind of crisis - we all hope for a small crisis and a small change. COVID-19 was certainly not a small crisis. It impacted the world (and continues to do so), therefore, it comes as no surprise that change has been momentous - and likely not to have occurred so fully without the enormous impact of the pandemic. Like it or not, I am digitalised and continue to evolve in this new space.

I am a digital citizen.

Online teaching and learning

My own institution - offering business degrees at bachelor and master level - provides online teaching and learning at present. This was thrust upon us early in the piece, but we adapted very quickly - made the necessary investment in the technology, put the time and effort into training staff, and currently support the effort. In turn, the student response has been very positive in terms of reviews, surveys and feedback. In recent surveys (T3, 2022), students indicated that 93

per cent would like to remain online - on the Melbourne Campus (with postgraduate students), the percentage is 100. What has been highlighted over and over are the issues of safety and flexibility, augmented and made feasible by quality online learning and teaching.

The classroom experience has changed - and I suspect forever. For some three years, now, our students have been digital and virtual. They have used digital resources and completed online (in some cases, invigilated) examinations. Endorsements from industry groups have remained stable and the evidence (SFUs, QILT, Grade Distributions and Staff Surveys) would suggest very little movement, judging from the positive feedback received consistently pre-COVID, with the evidence secured during COVID. By way of spoiler alert, COVID-19 is still with us.

I have become an online convert.

WFA

The notions of Working from Home (WFH) and Working from Anywhere (WFA) have now been embraced and form part of the dialogue when talking with staff and employees. I have been surprised (in some respects) with the rapid take-up of the concepts. There is considerable traction within my environment, and for that matter, across multiple sectors. I personally have explored the notion of WFA from other continents and, even with the challenge of time difference, have found this way of working to be most effective and productive. What may have once been an extremely difficult practice to put in place is now second nature. The improvement in technology, combined with the general acceptance that people can be anywhere and work effectively, has meant a dynamic change to the concept and the application.

To further investigate the validity of WFA, I have operated from both Asia and Europe for extended periods of time. I have explored the mechanics of setting up an office and operating a consistent schedule. The technology elements were easy enough. The dependence on WIFI is of no surprise - and to date I have been lucky. The only challenge has been the time zones, and Europe provided me with this challenge, certainly - essential early starts.

I have become a digital nomad (all be it a greying one).

Providing options

The new reality is about providing options. In the higher education sector, a hybrid method to teaching and learning is the most logical, safe and practical approach - this is where classes are delivered both in person and online simultaneously and students choose the option they prefer. In the workplace, having the option of F2F or WFA is also logical and practical. A combination (blended) is probably most effective, making it possible to interact and be productive at the same time. The key issue, however, is providing options - and this has, unquestionably, been driven by COVID-19 and the enhanced access to technology and a new way of thinking.

I have become a hybrid advocate.

Out of the classroom, the same notion of options has become essential. Online shopping is a phenomenon that started well before COVID, but one that has clearly gone full speed ahead. I find myself shopping online - these days, in preference to visiting stores. The speed of delivery is a key factor, and this often influences my product choice.

I have become an online shopper.

Embracing Change

Essentially, the key ingredient of the new reality is embracing the notion and application of change. One needs to be prepared to do things differently - and often more effectively, given the chance. Things are certainly not the same - and this should be a matter for celebration rather than concern. We all know that change is constant - we simply need to acknowledge that and adapt accordingly.

In my own case, I have, indeed, morphed into someone I would not have recognised some years back. I am a digital citizen who manipulates my digital resources on an ongoing basis - and would not consider going back to bank visits, paying in cash and using paper-based

resources. I have become an online convert in terms of teaching and communicating - I enjoy the occasional F2F meeting but, essentially, I find the online option more effective and efficient. I have become a digital nomad who no longer thinks in terms of a single, located office space, but rather, I am comfortable travelling the world and using the resources available to me to do what is needed. As part of the process, I have also become an advocate of hybrid and an avid online shopper.

In all, we need to understand (and accept without too much grumbling) our 'new reality' and work towards maximising the benefits of an environment that we have created and now live in - I think it is reaping what we sow.

Emeritus Professor Greg Whateley is the Deputy Vice Chancellor at the Universal Business School Sydney/Melbourne and Vice President (Academic) at Group Colleges Australia.

The New Reality for Australian Higher Education in the Performing Arts

Ian Bofinger
November 2022

Heraclitus, the Greek philosopher (535 BC – 475 BC), is credited to have said, ‘Change is the only constant in life.’ This is most likely a paraphrased notion from Plato’s written records, τὰ ὄντα ἰέναι τε πάντα καὶ μένειν οὐδέν (All [entities move](#) and nothing remains still...) and δις ἐς τὸν αὐτὸν ποταμὸν οὐκ ἂν ἐμβαίης. (You could not step twice into the same river...).

More than 2000 years later, Charles Darwin’s ‘Origin of Species’, published in 1859, indicates, ‘It is not the most intellectual of the species that survives; it is not the strongest that survives; but the species that survives is the one that is able best to adapt and adjust to the changing environment in which it finds itself’ (Megginson, 1963).

In more recent times, John F Kennedy said, ‘Change is the law of life and those who look only to the past or present are certain to miss the future.’ Winston Churchill concluded, ‘To improve is to change; to be perfect is to change often’ (Rooyen, 2022). George Bernard Shaw

observed, 'Progress is impossible without change, and those who cannot change their minds cannot change anything.'

Clearly, the notion of change is not a new one, but the *New Reality for Australian Higher Education in the Performing Arts* relates to how efficiently and effectively we manage and adapt to the constantly changing post-Covid tertiary landscape.

Changes in student demographics

In the aftermath of the coronavirus pandemic, Performing Arts institutions now compete for a share of a smaller market that has a reduced financial freedom due to the current rates of inflation.

In 2012, data from the Queensland Curriculum and Assessment Authority (QCAA) found 23,035 Year 12 students were enrolled in one of the five arts subjects which include Music, Visual Art, Drama, Dance, and Film, Television and New Media. Eeles (2022) states that in 2021 there was a total of just 12,772 enrolments - a drop of more than 44 per cent. As the pool of secondary school students studying Performing Arts decreases, the competition to attract potential students to tertiary degrees increases exponentially.

In 2022, Australian Bureau of Statistics reported that the balance of work and study had changed for young people aged 15-24 years:

- 26% were fully engaged primarily in full-time work in 2022, compared with 24% in 2021.
- 50% were fully engaged primarily in full-time study in 2022, compared with 53% in 2021.

Changes to course delivery

The COVID-19 lockdowns of the past few years have forced all tertiary Performing Arts institutions to reassess almost every aspect of how they operate. Bichard (2022) indicates that whatever 'new normal' emerges for individual Performing Arts institutions, whether it includes continuing to deliver online or in hybrid models, interacting digitally or harnessing emerging technologies to innovate, it is the

speed and quality of the adaptation to technological advances that will set institutions apart.

An example of essential adaptability is the James Morrison Academy of Music (JMAM). With the closure of its tertiary qualifications in jazz music, the JMAM is now to be delivered as a pop-up academy. 'Since we started seven years ago, we've been focused on the tertiary sector,' James explains. 'It's been fantastic, but through various things - COVID, our partnerships - that was coming to a close; I thought, "This is an opportunity..."' (Rose, 2021).

Resistance to change

I have observed many staff and institutions who are reluctant to change because their concerns are that *quality* will be affected. One of my closest colleagues noted that these people probably could not even spell the word let alone understand the potential positive benefits of change to education quality.

The measure of quality for Performing Arts institutions was historically determined by the standards of their best alumni. The National Institute of Dramatic Arts (NIDA) has benefited from the success of alumni, Mel Gibson and Edith Cowan, and the Western Australia Academy of Performing Arts regularly relies on the undeniable success of its alumnus, Hugh Jackman.

This has in some cases skewed the measurement of the quality of education. In most instances, these students are self-motivated and already possess many of the skills and attributes required. Furthermore, as there is a rigorous selection process with regard to gaining a place in these institutions, students may be reluctant to report on critical issues such as poor-quality teaching, bullying and sexual harassment.

Many of the well-known tertiary Performing Arts institutions have relied on smaller intakes of candidates who are already exceptionally accomplished in their chosen field before undertaking tertiary study. As the potential intake demographic changes, this is not a sustainable approach.

In NSW, ATAR scores will be adjusted by up to 10 points to encourage female participation at university in some courses. Over the past few years, cut-off scores to enter many university courses have also fallen. When economic factors for potential employment are then considered, many potential Performing Arts candidates now have fewer impediments to study other tertiary courses.

The 'new reality' is that the responsibility of the Performing Arts institutions is to ensure that quality is measured on the educational journey of the students and not just the performance standard of a select few of the graduates.

In anticipation of this, the Australian Government established the Quality Indicators of Learning and Teaching (QILT) that collects data from all tertiary students. It covers 6 key areas:

1. Quality of entire educational experience
2. Teaching quality
3. Learner engagement
4. Learning resources
5. Student support
6. Skills development

These quality measurements are more indicative of a quality education for the majority of students rather than just the achievements of an elite few. The results are made public on the qilt.edu.au site and many potential students are now using this to guide their choices for tertiary study. The internal student response in the survey for 'Quality of entire educational experience for undergraduate university students' (Qilt 2021, p.15) demonstrated the established Go8 universities' performance during this survey period had fallen significantly.

Changes to strategic planning

Instead of out-dated, traditional strategic planning, tertiary Performing Arts organizations need to consider an entirely new strategy and put a roadmap in place to go somewhere new. In the past 18 months, most tertiary Performing Arts providers have pivoted (sometimes dramatically) from their existing 5-year strategic plan.

‘Flexibility is the name of the game when business conditions and customer buying behaviours are shifting,’ said Wasley (2022). ‘Sometimes the smartest thing a company can do is step outside of their comfort zone and be willing to walk away from their former strategic plan and take smart steps to the unknown.’

These concepts are not new when we consider in his 1994 book, ‘Rise and Fall of Strategic Planning’, Henry Mintzberg highlights many weaknesses of the five-year plan and carefully explains why it is an obsolete instrument. To put it simply, a five-year plan holds practically no strategic importance to an exponential organization. You could even say it is a plan for eventual death for rapidly growing companies. Such plans can only send a company in the wrong direction - chasing a goal that’s passed its usefulness - or can send them running after an inaccurate representation of the future. In both cases, the organization is headed towards its doom.

Concluding thoughts

Jack Welch remarked, ‘If the rate of change on the outside exceeds the rate of change on the inside, the end is near.’ It is imperative that Performing Arts institutions are proactive and facilitate change before the ramifications of not acting quickly enough become a hindrance to the continuation of the business. A flexible mindset in order to embrace quality change effectively in an attempt to ensure organizational excellence is a key to building resilience and sustainability in this new reality.

Professor Ian Bofinger is the Executive Dean and CEO of the Australian Academy of Music and Performing Arts in Sydney. He is a Fellow of the Centre for Scholarship and Research.

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Emerging From the Shadows Into the Light

Greg Whateley
December 2022

We wrote about ‘things never being the same’ (1) and about COVID-19 being in so many ways an accelerant for digital developments (2) both at home and across the planet. The developments have been significant - even in my small world. We further talked about the notion of the digital nomad travelling the globe (3) and staff working from anywhere (4) - literally.

The impact of COVID-19 has been significant and our reaction to it has been equally so. Our response has been to utilise a whole range of new resources that were emerging but into which we have tapped, it appears, at an accelerated pace, given the circumstances. This is *the new reality*. (5)

We have become cashless (now plastic)

I remain surprised with the number of non-cash users - and the outlets that clearly would prefer for the customer to ‘tap and go’, rather than exchange metal or paper currency. I found this to be the case in

the UK, Asia and Europe in recent times. Not surprising, but, nevertheless, a change from the usual (pre-COVID) practice.

We bank online

Most, if not all, transactions are now conducted online. In fact, I cannot remember when I last physically went into a bank. On reflection, essentially all transactions - both debit and credit - are conducted efficiently and effectively online, with ample opportunity to check balances, make payments, and transfer monies from one account to another, and for that matter, from one bank to another.

We purchase travel tickets online and use QR codes

The entire travel process has changed dramatically. Domestic travel has essentially become paperless - with the exception of a luggage tag which, by the way, is not needed if you have an account with the airlines. The purchase process is online, the check-in process is electronic - even the seat allocation is now APP based - and there is no longer a need for a boarding pass. The international process is similar - incidentally, airlines are still printing boarding passes for some reason, but these are not actually needed.

We now use APPs for just about everything

A recent change over of phone (update) highlighted just how many APPs I currently have and use quite regularly. I currently have an APP for weather, time, date, mail, maps, calculation, superannuation, travel, banking, health, telecommunications, institution, accommodation, services, transport - and, comparatively speaking, I am not a particularly heavy user of APPs, but I have become heavily reliant on the technology. For me, this reliance is a new phenomenon - purchasing tickets online, choosing my seat and using a QR code to enter the venue, each now a regular activity. Attending shows in both the UK and Australia meant a heavy reliance on the APP technology and I personally witnessed the speed and efficiency of the system.

We read paperless newspapers and magazines

I currently do not purchase or read hard copy materials, especially newspapers that appear to be a thing of the past - whilst occasionally available in cafes, the trend is now to read focussed, customised news on my iPhone. Hard to believe. The convenience alone is to be applauded.

We teach online with hybrid options

Hybrid delivery is certainly the consideration at the moment. Online learning (not a particularly new method) was adopted on mass as a consequence of lockdowns associated with COVID-19. The reluctance to return to face-to-face delivery - a consequence of concerns that it is neither safe nor practical to do so - has encouraged a notion of choice for students, not unlike the concept of the hybrid car. It is my view that this hybrid approach to teaching and learning will endure - and I am not alone. (6)

We buy our coffee with an APP

I stood in a queue at *Starbucks* the other day and noticed I was the only one in the line who paid with a credit card - I thought I was advanced not using coin or paper. What surprised me even more was the realisation that many had actually pre-ordered using their APP and the pick-up was efficient and smooth. These customers are the new reality personified.

We drive silent cars that have hybrid options – in fact some are even driverless

The number of silent vehicles - battery-operated - has flourished. I now live in a street where my vehicle is just about the only one heard. The shift has been rapid. My closest neighbour confided that her preference would be for hybrid because she remains concerned about battery life despite having her own charging facility. I have not yet personally experienced the driverless vehicle - though friends have

them and use them, mainly for the entertainment (or otherwise) of passengers. The truth is the technologies are here to stay and will become commonplace.

We can have our groceries delivered

Though still a weekly visitor to the local supermarket, I note that deliveries abound and the 'click and collect' option is alive and well. I can see considerable advantage for those unable to move freely, but I concede, all sorts of busy people are using the option available.

We shop extensively online

My online purchasing has essentially replaced the in-store option. I still enjoy browsing face to face whenever the opportunity arises, but I have, generally speaking, moved online for purchase purposes. The speed, diversity, options and convenience are overwhelming, yet, I suspect I would never have moved online if it were not for COVID-19 and the associated restrictions.

We avoid conversation at the dinner table in preference to using our phones

As much as I attempt to avoid it, the temptation to check emails, send messages, consider the news, get my head around the weather and investigate stock developments have become common place. Sitting in a restaurant the other night I observed a table of four interfacing with their phones - and essentially holding a dual-focus with their companions. At least they were inclusive.

We use our phones to navigate our way through cities and countries

The very notion of going anywhere - locally, nationally or internationally - without the use of the GPS (Global Positioning System) and, in my case, specifically Google Maps, is inconceivable. The product has

taken the stress out of going places - I often set it for home on my return, despite knowing the way, essentially for comfort and certainty.

We play our music on our phones

A pair of wireless headphones - blue-toothed to the hilt - and my range of YouTube music, I note the options are boundless. I am of course behind the game, but the convenience of my options is astounding.

We email constantly - from our phones

I often reflect on the fact that I am able to manage my business operation using my phone - the computer is still my best option for writing lengthy email and papers, of course. The bulk of my emails, though, can be viewed and in many cases responded to using my phone. In truth, I have several email options available to me - all available conveniently, no matter where I happen to be. The availability of WIFI on flights further endorses the convenience -generally arriving at a destination up to date and with matters under control, this has been a remarkable development.

We SMS and WhatsApp profusely

In so many ways, text messaging has replaced phone calls. The bulk of my conversations do not require voice interface. In the case of more personalised conversations, phones are used, but a great deal of communication is managed via SMS and products such as WhatsApp.

We choose our partners online

Whilst this may not be my personal modus operandi, I have been surprised by the number of people around me who have met their partners online. The younger generation use online dating or matching APPs as a convenient tool to weed out time wasters and find genuine connections - the sceptical me has bowed to the wisdom of the notion. Many have highlighted the security and safety issues associated.

If we lose our phone, we can track down online

The very notion of being without my iPhone is unnerving, given my dependence. The notion of readily locating the device using a built-in program is profoundly reassuring.

We can rent international apartments online and with an APP

Being a greying digital nomad, the convenience of securing accommodation in hotels and renting apartments anywhere in the world either online or using my APPs is extremely valued. The option of interfacing with the owner or hotelier is highly convenient and usually establishes a rapport before even arriving - not to mention a range of deals that would otherwise be lost to me.

These things were on the horizon in 2019 and in some cases were already in place, but the pandemic did accelerate many of the developments. No doubt we would have reached the current points, but it seems to me we have gone in leaps and bounds in a relatively short period of time - and, certainly, the pandemic was a player, essentially a critical one in the grand scheme of things.

In my case, I have become a digital nomad, albeit a greying one.

I am not sure I would like to experience a second pandemic in my lifetime, but I do acknowledge the impact and the speed with which what has happened around me has occurred, no doubt largely brought about by extensive and huge hygiene and health demands.

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Keeping 'Watch' Over the New Reality

*James Manly
Greg Whateley
December 2022*

One of the most intriguing developments in recent times is the digital watch that is capable of so many things including video conferencing and email. Our own experience of the device is limited, but what we have seen over the last few years is the significant development of the tool and the increased use of the instrument for a vast range of activities. Gone are the days when a wristwatch is only used to tell the time - and possibly show the date. Today you can receive phone calls and text messages on your smartwatch - I dare say, these functions are a small part of the new reality.

Purchasing items

The traditional use of the EFTPOS card (or for that matter, cash) has all but gone and people now 'tap and go' using their smartphones - or watches. There is little need to go for the wallet and get the EFTPOS card out - in fact, you can now simply tap your smartwatch on the EFTPOS terminal and the payment will be processed.

Certainly, the smartwatch is a device increasingly used in shops, cafes and restaurants around the world. By simply loading the appropriate credit card onto the device and tapping, the transfer occurs. The most interesting aspect of the transaction is the immediate digital receipt and acknowledgement in the associated account. Essentially, this has done away with the need for a paper receipt.

Further, the device is very useful for maintaining bill payment. Uzi-alko (2022) writes, 'Missing bill payments at work or in your personal life can cause enormous distraction and hassle. You can use your smartwatch to stay on top of your home and business expenses and to pay pending bills quickly.' In a very busy work/life environment, the convenience of the smart watch cannot be ignored.

Health management

You can now monitor yourself during your training session - a record of how many steps you have taken, and for that matter, what your heart rate is during, and after, the workout session appears. You can set a timer for your exercises and rest times in advance. While you are running, the smartwatch can map the run, in terms of distance and time.

In many ways, this has had a revolutionary impact on the health and fitness industry. Pashkova (2022) outlines the range of advantages of the smartwatch in relation to health management: 'Smart gadgets are indispensable devices that can remind you of an appointment with a doctor, about activity throughout the working day, and also check body indicators.' The wrist device becomes a highly useful one in terms of health monitoring and support.

Monitoring medical conditions

Nowadays, people with diabetes, for example, do not need to stop for the traditional blood test check - they can have a sensor on their arm which monitors their glucose levels to find out if levels are in the normal range or low/high, and report, accordingly, via a smart watch.

Simply having the APP on your smart phone (connected to your smart watch), you can monitor and check your levels by simply placing your watch over the sensor to get a reading - importantly, the data can be stored in the APP for up to 3 months.

Med One Group (2021) suggests that the smartwatch is a useful medical management device: 'You can program smart watches to track valuable healthcare information, including a patient's sleep patterns, diet, heart rate, blood pressure, and more.' Monitoring diet, caloric intake, medication reminders are all extremely important aspects of health management - and the smartwatch can play an important role.

GPS (Maps)

No more learning how to read a map or worrying about how to get somewhere. Using your smart watch, you can open an APP, type in your destination, and then click on directions, and bingo, you get directions from your watch, essentially telling you precisely where to go.

Anfield (2022) relates that 'of the many breakthroughs in shrinking down the technology to such a small size to enable it to fit on your wrist, the most remarkable has to be the GPS navigation systems in many of today's smartwatches.' Using a variety of APPs, it is possible to navigate the world with little fuss. Wandering the streets of Paris, for example, using a smartwatch, is relatively straight forward and enormously convenient.

Find my phone (or other things for that matter)

You have to admit that everyone has lost their phone once or twice (or at least misplaced it). Using your smartwatch, which has the feature "find my phone", you can open the APP and it will locate your phone for you.

This particular feature has become very important. Allison (2019) argues, 'Finding your lost phone with a smartwatch is one of its simplest and most useful elements.' Incidentally, finding any devices

appropriately connected is now a relatively simple task. Air tags and even other people and other devices can be synchronised to ensure that they can be located efficiently and appropriately.

Media (Music)

There is no longer a need to carry your phone to listen to music. Using your wireless headphones and your smartwatch, you can listen to music while you work out or go for a jog. Open your music APP (such as Spotify), access your air pods, and your listening becomes trouble free.

Persaud (2020) writes, 'Several smartphone manufacturers are building high-end DACs into their devices or have products that boast high-end audio features to offer a better sound experience.' This on-going development - along with advances in headphone technology - ensures that the listening experience is of a high quality, not to mention convenient and portable.

Reminders (meetings or appointments)

There is no need to look at the calendar on your phone or PC any longer. Having your calendar on your smartphone means you will likely never miss a meeting or appointment, as a reminder will be sent in advance of the gathering. This certainly reduces the stress of trying to remember your various meetings or appointments unaided.

Ilindra (2020) points out: 'In the same way that tablets and laptops have become keys to smooth functioning throughout the business day, professional teams are now relying on their smartwatches for information.' Not only does the watch remind you of the meeting, it is possible and feasible to conduct the meeting on the watch.

Waterproof

Smartphones are NOT essentially waterproof, so if you get water on them, that generally means significant damage and expense. Smartwatches, on the other hand, are generally waterproof, so you do

not have to worry about getting it wet while running, swimming or exercising.

Your smartwatch is now your new best friend. It is quite amazing - on reflection - just how clever a device it is and the extent to which it can support daily activities. There are now so many APPs available for the smartwatch which enhance its productivity and usefulness. We heard someone say, just the other day, that anything you can do on your phone/laptop, you can do on your smartwatch.

The smartwatch is now a vital part of the new reality.

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Adopting or Adapting

Daniel Bendel
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Technology

Technology is by nature in a constant state of change, or, indeed, driving change.

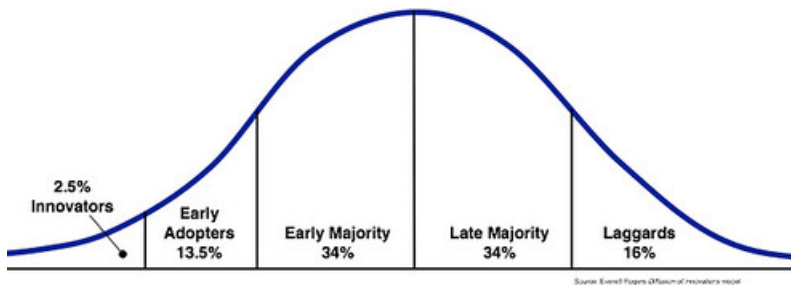
In the last year of my schooling, I used Log tables and slide rules (OMG!) - replaced by handheld calculators. To support myself at university, I sold calculators. In fact, I sold new calculators in the “Trading Post” newspaper as second-hand calculators and made a good margin because of the demand factor at the time.

Then, personal computers arrived. I had a Hitachi Peach and an Apple 2 amongst others. Later, in my job as a company accountant, I had a terminal (not a computer) attached to a mainframe and was so excited when we were supplied with a PC (personal computer) supported by servers. It seems to me we have gone full circle now that we have PCs that largely connect and work via the cloud (the “cloud” is a great marketing spin on a server located in a Mumbai basement).

Nevertheless, it is the Internet that quite possibly represents the biggest single change in our lives, providing us with so much access and activity - banking, education, purchasing and ticketing are all possible on this global computer network. If you’re having an argument

about what the current trade-weighted index is, as Adam Bandt suggests, 'Just google it, mate!'

Interestingly, there is usually a distribution curve on the adoption of new product (see below graph). There are positives and negatives in being an early adopter. Sometimes the first product is not a success and many subsequent products (not necessarily better) achieve greater success. Remember VHS versus Beta video recorders?



Looking to hybrid cars, I was a relatively early adopter. I have had my Prius for sixteen years and will be looking to update to fully electric in the next year or so. Incidentally, after all these years, I am still amazed at the technology behind the hybrid system.

Clearly, there is a 'chasm' between early adopters and the early majority. Once the early majority accepts the new technology, there is a critical mass achieved, as cost of production drops quickly and more people gain confidence as they see others 'adopting'. In Australia we are moving into the chasm with regard to fully electric cars, with more charging stations and cheaper cars to entice the early majority. Like most people, I look at the range of technology on offer and will choose what suits me, rather than everything new that becomes available.

I cannot remember a time when there was not something significantly new on offer. Yes, in some areas the change rate seems incredible, but change occurs in fits and starts. If you asked most people what they see as the most significant area of new technology, they would probably pick something they see every day such as their digital watch or perhaps the development of online sales markets - Seek

employment or Market Place on Facebook. Who remembers the huge Saturday newspapers with advertising (the rivers of gold)? A great many of us I am certain. The huge developments taking place every day, however, so often go unnoticed. According to one source, the four fastest-growing tech industries in the world in 2022 are:

- FinTech (Financial Technology)
- Workplace Technologies
- Cybersecurity
- Healthcare Technology

Adopting or Adapting

For the purposes of this paper, let us say ‘adapting’ is when a change is made in order to create something more suitable for a particular purpose or when there is an adjustment of sorts to a new place, person or set of circumstances; ‘adopting’ is changing one’s ways or habits, taking on the new and, if necessary - or circumstances or persons dictate - replacing the old.

