Tapping Global Human Resources in an MBA Teaching Team: Insights with Implications for Management Education Worldwide

Andrew Creed, MBA
Faculty of Business & Law, Deakin University, Warrnambool, Australia
Email: andrew.creed@deakin.edu.au

Jane Ross, PhD
Graduate School of Management & Technology, University of Maryland University College, Adelphi, USA
Email: jross@umuc.edu

James Stewart, PhD
Graduate School of Management & Technology, University of Maryland University College, Adelphi, USA
Email: jstewart@umuc.edu

Monica Bolesta, PhD
Graduate School of Management & Technology, University of Maryland University College, Adelphi, USA
Email: mbolesta@umuc.edu

Maurice Hladik
Director of Marketing, Iogen Corporation, Ottawa, Canada
Email: MauriceH@IOGEN.ca

Wilf Backhaus, PhD
Graduate School of Management & Technology, University of Maryland University College, Adelphi, USA
Email: backhaus@shaw.ca
Tapping Global Human Resources in an MBA Teaching Team: Insights with Implications for Management Education Worldwide

ABSTRACT

It is found that geographic diversity, respect for differing beliefs, encouraging feedback, active participation and interaction with the students, and techniques such as active listening, contribute an architecture and atmosphere to student learning, teacher effectiveness and program excellence in virtual education. One functioning teaching team in University of Maryland University College’s online MBA program provides the action research foundation underpinning the findings. A widely dispersed team of academics and assistants have documented the ways they enhance educational information for students in the program. Assessment activities, supplementary communications and biographical information contribute to student perception of the quality of management education in the program. Mechanisms for effectively tapping a global faculty team are discussed and are informative for administrators and academics alike.

Keywords: management, education, resources, global, people, andragogy
INTRODUCTION

Online resources in the world’s top MBA programs can include human resources, often based in disparate parts of the globe. Beyond references to international experience in faculty biographies and individual efforts to draw upon global backgrounds in the classroom, the quality of an MBA education can be enhanced by more strategic tapping of the diverse knowledge, extensive skills and varied beliefs of the faculty team. This action research illustrates the success of one such teaching team in University of Maryland University College’s (UMUC’s) online MBA program. The AMBA606 (Organizations and the External Environment) team teaches the course’s global business syllabus thus experiencing a strong impetus for injecting all available elements of internationalization. Methods have been tried and tested for extracting from team members more detailed insight drawn from their diverse professional expertise and various experiences living and working in different countries. The research presents the background, methods and reasoning behind AMBA606’s successful drive to better tap the skills of their faculty members for superior educational outcomes.

UMUC’s ONLINE MBA

UMUC is a large degree-granting institution, offering programs and services tailored for working adults. UMUC currently has more than 3,000 faculty and over 100,000 students worldwide, with nearly 10,000 in the Graduate School of Management and Technology. The university has, in its entirety, a focus on the educational needs of the non-traditional student, typically a working adult. Contrary to some questions about the appropriateness of online education for managers, (Pratt, 2003), UMUC’s experience is one of unprecedented growth and continued vindication of the decision to embrace online technology platforms. The International Council for Open and Distance Education (ICDE) awarded UMUC the 2004 Prize of Excellence for “the highest possible excellence in the fields of open, distance, virtual, and flexible learning.” In 2005, UMUC’s MBA program was named “Most Outstanding Online Teaching and Learning Program” by the Sloan Consortium, a national consortium of
institutions and organizations committed to quality online education, and also received the Mid-Atlantic University Continuing Education Association award for “Credit Program Development.” This context motivates the AMBA606 team to pursue the action research approach to gain deeper understanding of educational process and continuous improvement of outcomes for educators and graduates alike.

RESOURCE DYNAMICS OF THE MBA PROGRAM

The nature of the MBA program at UMUC demands the use of diverse global human resources in order to meet student needs and expectations. Some of the aspects of this diversity and how they are addressed in the global business course include:

