FACULTY OF BUSINESS

Principles for Responsible Management Education

Sharing Information on Progress Report
2012 - 2014

This is our Sharing Information on Progress (SIP) Report on the implementation of the Principles for Responsible Management Education for the period 2012 – 2014

Introduction from Executive Dean of Business, Professor John Glynn and Ms Belinda Gibbons, PRME Faculty Coordinator, Faculty of Business, University of Wollongong

Since our last SIP report, the Faculty of Commerce has merged with the Sydney Business School forming the Faculty of Business at the University of Wollongong. These changes have allowed us as a faculty to reignite our commitment to PRME in undergraduate business education curricula and enabled the faculty to expand the focus on responsible management education throughout our postgraduate business education programs at our Wollongong, regional and Sydney campuses.

The Faculty's offshore partners in Singapore, Malaysia and Dubai also share a strong commitment to PRME. An inclusive quality assurance program ensures responsible management education remains consistent transnationally while enabling cultural specific content to be shared among students and academics.

As the first Australian university to become a Global Business School Network (GBSN) member, the Faculty of Business is proud of the collaborations formed and the opportunities for academic and student experience. The success of the Faculty's partnership with the 40K Foundation Group has provided invaluable experience for our students to become future generators of sustainable value. With an underlying theoretical foundation of the United Nations Global Compact in many of our business programs, the PRME initiative continues to be at the forefront of all strategic activities in the Faculty.

2014 saw a major rethink of the Faculty's approach to PRME activities. Belinda Gibbons has recently been appointed as the PRME Faculty Coordinator with a PRME working group established to raise PRME awareness and evaluate PRME inclusion in all curricula programs. The aim is to understand a student's responsible management education journey, look for opportunities, success stories and practices to share.

We look forward to the next phase of our PRME journey.

John Glynn   Belinda Gibbons

Message from Faculty of Business Alumni member, Ms Elizabeth Stefos.

Having graduated in 2011 I have recently been appointed Hawkei Industrialisation Project Coordinator for Thales in Australia. Thales is a leading international electronics and systems group serving the defence, aerospace and space, security, and transport markets in Australia and throughout the world. Being a member of the development team for the Simulation, now the interdisciplinary capstone subject 'IDLE: Interactive, Dynamic, Learning Environment', I have learned much about corporate responsibility, and key success factors in a business. This unique learning tool allowed us to experience some of the realities of the working world in a simulated environment. Understanding those 'real-world' lessons helped me greatly when I joined the work force. I am thankful for the varied student learning experiences I received during my degree in business, especially that which surrounded responsible decision making.

I believe that the lessons I have learned from IDLE are also applicable to Thales's own corporate responsibility. The IDLE values can be identified in the way Thales distinguishes itself from the competition by providing our customers and shareholders the transparency they need, using best practice to facilitate innovation and by providing ways to identify and anticipate risks to our business. In addition, IDLE highlights that employees are key to business success, that one must consider the environmental impact on decisions we make, and that ethical standards within a company need to be embedded through to the whole organisation. An example of this can be seen in Thales's Vendor Addition process. The Vendor Addition process requires a new supplier to not only meet Thales requirements around technical skill and capability, but also requires the supplier to meet a minimum set of ethical standards. It is very important to us that any new and existing suppliers adhere to our ethical standards and are proactive in their ethical initiatives.

Just like in our every-day work, managers and employees have to analyse information and make decisions. IDLE provides upcoming professionals with the skill set they need to understand, manage and coordinate activities within today's Dynamic Environment in a socially responsible way. I am a proud Faculty of Business Alumni member and strongly support the encouragement of students to learn the values of global social responsibility during their business education. I am glad that the Faculty of Business is a PRME signatory.

Elizabeth Stefos

PRME PRINCIPLES

Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

2014 saw the endorsement of a new Faculty of Business Vision, Mission and Values statement. The challenge moving forward is to live up to the Vision, Mission and Values Statements and embed them into the fabric of the Faculty in a real and meaningful manner.

OUR VISION

To be a world-class, accredited business faculty.

OUR MISSION

To advance business-related knowledge internationally through innovative research, quality teaching and the promotion of responsible leadership and sustainable business practices. In so doing, our aim is to contribute to a better society and stronger economy.

OUR VALUES

The Faculty of Business values:

- A global orientation and outlook across our teaching and research.

- Innovative, rigorous and original business-related research of high quality and broad impact.