When Bill Gates’ Microsoft moved into the IBM PC world, it became the standard operating system. Microsoft then included add-on office programmes, making Microsoft Word, Excel and Power Point some of the most ‘adopted’ programmes by technology users.

For some time, there was a battle raging between the old Lotus users and the new Excel users. Essentially, there was very little difference between the products, and I was reluctant to change. Eventually, I felt compelled to change as everyone around me was using Excel. Did I adapt or adopt? I was an early adopter of spreadsheets, but I adapted to Excel. In truth, I had little choice as Excel became the industry standard, like VHS over Beta recorders. An interesting aside is identifying who the winners of these technology races are - often the followers rather than the pioneers or initial leaders.

On another personal note, replacing my 50-year-old Tissot watch with a smartwatch is a choice, an adoption of something I perceive as better. I have not made this change, yet, but likely will as

smartwatches are improving with each release and are soon to become less expensive.

Future shock revisited

One of the aspects of new technology often overlooked is the pressure and stress it may put on people as they attempt to cope with the changes. Not everyone wants to change at the rate others do or is able to cope with constant change. As we move forward, we must be cognisant not to leave people behind and assist them if they struggle. Alternative solutions should always be offered to people.

This concept was popularised in 1970 in Alvin Toffler's 'Future Shock', a warning about the danger of overwhelming people with change and how it can lead to isolation and disorientation. Toffler explores the changes inherent in the shift to a post-industrial society.

Toffler offers examples of run-away technology changes. One example of post-industrial technology is the increase in cheap disposable goods (plastic bottles and the like) and the question that arises surrounding the cost of reusing, recycling or repairing. It is interesting to look back at this today. Do we need to adopt new technology all of the time simply because we can?

Perhaps we need to look at changes in a holistic way. We need to ask ourselves about the full life cycle of the product and give consideration to all environmental costs.

Adopting technology by choice

I used a paper diary for many years, while many of my peers were quickly switching to their calendar apps. I felt that my paper diary was better. I could write more details very quickly and I could visually handle and see the whole calendar - it just felt right! And then about seven years ago, I could see appointments being seamlessly linked into my digital calendar and immediately synchronised with my phone, PC and tablet. I was hooked and within one year I switched.

The main reason I adopted this technology is, that even if the Internet or PC/tablet is not available, I can still get my calendar on my phone. This is effectively a 'redundancy' back-up system. Backups and plan Bs are important to me as I have had, like most people, some technology horror stories. Without that synchronising of devices capability, I may have not made the change.

Recently, I was behind someone ordering a coffee and either his banking app or the café terminal was not working. He and the café worker were struggling to process his order. After five minutes, I caught the café worker's eye and gave him a \$5 note and asked for a coffee - he processed it straight away. How much longer, I wondered, will we have a \$5 note in our pocket?

The role of educational institutions

Many educational institutions are early adopters of new technology because of the demands on these institutions to be at the forefront in terms of their methods and offerings. UBSS has been one such institution at the forefront of advanced classroom online experiences.

I remember being wowed at uni when in a building construction class - the tutor brought in a suitcase-sized video recorder and played a video of a beam falling in slow motion. Until then, this was the stuff of Hollywood studios. Later in an accounting class, I left the room to hand in punch cards to the computer department where someone fed the cards into the computer. Many years later, my son, for his accounting subject, used Quick Books online - essentially, the same underlying process, but with vastly different technologies. I dare say, we will continue adopt and adapt - and be wowed again.

The process of assisting students to become familiar with new systems or processes is a great way of helping students learn. The 2019 COVID pandemic was a unique opportunity for academic institutions to think about their offering and methods and associated issues, particularly with regard to traditional face-to-face teaching and learning. It became necessary to adapt and to adopt new methods, and lessons

were modified according to the demands of the task and in response to the pandemic rules and regulations.

Many years ago, my father was a lecturer at RMIT University and set up an External Studies course for radiography students. In those days, the External Studies department was a very large part of the university. The students would receive their manuals, they would work hands-on as apprentices in radiography departments and attend - in person - the occasional lecture. That was classic hybrid learning. Apprenticeships, too, have changed, and technology - not only a pandemic - has driven much of the change.

The future

What is the future? Who really knows? Many people made predictions which never came to be. Not many people predicted how significantly computers and the Internet would change society. Even so, it is fun to speculate...

BBC Science Focus magazine has included in its Top 22 predictions:

- Sand batteries
- Exo skeletons
- Space catapults

We do not know which ones are going to take off, but it is a fair bet that educational institutions like UBSS will be at the forefront of helping people learn how to use new technologies and maximise developments to do what humans have done forever - gain knowledge and skills. There is no doubt we will be adopting and adapting forevermore.

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What is the Plan Going Forward?

Michael Wladkowski

January 2023

The fundamental, I dare say, rhetorical question, ‘Will we never be the same again?’ is not only fundamental, it can also be posed in a wide variety of contexts. And what then is the new reality?

After the last two years of dramatic intensity and many unanswered questions, we are all asking, ‘What do I do now? What are the opportunities of the present situation?’ I am asking, ‘What have I learned about the musical world, the institution, which is my employer? What of the government?’ It may be obvious we have not entered a period of stability, but what now? How have we changed? What is a feasible short-term plan, and what about mid-term plan?

I will try to avoid generalities and grand predictions and only speak about my own work as pianist, teacher and artist.

The school (Ecole)

I am a teacher at the Ecole Normale de Musique de Paris “Alfred Cortot” which is arguably one of the most famous and, indeed, one of the finest music schools in the world. In 2019, the school celebrated

with appropriate pomp its centenary, and thanks to impressive results in many international competitions, the logical direction of the school seemed to be to specialize in the preparation for high level music competitions. This stands in stark contrast to the original role of Cortot, which was to form fine classical musicians of high general culture who would also be competent and dedicated teachers with a special dedication to French music.

The reality is that the Ecole Normale, rightly protective of its independence, has always desired official recognition and independence. Easier said than done. The aftermath of lockdown, inflation, general insecurity and high tuition fees meant the slashing of the enrolment by 50%. The time for a change - and swiftly needed change - had arrived. The decision to pursue the official award of the EU - a master's degree - was made and, hopefully, by the end of the school year, this award will have been acquired.

The draconian system of exams at the Ecole Normale will be replaced by a kind of report card evaluation, with exams and evaluations of far less intensity and severity, the high standard the school has established, nevertheless, of paramount importance.

The teaching

During the lockdown we taught on Zoom and Skype. These mediums, no doubt, can present inconveniences and advantages. For me, the most obvious downside was the quality of the students' instruments which were almost all subpar. Yet, the situation fostered an opportunity for in-depth analysis of structure and pianistic gestures, and so, I exploited this opportunity with - I am happy to say - good progress. I always thought I was quite astute in analysing the rapport between the quality of movement and the quality of the sonority, but the lockdown pushed me to develop this capacity to a far greater degree.

Several students were not permitted to play in their Paris apartments without headphones, so I listened to them without sound. This, of course, presupposes an intimate acquaintance with the work being performed and presented a great challenge. On the other hand, one

aspect of working online - the organisation of group meetings, where students were able to play for each other, with or without my presence - I welcomed. This proved to be a major advantage, as far as the organisation of my class was concerned. Whilst I have always encouraged students to play for each other, the students can often be reticent to invite each other to their homes. Where the onus of organising a meeting would often lie with me, it became clear they were far more likely to take it upon themselves to arrange to meet online.

No doubt, the school has been confronted with the reality of the students' practice possibilities. The lack of practice rooms in the school and the prohibitive cost of piano rentals forced the school to very actively pursue the acquisition of a practice facility with a large number of practice rooms. Eventually, a larger room for student recitals - essential for the students preparing for exams and international competitions - will be a positive acquisition.

Incidentally, I have discovered that I can communicate effectively via group emails and, as a result, the students feel less under my radar! For example, I have long been aware of the students' serious lack of knowledge of classical repertoire. I decided, therefore, to compose a list of 100 essential works, covering a wide variety of genres, instead of simply reprimanding students with incriminating remarks such as, 'You have to know more classical repertoire.' This approach has meant such success that I am elaborating on a second list. An unintended plus is that my students are communicating to each other, sharing their favourite interpretations of various works, willingly.

In addition to composing lists, I am open to other possibilities with regard to the use of the Internet for my class - and the students know that I am open to suggestions. When I think about the group dynamic five years ago, it was fantastic, but it became necessary to abandon the practice of one-on-one with the student, and this was a heavy blow to my students and my teaching style. As students are also generally quite desperate to earn money, even if they have scholarships, they are quite involved in teaching at various times during the day and

many take on employment babysitting and within the hospitality sector.

The biggest change of all

Perhaps the biggest change during these 'pandemic' years has been a change in my relationship to travel. I have decided to abandon my incessant travelling and, instead, look to my artistic activity. My new project is a series of video programs on two major, but relatively lesser known, composers - Albert Roussel and Karol Szymanowski. These two great masters - and geniuses - were both teachers of my own composition teacher, Piotr Perkowski, in Warsaw.

I know so much about these great artists personally, and I have played their music throughout my entire (now 50-year) career, that I have decided to prepare videos, playing and analysing, musically and aesthetically and pianistically, each and every piano solo piece of Roussel and Szymanowski. I am writing the notes now and I am happy to say that the Ecole Normale is very keen to foster this project. Roussel bequeathed the rights of his entire output to the Ecole Normale and this undertaking is a kind of homage. Szymanowski is particularly close to my heart, and I believe that my project has the potential to expose these composers to a large audience. My plan is to prepare Roussel in French and English and Szymanowski in Polish and English. I, of course, hope that these programs will also serve to encourage students to consider coming to Paris to study at the Ecole Normale.

Positive and creative outcomes

I am pleased to say that the situation which we have all endured has prompted a positive and creative attitude on the part of the administration of the Ecole Normale. Despite some serious wounds, I am confident that with courage, fortitude and a love of music - and of the students - we can create a new and better future.

Professor Michael Wladkowski is Professor of Music in Paris. He is a world class teacher, performer and artist.

ICT and Career Paths

Art Phillips
January 2023

ICT - Information and Communication Technology - is, apart from being an industry unto its own, an essential element that almost all fields and workplaces utilise or incorporate in today's business world. For one, deciding on the best IT products for a company to use is a skillset, and consultants in this field are in great demand. Certainly, ICT is a promising career path with a multitude of opportunities for today's students.

Having a strong level of competency in ICT allows the student to pursue a job that involves working in all sorts of business sectors. New technologies will always be on the rise and understanding the skills required, and how to develop these through innovation and entrepreneurship, can help students, no matter the profession or career path.

Career opportunities

The following is a short list of some of the ICT paths for students to consider:

- Security and Networking Analyst
- Web Designer & Development
- Computer Programmer

Database Manager
Data Analyst
Mobile App Developer
Technology Support
Project Manager
Technical Trainer and Manager
Marketing Analyst
Content Marketing of Product
Branding Specialist
e-Marketing Specialist
Social Media Manager
Digital Tech Specialist
Public Relations Specialist
Social Community Manager
Social Media & Marketing Coordinator
Marketing Strategist
AI Specialist
Online Engagement Specialist
Corporate Communications Coordinator

Some of the fields of work include:

Education and learning (including e-learning), accounting, bookkeeping, television, internet, advertising and promotions, radio communications, telephone, cellular, computers, electronics, AI, circuitry, software design, AV technology, GPS, editing, music, solar, turbines, energy storage and batteries, manufacturing, retail, engineering, medical, pharmaceutical, surgical, transportation, security, CTTV and monitoring, business analytics and transportation, digital publishing, just to name a few.

Australian statistics

The Australian Government reports in ‘Skills Priority List Findings’, ICT Professionals, Occupation Reports, ANZSCO Sub-Major Group 26, **Occupations in Shortage:**

‘Across all ICT professional occupations assessed for the 2021 Skills Priority List (SPL), 21% were found to be in shortage compared with 19% across all occupations (Table 1). Of the Minor Groups, Business and Systems Analysts, and Programmers had the greatest proportion of occupations in shortage (38%), followed by Database and Systems Administrators, and ICT Security Specialists (33%). No shortages were identified for ICT Network and Support Professionals’.

Table 1 - Occupations in shortage, ICT Professionals Sub-Major Group and Minor Groups:

Business and Systems Analysts

Programmers

ICT Security Specialists

Database and Systems Administrators,

ICT Network and Support Professionals

They continue to say: ‘The majority (89%) of ICT professional occupations are projected to have strong future demand, compared with a third of all occupations. All Database and Systems Administrators, and ICT Security Specialists, and ICT Network and Support Professionals occupations are projected to have strong future demand.’

Of the ICT occupations, four shortages were identified:

Multimedia Specialist

Developer Programmer

Software Engineer

ICT Security Specialist

Results by state and territory shows:

‘Of the states and territories, New South Wales had the highest proportion of ICT professional occupations assessed in shortage (53%), followed by the Northern Territory (37%), while the remaining states and territories had around 20% of assessed occupations in shortage. It should be noted that the variation across the states and territories, at least in part, reflects differences in the stakeholder input received.’

According to Deloitte (July 2022, Digital Pulse),

‘Australia needs 60,000 additional IT workers annually to meet current demand, however, only 7,000 students are graduating with an IT

qualification each year. This shortage is expected to continue for at least the next five-years.'

Overseas statistics

As The U.S. Department of Labour (USDL) blog says about projected growth rates for jobs related to 'data':

'Interested in a fast-growing, high-wage career? In celebration of National Technology Day on Jan. 6, 2023, we're highlighting growing occupations that focus on technology's framework: data.'

From 2021 to 2031, employment in the nine occupations shown below is projected to grow more rapidly than the average for all occupations (5.3%); in fact, most are expected to have much faster than average growth. Overall, the increases are projected to create nearly 300,000 new jobs over the decade.

What's more, the median annual wage for each of these occupations was higher than the median annual wage of \$45,760 for all occupations in May 2021. To enter any of these occupations, you'll need at minimum a bachelor's degree.

This weblink also notes the growth rates, job numbers, occupational openings, median annual wage, and education entry level required on average:

<https://blog.dol.gov/2023/01/04/by-the-numbers-projected-growth-in-data-related-jobs>

Further, for Computer and Information Systems managers, the U.S. Bureau of Labour Statistics says:

'Employment of computer and information systems managers is projected to grow +16 percent from 2021 to 2031, much faster than the average for all other sectors.'

Here's a good reference to the U.S. Bureau of Labour Statistics in *Outlook*:

<https://www.bls.gov/ooh/management/computer-and-information-systems-managers.htm>

As I see it, from my research and experience as a business owner, as lecturer in business administration and entrepreneurship, ICT

knowledge and an entrepreneurial skillset will go a long way for the 2023 student and well into the future.

This type of learning will also encourage in the student creative thinking and the capacity to develop what may not yet exist in the product marketplace, the aim being to make processes for business and individuals more achievable in a simplified manner. Recognising the needs of processes is an entrepreneurial skill.

Subscription-based platforms

There's much to consider when most, if not all, IT products and platforms are subscription-based. Recently, when analysing my own business requirements, that of a music production library label and music publisher, I realised just how critical each and every product and platform choice is, as far as the implementation into my business goes. From online accounting software, marketing platforms, music digital delivery services to, and for, my global sub-publisher agents, CRM software to F2F meeting software, storage and sharing platforms, audio recording platforms, including audiomovers software to record remotely, to name a few.

The annual cost can be quite daunting - it does add up quite substantially. This exercise has made me realise how hidden, so to speak, these costs are, as you never see them come in at the same time. It is absolutely critical to understand what each program is offering, why you require it, how you are using it, if it is effective for your purpose and completing the required job, how many users to allocate in your subscriptions (as each additional user adds to the cost structure). In addition, it is essential that you can find a way - such as creating a specific spreadsheet of 'subscription-based product' - to track and keep a handle on these operating costs.

The Business Plan

Creating and continually updating your BUSINESS PLAN is essential, and I always advise students in my class - Entrepreneurship Research

Report and IT Industry Research, both post graduate subjects at the Universal Business School Sydney (UBSS) - to use the Australian Government template, located here:

<https://business.gov.au/planning/business-plans/develop-your-business-plan>



When contemplating a business venture, always identify what your business is, what it does and why it does what it does. Determine who will benefit from the products of your business. Consider the risks and risk management of your enterprise. Outline a feasible marketing strategy, including detail about your competitors, consider your strengths and opportunities, as well as your threats and possible weaknesses. Create a financial forecast of projections for sales vs. manufacturing and operation costs so that you can visually identify your assumed 'break-even point' - the critical number of realisations for every business - in order to adjust pricing, manufacturing, costs of

goods sold (e.g., manufactured), proposed financial structure and what your gross profit, operating and net profit might look like. This is important to accomplish before you open your doors to the business world, and it is thereon critical to continue to analyse these results weekly, and to adjust accordingly. Furthermore, one must also ensure they understand how to conclude a correct 'break-even point calculation'. One who does this in business has the greatest chance of survival.

Conclusion

I will conclude by saying, ICT learning promotes strong thinking skills, interaction between others, effective collaboration skills, as well as the capacity to evaluate, analyse, forecast, project, plan, monitor, and reflect. As the term ICT suggests, communication is integral and, with the information now at our fingertips, we are motivated to learn and discover. Moreover, we have access to the technology which at once widens our knowledge and stimulates investigative and creative thinking, all the while providing us with a tool - an engine - to promote innovation across any number of industries and workplaces and on a great many career paths.

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ICT, Digital Subscriptions and Cyber Security

Art Phillips
January 2023

Information and communication technology (ICT) products and services are playing an essential role in the business world and in our personal and family life, the focus now on heightening productivity.

These products are essential to running a successful and productive business as they provide solutions to accounting, i-cloud storage services, communication such as Zoom, office essentials such as email, documents, presentation software, databases, to name a few. And when it comes to family life, the subscription services are endless - Netflix, Foxtel, Stan, Apple TV, Disney, and the like, for visual entertainment viewing, and for music, many of us choose to stream from Apple Music, Amazon and Spotify.

Most of the products we use today are subscription-based and this has added a new layer to our operating costs and family overheads. A subscription model is a type of business where customers pay a recurring fee - for example, monthly or yearly - to access desired content or services.

As Faisal Kalim writes in ‘What’s New in Publishing’, ‘The market for digital subscriptions is currently valued at USD 650 billion dollars according to a new report from ‘Subscription Trends’ (2022) from Lineup, a subscription management solutions provider. It’s expected to reach USD \$1.5 trillion dollars by 2025, more than double its size today - a strong indication that the rise of the subscription economy is not a passing fad. At least one subscription service is now used by 205 million Americans, up 13% from 182 million in the first quarter of 2020. Last year, subscription commerce sales climbed 41%, and experts estimate their value at \$28B.’

Australian statistics

As Paypal Australia says, as reported in LSN Global, ‘Some 86% of Australian businesses that have implemented a subscription model have reported an increase in revenue.’

Paypal notes, ‘E-commerce is also booming on the continent, with three quarters of Australians shopping on their mobile phones. Furthermore, with subscription models increasingly popular among younger shoppers, these ‘set and forget’ services are paying off for businesses, as 86% of businesses reported increases in revenue after implementing these models.’ And later, ‘There is still an opportunity for brands looking to maintain a recurring revenue stream, as only one in 10 Australian businesses currently offer subscriptions. Opting for a subscription pricing model can significantly drive revenue.’

Kalim, from What’s New in Publishing (online) also writes, ‘The subscription economy has been growing since before the pandemic. The increasing number of options available to users created concerns about subscription fatigue. However, the pandemic showed that subscriptions have staying power as demonstrated by many publishers who continue to register growth post-pandemic highs.’

Gannett, a subscription-led, digitally focused media and marketing solutions company empowering communities to thrive - <https://www.linkedin.com/company/gannett/>

reported a 46% year-over-year increase in digital subscriptions in November 2021 to reach 1.5M subscribers. Hearst (magazine online) <https://www.hearstmagazines.co.uk> grew its digital subscriptions by 50% over 2021.'

These subscription statistics also indicate that consumers now have more choice than ever before, so they are less loyal to the usual brands that may have been the flavour-of-use previously. This means an IT company needs to concentrate on catering extra-well for consumer needs in order to reinforce the value of the service they are offering.

Subscription-based platforms

Recently, when analysing my own business requirements, that of a music production library label and music publisher, I realized just how critical each and every product and platform choice is, as far as what I use in my business is concerned - online accounting software, marketing platforms, music digital delivery and storage services, customer relationship manager software, F2F meeting software, storage and sharing platforms, audio recording platforms (including audiomovers software to record remotely from one country or city to my Sydney recording studio base), as well as many other services, are all out there on offer. We can now access orchestral sample sounds and sound libraries via i-cloud seamlessly, which means for me as a music creator, composer and music producer, I only need to take a small easy-to-carry laptop anywhere I travel to accomplish some very big tasks, which would have normally required full-blown state-of-the-art recording studio facilities.

Below is a spreadsheet of all my subscription services relating to the running of my music business. I track this periodically as it is critical to realize what each and every program and service is offering, why you require them, how you are using them, if they are effective for your purpose and if they are fulfilling the intended job. In addition, the spreadsheet allows me quick reference to the services I engage, and what - and where - I can then research to see if there is something better on the market for each task.

The products and services that I currently utilize are:

PRODUCT	SERVICE	EFFECT OF USE
XERO	Accounting software – cloud-based	Bookkeeping using bank feeds, reconciliation, BAS exports to the ATO, invoicing, and allowing accountant access rather than having to prepare documents for them at the end of the year.
Pipedrive	CRM, customer relationship manager, cloud-based program that has exceptional tracking and a depth of analytics available.	One-stop contact database with historical note keeping, tracking of projects + progress of, marketing planning and implementation, auto promotional sends, reminders, email functions that lock to your main mail client program.
Harvest PRO 3	Product audition and licensing website – a search engine of all my production music library assets for clients to license the product with	Storing of product / music assets, in-depth metadata storage and tagging, creation of various music formats, encoding copyright protection methods and making

	agreements automatically going through APRA AMCOS – the Australian music broadcast and mechanical-right organization.	available all my music product in categories, album genres, styles, mood, flavours, instruments used, notes on the emotional sound of each asset and a concise description of every track.
Zoom	Online meetings	Essential for F2F efficiency.
Mailchimp	Marketing platform	I utilise this method for each new product release, as well as reminders and new marketing tactics to all my distributors, clients and my global audience.
Dropbox	Storage and sharing ability of anything and everything digital.	I use this extensively for all files that I need to share with my team, with my sub-contractors, collaborators, and the like.
Microsoft	Office 365 programs, including outlook client email.	Word docs, excel data, powerpoint, email, etc
Audiomovers	Remote recording globally.	Ability to record to and from anywhere, back to my studios in Sydney.
Apple	Music, visual content, etc	Music, visual content, etc

Spotify	Music streaming service	Being able to listen to everything in the global marketplace on the go that has been commercially re-leased – essential for my business to understand currency of product and the markets.
Linkedin	Bio storage and advertising of personal and company profile.	Bio storage and advertising of personal and company profile.
Lawpath	Professional documents for business with e-docsign ability.	At times, helps with legal costs for the small general agreements. I generally use a solicitor for most legal matters and recommend doing so.
Adobe	Various - photo, visual, pdf extractions.	Photo, visual, pdf extractions.
Shutterstock	Stock images at reasonable costs.	Use in marketing and album artwork, etc.

There is a digital program solution for almost everything - or so we think. And for the ‘techy’ entrepreneur, here’s an incentive to discover and create something new, something needed, something that has not been done before to solve a problem in the IT area for businesses and for the individual - and I suspect there are still hundreds of

opportunities ready to be grabbed. **Thinking caps on!** And don't forget to trademark and register your idea and IP before offering it to the world.

The greater the innovation, the greater success!

Data security

With the increased use of subscriptions and digital programs in our world, there is an increased rate of security issue breaches that we need to risk manage, and, indeed, some breaches can be catastrophic!

Individuals, small businesses, large organizations and governments are all at risk. A security breach can affect anyone who has provided personal information and anyone who has collected and stored it.

Cyber security threats span many styles of security invasion, but professionals should be aware of these seven threats:

1. Malware threat

Malware is malicious software such as spyware, ransomware, viruses and worms. Malware is activated when a user clicks on a malicious link or attachment which leads to installing dangerous software. Cisco reports that malware, once activated, can:

- Block access to key network components (ransomware)
- Install additional harmful software
- Covertly obtain information by transmitting data from the hard drive (spyware)
- Disrupt individual parts, making the system inoperable

2. Emotet

The Cybersecurity and Infrastructure Security Agency (CISA) describes Emotet as 'an advanced, modular banking Trojan that primarily functions as a downloader or dropper of other banking Trojans. Emotet continues to be among the most costly and destructive malware.'

3. Denial of Service

A denial of service (DoS) is a type of cyber-attack that floods a computer or network so it cannot respond to requests. A distributed DoS (DDoS) does the same thing, but the attack originates from a computer

network. Cyber attackers often use a flood attack to disrupt the hand-shaking process and carry out a DoS.

4. Man in the Middle

A man-in-the-middle (MITM) attack occurs when hackers insert themselves into a two-party transaction. After interrupting the traffic, they can filter and steal data. MITM attacks often occur when a visitor uses an unsecured public Wi-Fi network. Attackers insert themselves between the visitor and the network, and then use malware to install software and use data maliciously.

5. Phishing

Phishing attacks use fake communications, such as an email, to trick the receiver into opening it and carrying out the instructions inside, such as, providing a credit card number.

6. SQL Injection

A Structured Query Language (SQL) injection is a type of cyber-attack that results from inserting malicious code into a server that uses SQL. When infected, the server releases information. Submitting the malicious code can be as simple as entering it into a vulnerable website search box.

7. Password Attacks

With the right password, a cyber attacker has access to a wealth of information. Social engineering is a type of password attack that relies heavily on human interaction and often involves tricking people into breaking standard security practices. Other types of password attacks include accessing a password database, finding dates of birth, places of birth and the like.