- Students located in numerous countries worldwide.
- Faculty located in several countries and faculty who travel regularly.
- Many military students (UMUC’s student body is overall 50% connected to the US Department of Defense) – Faculty with military service.
- Numerous public sector students (About 25% of UMUC students are in or directly support agencies of the US federal and state governments) – Faculty in or who have had public agency careers.
- Students with substantial work experience (About 75% of UMUC MBA students are mid-career professionals, some with international experience) – Student teams with work experience carefully distributed.
- Student expectations of immediate application for what they are learning - Adjunct faculty currently in the workplace or drawing from past experiences to demonstrate specific topics.
- Core faculty who are experienced business practitioners who enjoy integrating their experience and the experience of other well known experts in the field.
- Core faculty who consult with business and other organizations in the private and government sectors.
• Core faculty who have a proven record of excellent communication and technological skills.
• Core and adjunct faculty who serve on international organizational boards.
• Core faculty willing to share ideas, experience and learning resources to benefit all students taking the course.
• The supportive and interdependent nature of the team of faculty is one of the main reasons for its success.
• Faculty who embrace change, including the challenges of mastering new technologies and mentoring one another in applying new techniques.

UMUC’s MBA is embedded in e-learning technologies and has been evolving through the operational influences of the above factors. The AMBA606 unit team has been active in continuous cycles of observation, reflection and feedback and developed a framework for purposeful tapping of human resources for improved program outcomes.

ATMOSPHERE AND ARCHITECTURE

At the unit team level, a certain environment and structure are needed if maximum utility is to be drawn from the diversity inherent in human resources. From the structural perspective, we have identified an “architecture” of accessibility in relation to faculty and syllabus-relevant teaching. This has to be married with an environment or “atmosphere” - a set of behaviours and inclinations - that sets the tone for improved collaboration in the team. These factors are summarised in Figure 1.
The teaching team is represented by Figure 1. A Framework for tapping global human resources in a teaching team

An opening observation is that Figure 1 is much closer to the real business or public service world than for management students in the face to face traditional setting, where educators not only tend to be professionally more homogeneous but also probably less connected professionally, particularly at the level of global business.

THE DEMANDS OF THE SYLLABUS

Perhaps more than any other course in the UMUC MBA, AMBA606, due to the international scope of the course, the highly integrative nature of the course (and the manner in which it builds on the six previous courses and anticipates flowthrough into the final course of the program) demands high quality resources tapping directly into the rich vein of globalization theory and practice. As educators of mostly practising managers, the faculty team understands the need for relevance and immediately useful information for students.
Due to the complex nature of the assignments in this class it is crucial for the faculty to be accessible and willing to clarify and assist the students in their understanding of the main concepts and effort required. Members of the faculty operate as a community of practice in consensual and continuous development of the syllabus and in support of one another and student learning. Given the pace of world developments, especially in business, the subject matter changes constantly. What happens in the world can render the text obsolete in a day. Therefore, faculty and students alike try to pool and distribute current events articles that bear on the course and specific topics. It is necessary for the students to work effectively in teams throughout the entire course. This requires both respect and positive encouragement from the faculty and students themselves. It becomes quite clear immediately that the importance of communication is critical from day one. The emphasis in communication is not only from faculty to students, but also intra-faculty as a means of role modelling collegiality, which has been observed to improve the program’s educational quality in general. (Backhaus, Bolesta, Creed, Ross and Stewart, 2005).

**THE AMBA606 TEAM: DISPERSED BUT COHESIVE**

Grant (1996) suggests knowledge may be viewed as an important resource which is essential to the strategic management process. Since human resources are a significant repository of knowledge, the rationale of effective human resource management correlates with the approach taken in this research project.

The current faculty team have lived and worked in a variety of countries and settings across the USA, UK, United Arab Emirates, Sierra Leone, Japan, Australia, Russia, Canada, Germany, South Korea, China, Mexico, UK, Hungary, UK, Tanzania, China, and more. The current team includes members residing in several countries and travelling in more. It is in this geographic diversity and consequent differing beliefs that enhanced credibility can emerge in a course that educates students in the principles of organisational administration in
an international environment. This diversity spans different cultural backgrounds, religions, familial upbringings, professional norms, ages, and gender. Thus a high level of cohesiveness of and sharing among this essentially virtual team is important to maintain.