- Fostering a supportive environment for our students and staff.

- High quality teaching and learning programs valued by students and organisational stakeholders for their relevance to the needs of industry and the community.

- A stimulating, inclusive and encouraging experience for students that allows them to pursue and achieve their goals.

- Excellence in all we attempt to achieve through attention to quality and continuous improvement.

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

Incorporating PRME in the Faculty of Business curricula and academic activities has been a top priority during 2014. The values of global social responsibility are portrayed in the following initiatives:

## Evaluation of PRME within the Faculty of Business

The recent restructure within UOW created an exciting opportunity for an evaluation of PRME throughout the Faculty of Business undergraduate and postgraduate teaching and learning programs. A process was designed and undertaken to evaluate current PRME activities. This process required a review of each subject/major in regards to the focus on responsible management education through learning outcomes, assessment and content. Analysis occurred via subject outline review, discipline head discussions and curriculum review recommendation analysis. To assist academic discussions a PRME Topic Area matrix was developed with the outcome consisting of a PRME colour curriculum map (PRMECCM) visually representing PRME focus within the current curriculum. The PRMECCM has enabled a student's responsible management education journey to be identified and gaps highlighted. This process has occurred for all undergraduate programs and is scheduled to be completed for postgraduate curricula during 2015.

Evaluation of PRME within UOW

Evaluating PRME within the undergraduate curriculum exposed not only a student's responsible management journey within the Faculty of Business but also their wider UOW global social responsibility experience. A rubrik cube was designed to visually represent the multiple interdimensional number of smaller social responsible dimensions that a student interacts with during their UOW experience. The rubrik cube is being used in presentations to students and academics explaining the PRME student experience at UOW.

Outreach Programs

UOW's In2Uni Program recognises that everyone's journey to university is different. That's why the UOW outreach programs aim to build educational awareness, increase aspiration and lift academic attainment, so students can achieve their career goals. The Faculty of Business during 2013 and 2014 conducted a Business Academic Enrichment Module where Year 7 & 8 students from In2Uni schools had the opportunity to hone their problem solving skills and experience what it is like to complete a project at university! Over the course of a session, students had the opportunity to work on a problem that relates to a curriculum area that they are studying at school. The
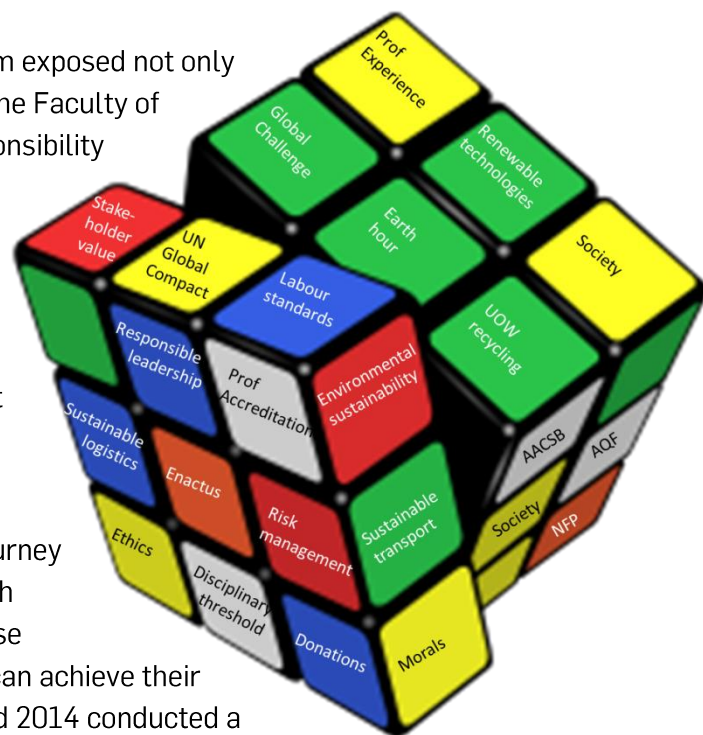
business module focuses on the United Nations Global Compact conducted by university mentors and utilising university resources to complete their project.

Discovery Days

Discovery days is an awareness-building initiative; intended to provide an opportunity for Year 12 students to experience, first hand, what university life is like for a day. The Faculty of Business participate in discovery days taking every opportunity to reinforce the PRME message that underlies all undergraduate and postgraduate curricula. Business dilemmas surrounding human rights, labour standards, the environment and anti-corruption are presented in a team environment with the rich multicultural student viewpoint discussed and analysed.