As IBM says, 'When properly implemented, robust data security strategies will protect an organization's information assets against cybercriminal activities, but they also guard against insider threats and human error, which remains among the leading causes of data breaches today. Data security involves deploying tools and technologies that enhance the organization's visibility into where its critical data resides and how it is used. Ideally, these tools should be able to apply protections like encryption, data masking, and redaction of

sensitive files, and should automate reporting to streamline audits, adhering to regulatory requirements’.

The value of data in both business and personal life has never been greater than it is today.

As advised from the cyber.gov.au website, here are three tips on how to keep your data secure:

1. Limit the amount of personal information you share online, especially on social media. Only tell the organization what they need to know in exchange for the provision of goods or services. For example, if you are asked for a home address, consider if the organization asking for it really needs it. That way, if the organization is ever affected by a data breach, less of your data is impacted.
2. Look for organizations that have a commitment to cyber security. Do not use platforms if you are unsure about their approach to cyber security or that have a bad cyber security reputation.
3. Avoid reusing passwords for online accounts. If you reuse passwords and any of your accounts are compromised, all of your accounts could be at risk. A password manager can help generate or store different passwords for you.

The Australian Government cyber security website offers the following: ‘A password manager is an application that securely stores, generates and manages passwords for all of your accounts. With a password manager, you only need to remember one master password, the password manager takes care of the rest. Think of a password manager as a safe for your passwords and the master password as the key to the safe. You can use password managers on computers and mobile devices.’

As Cisco reports in their Security Outcomes report, Volume 3, Achieving Security Resilience, ‘We asked (survey) respondents about the level of interest and importance top executives at their organization place on security resilience. The message couldn’t be clearer. A full 96% of executives consider security resilience highly important.’

‘We also asked respondents to elaborate on the types of resilience-impacting incidents they experienced. As seen in Figure 3, network/data breaches and network/system outages were both cited by over half of participants who reported prior incidents. Ransomware and distributed denial-of-service (DDoS) attacks were the next most common event types, each affecting about 46% of organizations.’

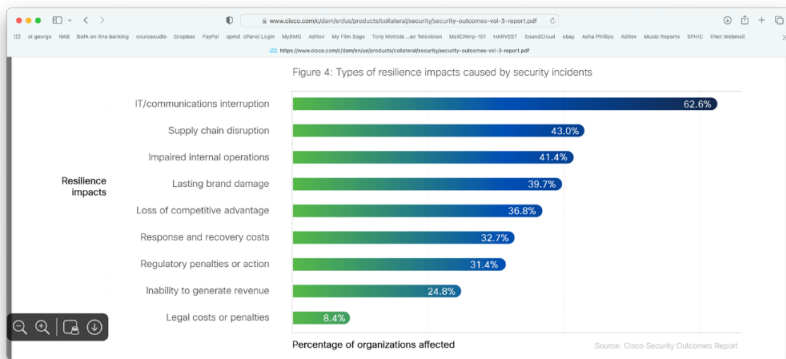
While some of the aforementioned incident types almost certainly involved employees as a vector of attack (e.g., clicking on a phishing email), overt, malicious abuse by insiders was reported by about 38% of organizations. Acts of physical destruction and sabotage were also cited, though substantially less often than the other incident types.



Respondents also had a lot to say about how these events impacted their organizations (see Figure 4). Over 60% referenced IT and communications disruptions, as well as the critical role ICT plays in security resilience. Supply chain disruptions landed in the #2 spot for business-level impacts. We’ve all been living with that pain lately, so it’s no surprise that organizations are feeling it too.

While impacts to supply chain operations affect entities outside the victim organization, impaired internal operations (reported by roughly 41% of firms) wreak havoc on the inside. ‘Brand damage sits at or near the top of the ‘what keeps you up at night’ list of many executives, so it’s telling that roughly 40% of these incidents result in that outcome.

Loss of competitive advantage is another top concern, and it rounds out the top five resilience impacts.'



Authentication Security Methods

There are generally 6 common factors used with authentication:

- Password-based authentication. Passwords are the most common method of authentication - but now outdated as the only source to authenticate.
- Knowledge-factor authentication - questions you decided to use as a second back-up method.
- Biometric authentication - facial, fingerprint, voice recognition.
- Token-based authentication - one such example is a dongle inserted into a computer to allow bank security codes to be sent via satellite.
- Multi-factor authentication - password and one or two additional methods (as above).
- Certificate-based authentication - scan of a document verification (license, passport, etc).

As we are all experiencing today, every time we log into one of our regular subscriptions or programs, we need to verify our name or email, enter our password and then we are required to view our

mobile telephone's 'authentication app' to gain the ever-changing / revolving digital security code. Life has become complicated, but we can rest assured that these extra safety factors are proving good risk management tactics.

As 'Computing' website UK states: 'We are fans of authenticator apps, as these take over from SMS text messages (doing) the job of sending you a one-time code to confirm that it's you logging in to an account by generating the code securely on your phone.'

They continue, posing the question: 'Why is that safer than an SMS text message?'

The answer:

'SMSs are vulnerable to a couple of types of attack. The most likely is that someone [convinces your mobile provider to send them a SIM card for your number](#), which would mean they could get all your codes and get into your accounts. Less likely, but still possible, is what's called a 'man-in-the-middle' attack that intercepts your SMS messages. An authenticator app doesn't rely on your SIM card or the mobile networks.'

How authentication apps work

Authenticator apps generate a one-time code that you use to confirm that it's you logging in to a website or service; they provide the second part of what's called two-factor authentication (2FA).

When you set up an authenticator app with a website, that site generates a secret key - a random collection of numbers and symbols which you then save to the app. The site usually shows you that key in the form of a QR code. When you scan that with the app, the key is then saved to your phone. Then when you log in again to that website, it asks you to check your app for a code which it displays for a short time, usually 30 seconds. The app generates that code by combining the key the website gave you when you first set it up with the current-time one. If the key in the access code matches the one the website holds for you, it knows the right person is trying to sign in.

Conclusion

The 'set and forget' convenience of subscription-based programs is certainly a great convenience, however, it has added a substantial layer of cost considerations for businesses and the individual consumer. We need to be mindful of what we require and keep track of the hidden, so to speak, annual charges coming onto our credit cards.

When setting passwords, it is recommended to choose carefully, and to change often. Advice from many experts has been never use birthdays, pet names, nicknames, favourite names or numbers, city of birth, et cetera, as hackers use many tricks to obtain breaching ability. You often see Facebook posts from unknown entities which are very tempting as far as sending a reply goes - posts that say something like, 'Bet you cannot find a word that starts with p and ends in p...' is one such example. Or, 'What is the tv show you most miss?' Or, 'What song would you play at a -----?' and these posts occur constantly. Some clear advice, do not ever be tempted to write in your answers, as these are red flags to security breaches, so, ultimately, do not be enticed into interacting.

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The Assignment Marking Bot - the Next Step in the New Reality

Jim Mienczakowski

Greg Whateley

January 2023

Amazing new AI bots (such as ChatGPT launched late last year by OpenAI) are now able to convincingly write cogent academic essays and assist in penning other student assignment tasks. As the New York School Board sought to ban ChatGPT Elon Musk, noting the bot's significance, the declaration was made - 'Goodbye homework!' (The Telegraph Louisa Clarence-Smith 5th Jan 2023).

The release of OpenAI's ChatGPT has caused consternation in the higher education environment already struggling to sustain its own relevance and credibility, and the first jerk- of-the knee response by Australia's GO8 has been to foreshadow a return to paper and pen examinations. (The Guardian, Caitlin Cassidy, 10th Jan 2023). Hurrah for common sense. It's an obvious and sensible response but one with financial implications as it involves providing examination hall real

estate, invigilators, heating/ air conditioning and paper and pen student capabilities, et cetera, et cetera.

Applying the old-fashioned approach of *viva voce* face-to-face assessments for every student would also be another safeguard and a further desirable demonstration of academic probity, but again at a cost - like 'working from home' for city office workers, university students are also currently utilising 'study from anywhere in your own time' potentials. Coming on campus for tests and exams might not prove universally popular.

The current response at our own institution (providing for mostly international students) demonstrates the point. In the most recent survey of students on the matter (WFA, T3, 2022), an overwhelming majority of students indicated they would prefer to stay online, citing safety and practicability as the two most important issues to them. We doubt whether there will be a sudden shift back to an enthusiasm to come back to campus.

Where are the other sort of bots?

And whilst others moot that AI might signal 'the 'death' of the essay' (Nick Cuthbert, 10th Jan 2023 The Pie News), an equally pertinent question is, 'Where are all the AI bots for marking student essays and written assignments?'

Surely if AI written essays fooling human readers is the new threat, then urgently developing AI marking bots capable of not only detecting machine written submissions but also marking authentically written assignments might be an equally feasible solution? If bots can now learn how to write passable essays, they must surely also be able to be developed to measure the quality of essays written by humans? Though, to have them do so, we could simply be entering what has been termed in The Guardian an 'AI arms race'.

The Financial Review recently described a newly constructed anti-ChatGPT application now available to help teachers detect ChatGPT style assignments (Tess Bennett 12th Jan 2023, The Financial Review) and, if it proves failsafe, it will be one further step in this AI versus

humans scenario. Essentially, the purpose of any Chatbot application is to replace the need for human presence in some form, whether it is online customer relations interactions or in the creation of homework or assignments.

Needless to say, the notion of AI marking bots will probably ‘liquify’ the bowels of those academics who might envisage their own areas of governance and scholarly deliberation being sidelined or replaced with a technology capable of swiftly determining the merits of undergraduate assignments.

Conversely, up on the executive level floors of their institutions, one can only imagine the back-of-envelope calculations taking place. *Marking bots might be able to replace swathes of costly staff - just as the self-checkout is set to do in supermarkets.* Developing and introducing AI for all assessments could eventually be seen as a *responsible move in both ensuring the authenticity and provenance of student assignments and as a safeguard and mode of necessary academic augmentation.*

After all, academics are not very successful at detecting contract or ChatGPT cheating and AI marking bots won’t have unions, mandatory working conditions or all the other sundry costs associated with employing human academic staff. *Wouldn’t such marking bots potentially free up more academics for other contributions - including producing necessary research?*

Hybrid teaching remains a constant

Of course, AI Assignment Assessment Bots are not yet with us but, whilst contract cheating and ChatGPT technologies are now seriously threatening the academic validity and integrity of what both schooling systems and universities do, the sector-wide move to adopt, retain and develop hybrid teaching approaches, somewhat unnoticed, remains on track. As COVID-19 becomes normalised (it has not ended or disappeared), there has been no universal uptake of a full return to face-to-face pedagogies. This is because hybrid teaching approaches are the logical extension of technology for education systems requiring and

serving ever-growing numbers of students. We are in an era of industrially scaled tertiary education and cost effective change is unavoidable.

The notion of hybrid - adopted by many - is being threatened by legislation suggesting a full return to campus, certainly for international students. This would be an unwise situation, given the concerns being expressed by students and medical authorities. According to Joshua Szanyi (University of Melbourne), the pandemic is far from over, given new strands of the virus are appearing: 'These findings tell us that we need to be prepared for this pandemic to continue' (cited in Dow, *The Age*, January 20, 2023). Hybrid and students choosing the desired mode is the way to go.

According to Nathan Standley (BBC News 7th Jan 2023), data provided to the BBC's survey reveals that *'more than 3,500 of the 12,569 courses at the 50 universities which responded are being taught in a hybrid format this year.'* The BBC's report further claims that, as courses have not been advertised as hybrid, the *'true number of blended courses being taught at UK universities this year could be even higher.'* The report also suggests that in at least the 50 of the UK's 160 universities who responded to the survey, *'28% of courses are being taught in a hybrid way, compared with 4.1% in 2018-19 before the pandemic.'*

The hybrid approach does require investment - certainly in technology associated with delivery - and this, together with an obsession for real estate and retail, may be the reason for resistance by many providers, especially universities.

Early adopter experience

The 'know how' in successfully utilising hybrid and blended courses seems to be as much in elements of the private sector as it is in our larger public tertiary entities. QILT results, however, repeatedly show that Australia's smaller, private (but solidly student-focused and fully TEQSA-compliant) institutions dominate in student satisfaction levels when it comes to hybrid and blended teaching approaches. One likely

reason for this is their small size and teaching only focus; another reason may be early adoption and a positive experience of hybrid delivery.

A number of private institutions (including ours) currently utilise proctoring tools to assist with ensuring examinations are appropriately invigilated and authenticated. Again, the task is costly, but essential to credibility and authenticity. These elements are highly prized in the current higher education landscape.

And, if AI Assessment bots ever become a real thing (which we believe is an inevitability), you can be sure that those smaller, private, TEQSA-compliant and student-focused entities will be swift to adopt them in order to free up staff to provide even greater levels of student support and consultation, online delivery and F2F student-teacher engagement.

It is the assurance of these capacities which seems to make online and hybrid pedagogies attractive to students. Furthermore, we can say, with a great deal of certainty, the AI bots will join these essential - even if only recently adopted - elements as the 'new kid on the block' in the new reality.

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ChatGPT – A Disruption in the Education Sector

Ashok Chanda
January 2023

If you haven't heard about ChatGPT yet, you might have missed the early excitement surrounding this new Artificial Intelligence (AI) tool set to revolutionise our lives. ChatGPT (Chat Generative Pre-trained Transformer) was launched by OpenAI as a prototype on November 30, 2022, and quickly garnered attention for its detailed responses and articulate answers across many domains of knowledge. Its uneven factual accuracy, however, was identified as a significant drawback. Incidentally, following the release of ChatGPT, OpenAI was valued at \$29 billion.

How Chat GTP is changing the face of learning

To experience the capabilities of ChatGPT, I have ventured into its world of chat and asked numerous questions in chat - and in each instance it has fascinated me with detailed answers and explanations. As an educator, I could not resist examining how ChatGPT is changing the education sector. Although it is too early to predict its full impact, one way to try to better understand its impact is to find out what people

are saying in published articles - another way is to ask ChatGPT itself and see how it responds to this question.

I chose to ask ChatGPT a number of questions about itself - and I received amazingly detailed answers which are summarised as follows:

Can you write an essay on how ChatGPT is changing the education sector?



Answer:

ChatGPT is a powerful language model developed by OpenAI that has the ability to understand and generate human-like text. This technology has the potential to revolutionize the education sector in various ways.

One of the main ways ChatGPT can change education is through its ability to generate personalized content. By analyzing a student's writing style, interests, and level of understanding, ChatGPT can create customized lesson plans and educational materials that are tailored to the individual student's needs. This can help to increase student engagement and motivation, leading to better learning outcomes.

Another way ChatGPT can change education is by providing more efficient and effective ways to evaluate student performance. Traditional methods of assessment, such as multiple-choice tests, can be time-consuming and may not provide a full understanding of a student's knowledge and abilities. ChatGPT can be used to create more sophisticated and accurate assessments, such as open-ended questions or essays that can provide a more complete picture of a student's understanding of a subject.

In addition, ChatGPT can also help to improve communication between students and teachers. The technology can be used to generate automated responses to frequently asked questions, allowing teachers to spend more time on more important tasks. ChatGPT can also be used to create virtual tutors who can assist students with their studies in real-time.

Finally, ChatGPT can also help to democratize education by making it more accessible to people in remote or under-served areas. The technology can be used to create online education platforms that can be accessed by anyone with an internet connection, regardless of their location.

In conclusion, ChatGPT is a powerful technology that has the potential to change the education sector in many ways. From personalized content and more accurate assessments to improved communication and increased accessibility, ChatGPT can help to improve the education experience for students, teachers, and institutions alike.

How can it generate personalized content?



Answer:

First, it can analyze a student's writing style by analyzing their previous written work, such as essays or homework assignments. This can help ChatGPT understand the student's writing abilities, vocabulary, and sentence structure, which can be used to create customized educational materials that match the student's writing level.

Second, ChatGPT can analyze a student's interests by analyzing the student's past interactions with educational materials, such as which topics they have been interested in or struggled with. This information can be used to create educational materials that are more engaging and relevant to the student, increasing their motivation and engagement.

Finally, ChatGPT can analyze a student's level of understanding by analyzing their past performance on assessments, such as tests or quizzes. This information can be used to create educational materials that are appropriate for the student's current level of understanding and to track student's progress over time.

In summary, ChatGPT can analyze a student's writing style, interests, and level of understanding to create personalized educational materials that are tailored to the student's needs. This can help to

increase student engagement and motivation, leading to better learning outcomes.

Can you elaborate on how ChatGPT can change education by providing more efficient and effective ways to evaluate student performance?



Answer:

Yes, ChatGPT can provide more efficient and effective ways to evaluate student performance by creating more sophisticated and accurate assessments.

Traditional methods of assessment, such as multiple-choice tests, can be time-consuming to grade and may not provide a full understanding of a student's knowledge and abilities. ChatGPT can be used to create open-ended questions or essays that can provide a more complete picture of a student's understanding of a subject.

For instance, ChatGPT can be used to generate a wide variety of questions and prompts that are tailored to a specific topic or learning objective. This can help to ensure that assessments are more comprehensive and cover a wide range of material. Additionally, ChatGPT can also be used to grade these open-ended questions or essays, using natural language processing techniques to understand student's answers and provide more accurate feedback.

Furthermore, ChatGPT can also be used to generate adaptive assessments that adjust in real-time based on student performance. For example, if a student struggles with a particular question, the system can generate a follow-up question that is easier or more relevant to the student's current level of understanding.

ChatGPT can also be used to generate simulations and scenarios that can be used to assess student's critical thinking and problem-solving abilities. It can also be used to create virtual tutors that can assist students with their studies in real-time.

In summary, ChatGPT can provide more efficient and effective ways to evaluate student performance by creating more sophisticated and

accurate assessments, such as open-ended questions or essays, which can provide a more complete picture of a student's understanding of a subject. Additionally, it can also be used to grade these assessments, using natural language processing techniques to understand student's answers and provide more accurate feedback.

Can you explain how ChatGPT can help to improve communication between students and teachers?



Answer:

ChatGPT can help to improve communication between students and teachers by providing more efficient and effective ways to answer frequently asked questions and assist students with their studies in real-time.

One way ChatGPT can help improve communication is through the use of automated responses to frequently asked questions. ChatGPT can be trained on a dataset of commonly asked questions and answers, allowing it to understand and respond to student inquiries quickly and accurately. This can free up teachers' time, allowing them to focus on more important tasks such as lesson planning and one-on-one meetings with students.

Another way ChatGPT can help to improve communication is through the use of virtual tutors. ChatGPT can be used to create virtual tutors who can assist students with their studies in real-time. These virtual tutors can understand students' questions and provide relevant information, feedback, and guidance. This can help to increase student engagement and motivation and can also provide students with immediate help when they need it.

Additionally, ChatGPT can also be used to create virtual classrooms where teachers can interact with students and provide feedback on their work in real-time. This can help to increase student engagement and participation in class, as well as provide teachers with a more complete understanding of student understanding.

In summary, ChatGPT can help to improve communication between students and teachers by providing more efficient and effective ways to answer frequently asked questions and assist students with their studies in real-time, through the use of automated responses and virtual tutors. Additionally, it can also be used to create virtual classrooms where teachers can interact with students and provide feedback on their work in real-time, which can help increase student engagement and participation in class.

Please explain how ChatGPT can also help democratize education by making it more accessible to people in remote or under-served areas?



Answer:

ChatGPT can help to democratize education by making it more accessible to people in remote or under-served areas through the use of online education platforms.

Online education platforms can provide students in remote or under-served areas with access to educational materials, resources, and support that may not be available to them otherwise. ChatGPT can be used to generate educational materials and resources that are customized to the needs of students in these areas. For instance, it can be used to create lesson plans and educational materials that are appropriate for the local culture and language. Additionally, it can be used to create virtual tutors that can assist students with their studies in real-time, providing them with immediate help when they need it.

Moreover, ChatGPT can also be used to create online assessment tools that can be used to evaluate student performance, providing students in remote or under-served areas with an equal opportunity to demonstrate their knowledge and abilities. This can help to ensure that students in these areas have the same opportunities as their peers to succeed academically.

In summary, ChatGPT can help to democratize education by making it more accessible to people in remote or under-served areas through

the use of online education platforms. It can be used to generate customized educational materials and resources and create virtual tutors who can assist students with their studies in real-time, and also by creating online assessment tools that can be used to evaluate student performance. This can help to ensure that students in these areas have the same opportunities as their peers to succeed academically.

Thanks for these answers. Anything more you want to add here.



Answer:

Thank you for your question. One more thing that I want to add is that ChatGPT is still in its early stages of development and there are many ways that it could be used to change the education sector in the future. As the technology continues to evolve, new and innovative applications of ChatGPT in education will likely emerge, leading to even greater improvements in the education experience for students, teachers, and institutions. Additionally, it's important to note that the implementation of ChatGPT in the education sector should be approached with caution and proper evaluation of its effectiveness and should be paired with the support of human educators to ensure the best results.

Thanks again. Can I reproduce this chat in an article I am writing?



Answer:

Yes, you can produce this chat in the form of an article. You can copy and paste the text into a word processing program, such as Microsoft Word or Google Docs, and format it to suit your needs. You may also need to edit and revise the text and add any additional information that you think is necessary. Make sure to cite the source properly if you are using it for any academic or professional purpose.

But you did not share any references or sources while offering all the attributes of Chat GPT.



Answer:

I apologize for not providing references or sources in my previous responses. As a language model, I do not have access to specific resources or studies that support the statements I made about ChatGPT's potential impact on education. However, many of the points I made are based on general understanding of the capabilities of language models and the current trends in education technology.

That being said, it's important to note that ChatGPT's impact on education is still an area of ongoing research and development. It's important to conduct further studies and evaluations to fully understand the potential of this technology and its effectiveness in the education sector.

Additionally, while the use of AI in education can bring many benefits, it's important to also consider the potential drawbacks and ethical concerns, such as privacy and bias. It's crucial to have a comprehensive approach towards using AI in education by including the perspectives of educators, students, and experts in the field of education technology.

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As a Director in the New Reality, What do You Need to be Aware of in Terms of Cyber Security?

Anurag Kanwar

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It is essential to break down some common risks - and questions - for any aspiring or new director operating in the new reality.

Cybersecurity risks are a significant concern for directors, as they can have a major impact on a company's financial, legal, and reputational standing. Some of the key cyber security risks for directors include:

Data breaches

A data breach can occur when sensitive information such as customer data, financial information, or company secrets are stolen or exposed. This can lead to financial losses, legal liability, and damage to the company's reputation. In 2020, *Optus* - one of Australia's largest telecommunications companies - suffered a data breach that exposed

the personal information of around 220,000 customers. The breach was caused by a vulnerability in a third party's vendor software. This was used by *Optus* to manage customer data. The vulnerability was discovered by an unauthorised party who accessed the data, threatening publication. The incident was reported to the Australian Cyber Security Centre and the Office of the Australian Information Commissioner.

Ransomware

This type of cyber-attack involves the attacker encrypting a company's data and demanding a ransom in exchange for the decryption key which can, in turn, result in significant financial losses and the disruption of business operations. One example of a ransomware attack in Australia is the attack on the *Australian National University (ANU)* in 2019. Hackers breached the university system and encrypted a large number of files, including research data and personal information of staff and students. The attackers demanded ransom payment in exchange for the decryption-key. ANU decided to pay the reported amount of \$50,000 to regain access to the encrypted files.

Phishing

Phishing attacks involve the use of email or other communication methods to trick people into providing sensitive information or downloading malware. This can lead to the exposure of sensitive information and financial losses. One high profile case that occurred in Australia is the attack on the *Australian Taxation Office*. The attackers sent out emails that appeared to be from the Australian Taxation Office and asked recipients to click on a link and enter their personal and financial information. The link led to a fake website that looked real and the attackers used information to commit identity fraud.

Supply chain attacks

This type of attack involves an attacker compromising a third-party vendor or supplier in order to gain access to a company's network. This can result in data breaches, financial losses, and legal liability. A supply chain attack occurred in 2020 with *Service NSW* (*Service New South Wales*). The attackers targeted a third-party software vendor utilised by Service NSW and used that access to gain entry to the organisation's systems. The attack resulted in the personal data of 190,000 customers being compromised.

Cloud infrastructure vulnerabilities

As companies adopt cloud services, the risk of cyber-attacks targeting cloud infrastructure increases. This may result in data breaches, financial losses and potential legal liability. Examples include:

- Unsecured data storage
- Insufficient network security
- Inadequate access control
- Malicious insiders
- Weak passwords
- Lack of encryption

What has become apparent is that cyber-crime is becoming sophisticated with regard to how it is used to target individuals, organisations and government agencies. It is important to be vigilant and cautious when providing personal information over the Internet.

To mitigate these risks, directors should ensure that the company has robust cybersecurity policies and procedures in place, as well as a plan for responding to cyber incidents. Additionally, it is important for directors to stay informed about the latest cybersecurity threats and to ensure that the company's IT department is adequately staffed and trained to address these risks. It is equally important to note that the above list is not exhaustive and new types of risks are constantly emerging, so it is critical for directors to stay informed and up-to-date

on the latest cyber security risks and best practices for protecting the company assets.

It is an acceptable part of law that directors have a responsibility to act in the best interests of the company. Under the Corporations Act 2001 (Cth), directors have the following duties:

- To act with care and diligence
- To act in good faith in the best interests of the company
- To avoid conflicts of interest
- To never misuse their position or information
- To disclose interests in transactions
- To prevent insolvent trading

These duties are owed to the company and are enforceable by the company, shareholders and other stakeholders.

Penalties for breaches of the Corporations Act 2001 (Cth) include:

- Criminal sanctions - fines and or imprisonment
- Civil penalties - fines and compensation orders
- Disqualification from managing corporations
- Compensation orders
- Injunctions and other court orders

Penalties can vary depending on the nature and severity of the breach and can be imposed on individuals (directors) or the corporation itself.

In a cyber-context, this means taking responsibility to ensure the security of the organisation's information and systems. Directors may well be reminded to have a standing item on meeting agendas in relation to cyber security.

To fulfil this responsibility, directors may be advised to ask the following questions about the organisation's cyber security -

What are our organisation's critical assets and how are they protected?

What is the organisation's incident response plan and how is it tested?

What are the organisation's cyber risk management policies and procedures?