Cohesive dispersion of this kind requires careful facilitation by the unit coordinator. Collaboration is an intensive team experience which is a kind of continual negotiation between team members. Brett (2001: 22) discusses the complex constitution of values, ideology and cultural background in the negotiation mix. Backhaus, Bolesta, Creed, Ross and Stewart (2005) propose a communication model which includes, but is not limited to negotiation, and appears to be an integral aspect of team collaboration. It is proposed that collaboration and collaborative teaching are a natural response to the fluidity of knowledge. The online environment magnifies this fluidity. The core members of the AMBA606 teaching team appear to have reconciled their diverse and differing values and ideology constructively in this collaborative environment and the contributing factors are worth noting in the general context. There seem to be several personality traits that encompass what we would consider a collaborative faculty team player:

- Willingness to be exposed to more resources and information than you are able to locate by yourself.
- Respect for the other team players and an almost playful excitement with collegiate debate.
- Belief that sharing information, resources, teaching techniques, and opinions will improve the entire course for both students and faculty.
- A frontier-like spirit and attitude, coupled with intrigue about new conceptual territories and methods.
- A welcome acceptance of support from the other faculty. Due to the fact many faculty members in this online community are at a distance, this support becomes elevated in importance.
• No one is “put down”, even when frank discussions occur, and no one is reported to higher authority for holding differing views.

• The collaborative team player always places the student at the center of the learning model.

• The communication is constantly occurring and inclusive of all members of the team. Different team members may contribute to discussions in almost real-time based on how much they have to contribute to the general knowledge base of the specific topic.

• This is a team of people that likes to learn and grow as educational professionals.

THE CONTRIBUTIONS OF AN INTERNATIONAL, ONLINE EXECUTIVE IN RESIDENCE

As the course developed, it was found to be beneficial to engage active business practitioners in teleconferences on subjects relevant to the course. In time, the idea of having a virtual business executive in residence (EiR) emerged. When thorough investigation of online practice research revealed little in the field to guide the setting up of a virtual executive in residence initiative, the team turned to art and literature programs to learn how specialists in residence were managed in traditional university settings. From there, adaptations were made and before long the EiR program emerged along with funding to support it.

The executive in residence has proved to be a wonderful addition to the core team of faculty. It is a best practice model for tapping the knowledge of a skilled and well travelled team member. It is a ‘virtual’ relationship in all senses of the word except for the gritty edge in the knowledge being imparted. The faculty have been able to keep abreast of the latest happenings in the world of business sustainability, debated over different key topics proposed by this additional team member, and increased the team communication due to his presence. The knowledge they have gained has
helped them stay current with business trends and practices and excited about the topics they are presenting to the students. There is also a sense of pride for being cutting edge in having developed this unusual way of tapping available human resources. The students have gained knowledge by listening and interacting directly with the executive in residence along with the added knowledge passed along by the above level of faculty interaction. “Questions for the EiR”, which take place in email and classroom interactions, are an important part of student experience in which the students are encouraged to ask about anything that may be on their mind relating to the business world, particularly the "soft" topics such as ethics, social issues and sustainability. In these exchanges the EiR responds based on practical and actual experience picked up over the years in the everyday course of his work in and out of various international business settings.

Fox (1997) talks of management learning as a ‘disciplinary area of knowledge and practice’, which is wider than traditional management education. This is the type of emphasis that is embodied in an executive in residence program, one which students consistently rate as important and relevant to their learning in the MBA, and faculty continue to embrace for the ‘street-level’ edge it gives to the international business models being taught.

THE CASE OF GRANTING EXTRA CREDIT FOR TAPPING INTERNATIONAL FACULTY EXPERIENCE

It is axiomatic that an applied understanding of how to engage with international business is improved by getting as close as possible to real experience. Further, a UMUC MBA is expected to provide the applied emphasis practising managers need for their vocation. One technique successfully employed in the AMBA606 context is giving additional credit to efforts spent by students to tap the knowledge and skill base of diverse members of the faculty team. The faculty as a whole encourage the students to integrate their own work
experiences into their assignments to demonstrate mastery of the topic presented. The faculty also use many of their own work experiences as examples to help the students grasp the direct application of what they are reading.

The appendix contains an email exchange between one course professor, based in Tucson, Arizona, USA and a faculty assistant, based in Warrnambool, Victoria, Australia. The Professor has explained to students that extra credit will be provided to those who complete an additional research project which involves communicating directly with the Australian assistant. The project is framed within the global business development curriculum and poses a question of debate regarding how a young country like Australia has surmounted its somewhat ignominious beginnings to become one of the world’s leading developed economies, exemplary business performers and defenders of regional security.