Postgraduate Curricula Development

The period 2012 - 2014 has been a time for curricula review within the postgraduate programs. New subjects and programs introduced have been designed to encourage students to think critically about contemporary issues in business from a range of different perspectives.

TBS802 - Exploring Global Business Challenges from Multiple Perspectives

The subject facilitates an interdisciplinary approach to developing and evaluating arguments relating to important topics such as sustainability and globalisation and the impact of such issues on business. The subject helps students understand the challenges facing business as well as helping them to develop the ability to consider multiple perspectives on business.

TBS909 – Corporate Governance

The broad aim of this subject is to identify, explain and evaluate the sometimes competing approaches to corporate governance and business ethics that have defined the terms of the governance debate, to assess the role of public policy in designing and overseeing effective systems of corporate governance and to examine the relationship between governance issues and business. This provides students with a sound understanding of the complex issues that have to be faced by industry and government in developing effective, and ethical, corporate governance systems.

Executive MBA

The Executive Masters Business Administration (EMBA) was re-designed in 2014 to deliver an integrated suite of sophisticated theoretical and professional capabilities for executives, those aspiring to executive positions and entrepreneurs. The program develops the skills to respond to the dynamic business environment through identifying, implementing and managing best business practices through all stages of business and professional life cycles. Leadership skills and approaches are enhanced to enable effective responses to the management of all business paradigms. An example of this is EMBA905 – International Business and Market Analysis. This subject delivers, via a three location overseas study tour, contemporary benchmarking and market intelligence. The subject focuses on delivering "of the moment" data and information, where students are able to experience diverse business cultures and sectors and develop a concept best practice in the business environment. The focus of the subject is based on how other organisations have developed, grown managed and regenerated their businesses over time, how they face current challenges and what their perception of future trends are likely to be.
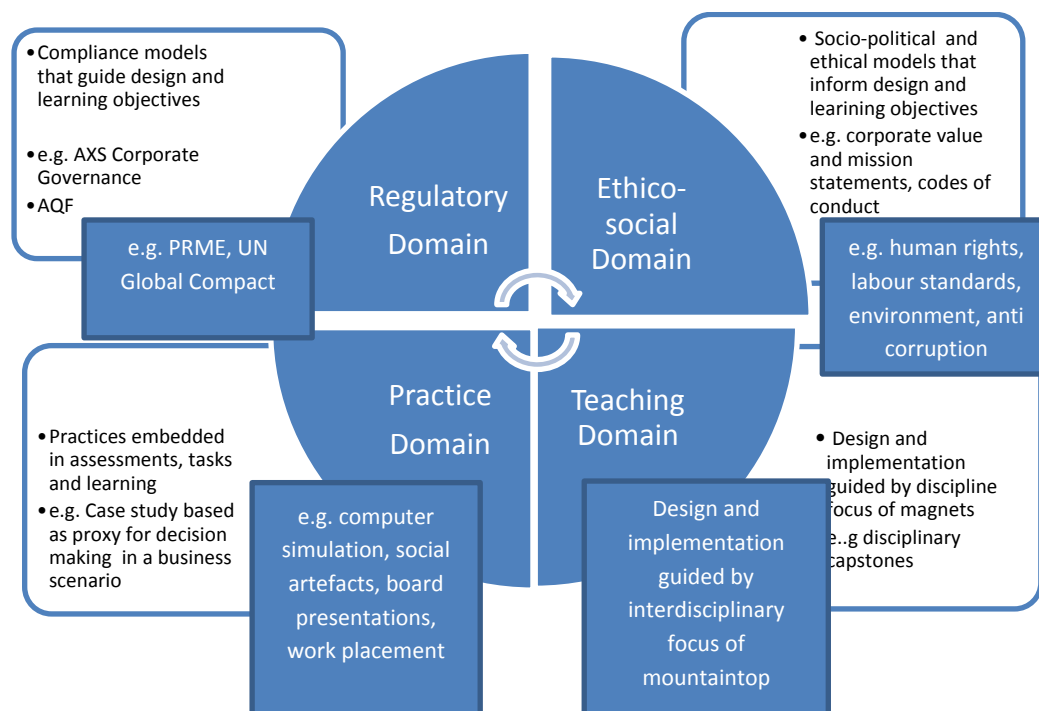
Principle 3: Method

We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

The last two years have seen a significant focus on responsible leadership student learning experiences in the Faculty of Business. With offshore partners in Singapore, Malaysia and Dubai, a wide variety of effective learning experiences are offered. These include the growth of educational environments such as interdisciplinary capstones, simulation, internships and study tours.