How are employees trained on cyber security?

How are the third-party vendors and suppliers screened for cyber security risks?

How is the organisation complying with legal and regulatory requirements in relation to data privacy and security?

How is the organisation's cyber security posture being continuously monitored and evaluated?

How does the organisation report incidents and what are the response capabilities?

What are the organisation's incident reporting and escalation processes?

What are the organisation's incident recovery and business continuity plans?

Does the organisation have cyber security insurance? If so, have you seen a copy of the insurance policy?

As a bare minimum, directors should ask IT the following questions -

Is software updated automatically?

Does the organisation use multi-factor authentication to access areas of the network with sensitive information?

Who, or which, department monitors privacy concerns? Is there a privacy policy and a privacy email?

Are devices such as laptops and tablets encrypted? This becomes important particularly if staff are working off-site.

How are the organisation's files secured? Are they in a cloud or external hard drive?

Does the organisation require passwords for all laptops, tablets and smart phones? Are staff advised on appropriate etiquette in relation to electronic devices? For example, is it necessary to lock the computer and other devices when stepping away from the desk and when leaving these unattended in public places?

By asking these questions, directors can gain a better understanding of the organisation's cyber security practices and identify any areas where improvement may be needed. It is also important for directors to stay informed about the latest cyber threats and trends and to

regularly review and update the organisation's cyber security policies and procedures.

Welcome to the new reality.

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Digital Nomads and Their Emergence in the New Reality

Greg Whateley

February 2023

An essential aspect of the new reality is the notion of being able to work from anywhere (WFA). In recent times, the term WFH (working from home) has slowly been replaced by WFA - borders and barriers associated with the COVID-19 pandemic have been slowly and gradually lifted, making it possible to travel both in country and overseas.

My research, then, was to explore the possibility of WFA and operate as a *digital nomad*, and over a 6-7-month period, explore the application in three overseas locations - England, France and Italy.

London

The challenge was laid down. A digital convict (that is someone who reluctantly joined the digital revolution) wanted to experience being a digital nomad working from anywhere (WFA) and decided to choose a remote location (London) as part of the experiment.

Q. Why on earth would a greying, digital native travel, essentially, to the other side of the world (London) to test out the theory that Working from Anywhere (WFA) is in fact a viable option?

A. Because he could!

Q. And why London?

A. It was sufficiently far enough away to test the limits of the project, and further, what better place for a digital convict of British heritage.

Getting organised prior to departure

The adventure began with the careful inclusion of the essential technologies for the experiment - a laptop (with the appropriate accesses), in this case a Lenovo Think Book 15 Gen 4; a Logitech wireless mouse and keyboard combination; a Logitech BCC950 Conference Cam; large Sasco event calendar (old school); and iPhone; a notebook (also old school); a tri-screen; and a London underground mousepad (not essential, but provides great comfort when you are looking to find your way around the city).

In some ways, so simple, and despite having to jettison a few bits of clothing to ensure falling below the maximum baggage allowance, *the preparation was very straight forward.*

Getting organised on arrival

On arrival, it was essential to quickly establish a space from which to work with good light and access. A quality WIFI setup is essential, and most rental apartments/hotels have this facility available - without a doubt, for me it was the number one pre-requisite when selecting a venue to stay.

For an emergency scenario, the closest WEWORK option was identified, just in case. These facilities are dotted throughout the CBD of London and provide a most useful fall-back when the planned resources cause any trouble. A virtual office will set you back about AUD\$500 a month - not a bad option to be honest.

Getting your head around the time difference

In many ways, this was the hardest issue of all. There is a 9-hour difference (behind) between London and Sydney/Melbourne, creating the need for an early start each morning (4am London time) and working through to mid-morning (9am London time). This provided a 1pm to 6pm window with colleagues on the other side of the world.

Real time interaction was important and this was achieved through email, sms, WhatsApp, TEAMS and Zoom. The immediacy of response was always impressive - and this was a major factor in avoiding any sense of isolation.

This challenge was met - the constant reference to time calculation, on the other hand, was a minor challenge, but quite doable, nevertheless. The laptop was set for Sydney/Melbourne time and the mobile phone setting was London time. This assisted enormously.

Reflections of a new digital nomad

In all, the establishment of a work space was very straight forward. Natural lighting is important, though this can be augmented with artificial lighting (lamps and the like) to quite a good level for video conferencing.

Good speed WIFI is essential - and was, in fact, not an issue.

Adjusting to the different time zone was also straight forward. Landing in London on the weekend was a solid step. This gave time to adjust the body clock ready for operations on the Monday morning. This is highly recommended.

In all, I highly recommend WFA. The life of a digital nomad is not as remote as first thought.

France

Having explored the option of being an international digital nomad - <https://www.ubss.edu.au/article/travelling-with-a-greying-digital-nomad/> - the challenge of working from a country where English was *not* the dominant language loomed and was grabbed with relish. Is it possible to effectively operate from foreign quarters (France/Paris) and maintain the very levels of communication and operation needed? In short, quite straight forward for many reasons.

Paris (France) is the City of Lights and, given the fact that my travels brought me here during the festive season, the lighting and displays are eccentric to say the least. The sights are delightful during the day and sensational at night. Possibly a distraction, so let's get back to the issues of communication and operation.

Strong WIFI is the key

At the heart of all modern communication is the importance of a strong WIFI connection. My first consideration was ensuring an apartment where this was strong and sustained. For the Paris component of the adventure, an apartment was secured with highly reliable WIFI that was consistent and ongoing throughout the period. Remaining in the one place has advantages. Having a suitable workspace is also a key consideration - especially early in the morning.

Using email as the central tool

By choice, email was used as the centre of all communication. It is fast, efficient and readily available to all colleagues. Using a good laptop, wireless mouse and keyboard, combined with a good quality video device and a tri-screen meant access to a range of options including video conference, email and web access - in some cases, simultaneously.

SMS

For speed and simplicity, SMS was used for quick and immediate call/response activities. On occasion, it was even used to send photographs and images required, but generally it formed an essential element of effective communication as a short, sharp and quick response tool.

WHATSAPP

This is a remarkably flexible tool that was used considerably more than expected. With the ability to establish communication groups, it was highly effective, and in many ways became the preferred tool of many as an instantaneous response device where photographs and text could be shared quite efficiently. It was not used for business purposes as such but became an important tool for general communication.

Meeting people logistics

Unexpectedly, a number of meetings with other nomads took place. The liaison was largely via email, but the specifics of the physical meeting locations was generally achieved via SMS, WhatsApp - and dare I share - by telephone (and in one case, by landline). Having

multiple tools made the four connections relatively straight forward, despite the complexities of location and travel.

Time zone issues

From the outset, my view has always been the most difficult aspect of international nomadism is the time zone issue. Paris is minus 10 hours to Sydney/Melbourne during DEST. Though not a particular drawback, one needs to be cognisant of the differences at all times and ensure meetings are scheduled appropriately, without too much imposition on the nomad. In my case, I was comfortable with 4am meetings online (2pm in Sydney/Melbourne), being an early riser - this may, however, cause distress for some. My laptop recorded the Sydney/Melbourne time and my iPhone showed Paris time -simultaneously - and this was an exceptional advantage.

Language issues

Despite the reputation that the French have for being somewhat aloof and difficult in terms of language, this was not the experience on this adventurer. With a smattering of French and a companion who is fluent, there was little in the way of distress. Using the internet to access venues and the like was very straightforward in French - in many cases, nevertheless, the option of an English language version worked. English has become the international language and most commercial outlets are multi-lingual.

At the time of writing, the adventure in a second foreign land was set to commence within a week or so - this time in Italy. To date, being an international digital nomad operating in a foreign land in a foreign language has caused little in the way of distress - and has proven to be effective and productive. We shall see! Indeed, what follows here has been included for the purposes of offering a retrospective of WFA - this paper, a travelling document, so to speak.

Italy

The travels of the greying, digital nomad has been captured during visits to the UK and France in recent times in other short articles -

England - <https://www.ubss.edu.au/article/travelling-with-a-grey-ing-digital-nomad/>

France - <https://www.ubss.edu.au/article/the-greying-digital-no-mad-in-a-foreign-land/>

This third entry on the matter is Italy. Florence - and later, Rome in particular - further supported the notion of WFA but with some new considerations that would enhance the process and ensure high levels of communication and support in relation to the Sydney/Melbourne headquarters.

WFA as a concept

The notion of WFA has been explored as a contemporary and appropriate approach to work in a recent publication - Whateley, Bofinger and Kanwar (2022) **WFA – Working from anywhere and the digital nomad – DN**, Intertype ISBN 978-0-6556620-1-6, incorporating 23 chapters which look at the issue from every conceivable angle. Chapters are available electronically for consideration:

Whateley and Bofinger - <https://www.ubss.edu.au/media/3998/wfa.pdf>

Kanwar - <https://www.ubss.edu.au/media/4001/chapter-2-snakes-on-a-plane.pdf>

Jankoff - <https://www.ubss.edu.au/media/4004/chapter-3-how-i-use-technology.pdf>

Bendel - <https://www.ubss.edu.au/media/4008/chapter-4-a-concept-whose-time-has-come.pdf>

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Kok - <https://www.ubss.edu.au/media/4011/work-from-phone.pdf>

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The view being espoused is that WFA is effective, doable and is here to stay.

Home base operations – working across time zones

Bearing in mind the GCA/UBSS operations are in Sydney and Melbourne (Adelaide on the way), the most difficult aspect of the WFA effort has been working with time zones. In the case of Italy (both

Firenze and Roma), the difference was 10 hours (given the timing of day light savings in both states of Australia).

A Sydney/Melbourne day starting at 9am (11pm Italy time the previous evening) and finishing at 5pm (7am Italy time - same day for Sydney/Melbourne) created certain challenges for the WFA nomad. The overall process was managed in two shifts, with WFA in Italy from 10pm-12pm the previous evening (8am-10am in Sydney/Melbourne) and then again at 4am-9am (2pm-7pm in Sydney/Melbourne).

The most difficult scenarios were the scheduled Sydney/Melbourne TEAMS meetings at 10am (12 midnight in Italy), 1pm (3am in Italy) and 2pm (4am in Italy) - these were the most challenging – doable – but, nevertheless, demanding.

The importance of a SOHO on the road

It became clear that the best way to operate was the establishing of a small office home office (SOHO) scenario that provided a dedicated space where order overcame any form of chaos. I had prepared for the need, carrying an enabled GCA laptop, a wireless keyboard, a wireless mouse, a mouse pad for all surfaces, a high-quality digital camera (Logitech BCC950 Conference Cam), a display stand and a notebook and pen (old school) that worked well in tandem and supported the range of activities scheduled. A calendar and a time piece (adjusted to local time - Sydney/Melbourne time was shown on laptop) were also indispensable.

In both Florence (Firenze) and Rome (Roma), I was able to secure a quiet, stylish, comfortable space with minimum interruption, irrespective of the hour –



A nook in the old quarter of Florence overlooking Duomo



A dedicated spot beside the Spanish Steps in Rome

This worked extremely well and is highly recommended. The secret is ensuring that you have the right bits and pieces from the outset - good planning is essential.

WFA as a practice

I have operated now in England, France, Italy, Bangkok and Singapore in recent times and conclude that, despite the challenges (essentially time zone related), the practice of working from anywhere (WFA) is highly successful and breathes life into the concept, while the notion of a greying, digital nomad wandering the planet is given meaning. No less significant is arriving at the conclusion that maintaining a presence with home base is both doable and highly likely to continue.

In some ways, the most flattering (and possibly tell-tale) compliment came from a colleague who had not realised I had actually been away. So, it does work!

Emeritus Professor Greg Whateley is Deputy Vice Chancellor, UBSS and Vice President (Academic) at GCA. *He is a greying, digital nomad and author of numerous papers on the subject, including a recently published book.*

Technology - A New Reality

Sutheera Atawongsa

February 2023

Change is real and, in a world dealing with the outbreak of COVID-19, change has gained significant momentum, giving new meaning to every dimension of human life. As such, daily life has been impacted, and even though the situation has begun to ease somewhat, many living behaviors and some business operations may never be the same again. People may no longer need to gather or work in the same location due to the global epidemic. An internet connection system using contemporary technologies and more virtual reality looks set to take the place of everything. There is an easing on the limitations of time, place, and money. Real-time communication is now possible for people all around the world. No doubt, other technologies in the future, in terms of the digital trend, will meet the needs - the demands - of people and make life easier and more flexible. A challenge for organizations and entrepreneurs will be adjusting their operational strategies to be in line with the current and future changes that they face. Small businesses and some organizations may be disrupted by technology in the short term but if they continue to operate in the same way they may 'miss the boat', so to speak, in the long term, if changes

in technology and a new way of operating are not acknowledged as part of the new reality.

Considering the 2023 World Economic Forum (World Economic Forum, 2023), we should expect the emergence of a new form of entrepreneurship. The emergence of a new type of entrepreneur - of someone more open to being challenged, and those who are prepared to try and make mistakes – is upon us. They are not afraid, and they dare to do new things and have bigger dreams in this era of disruption. For instance, in the UK, we have seen the ongoing cost-of-living crisis fuel a new wave of entrepreneurship. In particular, the number of female entrepreneurs is increasing faster than ever. Nearly one in five women (17%) is considering starting a business, and nearly half (48%) have a desire for more money and more autonomy to be their own boss, which has served to motivate them to start a business. They want to run their own business instead of relying on others. More importantly, young entrepreneurs can learn from the successes of many successful businesspeople through various social media platforms. These business models will inspire those with an idea to create new businesses - using technology can help budding entrepreneurs keep up with the changes in the modern world. Perhaps you must know first, change first and win first.

Technology - A New Reality

Due to the increase in people who like to use digital platforms that are convenient, businesses where digital technology is integral have grown exponentially - included are the many new start-up businesses that use technology to solve customer problems and meet customer needs. You may have noticed that most of the start-up businesses around the world are digital-related - these include transportation and delivery trading, financial services, providing medical services, entertainment media, et cetera. Customers can easily and quickly download applications for use on their mobile phones using only one phone. According to recent data, smartphones are the most popular device. They are owned by 95.8% of global consumers (Oberlo, 2023). These can

be linked to other devices or products and can be connected over the Internet via a system that can command the use of various electronic devices more easily, the result being the Internet of Things (IoT) that makes people's daily lives easier. Can you imagine waking up to find that the alarm clock that woke you up was your phone? Furthermore, we can view the schedule of appointments for each day's work, check the weather forecast and temperature, send messages, chat with people, update news, order foods, buy goods and services, and make payments. This list excludes a mention of the ability to connect to the 'workplace' with smartphones and other smart applications such as Smart Watch, Home, Car, City, and many others, all of which are fast-becoming part of daily life.

Everything is smarter with a smartphone. Smartphones have become part of our daily routines. We are entering a truly digital world. In addition, technology has changed the working style from in-office work to a hybrid working style that gives employees more freedom to work, sometimes from anywhere. Employees are able to work in any location they wish, alternating between working in the office and home (or café or park), so long as one is connected. This has come to mean employees can choose to live a balanced life, their performance measured, nonetheless, as to whether or not they can meet the organization's goals. Many companies have changed to working in this way - giant companies such as Google, Microsoft, and Amazon, etc., are in line with the work style that is popular among the new generation, who do not like working in the same way in the office. Goodfirms (2023) outlines the survey findings - that hybrid work will be popular for Millennials (72.9%) and the trend is consistent with other generations, the Baby Boomers (66.7%) Gen X (63.2%) and Gen Z (62.2%) The new generation is a person who comes with technology and learns through technology.

During the pandemic when everyone who could work from home was required to work from home, the number of patients was kept in check and is reported to have been a critical health response. Still, all Google employees are now asked to give up the convenience of

working remotely from home and visit the office at least 2-3 days a week; on the other two days, they are free to work from home, if staff members believe they will be most productive. Additionally, Google gives its employees the option of working remotely online. Whilst employees get the chance to interact while working in the office in a similar way to a working community, they can also have Google forecasts, where just 60% of employees who go to the office on certain days will physically go to work. Even with the adoption of a hybrid working style, there will be some employees who will choose to work entirely remotely (if they can). At some Google locations, 20% of employees work from home, so, there is no doubt employees have a lot of autonomy in this type of work environment, where travel and work can occur concurrently.

Education Technology: A New Reality

The world is witnessing the transformation of a society to what has become known as an ‘aging society’. As a result of economic and social development, people are living longer. In 2022, there were 670 million people aged 60 and up and this group was defined as ‘older’. In 2022, the elderly accounted for 14% of the total population. Back in 2020, it was projected that 26% of the total population would be 60 years of age or older (United Nations ESCAP, 2023). Alongside an aging population, the youth are changing their ways. The economic climate has led some to decide to work after completing high school because they cannot afford to pay tuition fees or do not want to go into debt for their education. This means that the number of students in higher education will drop significantly. While the number of educational institutions has increased, the educational model will need to be adjusted in accordance with the problems and needs of the learners and provide education in a more diverse and flexible format. What will happen to school fees? Will courses be offered in a shorter time frame so that students graduate sooner? Institutions will need to make it easier for learners to access learning through education technology, as learning in the classroom alone may no longer meet learners' needs.

Students will be required, it seems, to learn by themselves by searching for information on the Internet from a great number of sources from all over the world.

For a more specific example, I have chosen education in Thailand. There has been a change in teaching, and learning is occurring in a new way. The change is gradual, however, probably due to limitations within the regulations of the Ministry of Education of Thailand - it seems there is an inability to change the learning style. In government schools, however, Thailand's education at present has expanded educational opportunities by having a policy that allows educational institutions to accept students or the general public, offering higher education places in advance in the form of accumulating credits (credit banks). By having a policy that stipulates educational institutions shall organize teaching and learning courses in a co-production manner between higher education institutions and entrepreneurs, (Cooperative and Work Integrated Education: CWIE), learners in higher education institutions will study alongside real work and will be engaged in the workplace. Work-based learning, as such, which focuses on enabling learners to have competency of knowledge, skills, attitudes, and values that meet the needs of the job market will mean 'students' are ready to go into the real working world. With this in mind, online teaching and learning at the bachelor's and master's degree level has begun, and is evident, particularly, in fast-moving private universities.

We cannot deny that the outbreak of COVID-19 has been a vital factor driving the provision of online teaching and learning. It is not only in Thailand that an acceptance of this form of learning has occurred. Indeed, the Ministry of Education of Thailand recognized the changes occurring were global and, to an extent, out of one's control, and, whilst still in very much a transition phase, it is hoped that in the future Thailand will drive the teaching and learning in the online pattern. Virtual classrooms have been developed to meet the needs of today's learners. Education technology is one of the digital technologies that has taken learning in the traditional classroom to beyond it. Certainly, there are a great many challenges ahead for school

administrators and related agencies, but being brave enough to make decisions and accept change will likely see these institutions leading the way.

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New reality – New Way of Life

Richard Xi

February 2023

The accelerating integration of digital technology is impacting every dimension of human life, and is no doubt a consequence, in part, of the COVID -19 pandemic. Digital technology is making a significant contribution to the changes in people's daily experiences in their work, education and social domains. The phenomenon of rapid digital transformation across societies - and the globe - includes the emergence of a new working style. What may have begun as working from home (WFH), and later, working from anywhere (WFA), new methods have incorporated - in the education sphere (where I find myself) - a digital model of teaching and learning, online course delivery with no geographic boundaries nor time restrictions, as well as new business operating models. The great wave of change is inherent in digital operations, digital marketing, and digital customer service, digital entertainment and digital social interactions. The combination of the digital transformation and the prompt application of digital technology constitutes a *new reality* for everyone, a new *environment* to which we must adapt, and a *new way of life* to be embraced in the context of post COVID-19.

New way of working life

Along with the evolution of the digital era (from analogue electronics to digital electronics) -since the first transistor was invented in the late 1940s and the subsequent development of computer technology and other electronic technologies - businesses and organizations around the world (starting with the advanced economies such as US, Japan, and Western Europe) have strived to keep pace with the digital revolution in areas including business management, office administration, equipment needed in daily business operations (especially in knowledge-intensive industries and organizations), in order to maintain a better position to gain competitive advantages. In this context, most of us were working weekly, 9 to 5, grouped together in a physical office space, thinking this is a likely way of working for our lifetime, and no one would have ever thought there would be any other working pattern - until COVID -19 hit the world and changed the environment, some would say, beyond recognition.

The threat of pandemic is real, and no one is entirely free from the ramifications of the COVID -19 virus (and its variations). The immediate challenge for many businesses and organizations has been to minimise the risk of infection for their employees, while keeping the business running at a 'survival' level. This is a crisis - but also an opportunity. Perhaps it is timely to mention the symbiotic relationship embedded in the Chinese word for 'crisis' (危机) which consists of two characters - 'danger' and 'opportunity'. The digital technology plays a key role in helping businesses to pivot from the 'danger' (crisis) to 'opportunity' by providing digital accessibility and mobility to office workers, all the while, abiding by COVID - related safety control measures. *For business*, the outstanding benefits of WFA have included keeping stability with low staff turnover, cutting operational costs by reducing office space, stimulating productivity and work efficiency, and increasing job satisfaction. *For employees*, WFH brings noticeable benefits - to individuals and their families - in the areas of work-life balance, greater flexibility with regard to working and parenting, reduced cost of

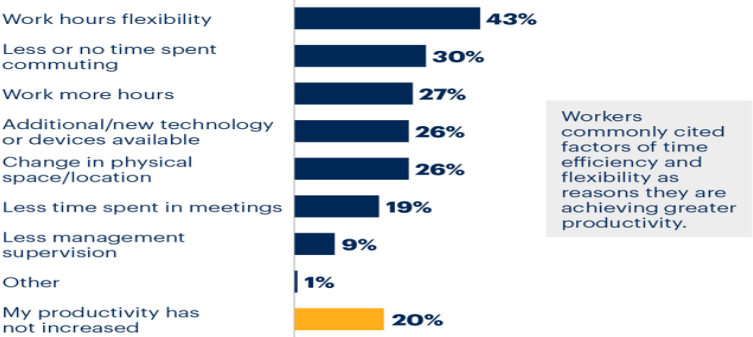
commuting, more autonomy in managing work tasks (e.g., starting work early or late). For *society as a whole*, reducing the infection risk during a pandemic by having fewer people commuting, while adding environment gains, in terms of lower emissions due to fewer commuters and cars on the road, must be recognized as a plus. Subsequently, there has been considerable development as far as remote working procedures reshaping the traditional working pattern and breaking down geographic boundaries (both domestic and international) goes.

The realization of WFA is largely determined by two key factors - the readiness of digital technology and the willingness to embrace digital transformation. It is suggested, however, that a successful transformation also relies heavily on mastering an often-complex set of interdependencies between systems and initiatives across IT and the business (McKinsey, 2022).

This new way of working firstly represents change to the work pattern - from *old normal* (static team-based physical office environment) to the *new normal* (virtual and individual-based working environment with enormous flexibility and mobility) - within two dimensions (space and time). Further to this, there will be an adjustment of people's perception and attitude towards work as they navigate the changes driven by the digital transformation in their working environment. There may be resistance, reluctance and a cautious approach; some may be more agreeable and accept change more readily which may, in turn, generate positive outcomes for both businesses and their employees. WFH, WFA, and *working hour flexibility* (WHF) have become the new reality, and according to some, at no cost to productivity; rather, these methods of working are understood to be the major contributors to a spike in productivity, as illustrated in a recent published article in the World Economic Forum (WEF) held in Davos (WEF, 2023):

Working Hours Flexibility Is the Main Reason for Increased Productivity

Reason for Increased Productivity
Percentage of Respondents, Multiple Responses Allowed

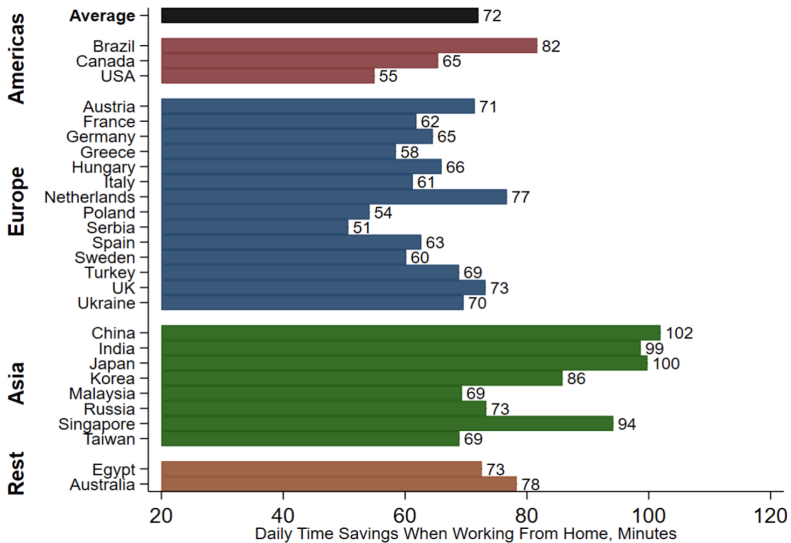


gartner.com

n = 10,080
Q33b. Regardless if your overall productivity increased or decreased, please select all the reasons for any increase in your productivity.
Source: Gartner 2021 Digital Worker Experience
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Gartner.

Another worldwide survey managed by Aksoy et al (2023) and presented to the World Economic Forum recently suggests that WFH has enabled huge commute time savings when working from home. An overview of time saved is provided -



The survey shows that the big economies in Asia - China, India, and Japan - are on the top of the list, saving about 100 minutes daily, while the median class economies like Australia, Brazil, South Korea, and Singapore are on the second tier, saving from 78 to 94 minutes daily. USA and major European economies achieved from 55 minutes to 73 minutes of daily commute time savings when working from home. Furthermore, the impact is clear in terms of giving more flexibility and freedom in balancing an individual's commitment to work and life, saving travel time and cost, reducing pollution, cutting energy consumption, and boosting local communities in the global context.

Notwithstanding the obvious social and economic benefits - argued by P. Choudhury (2020) in his research - there are some challenges that need to be addressed such as communication, brainstorming, problem solving, knowledge sharing, data-security when organizations determine to achieve their WFA goals. There is no doubt that the symbiosis between changes and challenges is the way forward for human evolution and social progress. The practices of WFH, WFA, and WHF have changed the traditional work pattern and formed a new form of working life, not limited to one nation or continent.