The professor located in the USA, who was based in the UK when this extra credit opportunity was first offered, had previously noticed the growth of international sales of Australian wines and determined to capitalize on this evidence of Australian commercial development. Formerly a professional soldier and mindful of the many UMUC students in the military services and other public sector careers, he also wanted to have students assess the contributions of Australian political and social institutions to national development. About one-third of his students each semester take advantage of this extra credit opportunity, contacting the faculty assistant in Australia for his insights and then weighing them, along with other researched information, critically in a short essay. The Australian-based assistant is able to provide more than national insights because he too has travelled widely in Asia, North America and Europe.

The integration of real life example is very present within each classroom conference area. The faculty are constantly posting recent news articles that apply to weekly topics along with encouraging the students to share their own experiences. This reflects the approach to adult
education known as *Andragogy* which was undertaken originally in workplace training. It has been applied in all sorts of educational environments such as nursing training, (Bedi, 2004), and even in prisons, (Gehring, 2000). This approach, emphasising as it does both independent learning and objective assessment of one’s perceptual biases, Gehring (2000: 158) focuses, among other things on problem solving, as a working group, (Bedi, 2004). By calling on their input into the content of what is being learned, it uniquely equips participants for the new work contexts made possible by globalization and the ever expanding online environment.

Andragogy requires learners to show that they can take the lead in developing their own comfort level in learning, to explore what is needed to enhance their situation with modest encouragement and coaching from the faculty. Noted andragogy exponent, Knowles (1991), links the concept with self directed learning. Andragogy also encourages learners to approach problems as teams rather than just individuals leveraging the learning potential of the entire group. For example, a student team that earns extra bonus points by exploring issues in Australia or elsewhere soon learns how to learn from such group orientation. The mutual aid, discussion, and head scratching all go to create a more confident individual with less wasted effort as wrong leads are quickly eliminated by the shared experiences the team brings to the problem.

**TECHNOLOGY: CONNECTIVITY AND WORK-LIFE BALANCE**

Working as a global business educator in an online MBA propels the connectivity factor of contemporary technology to the forefront. With this comes the need for “cut-off” mechanisms by individual faculty members. The question becomes, “When does work finish and leisure begin?” The work is interesting. Team members tend to enjoy it and be challenged and stimulated by it. Given that members are often in many different time zones and that communications tend to flow throughout the day and night, it is tempting to “be connected” well beyond what is generally considered acceptable practice in face-to-face education. The
team communication spans 24 hours, 7 days a week for the life of the course and even during term breaks. It is extremely rare for any group of faculty members to stay this connected during periods of time where there are no offered classes scheduled.

In order to be able to take advantage of leisure opportunities when and as they occur, it is important for connectivity to be robust, especially when working as a mobile educator. Mobile education can be distinguished as a special kind of online education to the extent it is more immediate, more synchronous and requires special measures to ensure sustained connection, even during periods of increased mobility, such as when travelling on trains, planes, automobiles, and in hotel rooms. In one instance an international teleconference for students was conducted with the speaker speaking from a cell phone from her car along the Beltway in the Washington, DC area and students phoning in from Australia, UAE, England, Canada, Japan and across the USA.

The “flip side” is that weekends and public holidays become blurred. The latter occurs especially when different countries have different holiday requirements. The well connected faculty member must develop flexibility and retain some level of autonomy over exactly when they are connected and working consciously to deliver the MBA syllabus, and must expect and support the same flexibility in his or her students, who are also diversely geographically based and/or travel frequently. Alexander (2004) describes a new state of affairs where …” mobile and wireless computing has altered the rhythms of social time and has changed uses of social space.” This appears to be the case in MBA education where business information and communication technology drives teachers and learners through tumultuous changes.

GAINING COMMITMENT FROM THE TEAM
Keeping an essentially virtual team motivated and committed to performing strongly is especially challenging. Research and published findings are growing on the phenomenon of collaboration amongst members of virtual teams. To be seeking additional input from team members about their international experience and asking them to bring this into the classroom may potentially meet with resistance, for cultural, personality and workload reasons. It appears to be the strength of relationships that helps faculty and student teams navigate various resistances. de Nijs (2006) proposes, “Powerful relationships are based on goodwill and a mutual commitment to a common purpose that provides inspiration, affirmation and personal transformation. These relationships emerge ….. through the presence and practice of five key components ….. goodwill, authenticity, results, empowerment, and connectivity.” These components can be fostered at a distance, but the occasional physical meeting is still warranted. Authenticity is especially hard to simulate electronically.