Mountaintop capstone

The capstone suite of subjects continued throughout 2014. Focused on interdisciplinary experiential learning, the capstone teaching team received the 2014 Vice Chancellor Award for Outstanding Contribution to Teaching and Learning. The model displaces traditional teaching and learning domains preferring to represent our signatory and desire to align with PRME emphasising the possibility of alternative conception of sustainable business practice.

- Compliance models that guide design and learning objectives
- e.g. AXS Corporate Governance
- AQF

e.g. PRME, UN Global Compact

Regulatory Domain

Ethico-social Domain

- Socio-political and ethical models that inform design and learning objectives
- e.g. corporate value and mission statements, codes of conduct

e.g. human rights, labour standards, environment, anti corruption

Practice Domain

Teaching Domain

- Practices embedded in assessments, tasks and learning
- e.g. Case study based as proxy for decision making in a business scenario

e.g. computer simulation, social artefacts, board presentations, work placement

Design and implementation guided by interdisciplinary focus of mountaintop

- Design and implementation guided by discipline focus of magnets
- e..g disciplinary capstones

Simulation

The interactive dynamic learning environment (IDLE) expanded during 2014 to Singapore and Malaysia final year business students. The web based computer simulation designed and developed by the Faculty of Business in 2014 received first place in the NSW iAwards for innovative technology. IDLE is a total enterprise simulation that incorporates social responsibility and sustainability decisions.

Internships

Internships continue to rise in enrolments with students' interest in gaining work and life experience increasing both domestically and internationally.

Domestic – COMM390

During 2013, the undergraduate internship program became part of the final year interdisciplinary capstone suite of subjects. This enabled students completing an internship to focus on the UN Global compact principles at their workplace as part of their assessment. The Faculty of Business prides itself on choosing corporate partners that have a strong sustainable and societal focus that allows students to experience alignment with business practices. Our major domestic corporate partners include;

- The Accor hotel group - Accor hotels work with employees, guests and partners to reinvent hotels – sustainably.
- Westpac – Westpac's vision commits to take a long-term view on the issues that will impact future prosperity.
- National Australia Bank - help people have a Healthy Relationship with Money, build Prosperous Communities, and strive to ensure we are contributing to the bigger picture and a Future Focused Nation.

International - Indian Social Enterprise Community Engagement Project

The Social Enterprise Community Engagement Project in India program is an international initiative of the Faculty of Business in partnership with 40K Foundation India. 40K Group is a business collective. The group is made up of three separate companies all united by one important thing: to make a MASSIVE difference! The target cohort for the 40K program is students enrolled in the Bachelor of Commerce and Business Degrees. The program enables students to undertake a focused overseas project with an internship component. The 40K program is all about Australian university students getting a practical experience in an unfamiliar environment and culture. Working in rural villages in India, there is enormous opportunity for students to create real social impact. Students go to India to build a sustainable social business – a business that improves the lives of the local community.

By experiencing another culture, language and environment, students will develop: needed leadership, business and entrepreneur skills; invaluable inter-cultural competencies; leadership skills - learning what good leaders do in difficult situations; making urgent decisions in a

team environment and communicating to positively influence those around them – real skills they take with them for life.

The program involves intensive pre-departure workshops with the Faculty Internship Program and 40K Foundation. In addition, students develop relationships and collaborate with 40K Foundation's key stakeholders in southern India at all levels of Government and Business as well as village elders and villagers.

GWP900 - International Workplace Practice

The International Workplace Practice subject is an initiative of UOW working closely with the Faculty of Business to meet the employment aspirations of international students to undertake work in Australia. An 11 week series of educational seminars and practical job seeking activities, the subject crosses boundaries between theory and practice and maximises the students' potential to access workplace experiences leading to formal post university employment options. Students acquire and develop work-based learning skillsets; critically analyse the discourses and theories of intercultural competence, as well as develop cultural awareness and business communication skills needed that are fit-for-purpose regardless of students' career aspirations. It also provides an opportunity for students to integrate and apply their university knowledge in an industry context, enabling them to apply discipline specific knowledge to practical workplace settings.