New way of teaching and learning life

The crisis caused by the COVID -19 pandemic and the subsequent strict safety control measures reshaped traditional ways of teaching and learning, with face-to-face (F2F) on campus not possible. Seeking alternatives to keep teaching and learning activity alive was the priority for both public and independent higher education providers, particularly in relation to international students. Leaders with a 'think ahead' mindset have wasted no time in taking the unprecedented *challenge* as great *opportunity* by pivoting to a digital transformation - investing and adapting in state-of-the-art technology to create a new pattern of teaching and learning, transforming conventional classrooms into digital teaching and learning classrooms/platforms (equipped with audio, video, computer, Wi-Fi, and other digital and mobile devices). The innovative digital classroom played, and continues to play, a key role in offering quality teaching and learning activities during COVID -19, with lecturers delivering their lectures from a digital classroom located on a school campus and with students participating in the class online simultaneously from anywhere, in any place they like, the aim being that teaching and learning is effective and efficient.

Reflecting on my own experience, the digital classrooms were set up at UBSS Sydney CBD Campus immediately after the directive of a COVID -19 lock-down, requiring the entire teaching and learning activity to transition from the F2F classroom to fully online. It safeguarded the interests of international students (in particular) to ensure the continuation of seeking high quality Australian higher education, whether they were onshore in Australia or in their home country. The overwhelming positive feedback collected from consecutive student surveys, in the case of UBSS, proved an important point. For example, the latest UBSS student survey (T3, 2022) indicates that 93% would like to remain online, while on the Melbourne CBD Campus, 100 % of post-graduate students prefer to remain online (Whateley, 2022). The result should not be a surprise, considering the benefits that

international students have enjoyed from online learning, such as more flexibility and freedom in balancing their commitment to family, study, and work, the reduced travel time and cost amongst others. As we enter the 'post COVID -19' era, there is certainly a focus on a hybrid approach to teaching and learning, and the prediction that 'hybrid' will be a factor in the new reality is not unique to UBSS.

Conclusion

The new work patterns being adopted in workplaces (WFH, WFA, and WHF), and in schools (hybrid course delivery), by all accounts, and across the globe, are here to stay. Possibly, the resilience to adapt to the changing environment and a positive attitude towards the changes are the key factors in determining the pace, scope and outcome of the whole process of transitioning to the new reality.

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Traditional Higher Education Approaches Look Backwards

Jim Mienczakowski

February 2023

We all know that COVID-19 has been an agent of change in the way we now engage with work. Given the chance to work from home, some are naturally loath to be forced back into the daily grind of traveling to toil in various specified urban locations to conduct tasks that can be easily completed from home. Numerous employers have also leapt at the chance to reduce their need for expensive office space in CBDs and other related facilities. The WFA/WFH movement represents a massive fracturing of the long-established paradigm of work being related to specified locations. The following chapter asks a number of questions with respect to potential changes in the tertiary environment.

Will WFH/WFA Operatives Become the New *Pieceworkers* of Today?

There have long been *pieceworkers*, people who produce elements of work from their homes. For example, in the late 18th and 19th centuries, women and children in England would often be paid for making matchboxes and other paper or card wrappings at home. They would

follow the strict specifications provided by companies and would only be paid for those pieces made which met the required standard.

In a sense, WFH/WFA operatives are the new pieceworkers of today - but (currently) by choice as opposed to from necessity.

Downside or Opportunity?

Despite the current buzz around the notion of the *death of the CBD office routine*, there may actually be some unseen downsides to Working from Home (WFH) and Working from Anywhere (WFA) - and time will tell if they are truly significant or not. Such impacts might include:

1. Gradual isolation from maintaining a positive work culture, including continuous professional development and ad hoc opportunities to extend skills through peer-to-peer learning, etc
2. Lack of social interaction and a loss of a sense of collegiality and community
3. A shift in an individual's perceived work identity and status

The shift to work no longer being a routine destination or clear professional identity for some employees as you may now work at home but are probably available for your children, family and others whilst also 'working', that is, you no longer 'go to work'ⁱ

The above list of issues is, however, far from conclusive, and thus far, potential downsides are clearly insufficient to outweigh the employee demand for the upsides of WFA capacities. Ultimately, potential downsides also represent further economic opportunities for HR training consultants and other specialists to help fill the gaps.

There appear to be many professional opportunities in the shift from communal working environments to individually chosen working locations.

Eventually, employers will need to develop new ways of ensuring that employees who are working in non-office environments are continuously upskilled and appropriately engaged with their teams and supervisors.

This is the beginning of a new era in remote workplace relationships and management.

Embedding WFA/WFH as an Employee Entitlement

Here in Australia, the new reality of working away from the office is in the initial stages of being legislated as an entitlement for some employees. Curtin University (according to CMM 3rd Feb 2023) is currently negotiating working off campus as an entitlement within its new wage agreements. If so, it will cement the anticipation of WFH and WFA as commonplace expectations in Australian tertiary environments. The cynical amongst us might say that for academics WFH/WFA has been occurring for decades and the advent of the Internet has just made it even easier for academics to *not be on campus* - even whilst their students are.

Guaranteed Productivity?

As long as academics have been able to move out of the 9 - 5 office routine, there have been tensions concerning measuring their off campus academic productivity. *Essentially, the issue of trusting employees to do what they are supposed to do when not on campus or in the office will continue.*ⁱⁱ

The current WFA habitus is also constrained with respect to how managers, employers and others might ensure that their paid employees are giving their utmost to their employed work.ⁱⁱⁱ

New WFH/WFA capacities will prosper, providing employees do not abuse the opportunity they represent and employers a) gain sufficient benefit from them and b) ensure their employees are fully recognised and valued as a part of (increasingly virtual) commercial operations.

In Traditional Universities Research is Essential – Is it Essential for all Universities to Produce Research?

The concern over WFA as an entitlement in academic environments is significant. Fundamentally, academics have long had 'study days' each week for conducting their own personal research and some have gained sabbaticals - for more extensive study periods. It is the nature of university research to support this mode of academic activity as it is

integral to producing knowledge. It is simply an indispensable and fundamental part of university life - within traditional research focussed institutions, that is.

Nevertheless, this *traditional university structure* raises some serious questions:

- i. Should academic staff members' research activities impinge upon or compete with their availability for the students whose tuition fees fund most university activities?
- ii. Are the GO8 research-ranked entities the right institutions to provide the type of degrees, tuition and qualifications now required by aspiring undergraduates in an environment in which higher education is very much a user-pays milieu on an increasingly mass manufacturing scale?
- iii. Would it be more appropriate to now separate research-intensive universities from teaching universities - at least at undergraduate level?

Several Australian private universities have already made this divide - UBSS included. Some major American institutions also do so. This does not mean UBSS academics do not research - far from it. Many are still very active in their professional fields and also in research. What is meant here is not that there is a reduction in the skills and status of academic staff but that teaching, student contact, progress and well-being are the dominant responsibilities and focuses of academic teachers.

It is because of its emphasis on student learning that UBSS does exceedingly well in national QILT assessments of student outcomes and experiences. Some of Australia's leading research-intensive Top 100 universities do poorly in comparison - possibly because research is a higher priority for them than teaching?

Tradition Does Not Look Forward: Is it time for major tertiary change?

In higher education, there is commonly much pomp and ceremony - dressing up in medieval style gowns and holding huge degree-awarding ceremonies, sometimes with chants, songs and even speeches in Latin (a long dead language) to lend status and significance to the qualifications universities award. All universities tend to do this. Customers expect it and degree ceremony photographs are much in demand by students' parents and families.

That said:

- i. No Australian university has a genuine claim to maintaining the medieval traditions of their perceived heritages. None were established during ancient times, and most traditions are not even close to 100 years of age.
- ii. Whilst the role of the British Monarchy is (again) in question in Australia, how about also looking at the inherited structures, bureaucracy, and positioning of our leading academic institutions? Developed during the reign of various European monarchs, patrons, religious protectors and philanthropists, institutions still struggle to overcome the agrarian timetables of yesteryear which suited the farming economies and class systems of old Europe. They are 'location specific conglomerations of real estate' at a time when flexibility and location-free learning are becoming the most affordable modes of providing mass education.
- iii. University graduation ceremonies - and pomp - are, arguably, now conducted to build perceived weight and authority, with respect to higher learning institutions, their academic staff and the degrees universities award. *At best, it is emulative, historical /cultural appropriation.*

- iv. *Ultimately, does any of the ceremony and pomp actually improve the quality of the degrees and learning opportunities universities offer?*

Is it time to prioritise new hybrid (online and teaching intensive undergraduate) universities?

Universities, where knowledge is often created, can also be places of significant cultural tradition and status resistance. For example, in Europe we are potentially on the cusp of seeing the massification of doctoral awards. Vocational institutions are now moving to award doctorates and professional doctorate programs are also on the rise. In a world where more educated and highly qualified people are urgently needed, this should be universally viewed as a logical and welcome development. But this is not the case. The long-established traditional research universities, particularly in Germany, are not at all keen on vocational focus in research degree provision or in anything which (they believe) impacts the elite status of the doctoral degrees they traditionally offer. Conversely, the vocational sector considers it has now matured in its research contributions sufficiently to (like happens in Australia and the UK) merit university higher degree awarding powers (Ben Upton, THE 2/02/2023).

This polytechnic to university status move has been occurring for decades and the necessity, utility and benefits of the traditional research PhD qualification are continuously (and rightly) under the spotlight. In the 17th and 18th centuries, doctoral degrees were a signifier of an educated and accomplished mind - rather than just a qualification through which you could gain employment. Today, most degree awards are aimed at helping the recipients find meaningful, well-paid jobs. These two goals of knowledge and employability are not always attuned.

Research higher degrees are essential for researchers in various sciences, medicine and wherever new knowledge can improve life or bring economic benefits, but their relevance is questionable with respect to other professional domains - including the worlds of business

and schooling. Professional doctorates have more utility and purchase in these spheres.

Conclusion

The new realities of work and study are inextricably entwined - utilising technologies which reduce the necessity for workers to constantly travel to set locations to work and for students and academics to be centred around a physical campus during standard semester hours characterises a new era. To achieve productive success in moving away from 'workplace thinking', the stranglehold of traditional thinking and 'academic traditions' will need to be challenged. Should undergraduate degrees be prized away from reliance upon traditional (research-bound) universities and their time-bound semesters and transformed into hybrid, *affordable* learning opportunities offered 24/7 @ 365 days per year with high levels of teaching support and online student engagement?

In the current economic climate and with the growing need for everyone to possess at least an undergraduate degree (if not two degrees) in order to gain meaningful employment, newer more affordable and more accessible (student learning supported) hybrid universities are a logical step forward.

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Notes

ⁱ After WW1, growing trade unions sought to regularise the hours and conditions people worked under, and bringing pieceworkers into factory settings gave employers more control over quality and productivity as well as a level of security for those engaged in piecework. So, external pieceworkers working from their own homes became less common.

ii Anyone old enough to remember Laurie Taylor's long running spoof column in the Times Higher Education Supplement concerning the antics of the staff of the fictional University of Poppleton, might recall that there was one academic archaeologist in particular whose research was (for him) always a top priority. He was permanently away on 'urgent digs' somewhere exotic around Rome or the Mediterranean in general, and he could never quite be persuaded by Poppleton's Vice Chancellor to return to meetings or other less exciting duties on Poppleton's campus. The inference was that this professor had quietly relocated from Poppleton and now lived in a villa in Tuscany - so returning to Poppleton in the north of England for mundane staff meetings was naturally most inconvenient for him. *Once a ridiculous notion - to have an academic staff member who was not in the same country (let alone the same town) as his place of work - is no longer worthy of mirth. It is, increasingly, the way we do and will operate.*

iii One tv commercial for an optician's group currently on air portrays a young female who is sunbathing on a beach when her boss calls her on a video call. She wraps herself in a shawl, ties her hair back and puts her reading glasses on and adds an ineffective artificial home office background to her screen before answering the phone. Although she gives the impression of being hard at work, she has failed to spot a seagull pottering around in the foreground of her link. Presumably, her boss will surmise that she is not working from an office but is on a public beach. Such humorous representations are, at best, unhelpful to building confidence in WFA approaches. There will also be those (possibly the majority) who will be diligent in their application of WFA technologies.

A Colourful New Reality

Tom O'Connor

February 2023

Prelude

One of my favourite films is “Butch Cassidy and the Sundance Kid” (1969). It starts off in black and white with an old newsreel quality. Ever so slowly, almost imperceptibly, colour begins to seep in and, as the action increases, before you are aware, you are watching a full colour story. This is how new realities sometimes assert themselves. They recolour the world around us while we are too busy living. And, if my “institutional” view was the black and white newsreel, **WeWork** is a *colourful new reality* that has appeared around me.

The WeWork experience

If I needed convincing that I am working in the 21st century, my time at **WeWork** has convinced me of a new paradigm at work and about work, and I like it! We have all, no doubt, heard of the working environments pioneered by Apple, Microsoft and the other Californian tech companies where bean bags replaced office chairs and open hot desks replaced closed-in workstations. **WeWork** brings this sensibility with pragmatic elements that cater for lots of different activities.

Reception is in the main area and the receptionists are extremely friendly and go out of their way to be helpful. They get you online and complete formalities with a minimum of fuss.

This main area is open plan, with couches, benches and tables. It is very easy to find a workspace that suits your working style. As I sit here there are small groups of people sitting around tables, a nearby billiard table is tempting, but two people are engaged in a very skilful game, there is a 'telephone booth' (remember them!) - booth-sized spaces for private conversations and individuals working away on their laptops.

The WIFI is very quick and able to accommodate all its users, and there is a kitchen area with tea and coffee, mugs and utensils and a fresh fruit bowl, with free beer after 2.00pm. I have to say that everyone is very professional about this, and the work ethic remains strong. There is also an outdoor area for enjoying the sun when it comes out. While we haven't taken advantage of them yet, there are offices available for booking if a more formal environment is required. In the post-COVID world, the **WeWork** environment represents a brilliant half-way point between the comfort of working at home and the infrastructure and social interaction of the office.

WeWork 'chic' is broad and inclusive - from sandals, shorts, Hawaiian shirts and ponytails to the odd jacket and tie (my colleague and me). With t-shirts and slacks the "robes du jour", there is a relaxed but industrious vibe. Indeed, the individuals and companies using these facilities are an amazingly varied lot. There are tech companies providing online support, there are those working within the fields of international visa operations, insurance, marketing, web-design, construction procurement, there are lawyers, and there is a large, well-known food delivery service which has its entire operation based here. Some are long-term; some, like ourselves, are waiting on renovations to be complete.

Steve is a perfect example of the flexibility **WeWork** offers. He is the CEO of a scaffolding company based in the Philippines and he has offices within **WeWork** Manila. With family studying in Australia, he

can run his business while on the move. *Elizabeth*, on the other hand, is a Danish master's student who is also running her graphic design business out of **WeWork**. She was in Melbourne during the lockdowns, and **WeWork** offers her the opportunity to separate work from home and study. Everyone here has their own story and the **WeWork** model and the way it is run allows itself to be part of those many stories.

Cambridge, Oxford, Harvard et. al. Iwork u WeWork

How then does this new reality relate to higher education? It would be extremely foolish to dismiss the history and achievements of the elite educational institutions. They have contributed to the knowledge of humanity in ways too numerous to list. For the vast majority of higher education students in the world, however, those places are essentially remote and offer a fantasy of university life. More often than not, they appear as the backdrop of movies. For most of us who had access to higher education, it took place in universities and colleges that did not have worldwide brand recognition but were suburban or regional and scattered across cities and countries. Nevertheless, within their grounds, they did offer the opportunity to study the same philosophers, poets, mathematicians and scientists as per the elite institutions.

Thus, the "I" in **Iwork** stands for institutions. The templates created by those historically revered bodies have served as aspirational models for learning - what it ought to look like, how it must function, even in radically different contexts. Identity and branding are integral to the success of higher learning organisations and these, historically, have been linked to a geographical position and the buildings in that spot. An interesting observation is how the elite organisations name the buildings after famous alumni, as if to imbue them with the qualities of the individual. This adds to the sense of legacy and history which is, no doubt, one of the selling points, to international students, particularly.

Nonetheless, it is what happens inside "Redmond Barry" that is more important than the bricks and mortar. The model, which I call

the “Whateley Paradigm”, understands that the true capital in an educational institution is its people. High quality education, where students are engaged and genuine learning takes place, can occur in any setting. I have taken part in programs organised by Professor Whateley in Jupiter’s Casino and Sea World on the Gold Coast, in film studios and in the virtual world. Once you break free of the bricks and mortar concept, I dare say, much more creative learning is possible. Your classroom can be anything you want it to be.

An extension of the Whateley Paradigm is the *Knowledge Piazza*. This is an idea where the **WeWork** concept is brought to bear on higher education. Imagine a purpose-built facility in the CBD that contains a range of learning spaces, from large lecture theatres to small tutorial rooms, including shared virtual spaces, all available for rent, short or long term. The Knowledge Piazza could be shared by a variety of institutions, each of whom would have a reception desk to welcome their students. Large central screens would inform students that “UoM Law Lecture ‘Criminal Behaviour’ Room 21, 10.00am”, “UBSS MBA Tutorial ‘Marketing’ Room 5, 11.00am”, and so on, are timetabled. In a truly collaborative model, cross-institutional courses and credentialing would be possible. So, students could attend an MBA lecture in Marketing in a classroom under the Deakin marquee and then a lecture in Project Management run by UBSS in a different room at the same location. The testamur would have branding from all institutions involved. This, in turn, would require the larger bodies to swallow their pride and work for the benefit of students. Incidentally, there are bottom-line returns through lower maintenance costs, shared utilities and security, not to mention access to a more diverse group of students.

Such co-operation seems far-fetched at the moment, but then so did a shared office concept at one time. We have already begun to see the move to CBD campuses by universities teaching in the typical city building with high rise offices, lifts and all the accoutrements of “office life”. Haileybury, the largest secondary school in Australia, has a multi-storey campus in Melbourne’s CBD, while down the road at Docklands, Victoria’s first vertical primary school is successfully operating. Other

developments support the WeWork concept in an educational endeavour. The CBD designation is becoming less relevant as the work from home concept extends beyond the COVID experience and 102,326 residential dwellings in what should now be called the CLD, Central Living District (Waters, 2023). In addition to this, ACU's Melbourne campus, right on the fringe of central Melbourne, is cutting 110 full-time jobs (Carey, 2023). These jobs are in the professional services areas, cleaning, canteen and technology support and they are being cut in an attempt to balance the budget as the number of students drops. This is an indication that the costs of supporting the large physical campuses cannot be sustained in a volatile market. Flexibility is not only the key to success, it is the key to survival.

I think I thought I knew

The powerful driver behind these changes has been, and continues to be, technology and, specifically, the Internet, alongside the rise of powerful portable computing, whether the laptop or phone. This technology and these devices have dissolved the barriers of time and physical distance. While these changes were well entrenched before COVID, the pandemic brought the online experience to the fore. People simply did not need to be in the office. Again, it is not that the office as such has no value and will no longer exist, but the perceptions around it, its shape and its function, are now under scrutiny and being tested. For a certain cohort of entrepreneur and businessperson, a laptop and phone and a WIFI connection constitute the key components required to function.

Today, knowledge, per se, is, if not obsolete, a far more ephemeral concept. In an article on *Industry Tap*, the author notes that:

'Not only is human knowledge, on average, doubling every 13 months, we are quickly on our way, with the help of the Internet, to the doubling of knowledge every 12 hours. To put it into context, in 1900 human knowledge doubled approximately every 100 years.'

*By the end of 1945, the rate was every 25 years...
[now] every 13 months.'*

(Schilling, 2019)

So, knowing 'stuff' is less important than knowing where 'stuff' is and how to find it. Again, while 'knowledge' is not dead, the traditional view of the major universities as bastions of knowledge and fortresses of learning has evaporated as information and knowledge creation have become more diffuse.

This is reflected in the language of educational aspiration, where literacy and numeracy are now embedded. These terms suggest an active skill with a process rather than mastery of specific content.

The increased level of technical specialisation in the workforce has also impacted on ideas about knowledge, requiring curriculum development and modes of delivery that meet the requirements of workplace and professional.

The fate of the elite institutions has been made even more precarious by the sudden availability of artificial intelligence which upon request can take all of the knowledge on the net and supply you with any variation you request. As a personal example, I cannot write computer code, so I asked ChatGPT to write a program in the Python language to send bulk emails. Within three minutes it produced it for me, and I located the instructions from a YouTube video on how to set it up. It worked. I discovered the important skill is how to ask the right question so as to find the information required. The mysterious art of computer programming is no longer the sole province of techs hidden in dark rooms.

But there are broad and still unrealized implications for education, and we need to be alive and eventually adapt. The danger for the world-famous institutions is that they turn into world-famous tourist destinations, the background for selfies and/or, the destination for the status-hungry seeking an impressive testamur. They will be the victims of their own reputations.

***SHERRIF (to Butch and Sundance) It's over! Don't you get that,
Butch? Your times is over.***

There is an ironic parallel to the Butch and Sundance movie. Unknown to them, they are surrounded by hundreds of armed Bolivian soldiers. A small town in Bolivia, hiding in a barn, Butch and Sundance are surrounded by armed soldiers crouched close together by a window, peering out toward the setting sun...

BUTCH

I got a great idea where we should go next.

SUNDANCE

Well I don't wanna hear it.

BUTCH

You'll change your mind once I tell you---

SUNDANCE

It was your great ideas got us here. I never want to
hear another of your great ideas, all right?

BUTCH

All right.

SUNDANCE

Good.

BUTCH

Australia.

(He just looks at Butch)

BUTCH

I figured secretly you wanted to know so I told you:
Australia.

SUNDANCE

That's your great idea? Australia's no better than
here!

BUTCH

That's all you know.

SUNDANCE

Name one thing.

BUTCH

They speak English in Australia.

SUNDANCE

They do?

BUTCH

That's right, smart guy, so we wouldn't be foreigners.
And they ride horses, and they got thousands of
miles to hide out in --- and a good climate, nice
beaches, you could learn to swim.

SUNDANCE

Swimming's not important, what about the banks?

BUTCH

Easy ripe and luscious.

SUNDANCE

The banks or the women.

BUTCH

Once we get the one, we'll get the other.

SUNDANCE

It's a long way though, isn't it?

BUTCH

(Shouting) Everything's always gotta be perfect with
you!

SUNDANCE

I just don't wanna get there and find out it stinks,
that's all.

[They run out of the barn, where the picture freezes
and we hear a hail of gunfire]

This, then, is the new reality - the lightweight workspace and a higher education environment saturated with information. If we don't acknowledge and adapt, we face an untimely end and, unlike those two, we can't run to Australia.

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Transformational Leadership is the New Reality

Greg Whateley

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Leadership and management have been discussed and employed for many years and there are very few postgraduate courses that do not cover the key associated issues. Most MBA programs provide significant focus, and many opt for two subjects - one on leadership and the other on management (suggesting they are associated) - noting, then, that they are worthy of consideration independently. Furthermore, *Transformational leadership*, though not a new concept (Burns, 1978 and later Bass, 1985), is emerging as the mode of leadership best suited to the new reality and to these hanging times. Kauppi (2022) and Associate provide a useful history on the matter.

The new reality - emerging from the ashes of COVID-19 - calls for a refreshed approach to leadership (and management for that matter), one that understands the importance of involving staff in decision making and at the same time looks to developing a bold, new strategy with regard to succession planning and leadership training.

Transformational leadership is the term applied to this appropriate approach.

What is transformational leadership?

A solid definition is - 'A leadership approach that causes change in individuals and social systems. In its ideal form, it creates valuable and positive change in the *followers* with the end goal of developing followers into *leaders*.' Essentially, the followers become the leaders.

The ideal approach to change management is using a leadership approach that assists the change to take place, and equally important is to ensure that those involved have a high level of 'buy in' and feel that they are part of that change. Despite perhaps being uncomfortable with all the elements of the change (perfectly understandable), individuals are able to embrace the 'new reality' with their self-esteem and ownership intact.

A reasonably big ask, by the way. It becomes a challenge for the leader/leadership group, and, certainly, a challenge for employees who have been used to following - in some cases mindlessly - as they are now asked to step up and take the lead. Simply put, 'Transformational leadership is a model of leadership that relies on the encouragement of a team to realize overall success. By raising a team's morale and self-confidence, the team can then align itself to an overall vision or common purpose' (Ugochukwu, 2021).

Elements of transformational leadership

It is a commonly held view (Farnsworth et al 2020) that there are four elements of transformational leadership. They are:

- Idealized influence
- Inspirational motivation
- Intellectual stimulation
- Individual consideration

Idealized influence refers to the modelling of exemplary behaviours that, in turn, are aligned with the goals of the organization. In order to achieve this, leaders need to be aware of the goals, embrace these goals with high levels of enthusiasm and commitment and encourage other staff to embrace the ideals. Essentially, it is about providing a

high-level role model so that others can emulate it. If, for example, scholarship is deemed a high priority, the leader must be scholarship active at the highest level and share this information on a regular basis - and encourage others to do the same.

Inspirational motivation is the degree to which a leader articulates an appealing vision that inspires and motivates others to perform beyond expectations. Leaders who use inspirational motivation have high standards and expectations for their followers. They are able to clearly articulate the goals/objectives, so that followers not only understand them but actively embrace them. If, for example, using technology is deemed essential to the survival of the organization, the leader must be technology-focused and seen to be using the technology available in the best possible way, providing evidence and motivation for others to do the same.

Intellectual stimulation is best understood as having a leader who encourages innovation and creativity, as well as critical thinking and problem-solving. Intellectual stimulation involves arousing the thoughts and imagination of followers, as well as stimulating their ability to identify and solve problems creatively. If, for example, the industry focus is higher education, the leader needs to be informed in all matters and be actively involved in the key issues associated with that industry - as a 'thought leader' and activist.

Individual consideration is the extent to which a leader attends to each follower's needs and is a mentor, coach or guide to the follower. The leader listens to the concerns and needs of each follower and provides support and is empathetic toward the individual's situation and background. This is about knowing what the various needs of the employment group are - individualising it carefully - and wherever possible supporting those needs and aspirations.