The team must form a strong and protective bond to ensure its survival. This bond can be compared to a familial bond due to its basis in respect, support and positive encouragement for all to succeed. As with a familial bond, the faculty team unit will defend its members against those outsiders trying to dismantle its core beliefs and basic existence.

**CULTURE OF THE ORGANIZATION AND THE PLACES PEOPLE WORK**

One more interesting and important thing about a globally dispersed team is that, regardless of the culture of the organisation in which the members work, their local, national or regional cultural conditions can also affect how work is perceived and conducted online. Francesco and Gold (2005: 42-43) nicely summarise the work of various researchers, such as Hofstede, Schwartz, Trompenaars, and others, and conclude that national cultures sit as foundations upon which organisations rest. Of course, a cross-border organisation or team bring their own organisational culture into the mix. The result is a two way debate about convergence versus divergence of culture globally. Our experience is that important functions like
communication, collaboration, tolerance and mutual respect tend to converge in a well functioning team, while individuality, differing beliefs, personal attitudes and practices diverge tolerably. It is actually the divergences that add more interest and flavour to the learning and development of faculty members and consequently to their students. Indeed when we can bring this to students, the learning circle is fulfilled.

Hill (2006: 113) notes the sticky, that is, complex nature of cross cultural interactions. He highlights the fact that concept translation and concept equivalence naturally vary between cultures. Knowing that our team works in an organisational culture provides some unifying features, but the cross-border influences on our team members expose differentials. If team leadership is important for anything, it must be especially so for the development of a team culture within this cultural milieu. Rogers and Farson in Kolb, Rubin and McIntyre (1979: 168) describe active listening as a key tool for leaders to help team members gain a clearer understanding of the virtual work situation, to take responsibility and collaborate with each other. The aims of active listening are to listen for total meaning, respond to feelings, and note all cues. Such useful interpersonal skills help team members to improve their creativity and productivity because it addresses human needs and motivations. To do this as a facilitator in the online, at-a-distance environment requires significant attentiveness, intuitiveness and proactivity. It will further be facilitated by the use of multimedia-supported instruction, ideally in real time (live) which the UMUC MBA program has been introducing over a number of years.

The AMBA606 program coordinator certainly exemplifies active listening as an art, and this is a significant factor in keeping the disparate faculty team working cohesively during each semester. The coordinator does not dominate nor impose her teaching rules upon the team. Rather she takes a collaborative approach to managing the team of faculty along with developing syllabi, course materials, and instructional guidelines. She often advocates for
team members in matters relating to academic freedom, professional development, positive peer review and promotion. Providing encouragement to others is a key value and practice.

Berrell and Gloat (1999) point out that ‘the embedded nature of the third culture challenges researchers in the field of international management’, (Adler, 1997) and (Mead, 1994). The third culture is a reference to culture in its social anthropological sense. Organisational learning is crucial in this context. The communication mechanisms described are conducive to continuous learning in the tradition of Senge (1990) and his circles of causality. By this approach, teamwork is elevated from the simply mechanistic to the truly organic in contemporary organisations. Our experience bears out Senge’s observations in this respect. The culture of the team process includes frequent feedback loops that provide continuous improvement through repeated communication cycles. The process is embedded in team culture and plays out as a significant factor in team success.

RECOMMENDATIONS FOR A BEST PRACTICE MODEL FOR TAPPING GLOBAL HUMAN RESOURCES IN MANAGEMENT EDUCATION

Drawing from the experiences of the AMBA606 team and the literature reviewed, we are able to offer a framework and some recommendations for a best practice approach to tapping the global human resources that may be a part of many teams. Drawing from the framework in Figure 1 the following recommendations are made:

- Actively seek out and integrate the different knowledge of faculty team members based in diverse geographic locations
- Avoid letting differing beliefs become a source of criticism beyond frank internal discussions
- Listen actively and apply knowledge gained from doing so
- Accept and overcome connectivity and time zone challenges
• Choose teaching professionals to be come part of such a team that clearly demonstrate a willingness to listen, enjoy respectful debate, care of student achievement, and an obvious desire to learn themselves.

• Feedback in communication frequently and with a view to continuous learning and adjustment to the new influences that come through the feedback loops.

• Consider the model of an executive in residence, even in online faculty teams.