Study tours

Study tours have been implemented in both undergraduate and postgraduate programs. Study tours allow a fantastic opportunity for our students to experience the traditional, economic and international cultures in other countries. Through the program students develop skills in doing business in the international arena, understanding other region's ties with the rest of the world.

TBS 939 Global Business Practices

This subject enables postgraduate students to undertake a focused overseas study tour, during which the economic development, business, management and cultural practices of a selected country are researched and experienced. Through this, students gain first-hand exposure to the various economic, business and international management theories that have been studied in their course. The subject involves a pre departure workshop, and a post-return de-briefing workshop, as well as a mixture of in-country activities that may include visits to government organisations, businesses, presentations by business leaders and trade officials, tours of important organisations.

COMM333 Economics and Finance Study Tour (EFST)

EFST offers undergraduate Economic and Finance students an authentic learning outcome through an Asian business / policy based research project. Students select a research topic and develop a research proposal relating to development economics and finance prior to the trip.

Topics may cover many areas including markets, small and medium enterprises, trade, financial institutions, government economic policies and / or international aid. Students then conduct supervised fieldwork with Khon Kaen University in Thailand and UOW Alumni. Students and academics share knowledge, culture and learning experiences.

International Study Tour

This study tour allows students to gain an appreciation of how business is conducted in the Asia region, issues that are faced by industry, and the effect this has on Australia. On this tour, students are immersed in the local culture with visits to UOW offshore campuses (PSB Academy Singapore, or INTI Malaysia) and industry in the area. Upon completing the tour, students gain an appreciation of the intricacies of working within the region such as the impact of differing cultures and languages, and gain an understanding of the relationship Australia has with the Asian region.

Principle 4: Research

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.

A selective sample of publications and research that advance theory and practice around responsible leadership issues include:

Refereed Journal Articles

- Bowser, G., Gretzel, U., Davis, E. & Brown, M. (2014). Educating the future of sustainability. Sustainability, 6 (2), 692-701.
- Chowdhury, R. & Fernando, M. (2014). The relationships of empathy, moral identity and cynicism with consumers¿ ethical beliefs: the mediating role of moral disengagement. Journal of Business Ethics, 124 (4), 677-694.
- Andrew, J. & Cortese, C. (2013). Free market environmentalism and the neoliberal project: the case of the Climate Disclosure Standards Board. Critical Perspectives on Accounting, 24 (6), 397-409.
- Cox, A. & Warner, M. (2013). Whither `training and development¿ in Vietnam?: learning from United States and Japanese MNCs'' practice. Asia Pacific Journal of Human Resources, 51 (2), 175-192.
- Hasan, H. M. & Meloche, J. (2013). Innovative ICT-mediated activities for people, profit and planet. European Journal of Innovation Management, 16 (3), online.
- Plumb, M. & Kautz, K. (2014). Reconfiguring early childhood education and care: a sociomaterial analysis of IT appropriation. IFIP Advances in Information and Communication Technology (pp. 30-47).
- Liu, Y., Jayanthakumaran, K. & Neri, F. (2013). Who is responsible for the CO2 emissions that China produces?. Energy Policy, 62 1412-1419.Lu, Y. & Abeysekera, I. (2014). Stakeholders'' power, corporate characteristics, and social and environmental disclosure: evidence from China. Journal of Cleaner Production, 64 426-436.
- Lu, Y., Abeysekera, I. & Cortese, C. (2014). Corporate social responsibility reporting quality, board characteristics and corporate social reputation: evidence from China. Pacific Accounting Review, 27 (1), 1-50.

- M. Kartiwi, H. Hasan, T. Surya. Gunawan & B. A. Husein, "Green IT attitude and behaviour in higher education institution: a gender perspective", Journal of Applied Sciences 14 7 (2014) 714-718.
- Noble, G. I., Pomering, A. A. & Johnson, L. (2014). Gender and message appeal: Their influence in a pro-environmental social advertising context. Journal of Social Marketing, 4 (1), 4-21.
- Pomering, A., Johnson, L. & Noble, G. (2013). Advertising corporate social responsibility: results from an experimental manipulation of key message variables. Corporate Communications: an international journal, 18 (2), 249-263.
- Reveley, J. (2013). Enhancing the educational subject: cognitive capitalism, positive psychology and well-being training in schools. Policy Futures in Education, 11 (5), 538-548.Saravanamuthu, K., Brooke, C. & Gaffikin, M. (2013). ERP and precautionary ethics: harnessing critical thinking to engender sustainability. Journal of Information, Communication and Ethics in Society, 11 (2), 92-111.
- Wang, H., Guo, F. & Cheng, Z. (2013). Discrimination in migrant workers'' welfare entitlements and benefits in urban labour market: findings from a four-city study in China. Population, Space and Place, Online First 1-16.
- Yaftian, A., Wise, V., Cooper, K. & Mirshekary, S. (2013). Corporate social reporting preferences in a developing country: Evidence from Iran. Problems and Perspectives in Management, 11 (1), 50-58.