The demands on the leader (leadership group) are obvious.

According to Nuthouse (2001), top-end leaders who have a focus on the transformational approach have a range of qualities (perhaps they could actually be called skills) that are needed in the new reality. These include: the ability to empower followers to do what is best for

the organization; the ability to be a strong role model with high values; an ability to listen to all viewpoints in order to develop a spirit of cooperation; the ability to create a vision using people in the organization; having the acumen to be a change agent within the organization by setting an example of how to initiate and implement change; and understanding that the best way to help the organization is by helping *others* contribute to that same organization.

Gans (2022) believes, ‘Transformational leadership is a leadership style that can inspire positive changes in those who follow. Transformational leaders are generally energetic, enthusiastic, and passionate. Not only are these leaders concerned and involved in the process, but they are also focused on helping every member of the group succeed.’

Leadership for the new reality

So much has changed in the new normal as a consequence of COVID-19 and its impact on a world scale. Many are using the term ‘the new reality’ which best sums up the times and the rapid changes seen in so many domains. In order to lead (or perhaps facilitate) the change that is needed to cope and thrive in this new reality, a special kind of leadership - transformational - is needed.

White (2023) articulates: ‘Transformational leaders inspire and motivate their workforce without micromanaging - they trust trained employees to take authority over decisions in their assigned jobs. It’s a management style that’s designed to give employees more room to be creative, look to the future, and find new solutions to old problems. Employees on the leadership track will also be prepared to become transformational leaders themselves through mentorship and training.’

Ray (2023) argues: ‘It is incumbent on leaders to heighten their respective sensitivities in these circumstances. Every individual has his or her own unique set of personal challenges to manage, in addition to getting the job done. While the situation remains fluid and timetables for return to work remain unclear for many types of businesses, leaders must be cognizant of safety protocols as well as the personal

preferences of their workforce. Employers and employees alike are navigating an unprecedented period in history. The acronym VUCA (Volatility, Uncertainty, Complexity and Ambiguity) is apropos when describing current times. With so many factors outside of a leader's control, one constant remains during a time of crisis - *Individuals look to their leadership for reassurance, steadiness, compassion and understanding.* No matter the size of your enterprise, you can choose to adopt a considerate, thoughtful approach as a key priority.'

As we face the various challenges associated with Working from Anywhere (WFA), part-time work, diverse interests of the work force, the new challenges to various industries (including higher education), and the technological revolution that has emerged largely inspired by the pandemic, leadership needs to reflect that diversity and embrace it head on.

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The Evolution and Effects of AI Technology on Music Creation

*Jamie Rigg
Ian Bofinger
February 2023*

The tertiary sector in Australia is hastily preparing to respond to the potential threat of generative artificial intelligence and industrial-scale cheating. As Coaldrake (2023) writes, “TEQSA is keenly aware of the extensive discussion and institutional responses occurring in response to the release of the generative artificial intelligence (AI) tool, ChatGPT, in November 2022.”

This paper looks at the history of AI music technology during the past eighty years, but rather than debate the obvious academic misconduct issues associated with the upsurge of generative artificial intelligence in the tertiary music sector, the paper will assess the demise of creativity that may occur with the sole reliance upon computational tools such as ChatGPT, and so, the disappearance of human interaction.

Developed by the AI research company, OpenAI, ChatGPT can be used for natural language processing tasks such as text generation and language translation. As Koe (2023) states, “The tool was launched in

November 2022 and has since been making waves across the Internet for its detailed and often shockingly human-like responses to queries.”

ChatGPT is theoretically capable of generating lyrics for a song, or even completing a song by assigning a title or a theme. It can also be utilized in music to generate melodies and chord progressions, as well as entire compositions. While it can produce music, Koe (2023) further notes that it is not a music composition software nor “a replacement for human creativity” and musical know-how. “It can be used as an inspiration tool or a tool to generate new ideas, but the quality of the output will depend on the input and the specific use-case.”

Emergent technologies have shaped the world of music for millennia. From the advent of man-made musical instruments, recordings, electronic music to AI technology, the role of technology in the artistic process is continually growing.

In particular, the role of artificial intelligence in both understanding and creating music has grown significantly since the 1950s. From rudimentary algorithms to a multi-faceted industry with intelligent-music systems, the progressive growth in AI music intelligence displays a technical expansion of AI methodologies.

In the decades leading up to the modern era of music, the focus moved from algorithmic generation to generative modelling. Laske (1973) described this change as the difference between a *musical robot* and *musical intelligence*.

“A musical robot is more akin to the early experiments in the 50s and 60s - it can recognize patterns, has a grammar for music, and has a general sense of problem-solving, but it achieves its goals with fairly direct and blunt methods.”

This trend towards AI systems building their own self-sufficient understanding of musical elements was the basis for the higher-level music intelligence we see today.

In the 1980s, Cope, with his *Experiments in Music Intelligence* (EMI), indicated that the scope of computer composition could include a deeper understanding of music through his three basic methods: deconstruction, idiomatic timbral signatures and compatibility.

His work revolved around the idea of ‘recombinancy’, where elements from previous works are combined and modified to create new pieces of music. Some of the greatest composers such as Mozart similarly played with recombinancy (either consciously or unconsciously) as they reshaped existing ideas/styles into their own work. In EMI, David Cope wanted to replicate this behaviour with computers and their data processing power.

Cope’s work is the foundation for many current AI models. Music examples are encoded into databases, then the collection of the recombinant segments is extracted using certain identifiers and pattern matching systems. From there, musical segments are categorized and reconstructed in a logical, musical order, using augmented transition networks until new music output is produced.

In the current era of music AI technology, Yang (2020) reports that the roots of generative modelling and algorithmic composition have dynamically spread into higher-level research and even into the music industry. With the use of more experimental algorithms and deeper neural networks, the role of AI music intelligence in the creative process has grown significantly.

Commercial applications are assisting artists in their creative process for soundtracks and background music, yet, the role of the human mind in the artistic process is still necessary for the true emotional and creative depth of original music. Instead of surrendering to this inevitable change, this paper purports that musicians will need to learn and adapt when considering using AI music intelligence as another tool in their creative arts processes, rather than AI becoming a replacement for the human element.

Nick Cave recently labelled a ChatGPT song a “grotesque mockery of what it is to be human” when he weighed in on a fan’s attempt to get the chatbot to write a song “in the style of Nick Cave”. In Nolan (2023), Cave further noted that other fans had sent him examples of songs written by the chatbot in what he described as algorithmic awe. Cave goes on to say, “I do not feel the same enthusiasm around this technology,” adding, “I understand that ChatGPT is in its infancy but

perhaps that is the emerging horror of AI - that it will forever be in its infancy, as it will always have further to go, and the direction is always forward, always faster. It can never be rolled back, or slowed down, as it moves us toward a utopian future, maybe, or our total destruction. Who can possibly say which? Judging by this song 'in the style of Nick Cave' though, it doesn't look good, Mark. The apocalypse is well on its way. This song sucks."

Cave elaborated on his stance, explaining that lyrics of actual value are formed by an "authentic creative struggle" with which listeners can identify. "I may sound like I'm taking all this a little too personally, but I'm a songwriter who is engaged, at this very moment, in the process of song writing. It's a blood and guts business, here at my desk, that requires something of me to initiate the new and fresh idea. It requires my humanness," he concluded.

The recent passing of the legendary American popular composer, Burt Bacharach, has focused the music world on his remarkable career. Along with lyricist, Hal David, the pair wrote over seventy top-ten hit songs during their outstanding careers.

If one was to attempt to construct an algorithm to emulate their success, surely it would require the sophistication and emotional framework that comes from deep within the psyche of what it means to be human. While much of their repertoire has a sameness to it, in that the well-trained musical ear can identify a Bacharach/David song by its fundamentals of melody, lyrics, harmonic structure and similar instrumentation, the reality for any aspiring songwriter is that their music seems to be a holy grail for most.

Simple, yet beautifully constructed. Mainstream, yet unique. Are these qualities at the heart of what we hear in that magic moment when a song or a piece of music moves us deeply?

Following Bacharach's recent passing, American song writer Carole King - herself one of the all-time greats of the popular music genre - penned an opinion piece for the Washington Post, where she wrote -

"In 1962, the lyricist (and my then-husband) Gerry Goffin and I were driving up the Garden State Parkway when we heard Dionne

Warwick's recording of "Don't Make Me Over" for the first time. We were stunned into silence. If we hadn't been in the left lane between exits, it would have been a pull-over-to-the-side-of-the-road moment. When the song was over, I exclaimed: "What was that?"

By "that" I meant the time signature changes, the instrumentation, and the unpredictable chords that allowed the melody to flow over them and carry the power of Warwick's performance downstream. Gerry turned off the radio. I knew that he was already thinking about lyrics for a song in which we would aspire to rise to the standard of what we later learned was the song writing team of Burt Bacharach and Hal David."

King goes on to say, "You can hear the strength and clarity of Burt's musical ideas and arrangements throughout his career. When he began performing his own songs in concert, his was the authentic voice of a songwriter conveying what he heard in his head directly from the muse."

This statement draws a clear dissemination of the stark differences in the topic discussion, specifically, "the songwriter conveying what he heard in his head directly from the muse." Perhaps, currently, this is an unattainable aspiration in the AI world.

Another legendary American popular composer holds a special relationship with the muse. In 1968, Jimmy Webb penned what has become an iconic piece of popular music. 'Macarthur Park', while musically ground-breaking at the time, contained lyrical imagery that is still a point of discussion over sixty years later: "Who did leave the cake out in the rain?"

Today, the world of popular music is vast and diverse. Songwriters employ many tools in search of the elusive song that can bring success. It is undisputed that computers have played an enormous role in the development of the music industry, but perhaps the 'New Reality', where AI can take a further leap forward to unlock the mystery of the innate power of human emotion and creativity, is still some way off.

Ultimately, you can ask ChatGPT anything and it will attempt to deliver. While it can generate music, it is not a music composition

software, nor a replacement for human creativity and musical know-how. As if self-aware, the bot describes its talents as: “It can be used as an inspiration tool or a tool to generate new ideas, but the quality of the output will depend on the input and the specific use-case.”

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New Reality – the Difference Between 2019 and 2023 Due to COVID

Cyril Jankoff
February 2023

I am now near the end of my professional career. Reminiscing aside, I have clocked 49 years' work experience, having started in 1974 with Peat Marwick Mitchell and Co, a predecessor of the accounting firm, KPMG. I was originally going to be a scientist, so at school I studied mathematics, physics, chemistry and biology. I received an offer to study for a Bachelor of Science at Melbourne University. When I attended the university to enrol, I realised that I did not want to study science. I asked for a one-year deferment, and this was granted. I took a job in a circus, sleeping in my car and enduring a week with circus nomads. This was a shock to the teenager system, and as the days passed, I began to get worried as I saw myself heading in the same direction - literally - as these people, and I was not feeling comfortable with a nomad-like existence.

It struck me that going to university was not so bad after all, given my temperament, and I realized I could go back to study science, but

thought that I should take advantage of university life and study something else to broaden my horizons. I chose accounting because I believed that everyone ought to know about business, tax and the like, and told myself that after one year I could always go back to study science. Somewhat ironically, I became quite involved in the accounting business course and saw a good career, and never went back to the science department.

Working towards being a business educator

After working as an accountant, I took on studies in taxation, and then, wanting a big change in a compatible area, I went back to Melbourne University and studied law, and after graduating, worked as a solicitor. I then saw my future in commerce and completed an MBA in order to focus on management and business. Later, I completed a doctorate to enhance and broaden my commercial and legal education. I completed the doctorate in two parts. The first part was about the key challenges facing privately owned businesses, their owners, managers and advisers, and the second part was a study in how to educate each of the three parties to run the business better. It was an arduous project, and, in truth, it was like a double doctorate.

While I was studying taxation, the head of department asked if I wanted to teach in the evening. I asked why. He responded that the full-time lecturers did not want to teach in the evening because they wanted to be home with their families. This was 1986 and I consider this an opportune turning point as I have since been employed, teaching for 37 years, not only within the education sector, but across the business world, too. I am very happy now. Indeed, I no longer see myself as an accountant, lawyer, or management consultant, but rather, a business educator, who, in a part-time capacity, delves in professional advisory work in order to remain current. Furthermore, as I am interested in matters beyond education, I keep abreast of evolving business practices and management strategies and have industry awareness, as far as matters of law and accounting are concerned.

In my discussion about the 'New Reality', I have chosen to compare 2019 (pre-COVID) with *now* (February 2023) and, as such, explore key factors and how these play out in the new 'workplace' and changed environment.

Training of executives (non-award)

My professional non-award training of executives has changed considerably due to the COVID-19 pandemic. Prior to COVID, delivery was entirely face-to-face and during COVID it was entirely online - now it is mostly a combination of face-to-face and online (a blended delivery).

The situation before COVID

Typically, I needed to travel to the venue to deliver the classes. For example, for client X, pre- COVID, I offered regular training sessions to executives. These were usually scheduled from 10 am until noon in the Melbourne CBD and necessitated a 7 am start - to shower, shave, dress and leave home before 8 am. When in the client's office, I would set up, then wait for the participants to arrive. Only after the conclusion of the class and the students' departure could I leave, arriving home near 1:30 pm. The total time spent on the task at hand, from start to finish, was about six and a half *hours*.

The current situation

Now, with online training (with the same client and performing the same work), I log on at 9:55 am and log off at 12:05 pm. I do not need to shower, shave or fully dress (if truth be told), and all I need is a neat work shirt (and to comb my hair!) and I save about four to four and a half hours and am in a position to use this saving of time to take on more paid work, spend time with my family, or go to the gym.

The importance of engagement in the online environment

A problem with online training is the ability of the participant to switch off the camera and disengage. Most participants are at home (Working from Home), or elsewhere (Working from Anywhere). To overcome this problem of "non-attendance", I ask the participant to switch the video on, but often there is an excuse that the camera is

not functioning. I then, regularly, ask these participants questions in an attempt to make sure they are part of the online communication.

Last week I taught for client X - still online - and, in addition to greatly preferring the online method of delivery as it is simpler for me, I also like that online allows a far wider audience to partake in education; if we consider what occurred in the past, those outside the local area were often unable to attend due to the obstacles of travel, accommodation, and work-time commitment.

My educational philosophy has not changed at all between pre-COVID and now - what you learn today must be able to be used on the job tomorrow, and the educational experience should be a positive one. I find that I can achieve this, irrespective of the intrusion of COVID.

On a regular basis, as well offering a number of training sessions where the audience tuned in from across Australia, participants from South Africa, the Middle East and Asia joined the various Zoom offerings. A slight inconvenience, however, is fitting in with *different* time zones. Nevertheless, as it is not possible to deliver so widely face-to-face, in that regard, the electronic method of delivery has been positive for me, delivering training when on tour, or even on holiday.

Higher education lecturing (award)

As a lecturer within the higher education sector, the teaching-learning situation for the UBSS Executive Delivery Mode MBA has also changed for both the students and lecturers. Prior to the COVID restrictions, we had a blended model which certainly worked well. Initially, UBSS mandated that for each subject the students needed to attend two full face-to-face days over the weekend, and once a week for three weeks - before the first full face-to-face day - we offered three 60-minute online preparatory classes. This worked well, with both students and staff satisfied.

During the COVID lockdowns we followed the above model but were forced to move to 100% online. Now that COVID lockdowns are a thing of the past (so we say and hope), we have returned to the

popular pre-COVID blended model. Interestingly, today people are more accepting of the various methods of course delivery, even at short notice.

Legal practice

The practice of law cannot cease, even if there is a world war - or a pandemic.

The situation before COVID

Prior to COVID, artificial intelligence (AI) was becoming more and more sophisticated, and increasingly used in law and commerce. Indeed, COVID has accelerated and broadened the inclusion and adoption of AI.

The current situation

The use of AI is making headlines, it is manifold, and software vendors are now claiming that there is a new reality where their AI software can draft a contract with no need for the party responsible to draft it for review before sending it to the recipient. I do not agree with this, my concern being that, although a computer may actually draft an even better letter, per se, than a human, the risks associated with incorrect clauses and drafting nuances greatly outweigh any benefits. As far as contracts go, especially commercial contracts, where even minor errors can be catastrophically expensive, the risks are enormous. For example, in 2017 the incorrect placement of a single comma in an American contract cost the drafter \$13 million. Although the clause did not read as follows, what is written conveys the ambiguity. 'I'd like to thank my parents, Mother Teresa and the Pope.' Are my parents Mother Teresa and the Pope? <https://www.afr.com/life-and-luxury/arts-and-culture/the-comma-that-could-cost-millions-20170317-gv0gpx>.

Another area of change was with regard to how contracts and documents such as statutory declarations and wills were to be signed and witnessed when COVID forced people apart. New laws were quickly developed to assist and there is no doubt the law has moved with the new COVID-influenced times.

Accounting practice

A manager needs to talk to their advisers on how best to run their organisation, and this includes a review of the preparation and interpretation of the financial statements. There are two key reasons financial statements are created - to manage the organisation and to comply with legislation, such as the income tax legislation. Here, too, we have witnessed the impact of COVID.

The situation before COVID

Over time, the preparation and the transformation of the financial statements were increasingly automated, but frequently meeting with advisers was time consuming. There was a movement to make dealing with financial matters more user-friendly and less expensive.

The current situation

COVID has accelerated the move, so that a manager need not leave his/her office and meet face-to-face with advisers. Software - such as MYOB and Xero - is becoming so sophisticated that the financial statement information, including matters such as product pricing and various methods of managing expenses, can easily be transmitted and discussed remotely, whether by email, telephone or by Zoom/TEAMS. The running of an accounting practice, like the running of a legal practice, is remote in more and more instances, due to the COVID-19 pandemic.

Nonetheless, change may be slow unless there is a catalyst such as a world war or a pandemic. What we have seen is rapid adapting, where the COVID pandemic proved agility was key to business resilience, and compassion for everyone's position and personal experience created better outcomes in all spheres (emotionally, physically, mentally).

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The New Reality of Generative AI in Higher Education

Andy West
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There are decades where nothing happens, and there are weeks where decades happen.

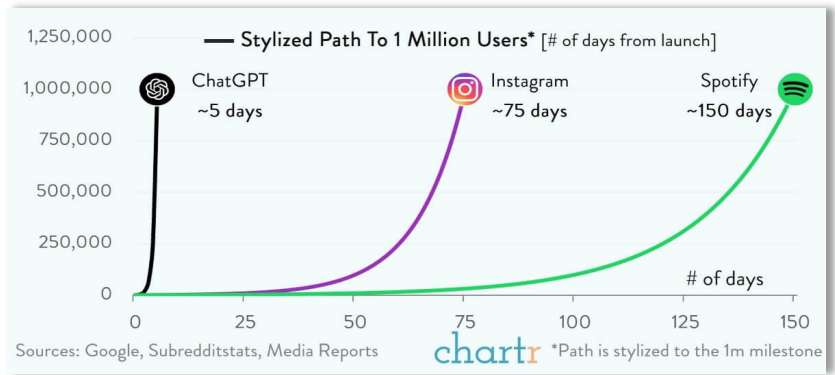
Vladimir Lenin, leader of Russia's 1917 Bolshevik Revolution

Introduction

And so it is with generative artificial intelligence (AI), more specifically, with ChatGPT3.5. The promise of the disruption from artificial intelligence has been lurking for many years. Since its release on November 30, 2022, ChatGPT3.5 has had an impact across many industries and society in general, and on none more so than higher education. Its impact on academic integrity and the uncertainty regarding the capacity for generative artificial intelligence to create high quality responses to question prompts, including higher education assessment questions, is under scrutiny. This article outlines three approaches we may consider taking in response to the rise of generative AI, and examples of assessments for each.

Rapid Growth of Generative AI

ChatGPT3.5 is the fastest growing platform ever - so determined by the number of users. As can be seen in the graphic below, the closest take-ups (nearing 1 million users) are Instagram - it took 75 days to reach 1 million users and Spotify 150 days, whereas it only took ChatGPT3.5 5 days to reach this milestone after its launch on 30th November 2022. In January 2023, ChatGPT3.5 set another record, achieving 100 million monthly active users after only two months. It took TikTok 9 months to reach this milestone ([CB Insights, 2023](#)).



([CB Insights, 2023](#))

The GPT of ChatGPT3.5 stands for Generative Pre-training Transfer - it uses generative artificial intelligence which are large language models (LLMs). These are pre-trained language models that rely on parameters and large text databases to predict a response based on a prompt, usually a question posed. LLMs continue to learn responses based on the probability of the sequence of words that occur in a commonly spoken language, then predict the next possible combination of words in the sequence. The accuracy of Chat GPT3.5 improves as the over 100 million users assist ChatGPT3.5 to learn better responses and provide more current data.

The huge leap in generative AI and its astounding abilities has come with the release of GPT3.5 which has 500 billion words and 175 billion parameters, which is 10 times more than the next largest LLM - Turing

NLG - developed by Microsoft ([Ammu, 2023](#)). The capabilities of ChatGPT3.5 will be dwarfed with the release of ChatGPT4, as this is thought to have about 100 trillion parameters, which is about 570 times more than ChatGPT3.5. To put this in perspective, this is getting close to the number of neural connections in the human brain ([Kovanovic, 2022](#)).

ChatGPT3.5 Limitations

The current version, ChatGPT3.5, does have its limitations. As stated by the developers of ChatGPT3.5, Open AI's ([OpenAI, 2023](#)) website says that the current version of ChatGPT3.5 does not produce any information updated after 2021 and relies on a validation, thumbs up or thumbs down, from users to know and learn if a response is correct. The current version is not aware of current events, major trends or anything that has occurred since its training was completed at the end of 2021. The current version has no internet lookup function and no external capabilities, so, it cannot access search engines, library databases or source information outside its large language model.

Another limitation is generative AI cannot source references. It uses a predictive probability model, that is, if it does not know an answer, it just makes it up - in a very convincing way, incidentally. When ChatGPT3.5 is asked to provide, let's say, ten references in a response, this is based on authors and journals aligned with a field of study, based on what it predicts the reference would be. A way to check on the authenticity of an essay is to check the references, and as they are mainly false, this is likely to change when ChatGPT4 is released.

Nonetheless, we will see the generative AI continue to improve exponentially. Whatever the capabilities of generative AI and the impact on higher education at the moment, in the very near future, this impact will be far greater and beyond what we may currently imagine. This provides academics with a dilemma, but also an opportunity. How should we react to increasing capabilities of generative AI? To ban it outright in the classroom and in assessments seems futile and counter-productive to the development of students as far as adjusting to the

future impacts of generative AI goes and with regard to their current and future careers. A more appropriate approach is to build generative AI into the instructional design and content and assessment potential of the unit and program. Set out below are the three approaches of detection, avoiding or integrating.

1) Detection

This can be viewed as the traditional approach, if we believe that the faculty or online tools are able to detect the use of generative AI. There is a lot of continuing work in the area of generative AI detection tools ([Ingle, 2023](#)). At present, these are not accurate as per the requirements for academic integrity detection and are easy to bypass. Humans are not able to distinguish a generative AI response from a human response.

Another issue when relying on third party detection software platforms is the breach of student privacy when assessments are sent to a third party. Turnitin has strict terms and conditions, as well as privacy policies, to protect a student's content. Turnitin's similarity checker is currently not able to detect generative AI responses as the responses are unique, based on its LLM database. Generative AI is a dynamic system that learns and develops over time, producing unique answers.

Even though the similarity checking software, Turnitin, is not currently able to detect generative AI, this may change in the near future. On February 13th, 2023, Turnitin released a press statement that it has successfully developed an AI detector. Turnitin claims that it identifies 97% of ChatGPT3.5 authored writing, with a less than 1% false positive rate. The new functionality is due to be included in the Turnitin software in April 2023 ([Turnitin, 2023](#)). Nevertheless, this is an AI arms race. Whatever Turnitin can develop for the current ChatGPT3.5, it will have to make a grand leap with the release of the 570-times-more-powerful ChatGPT4.

A recommendation to academics choosing to rely on this detection approach is to be clear with students that they should not use generative AI at all for any assessments. Academics should remind students that writing is a form of original thinking and that to use generative AI

would be a breach of academic integrity policies. [Rogerson \(2017\)](#) provides other tips for detecting contract cheating in essay and report writing, where identifying processes, patterns and clues comes into play.

2) Avoiding

This approach recognises that a student may use generative AI but changes the design and delivery of the assessments to make it difficult for students to complete using generative AI. Using this approach assumes that generative AI cannot be used to complete the assessment, so should not be cited in references. Set out below is a table of suggested assessments that fall into this category.

Type	Description
In class writing assignments	Either handwritten or typed on laptops in class, with screens able to be viewed by faculty.
In class exams	Hand-written responses, in class invigilated exams
Unique class-based material	Assessments to refer to unique class-based content and experiences such as guest speakers, field trips, faculty experience, faculty-developed case studies related to relevant theories and concepts
Reflecting on submissions	Asking students to include personal reflections on class activities or assignment preparation will also greatly reduce the chances of them relying on systems such as ChatGPT3.5
Mindmaps	Students create associative maps, spider maps or process maps, then describe these with text Watkins (2022)
In class debates	In class debates of a topic/ create groups in class, provide the contextual question or topic with a limited amount of time to prepare

Videos or audio	Students create video content with their voice-over audio to describe and reflect on unique and individualised content provided
Student ethno-graphic field trip	Students are provided with the guidelines to observe a particular social situation, then go out into the field to record through video or images their observations, with analysis and reflection
2 x 2 matrix or Venn diagram	Students create 2x2 matrix relating two concepts from the course material or provide a three or four circle Venn diagram to show the intersection of concepts Analysis and reflection on the 2x2 matrix or Venn diagram to be provided Watkins (2022)
Viva voce	After submitting a written assessment, students answer in an oral presentation several critical questions in class based on the assessment submitted Sotiriadou et al. (2020)
Multiple choice quizzes	In class pop quizzes

3) Integrating

This approach gives students the opportunity to use a range of generative AI as a tool to produce their responses to assessments. Using this approach assumes that generative AI is used in the creation of assessment, so should be identified in text and cited in references. Following is a table of integrating approaches.