CONCLUSION

The quality of an MBA education can be enhanced by more strategic tapping of the diverse knowledge, extensive skills and varied beliefs of the faculty team. Good communication skills are key in the effectiveness of an online team of education professionals, but the mix is more complex that just a communication equation. The background and personality characteristics of the faculty team are also fundamental. The design of the MBA program ought to be innovative and include new ways to tap the experiences that can easily lie dormant in the biographies of teaching staff. It is from an understanding of architecture and atmosphere components of the organisation and the team that functional improvements can be made. Implied is the need for resource support from program administrators. Faculty team coordination must also be mindful of team culture and individual personalities while functions are performed and facilitated. Ultimately, an appreciation of diverse faculty backgrounds and experiences and the belief that students will benefit from more effective tapping of this rich resource is the motivation to improve an educational program. This action research has demonstrated the possibilities and is part of a continuing effort to elevate quality and enrich educational values in an MBA course and, perhaps, in the broader spectrum.
REFERENCES


APPENDIX

Email exchange indicative of the process of online faculty interaction in this research

Andrew, thanks once more from 9005, where eight students took advantage of your help last week. Here is how I used your words to build a summary on 2/21 for 9005 of your lessons re Australia. Perhaps they will aid you with Jane's request:

*Here is Andrew's list of reasons for his country's success, which is of central importance to the businesses that operate in that environment:*

- The need for self-sufficiency in a land as far from the mother country as one could get.
- The overwhelming force of colonization that effectively smothered any organised retaliation by the unfortunate indigenous population.
- The desire of former convicts to break free from the tyranny of shackles and prove their former jailers mistaken about their characters.
- The establishment from day one of a solid British parliamentary system of democratic government.
- The establishment from day one of a rigorous education system in the British tradition.
- The willingness to shirt-tail on the exploits of world superpowers - including all their wars (Britain in the early years - the USA in latter times).
- The fortuitous deposits of important minerals from gold and coal, to copper, tin and zinc, to oil and gas, to uranium that have helped fuel the world's energy and production needs.
- The embrace of multicultural infusion in the critical years following the world wars, bringing creativity and traditional capital to our shores.
- The political and business linkages with South East Asia, especially during the Asian boom (carefully managed during the Asian bust) that remain poised to feed the economy as things continue to pick up in that region.
- The active participation in global alliances, treaties, trade agreements, etc, spurred by stark awareness of internal productivity constraints brought about by being one of the driest continents on earth.

*Andrew continues:*

For your further consideration, Australia generally imports more than it exports for a variety of reasons:

- Small and growing first world population,
- High individual consumption patterns,
- Preference for products sourced from immigrant homelands,
- Participation in trade treaties which keeps the borders open to foreign goods.


We have significant bodies of anti-discrimination legislation mirroring the USA, and the generational shift away from such attitudes is virtually complete after more than 30 years. More recently, ever since 9/11 and Australia's subsequent support of the war on terror, the level of social tension has been elevated again. The increasingly multicultural nature of our population has benefits but also brings tensions. The USA knows all about that.

Australia has a very wide social net protecting all in our diverse population, so the people who were rioting certainly had important concerns, but the risk of it spreading very much
further were really quite minimal once the next working week got underway. We're doing OK right now and that, like in the USA, tends to have a dampening effect on social unrest. Perhaps it simmers rather than boils.

We're not without our problems but rank right up there with those countries who can confidently say they value freedom and democracy as a means of minimising those problems.

We thank Andrew for his help to our learning here. Perhaps some of the lessons can be applied elsewhere, ie, to other countries.

For an update on current racial tensions in the USA, see today's *The Washington Post* article:

*Conflict Simmers Between Black, Latino Communities in Los Angeles*

Consider the fundamental ways this environment affects the operation of an international business.

Best regards

--

James

---

Thanks James.

Andrew is the material you have worked up for Section 9005 something that can be shared with all sections? As we were encouraged to do at MERLOT, it is good to "reuse learning resources" whenever and wherever possible.

Jane

**Sent:** Thursday, February 16, 2006 8:32 AM  
**Subject:** Week 5 Base Summary

My Week 5 summary is posted, Jane, but thanks.

BTW, Andrew is being extremely helpful to 9005 students who are tackling an XC opportunity to assess why Australia has gone from convict colony to First World nation.

Best regards

--

James