Type	Description
Generative AI competition	Provide generative AI with a question, then in groups answer this question, and other students evaluate the generative AI vs student response to the question Watkins (2022)

Generative AI critique	<p>Students in groups discuss a weekly question to arrive at a conclusion, including opposing views</p> <p>Students then enter the question in the generative AI for it to provide an answer</p> <p>Students then compare and contrast the generative AI to their own conclusions Gleason (2022)</p>
Generative AI reflection	<p>Students individually reflect on and critique a generative AI response Using track changes in Google Docs or Microsoft Word Watkins (2022)</p>
Dual assignments	<p>Give students a choice between two versions of the same assignment - one version for those who want to use generative AI and one for those who do not</p> <p>Watkins (2022)</p>
Explain your thinking	<p>Students use generative AI or not, then use track changes to explain their logic and thinking to arrive at a conclusion Watkins (2022)</p>
Opposing views	<p>Students ask the generative AI to write two essays, taking opposing positions on a topic or concept, then students compare and contrast these responses</p>
Ethical use of generative AI	<p>Research how generative AI may be acknowledged and attributed ethically in a discipline - this would involve class based discussion on the role of AI in given situations or when faced with ethical dilemmas McKnight (2022)</p>

Conclusion

As has been the case in the past, the key to success in implementing pedagogy and authentic assessment is clear communication and setting of expectations with students. This is also the case when dealing with generative AI. A key recommendation to academics is to clearly set expectations and understandings early in the subject delivery and to continue that conversation throughout the semester. Academics should be clear what approach they are taking regarding generative AI. A consistent message and communication are imperative in the syllabus, the learning management system, assessment outlines, as well as in class during discussions.

The impact of generative AI across a great many industries has been momentous. It will continue to be the case in the near future as ChatGPT4 and other generative AI are released. Academics need to decide which is the best of the three approaches to take, given that generative AI and other technologies will, no doubt, have an impact on the students' work environment and careers. It is the role of higher education staff to prepare students for the current and future workplace. To be a generative AI 'luddite' is counterproductive to the development of students' abilities, and to incorporate AI and other technologies as they build their knowledge, skills and attributes is paramount.

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Maximizing the Economic Investment in Physical Campus Spaces – A New Reality for Performing Arts Higher Education Providers

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Prior to the COVID-19 pandemic, Australian universities relied heavily on the economic value of international cohorts. Stack (2023) states that with new post-pandemic revenue challenges, higher education providers will have to revolutionize academic spaces to foster sustainable recovery. This includes both a push towards hybrid learning and making more efficient use of the physical campus space available.

This paper provides a case study of two projects that the Australian Academy of Music and Performing Arts (AMPA) has utilized to effectively maximize the investment in campus spaces. By sharing AMPA's

performance and rehearsal spaces with non-tertiary performing arts organisations, there are several associated economic and operational benefits. These include the off-setting of the rising leasing and infrastructure operation costs, further developing staff employment opportunities and providing direct access to AMPA's facilities and on-campus insight into the tertiary programs.

The revenue from tertiary international student enrolments increased from \$3.4bn to \$8.8bn during the period 2010 - 2018. The Covid-19 shutdown of the borders had a significant and, in some cases, catastrophic effect on budgets built upon the assumption of those revenues. It has been financially modelled that the sector's total loss of revenue is at \$16bn through to 2023. Bouncken (2020) proposes that to meet this change in income, higher education providers will need to repurpose their physical infrastructure to accommodate what is likely to be a closer relationship with business as they seek to replace international student revenues.

As reported by Head (2021), Australian universities are planning for a future that may be very different. "We don't expect to ever return to business-as-usual pre-Covid," ANU's vice-chancellor, Brian Schmidt, told staff and students, "We will continue to adapt, and we must be willing to be both innovative and measured in this uncertain time."

University business models are shifting to engage diversified income streams, and the Wells Advisory (2021) highlights the need for even further revenue innovation. Higher education providers can be both financially and environmentally more sustainable if they evaluate their occupancy efficiency and assess issues such as wasted energy consumed in empty spaces and underutilized buildings not meeting leasing costs. Davies (2020) notes that universities need to identify opportunities to capitalize on their assets and that there could well be commercial opportunities in hiring out spaces outside of term time.

Universities are also becoming recognized as central hubs in the arts - using existing spaces and facilities (Wilson, 2016), and playing roles such as "knowledge center, landowner and real estate developer, major employer and facilitator, and as a social developer" (Ashley &

Durham, 2021). As outreach is typically limited to university programs, the benefits of scope expansion to wider markets would appear relevant to providers today.

The notion of sharing space is becoming more of a norm in the modern workplace. It is expected that until the year 2024, there will be around 5 million people working in around 42,000 co-working spaces world-wide (Kraus, et al. 2023). Independent co-working spaces provide institutional users a workspace combined with a social space, fostering interaction and communication. Recently, coworking spaces have extended their offerings to lab space, performance and audio-visual theatres and collaborative group workspaces.

The following case studies provide some insight into shared space initiatives at the Academy of Music and Performing Arts.

Case Study 1: Tom Mann Theatre

Since occupation of the Tom Mann Theatre in 2017, AMPA has made extensive improvements to the space, including, raked audience seating, stage flooring, accessibility upgrades, LED stage lighting, audio equipment and recording facilities, enabling performance applications such as live music, theatre and dance. The refurbishment also included the conversion of a poorly utilized space within the theatre to be repurposed as a lecture room, transforming it into a hive of academic learning. Despite these improvements and newfound efficiencies, significant underutilization was observed due to the structure of AMPA's academic calendar and timetable, resulting in an empty theatre during evenings, weekends, term breaks and non-teaching days.

Hirer Profile

AMPA embarked upon the concept of facility sharing with activities such as performances, shows and festivals in mind. The number of hirers has been increasing each year, and in 2022 included pro-am theatre companies, festival organizers, dance and performing arts studios, independent artists, opera companies, orchestras, production companies, music studios and teachers. As for duration, events would range

from single day shows to ten weeks of rehearsal and performance for festival seasons.

Economic Benefits

Revenue from the Tom Mann Theatre has risen at an incredibly rapid rate since the initiative was launched in 2017 (excluding the COVID-19 restriction period in 2021), with an increase of 93% from 2018-2022. This high rate of growth suggests there is a strong demand for performance and cultural venues in Sydney.

The scale of theatre hire income in 2022 was relatively low, at 4.5% of revenue from higher education tuition fees. The low-price position of booking rates and subsidies for partners and non-profit organisations have also played a part as far as money matters are concerned. Similarly, direct expenses for AMPA have been minimal with existing, full-time staff managing the bookings and the campus 'open' hours unaltered when scheduling events. Moving forward, revenue is expected to increase incrementally over time, with rates brought closer in line with industry standards.

Furthermore, the local hospitality industry has benefited, with increased activity in the many cafes, pubs, entertainment venues and restaurants in Surry Hills and surrounds.

Case Study 2: AMPA Centre

The AMPA Centre in Alexandria houses seven, purpose-built dance studios and is used as an ancillary facility by AMPA for rehearsal and training. Continuous improvements on the premises have resulted in state-of-the-art Tarkett floors, mirrors, ballet barres, sound systems and change facilities.

AMPA was always intended to act as a shared facility, and now operates on a highly efficient schedule, accommodating multiple dance studios and production companies.

Hirer Profile

The AMPA Centre attracts dance and performing arts studios, private dance teachers, theatre and TV production companies, dance

companies, university dance societies and educational arts bodies. Bookings of two hours for a single studio to ten weeks of rehearsal for multiple studios for larger productions ultimately determine differences in revenue. AMPA also holds an ongoing licence arrangement with two separate dance studios in order to provide regular studio bookings each term and exclusive access to reception and storage areas.

Economic Benefits

Revenue from the AMPA Centre increased by 37% from 2018-2022, indicating stable growth during these years. While this facility was also impacted by COVID-19 restrictions, industry demand for rehearsal and production facilities appears to be growing.

The overall proportion of studio hire income in 2022 was significantly higher than the Tom Mann Theatre at 11.4% of total higher education tuition fees. Unlike the Surry Hills campus, the AMPA student timetable is not critical and individual studios can be hired concurrently to others who require a space for various activities. Instead, with the Tom Mann Theatre, AMPA student activities take priority and future hire growth will be dependent on the facility needs of students.

Hire rates are close to industry standard, although, subsidies are provided for some partners and non-profit organizations. Nevertheless, there is a notable increase in direct expenses, as far as wear and tear on the facilities and extra cleaning costs are concerned. With full-time staff managing bookings and the campus already open, efficiencies are realized - the studio hire operation is a valuable asset for AMPA, with an estimated offset of total leasing and electricity charges at 52% each year.

Benefits have also been observed in local industries, with increased activity in the many cafes, pubs, entertainment venues and restaurants in Alexandria and surrounds.

Brand Development

Hosting arts related activities exposes AMPA to the creative community, creates a positive affiliation with the industry and improves

public perception. Patrons and performers learn more about AMPA as they walk through the front doors and rehearse in the many dressing rooms and studios, while online, the AMPA logo will appear on social media posts during and after events. It is also a symbiotic relationship, where AMPA students learn about the various artists and often bring friends along to watch shows or participate in classes.

Social and Cultural Benefits

Indirect and long-term sociocultural benefits of the initiative are difficult to measure but, no doubt, have a positive impact on the sector.

Work Opportunities:

A number of AMPA graduates, students and faculty have been provided with contract opportunities to work at events in roles such as stage hand, usher, duty manager, performer, audio technician and lighting operator. This provides students an opportunity to earn additional income while gaining experience in the field relevant to their study. Networking around the facilities has also led to further employment and artistic opportunities with various companies.

Supporting Smaller Arts Companies:

By facilitating hire at lower and subsidised rates, AMPA has been able to provide a number of amateur companies, emerging artists and teachers from smaller studios an opportunity to rehearse in studios and showcase their work in a live theatre with professional production facilities.

Bringing Arts to the Community:

Recently, there has been many an effort to revitalise Sydney's struggling live music industry, namely, the City of Sydney's 'Live Music and Performance Action Plan' (LMO, 2017) and the 'Live and Local' (LMO, n.d.) program. Without special funding or government assistance, AMPA has been acting as a central hub between artists, professionals, educators and audience for years. While many universities restrict the use of facilities to their students and faculty, AMPA has the

potential to provide a greater impact on the community by opening its facilities, so that more people connect with the arts.

These case studies provide a snapshot of how AMPA is using supplementary business models to diversify revenue streams, while supporting the broader arts sector. In a rapidly changing world and rising levels of uncertainty, it appears the time is now for universities to adapt.

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ChatGPT

A Post-Postmodern Conversation

Tom O'Connor

February 2023

Our views on everything change. Sailors feared they would sail off the edge of the world until Magellan and Columbus showed otherwise. Galileo knew Earth revolved around our Sun, and even though the Catholic Church forced him to recant, the planets still went their own way. The technological revolution has resulted in great changes, and with the release of ChatGPT3.5, the artificial intelligence platform continues to dominate the digital world and create controversy.

Postmodernism

The group of ideas that coalesce around the term postmodernism began in the streets of Paris in 1968, when students took to the barricades to protest against repressive control of education and language by the Academie Francaise. The Academie was terrified of the polluting effects of pop culture imported from Britain and the USA. As much as the youth loved “Le Beatles”, the aging academics were appalled by

the intrusions into pure French language. Eventually, the youth on the barricades became academics and developed their ideas.

Primarily, postmodernism is about language. It contends that our lives, experience and social interactions are mediated through language and that language, particularly some written texts, have been used by powerful groups in society to control and oppress people. Using the technique known as deconstruction, the ambiguities, contradictions and control techniques within a text were highlighted and, therefore, the claims to legitimacy were undermined. Religious texts were an obvious target. Any such text which offered a total explanation of life was called 'totalising' and labelled totalitarian. Two expressions of Modernism - Communism and Nazism - each based on seminal texts, are examples of an oppressive, totalising, and therefore totalitarian, use of language.

Another postmodern concept is that of intertextuality, defined by Julia Kristeva, which accepts the proposition that every text depends on every other text. It might be summarised as 'there is nothing new under the sun'. Christopher Booker's book, *The Seven Basic Plots: Why We Tell Stories* introduces the notion that there are only really seven stories that keep on being retold in different ways. The original Greek tragedies are based on oral myths and stories of the gods, Shakespeare's history plays extensively use Holinshed's four-volume *Chronicles of England, Scotlande, and Irelande*, and Thomas North's English translation of Plutarch's *Lives of the Noble Greeks and Romans* are 're-tellings'. Samuel Becket used the New Testament and Charlie Chaplin movies as inspiration for *Waiting for Godot*. These are original works of genius; the authors do not acknowledge their sources, yet we do not consider them in any way stolen. Postmodern concepts of text are broad and all-encompassing, so the essay submitted for an assignment and the email your boss sends you at work are all 'texts' - all capable of deconstruction and all mutually interdependent on every other text that has been written.

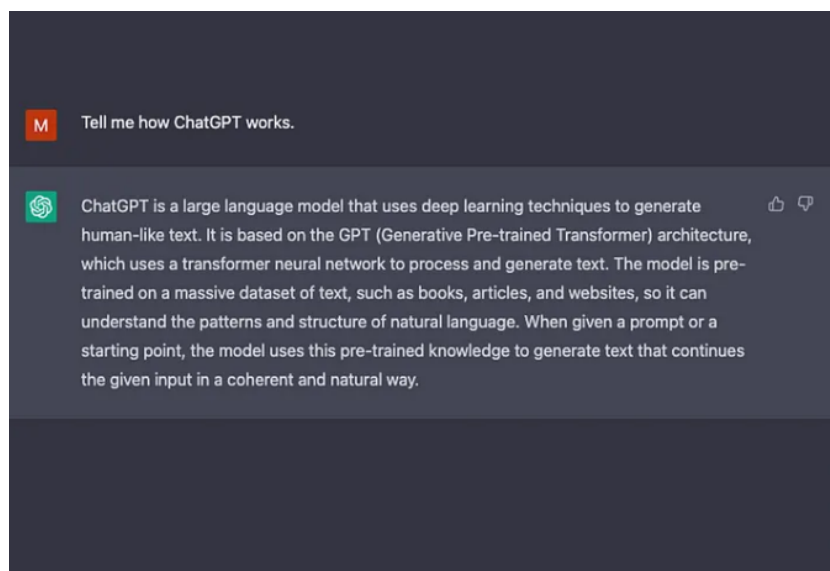
Part of the postmodern view of the world is that while there is a recognised 'official language' in the social world, we, in fact, inhabit

different language groups, where we use different language structures. We speak differently at work to the way we do with friends at the football. Those in many work environments will tell you that language in the workplace is now heavily regulated. In various roles I've had, I have warned staff about the content of emails and interactions with students. The nature of language as a tool of 'power' has led to a great deal of restriction as to its use. We also see various sub-groups within society develop their own linguistic culture. Youth seem to always develop special terms that separate them from the older generations and, as such, these help to define the group. The colonial past of Britain and America has spread the English language across the planet, but in each of these separate countries, 'English' has its own unique characteristics. Local variations produce distinctive patterns which identify the country in which English is spoken. People speaking English in India, the West Indies and Ireland will be able to understand each other, but there will also be times when the language is completely foreign. I have been in trouble when asking an African American waitress in New York for a white tea and been completely bewildered when asking a tourist guide in Glasgow which bus would take me to the airport.

Clearly, language plays a crucial role in society. It sets our species apart from all others and has created the world in which we live. Birds sing, but they do not write operas, monkeys use twigs to open eggs, but they do not open Michelin star restaurants. In depth analysis of this will demonstrate that it is language that has made this possible and it is texts which preserve knowledge, allowing the growth and development of what we call civilization.

ChatGPT

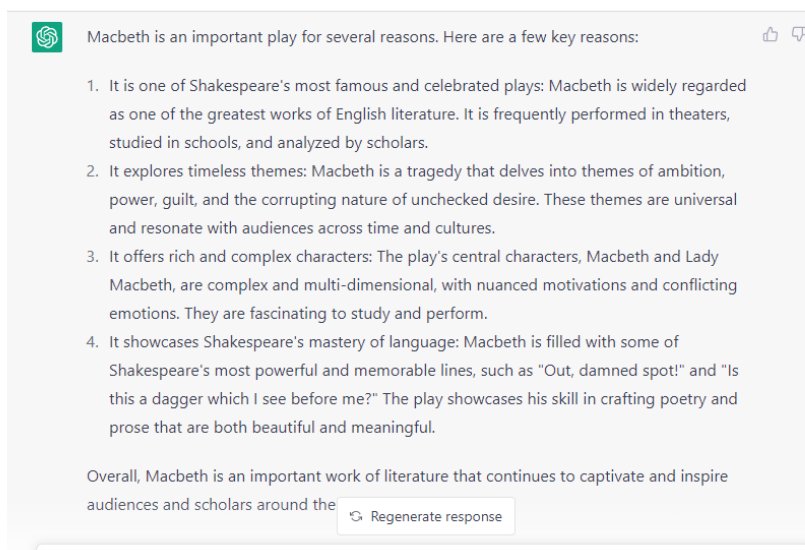
ChatGPT is the latest expression of that development. As it is artificial intelligence, I thought I would ask it how it worked. This is the response...



Evidently, language is central to this program, if indeed the term ‘program’ still fits. It allows you to type in a question or command in ordinary English, and it produces an answer in English. This is a large advance on search engines like Google which still uses only key words and produces a list of websites or other media related to that term. Here, the artificial intelligence understands the question and responds with an answer. It seems you are having a conversation or “chat” with a reasonably intelligent entity. There are parallels in the way it learns the patterns of language and grammar and the way we learn as children. Chomsky argues our brains are hardwired to learn language and it is our collective experience that we pick up the basics unconsciously, mimicking and learning from those around us. We then attend school to accumulate knowledge and improve our language skills. School assessment usually asks us to “generate text in a coherent and natural way”. If, as the postmodern theorist argues, reality is constructed by and mediated through language, then ChatGPT represents a social interface between individuals and the artificial intelligence that is radically new - a fundamental new reality.

Whateley and Mieniczakowski (2023) theorize about a purely machine interaction, where an essay, created by artificial intelligence, is corrected by another artificial intelligence. Suddenly, this is not so far-fetched. Some teacher colleagues used Chat GPT to answer an exam question. The answer it produced was agreed to be a “C” - an average essay. Once artificial intelligence learns that this is a “C”, it can assign a grade. Further, since it understands the grammar and spelling of English, it could correct that also. A “C” is not a bad grade and it is a pass in any subject. The temptation for students who are not academically inclined to use this is strong and it is easy to understand why tertiary institutions are hurrying to deal with AI-based products. In higher education, plagiarism is a cardinal sin and has given rise to its own software solutions such as Turnitin, which scours academic journals to see if an assignment has been copied. In some ways, it mirrors the ChatGPT process. Noam Chomsky has labelled the use of this artificial intelligence as “mechanized plagiarism”. It is a thorny issue, but in truth, no essay is completely original, and, in fact, good academic results depend on using a variety of sources to demonstrate an author’s view. The sticking point is attribution. You can use as many ideas as you choose, as long as you acknowledge them. An essay is text and, as observed, all texts rely on every other text. If we consider an artefact drawing, its existence is a result of pre-existing artefacts. Now, we do not want to say that the program understands the topic, although, in postmodern terms, it might. We may argue that it took human intelligence and creativity to ask the question in the first place and Bofinger and Rigg (2023) make a valid point about creativity relating to music - that technology has shaped music from its inception. Nevertheless, “the role of the human mind in the artistic process is still necessary for the true emotional and creative depth of original music”. We also expect that it takes a human mind to understand the importance of great art, to respond to it and, indeed, to give it life as drama. If, for example, we ask about the role of the three witches as a symbol of evil in Macbeth, we might get a reasonable ChatGPT answer. As yet, however, ChatGPT does not know why Macbeth is important, or does it? I asked

the program, “What is the importance of Macbeth?” The answer is below...



If a student wrote this, I would be quite satisfied. What this does is to call into question the usefulness of the traditional essay as an assessment tool. As educators, we want to know that our students understand what we demand - it is not really to simply repeat a fact, but to present a structured response and incorporate information into their own body of knowledge, employ skills of analysis, and place their findings into the context of other learning. We can legitimately use sources and other ideas, but does that mean we really understand them? To genuinely gauge understanding, we may have to steal an idea from Aristotle, and engage in dialogue with students.

Coda

ChatGPT is a powerful tool in many ways - it is the evolution of Google, and, in time, this new artificial intelligence tool will further reshape our behaviour. For higher education, there are interesting times ahead.

The 1984 movie, *The Terminator*, is based on the premise that an artificially intelligent defence network known as [Skynet](#), created by Cyberdyne Systems, becomes self-aware and, deciding that the humans will destroy the planet, triggers a [global nuclear war](#) to exterminate the human species.

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ChatGPT, AI-driven World and the New Reality of Online Education

Arash Najmaei
Zahra Sadeghinejad
February 2023

In this short essay, we explore many facets of the AI-driven world in the context of online education. We make three points: 1) ChatGPT represents a rising tide of many applications that will revolutionise online learning and education by changing how educators and students work; 2) the winning strategy is to brace for this tide and leverage it as an opportunity-creating technology rather than a threat-making one; 3) proactively identifying and tapping into opportunities will allow us to stay ahead of the competitive curve.

ChatGPT, AI and revolution in teaching and learning

As aptly summarised by Stahl (2022), *“Robots and artificial intelligence (AI) are expected to permeate our daily lives by 2025. This could have huge implications on several business sectors, most notably healthcare, customer service and logistics. Already, AI is responsible for*

medical research breakthroughs and climate research, not to mention self-driving cars.” ChatGPT is another AI-driven tool. It is essentially a type of robot called Chatbot that uses large language models based on self-attention mechanisms and a large amount of training data to generate natural language responses to the text input in a conversational context (Thorp, 2023; van Dis, Bollen, van Rooij, Zuidema, & Bockting, 2023). It was developed with an AI technique called Reinforcement Learning from Human Feedback to train the language model, enabling it to be very conversational (Thorp, 2023). Like any other AI-driven tool, however, it is far from perfect. “In fact, it sometimes writes plausible sounding but incorrect or non-sensical answers.” Several examples show glaring mistakes that it can make, including referencing a scientific study that does not exist (Susnjak, 2022; Thorp, 2023). Regardless, it is particularly effective at handling long-range dependencies and generating coherent and contextually appropriate responses to various questions. As such, it has revolutionised the education sector by writing essays and letters, even answering student questions, and commenting on manuscripts, papers, and codes. What is clear is that ChatGPT is ringing alarm bells across industries as being in front of a rising tide of AI-powered tools that are replicating jobs and performing procedures hitherto done by human. Just recently in the news, one of the key publishers of sci-fi books announced that they rejected 500 pitches in January 2023 and their ‘authors’ were banned, as influencers were promoting ‘get rich quick’ schemes using AI. They had to close themselves to submissions after a deluge of AI-generated pitches overwhelmed the editorial team (Hern, 2023). Similarly, Susnjak (2022) found that, *“ChatGPT is capable of exhibiting critical thinking skills and generating highly realistic text with minimal input, making it a potential threat to the integrity of online exams, particularly in tertiary education settings where such exams are becoming more prevalent. Returning to invigilated and oral exams could form part of the solution, and while using advanced proctoring techniques and AI-text output detectors may be effective in addressing this issue, they are not likely to be foolproof solutions”* (P. 1). In summary, AI-

powered tools like ChatGPT have become a revolutionary force to be reckoned with across industries, and online education is no exception.

Bracing for the tide of AI-generated tools

Building on the point we made earlier, the next question is how to turn this tide into an opportunity. History suggests that the winning strategy when a revolutionary technology is introduced and is gaining momentum is to brace for it. To stay ahead of the curve, we need to get in sync with it. Teece (2006), in his ground-breaking work on profiting from technological innovation, argues that strategic boundaries on intellectual properties, roles of new technologies in strategic framework of the firm, its marketing strategies and venison, are essential to avoid falling into a strategic complacency trap. According to Larson (2019), leaders, including those of educational institutions, need to be aware of three factors that could fuel competency when new technologies - like ChatGPT - affect their strategy, market position, and competitive powers. The first trap is the reflexive loop - that is, overlooking something that is amiss. Specifically, we tend to notice things that confirm our assumptions and beliefs, and tend to miss things that contradict them. For example, when we believe that trust is strong, we will notice signs of trust and miss signs of distrust. In the context of AI-generated tools, we need to be aware of different ways they can, have, and will affect our procedures and devise frameworks and action plans to address them. Missing these will lead to competitive disadvantages which affect both short and long-run performance of the business. The second factor is the errors of omission or errors of inaction - the failure to make a decision or to respond to a situation. This implies that businesses must be fast in responding to AI-generated tools, understand how these tools like ChatGPT impact different stakeholders and come up with approaches to respond to them in a timely manner before competition. Lastly, leaders must be able to release themselves from the weight of guilt and shame when they have deflected responsibility or failed to take action. In conclusion, leaders must learn to adjust their strategies to embrace AI and its generative and transformative power.

ChatGPT must not be considered a fad or a peripheral technology; it must be studied, analysed and placed at the core of how businesses move to create their market position and establish strategic postures in the industry.

Strategic proactivists: maximising the impact.

Knowing that ChatGPT is only the beginning and embracing its power are important learnings and central in how one can frame a winning strategy, but successful execution of such a strategy requires proactivity. Strategic proactiveness has long been connected to success in the face of technological deregulation, environmental shocks, and industrial changes (Aragón-Correa, 1998; Elkhwesky, 2022). A business must move away from being reactive to technological changes such as the rise of ChatGPT in order to become proactive in initiating changes that leverage the power of AI to create new opportunities, and channel its power and capacities into exploiting those opportunities. For instance, incorporating AI into teaching material, using AI and chat bots like ChatGPT in student projects - not as a threat and tool to avoid, but as a subject of study, research and inspiration - can go a long way towards implementing a winning strategy. Such proactivity must be built into the DNA of the business and become a part of its culture, in order to maximise its capacity to benefit from opportunities and learn from failures. Businesses which are proactive also exhibit a strong discovery-driven work environment, where employees are encouraged to experiment with new methods and utilise new technologies and tools, ultimately leading to opportunities for business model innovation in an ecosystem which promotes technology-driven creativity and synergistic innovation (McGrath & McManus, 2020). All in all, executing a winning strategy which leverages the power of AI to turn tools like ChatGPT into strategic opportunities requires a proactive approach, where training, experimentation and creativity are core ingredients as far as strategic plans, activities, and projects are concerned. AI technology is a major player in the new reality, and it is

essential we aim to understand, as well as incorporate, its many features and capabilities.

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Going Green, Keeping the Team, and Living the Dream: A Recipe for Happy Employees - with added ESG

Dimitri Kopanakis

February 2023

The post-pandemic workplace environment has provided organisations with the normalisation of digitally-supported, working-from-home practices. With the shift and continued potential for hybrid work to continue in the long-term, it is important to consider the impact of a positive attitude toward this form of work on individual and organisational outcomes, and its ensuing, complementary role on an organisation's ESG.

The hybrid workforce

The COVID-19 pandemic has accelerated the shift towards remote work, with organisations implementing work-from-home policies and the hybrid approach to work, with some days spent in the office and others spent working from home.

This hybrid model can provide several benefits to both employees and organisations. Organisations can witness increased job satisfaction and a positive impact on work-life balance for employees, and remote work can be associated with lower stress levels, and increased work engagement (Grzegorzczuk et al, 2021). Hybrid work models can also lead to increased productivity through a reduction in distractions and a decrease in time spent commuting.

Whilst we do acknowledge that face-to-face collaboration can lead to better innovation and problem-solving with team members being able to build trust and share ideas more effectively, a hybrid work model can provide the best of both worlds, allowing employees to work in an environment that suits their productivity and collaboration needs.

From a fiscal perspective, a hybrid work model can reduce costs for organisations. This reduction in costs can come about as a result of lower office space requirements and ensuing operational costs, reduced commuting costs, and decreased absenteeism due to illness. Further, as employees value flexibility and may be more likely to stay with a company that offers a hybrid work model, hybrid, as such, may increase employee retention, reducing the cost of turnover.

Importantly, a hybrid work model can also promote diversity, equity and inclusion in the workplace (Dowling et al, 2022). Remote work may enable companies to attract and retain diverse talent, including individuals with disabilities, caregivers, and individuals from under-represented groups. By allowing employees to work from home, organisations can eliminate barriers to entry and promote a more diverse and inclusive workforce.

Ultimately, a hybrid work model can provide several benefits to both employees and organisations, including increased job satisfaction and work-life balance, increased productivity, cost savings, and a more diverse and inclusive workforce. By offering employees flexibility in where and how they work, companies can attract and retain top talent while promoting a positive work environment.

The role of culture in the workplace

Organisational culture plays a significant factor in shaping the behaviour and values of individuals in a workplace. A positive organisational culture, characterized by shared values, beliefs, and attitudes, can have a profound impact on individual and organisational outcomes.

One of the critical benefits of a positive organisational culture is its impact on employee satisfaction and commitment (Jigjiddorj et al, 2021). When employees perceive a positive culture in their workplace, they are more likely to experience higher job satisfaction and increased levels of commitment to their organisation. A positive organisational culture reduces employee turnover intentions, ultimately leading to lower staff turnover rates. This is significant, as high levels of staff turnover can negatively impact organisational outcomes, including increased recruitment and training costs, reduced productivity, and lower employee morale.

A positive organisational culture can also have a significant impact on employee motivation and performance, increasing an employee's sense of ownership and control over their work, leading to increased motivation and higher levels of job performance. In addition, it can improve job autonomy and employee well-being, ultimately leading to increased work engagement and job satisfaction.

Another essential aspect of a positive organisational culture is its impact on innovation and creativity. A positive organisational culture, characterised by open communication, collaboration, and a willingness to take risks, can be positively associated with innovative behaviour amongst employees. This is important, as innovation and creativity are essential for organisations to remain competitive in their respective markets.

It is also essential to note that a positive organisational culture can have a significant impact on team dynamics and outcomes. This can lead to increased communication and cooperation among team members, ultimately leading to higher levels of team performance.

Furthermore, a positive organisational culture can improve the quality of relationships between team members, leading to higher levels of trust, respect, and psychological safety.

Overall, a positive organisational culture is essential for organisations that hope to achieve their desired outcomes in the areas of employee satisfaction, motivation, innovation, and teamwork. Organisations should, therefore, focus on developing and promoting a positive culture to achieve these outcomes. It is essential for managers and leaders to understand the importance of organisational culture and its potential impact on their organisation's success.

Attitudes toward hybrid working

Bringing these two elements together - a positive attitude toward hybrid and working-from-home practices - can lead to increased job satisfaction and work engagement (Uru et al, 2022).

Hybrid work models can have a positive impact on mental health outcomes, as employees with a positive attitude toward hybrid work can experience reduced levels of burnout and increased levels of sound mental health. Indeed, burnout has been linked to negative outcomes such as reduced job satisfaction, decreased work performance, and increased absenteeism. Furthermore, increased productivity can lead to improved organisational outcomes, even as far as increased revenue and profitability are concerned.

There is so much to be said about a positive attitude toward working-from-home practices, and the positive impact on team outcomes also cannot be underestimated. Employees with a positive attitude toward hybrid work can achieve better communication and cooperation with their team members, and, incidentally, greater customer satisfaction.

How this all impacts an organisation's ESG

In recent years, ESG has emerged as a critical concept for investors, companies, and policymakers. ESG refers to a set of non-financial

performance indicators that allow investors and stakeholders to assess a company's social, environmental, and governance practices.

Definition of ESG

The concept of ESG emerged in the 2000s as investors began to focus on the non-financial aspects of company performance. ESG refers to the three main areas of focus: environmental, social, and governance.

Environmental factors include a company's impact on the environment, such as its carbon footprint, energy use, and waste management.

Social factors relate to a company's relationships with its employees, customers, suppliers, and the wider community.

Governance refers to a company's internal management structure and its adherence to ethical and legal standards.

The importance of ESG

ESG has become increasingly important as investors seek to align their investments with their values. This approach is known as Socially Responsible Investing (SRI) and has gained popularity in recent years. Institutional investors consider ESG factors in their investment decision-making process (Sciarelli et al, 2021), and as ESG principles evolve, we see a growing demand from consumers for companies to demonstrate their commitment to sustainable and socially responsible business practices.

Organisational culture and ESG

A positive organisational culture contributes to ethical behaviour and responsible business practices which are essential elements of the ESG framework, and it is one that promotes a sense of social responsibility, leading to better social outcomes and higher job satisfaction among employees. Complementing this, a positive organisational culture is associated in a positive manner with social responsibility practices, including community involvement and employee welfare and is

associated with more effective implementation of sustainability policies.

In summary

The adoption of ESG principles has been shown to benefit companies in various ways. Companies with strong ESG performance tend to have higher financial performance, lower cost of capital, and lower risk of negative events and occurrences such as lawsuits, scandals, and regulatory fines. Companies with strong ESG performance tend to attract and retain more talent, have better customer loyalty, and enhance their reputation and social licence to operate.

A positive work environment has a significant impact on promoting the principles of ESG in an organisation. In this post-pandemic environment, supporting ESG principles and achieving sustainability objectives are intrinsically linked with organisations that promote purpose, employee engagement and ethical behaviour. Creating a culture of responsible business practices means a stronger commitment to corporate governance, and this will, no doubt, contribute to better social outcomes.

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A New Normal

What COVID-19 has Changed in the Musical life of South Korea - From the Perspective of a Vocal Music Educator

Julia Mihyun Kho

Our lives have completely changed with the onset of the pandemic. In Korea, with so many people living in a small area, classes and meetings would be mostly face-to-face, and this is especially different now. The digitization of the workforce at such a rapid rate, whether in education or elsewhere, has meant the world has had to adapt to this new system of online communication, financial transactions and, indeed, teacher-student engagement.

Impact on vocalists - soloists, in particular

For me, personally, as a musician and professor of music education, there were two main challenges. The first challenge of being a vocalist in the context of COVID-19 brought into focus the disadvantaged

position of singers. Vocalists are not simply people who speak in public, they need to breathe deeply using the diaphragmatic method which increases abdominal pressure and maximizes resonance to send sound further. In a society where we were mandated to wear masks and are now used to wearing masks so much of the time, the very idea of a vocalist taking off their mask and singing is very unsettling. While string and piano players may be able to get away with wearing masks, it is an unworkable situation for singers and wind players. As a result, many performances have been cancelled or scaled back. Choirs have been able to perform with masks in some cases, but for soloists, it is nearly impossible.

The rise of virtual performances

One solution has been the rise of virtual performances. Instead of attending a concert, audiences are using online systems to enjoy live or recorded performances from their homes or offices without worrying about the spread of infection. Musicians can also play in front of recording equipment without the risk of infection, and the audience is simply not there. The big difference is that now it is not just the performer's skill that matters, but also the quality of the recording equipment, the way it is transmitted online, and the quality of the equipment available to, or used by, the audience.

Change in pedagogy

Second, the change in my pedagogical perspective is significant. When I teach voice, I teach singing from two perspectives: the first is to impart the skills of a *professional performer*. This requires a combination of apprenticeship-style practical training and systematic theoretical training. The importance of practical training, especially for singers, cannot be overemphasized. You can learn theory on your own, but this is not the case at all as far as practice goes.

First of all, we need to turn the ordinary human body into an instrument, train in breathing techniques and resonance, and then train to

perform as an opera singer or professional vocalist. Second, we need to train *professional music teachers*. They should be trained to teach basic singing to students in junior high and high school, and they should be trained to lead choral education, increasingly important for character education, especially for young students.

Disruption of COVID-19

I have spent the last three years in the midst of the COVID-19 disruption. The first challenge, the transfer of apprenticeship techniques to professional performers, has been accomplished in a very limited way through virtual lessons. Since singing is a more salivating activity than "speaking" in general, face-to-face lessons were discouraged, and since students were unable to sing in the same room with a pianist as accompanist, they would record the accompaniment or obtain an mp3 of the accompaniment and then sing over the recorded accompaniment and be guided by it. This limited artistic expression made it difficult to represent live music, as the accompaniment and singing were not synchronized. Simply ascertaining whether the recorded accompaniment was in time with the singing, or whether the pitch was correct, also made it difficult to provide in-depth lessons. Adding meaning to the notes by controlling the intensity of breathing, and colouring the lyrics, is very difficult for students who are still too new to perform with recorded accompaniment, and in fact, it is not easy to get them to understand these details over the phone.

On the other hand, in terms of the second challenge - training music teachers - there were benefits to teaching singing to pre-service and in-service teachers during the COVID-19 pandemic. Online lessons saved physical time, allowed for real-time checking of notes and rhythms, and in some ways, felt more structured for those who were used to having lessons that fit a certain standardized format to fit the school calendar. Teachers did not feel overwhelmed by the lack of high-quality artistic expression. In fact, there was a general consensus that excessive emotional expression and immersion in music might be pedagogically inappropriate in public education.

As a result, the students significantly improved pitch and rhythm, and were exposed to more standardized vocal music. Incidentally, students who are now accustomed to this kind of cost-effective music training and practice, may not be so comfortable later in life when convenience and efficiency are lost should there be a return to pre-COVID teaching methods. They may prefer the precision, organization, and efficiency of factory-made vocal music to the handmade, artistic expression of a craftsman.

A new normal - a new reality

It is a popular saying that we cannot go back to 'the way things were'. *A new normal has begun*. While I agree with this, to a large extent, as scholars, we should not passively be dragged into the new normal, but rather seek to fuse the best of the old with the new to create a better way of being a musician or teaching music. This will be a common task for the Musicum20 in the new era we are entering.

Personally, as someone who has pursued vocal music like stitch-by-stitch craftsmanship, I have spent a lifetime transforming the human body into a durable instrument, a luxury instrument with a craftsman's touch, even if it takes time. Therefore, I am more familiar with the *old style*, and although the new form of vocal music education is convenient, it is difficult to be satisfied with the limitations of the light and non-delicate factory-style vocal music education. I completely agree, however, that we need a new form of teaching that utilizes the technology of modern science and allows for delicate teaching. I remember the phrase "Dynamic Korea" being used to promote Korea. Korea has experienced tremendous growth, both quantitatively and qualitatively, in a short period of time, so I think we can adapt to this new normal faster than anyone else. For example, right now, Korea is balancing virtual and in-person learning, and even as in-person learning is revitalized, we are still using practical methods developed during the height of the pandemic.

Heaven helps those who help themselves

Harmonizing the past with the present, the pre-COVID-19 with post-COVID-19, and the traditional craftsmanship with the pragmatic spirit of the scientific age, is my task, the task of Korea, and the task of every musician in the world. It is said that *heaven helps those who help themselves*. Musicians who live as active first movers, not passive fast followers, will survive in the end.

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Post COVID-19 – The Aftermath

Andy Wong
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The COVID-19 pandemic has had a significant impact on the education sector, and its effects are likely to be felt for years to come. In Singapore, during the period between March 2020 and the end of 2021, educators were forced to find new ways of delivering lessons, and students had to adapt to new learning environments. Significantly, the reality is that many schools who have survived the mayhem, have reaped the benefits of being an improved and more sophisticated version of what they used to be.

The challenges

A. Technology and Hybrid Learning

With classrooms closed, educators turned to online platforms to deliver lessons to their students. This shift to remote learning has been challenging for many educators who have had to learn new technologies and teaching methods, but it has also created new opportunities for students who may have previously had limited access to educational resources. Nevertheless, there are challenges educators have faced, including the digital divide, as not all students have had access to the necessary technology and internet connectivity. Indeed, this has

highlighted the need for schools and policymakers to invest in technology infrastructure and provide students with a greater chance at having equal access to educational resources.

Another challenge has been the lack of social interaction that comes with remote learning. Many students have struggled with the isolation of remote learning and have missed the social interaction and support that comes with being in a physical classroom. Educators have had to find new ways to provide connection and support for students in the remote learning environment.

As the pandemic eases and schools and universities begin to reopen, many institutions are adopting *hybrid* learning models that combine both remote and in-person instruction. Hybrid learning allows for greater flexibility and can help to limit the number of students in classrooms at any given time, allowing for greater physical distancing, all the while reducing the risk of transmission. Unfortunately, however, many institutions focused on cost cutting and neglected the need for quality delivery.

Still, hybrid learning models are evolving, and educators are exploring the best ways to combine remote and in-person instruction. One challenge is ensuring that students receive consistent instruction and that there is continuity between the remote and in-person components of the hybrid learning model.

B. Economic Impacts

The COVID-19 pandemic has had a significant impact on the global economy, and the education industry has not been immune to these effects. Many schools and universities have experienced financial challenges because of the pandemic, including reduced enrolment, lower tuition revenues, and the increased costs associated with implementing new health and safety protocols.

These financial challenges have forced many institutions to make difficult decisions, including laying off staff, cutting programs, and reducing services. As such, there is also a risk that these challenges may widen existing inequalities in the education system, as institutions

with fewer resources may struggle to adapt to the new realities of the post-COVID-19 education sector.

Evidently, the economic situation has been impacted by increasing operational costs and the effects of inflation. In Singapore this year, the government increased the goods and services tax to 8% and will raise it to 9% in 2024. Wages are expected to rise, and rental costs have increased tremendously. Subsequently, there has been a significant impact on growth - or lack of - as far as education institutions in Singapore are concerned.

C. Social Impact

The social impact of the pandemic on the education sector has been significant. The closure of schools and universities has disrupted the education of millions of students around the world, with many students in Malaysia, Singapore and neighbouring countries, for example, losing out, as far as their learning goes. In Singapore, students from low-income families and those with disabilities have been disproportionately affected, as they may not have had access to the resources, nor the support needed, in order to participate in remote learning.

Certainly, the pandemic has highlighted the importance of social interaction and support, and educators have had to find new ways to promote social interaction and to offer support to their students.

D. Innovation and Adaptation

Despite the significant social and economic impacts of the pandemic on the education sector, it has also created opportunities for innovation and adaptation. Educators and institutions have had to adapt quickly to the new realities of remote and hybrid learning models, and many have developed new technologies and teaching methods to support their students.

The pandemic has also highlighted the importance of investing in technology infrastructure and digital literacy. As more students and educators turn to remote learning and digital technologies, it is essential that all students have equal access to the necessary resources.

Indeed, equity and inclusivity ought to be the first consideration with regard to investment within the education sector.

The opportunities

The post-COVID-19 era presents numerous opportunities for individuals, businesses, and society as a whole. The pandemic has spurred innovation in the education sector, with development of new teaching methods and technologies looking to have a lasting impact. COVID-19 has, in another sense, created a renewed sense of community and social engagement, and individuals and organizations have, in many instances, come together to support vulnerable populations, promote social and racial justice, and build stronger, more resilient communities. In terms of businesses, the pandemic has accelerated the growth of e-commerce and digital business, creating opportunities for entrepreneurs and businesses to develop new business models, reach new markets, and expand their offerings - this includes new opportunities for the digitalisation of the education 'business' as well. By embracing these opportunities, we can build a more resilient, equitable and sustainable future.

The new reality

While this new reality is undoubtedly challenging and has brought about a great deal of uncertainty, there are some positive aspects to consider alongside the negative ones.

On the positive side, the *new reality* has forced us to be more creative and adaptable, and has highlighted the importance of innovation, collaboration, and community. The pandemic accelerated the creation of new methods by which businesses and individuals can operate, and so many are communicating in ways that were previously impossible or unknown or, at least, uncommon.

On the negative side, the pandemic disrupted lives on a global scale, many challenged physically, mentally and emotionally, with so many left anxious about the future. Nevertheless, the existing

inequalities in society, particularly in terms of access to healthcare, education and economic opportunity, can no longer be ignored.

The Impact

The continuous use of technology in our daily lives is a complex issue, and there is ongoing debate and research about its sustainability and impact on human psychological health.

Excessive use of technology can contribute to depression and anxiety in several ways.

- Social isolation

Spending too much time on technology can lead to social isolation, as individuals may forego face-to-face interactions and social activities in favour of digital connections. This can lead to feelings of loneliness which are often associated with depression and anxiety.

- Sleep disruption

The blue light emitted by screens can interfere with sleep, making it harder to fall asleep and stay asleep. This can contribute to feelings of fatigue, irritability, and anxiety.

- Overstimulation and distraction

The constant stimulation and distraction of technology can contribute to being overwhelmed and to burnout, making it harder to focus, relax and engage in activities that promote well-being.

Increased screen time. With the rise of remote work and distance learning, as well as increased time at home, individuals are spending more time in front of screens. According to a report by Nielsen (2020), adults in the United States spent an average of 13 hours per day on screens in the first quarter of 2020, up from 11 hours per day in the same period in 2019. This, in turn, has impacted:

- *Mental health*

The pandemic has led to increased levels of stress, anxiety, and depression, and technology use has been identified as a contributing factor. According to a survey by the American Psychological Association (2021), nearly 8 in 10 adults in the United States say the coronavirus pandemic is a significant source of stress in their lives, and 61% of

adults say they have experienced undesired weight changes since the pandemic began, with increased screen time and sedentary behaviour identified as contributing factors.

- *Digital divide*

The pandemic has highlighted existing disparities in technology access and digital literacy, particularly among low-income and marginalized communities. According to a report by the National Centre for Education Statistics (2021), only 67% of households earning less than \$25,000 per year have internet access, compared to 96% of households earning \$75,000 or more per year.

- *Shifts in work and education*

The pandemic has accelerated the shift towards remote work and distance learning, with technology playing a crucial role in enabling these changes. According to a survey by McKinsey & Company (2020), 80% of teachers and students in the United States reported using online learning tools for the first time during the pandemic, and nearly 60% of U.S. employees who shifted to remote work during the pandemic say they would like to continue doing so in some capacity after the pandemic ends.

Conclusion

In summary, the new higher education post-COVID-19 reality is complex and multifaceted, with the many challenges and the opportunities for change and growth. The long-term impact of the pandemic on the sector remains to be seen, but, no doubt, education will continue to evolve and adapt in response to the changing needs and demands of students, faculties and society as a whole.

It is difficult to predict with certainty whether the changes in education brought about by the COVID-19 pandemic will be sustainable in the long term or whether there will be a return to pre-pandemic practices. The desire - and need - for in-person interaction and socialization may lead to a push to return to pre-pandemic practices as soon as it is safe to do so. Additionally, concerns around the quality and

effectiveness of online education may also lead to a shift back to in-person learning in certain fields or for certain types of courses.

Overall, it is likely that the education sector will continue to evolve and adapt in response to changing circumstances and student needs, and that some of the changes brought about by the pandemic may be sustained in the long term. The extent to which these changes will be sustained, however, and how they will interact with pre-pandemic practices, remains uncertain.

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How our New Reality May Save the Planet From Us, and Us From Each Other

Justin Wibrow

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The time is nigh!

Talking in a way that makes something seem much worse, more serious or more frightening may be defined as dramatic. Rest assured there is no drama here, it is serious, it is frightening, and it will get worse without monumental change.

One may posit that at the core of our new ‘digital reality’ is digital transformation and technological innovation. When contemplating what this means in terms of ESG, one cannot ignore how COVID-19, the new ‘human reality’, has accelerated the pace of such change. Possibly, for the first time in our history we have the technology, the human ingenuity and the global impetus to find the environmental and social solutions the planet needs.

As such, we contend the ‘new reality’ is the digital and human reality combined and forever intertwined.

Defining ESG

Everyone is talking about ESG, but do they really get it? Let's look beyond the motherhood statements and the hollow aspirational commitments. ESG means using environmental, social and governance factors to evaluate companies and countries on how far advanced they are with sustainability. ESG's three distinct limbs are co-dependent and require concurrent, symbiotic consideration.

In our *new reality*, ESG considerations are no longer viewed as optional or 'nice-to-have', but rather, an essential part of the investment process. Investors and companies are recognising that environmental and social factors, as well as governance practices, can have a significant impact on financial performance and long-term sustainability. As a result, they are integrating ESG considerations into their decision-making processes, from investment analysis to risk management.

In addition to financial considerations, ESG factors are becoming more important to consumers and employees who are increasingly concerned about the impact the companies they support are having on society and the environment. Companies that prioritise ESG are more likely to attract and retain talent and customers who share those values.

As such, organisations should ask themselves-

What are our greatest environmental liabilities and how do we ameliorate them?

Are we offering our employees the right services, benefits, and incentives to maintain a loyal and fulfilled workforce?

Do we have the right governance policies in place to ensure best practices in the operations and management of the company?

ESG, then

Although its current form origins can be traced back to 2006, in a pre-COVID world, Australian companies were relatively nonchalant about ESG. More progressive and established companies were starting to build an understanding of early ESG concepts and what a transition

from CSR to ESG may look like. Terms such as ‘greenwashing’ were yet to emerge and the United Nations Sustainability Goals were not front and centre, a glaring difference to other advanced economies, including UK, USA, Belgium, Germany and Nordic countries. At best, by the end of 2019, some Australian companies were committing to ‘NetZero by 2030’, however, without any real understanding of what that meant. In the absence of any government policy or legislative framework, CEOs took a ‘let’s return to this later’ approach. And then, COVID-19 hit.

The digital reality and the human reality- two new realities collide and evolve

One may posit that the already accelerating digital revolution driving a new digital reality became the cornerstone of how countries, economies, companies and people ‘adjusted’ to the immediate impacts of COVID-19. Previously held assumptions that digitisation takes time were dismissed out of necessity as the world grappled with how to function in the midst of a global health crisis. Practically, this meant workplaces undertook rapid digitisation - some literally overnight - to remain functional, government systems devolved to functioning from people’s collective living rooms, education was delivered 100% online and our residential home became our place of work, education and leisure. Although the lockdowns themselves were challenging for most, digitisation brought convenience - no or little commuting, flexibility in work hours, and the ability to create a digital ‘side hustle’.

What did and does this mean for ESG?

During the height of COVID-19, climate action and ESG in a practical advancement sense took a backseat as companies worked in a predominantly agile way to survive. Unbeknown to most, ESG was evolving - with a focus on ‘getting through COVID-19’, the latent impacts of the pandemic were yet to be contemplated. As a slower than expected COVID exit created uncertain economic recovery, and growth and endemic supply chain and resourcing disruption became acute, the

global workforce had already adapted, if not embraced, ‘working from home’ [where possible], and global social norms and expectations of work-life balance had shifted.

Despite these challenges, in a post-COVID world, climate action has come back into focus, however, under a stronger regulatory environment that continues to increase the costs of doing business. Additionally, governments and companies had borrowed heavily in the pandemic, distributing economic relief accordingly. Inevitably, claw back of this relief has begun, and to achieve this, companies require access to new capital options. This, combined with capital increasingly being mobilised to deliver on national and global sustainable development goals, and governments under increasing pressure to legislate and regulate how and when businesses respond to meeting their sustainability obligations, means ESG may emerge as the way forward - that is, to save the planet and us from each other.

To this end, there are very few actual detailed cases of the integration process or substantive explanations of how companies can fully integrate ESG, transform, or improve their business model to resolve trade-offs and enforce profit and sustainability (Brennan and Tennant 2018).

Globally, the standards associated with ESG, and sustainability are still being developed, with current solutions sourced from competing “schools of thought”. Australia is yet to indicate its preferred legislative approach and, in this uncertain environment, adoption of a globally accepted framework for measuring and disclosing ESG performance is non-negotiable. This is where our new digital reality can help.

Leveraging the new reality for the planet and us

The United Nation’s Declaration [at para 9] states that the development and the application of technology are to be climate-sensitive, resilient and respect biodiversity. Furthermore, it seeks to promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries (United Nations).

The spread of information and communication technology and global interconnectedness provides great potential to accelerate ESG progress by addressing the digital divide and developing knowledge societies. What does this mean in a practical sense?

Most of ESG reporting practices are voluntary and companies have little incentive to deliver accurate and meaningful data. This is where the new reality can help! Current practice is not optimising ESG data quality, nor is it leveraging advanced data technologies available today (Young et al 2018).

Digital transformation is often inspired by a broader purpose that goes beyond an organisation's immediate commercial success. Companies are increasingly citing ESG as such a purpose.

Where ESG success is driven by an organisation's values, where it optimises the use of existing organisational capabilities and is responsive to lessons learned, the opportunity exists to leverage the new digital reality to deliver a quality human reality. To do both may just give us the fighting chance to save the planet and us from each other.

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