Conference Presentations
- C. Ionescu & H. Hasan "Tracking the Environmental Footprint of Business Activities", Novotel Northbeach Wollongong, 30 June - 4 July 2014, (2014)
- Cooper, K. & Roudaki, H. (2013). Politicians as the guardians of the status quo: a demonstration of rank and privilege without responsibility. Seventh Asia Pacific Interdisciplinary Research in Accounting Conference (pp. 1-27). Kobe, Japan: APIRA Conference
- Critchley, P. & Styger, L. (2013). Airline innovation and sustainability: a systems perspective. Toulon-Verona Conference (pp. 1-11).Frazer & P. McLean Exploring Employee Perceptions of their Legal and Moral Duty of Loyalty, (2013)Cui, J., Huang, T., Cortese, C. & Pepper, M. (2014). Using a bilingual peer assisted learning (B-PAL) model to assist the teaching of Chinese accounting students in Australian higher education. Critical Perspectives on Accounting Conference (pp. 1-26).
- Edwards, M. & Styger, L. (2013). Linking the principles of supply chain management to aid and development: A case study - Waters of Ayole. 16th Toulon-Verona (ICQSS) Conference Excellence in Services (pp. 1-12).
- Fernando, S., Fernando, M. & Dharmage, S. (2014). Employer perceptions of immigrant candidates¿ suitability: The influence of decision maker and organisational characteristics. Australian and New Zealand Academy of Management (ANZAM) Conference
- Fukukawa, K., Sungkanon, K. & Reynolds, N. (2013). Researching the impact of neutralisation techniques in ethical consumption in the UK context. Academy of Marketing Conference (pp. 1-9). Argyll, Scotland: Academy of Marketing.
- Milner, J. & McCarthy, G. (2013). Positive and negative events in managerial coaching. Proceedings of the 27th Australian and New Zealand Academy of Management Conference: Competitive Abstracts (pp. 24-24). Australia: ANZAM.

- Pupovac, S., Kaidonis, M. & Moerman, L. (2014). Mobilisation of externalities into corporate accountability frameworks: a critical discursive analysis of Royal/Dutch Shell oil spills in Nigeria. Critical Perspectives on Accounting Conference (pp. 1-1).
- Sim, A. B. (2014). Internationalization of Malaysian Firms and the Effects of Major External Economic Crises. Cambridge Conference Business & Economics
- Xu, S., Kaidonis, M., Cortese, C. & Andrew, B. (2013). Contested terminology for carbon and energy auditing: an Australian case study of professionals. Australasian Centre for Social and Environmental Accounting Research Conference

Book Chapters

- Almeida, S., Fernando, M. & Hannif, Z. (2014). Human Capital theory: explaining the underutilisation of skilled immigrants in Australia. In H. Hasan (Eds.), Being Practical with Theory: A Window into Business Research (pp. 124-125). Wollongong, Australia.
- Badham, R. & Zanko, M. (2014). Ethics-in-practice in collaborative management research. In H. Hasan (Eds.), Being Practical with Theory: A Window into Business Research (pp. 171-173). Wollongong, Australia: THEORI. http://eurekaconnection.files.wordpress.
- Lee, Y. & Gretzel, U. (2013). Nearer to God - transformational experiences of short-term mission travellers. In Y. Reisinger (Eds.), Transformational tourism: Tourist perspectives (pp. 82-97). United Kingdom: CABI Publishing.

Student Research

- Doctor of Business Administration, Mr Karamjit Kevin Singh, Sustainability in New Product development: Tensions between Marketing and Operations.
- Doctor of Philosophy, Ms Quy Ngoc Nguyen, Institutional constraints on HRM practive in ESOEs in Vietnam.
- Doctor of Philosophy, Mr Arpit Raswant, Innovation Management in the Steel Industry Ecosystem.
- Doctor of Philosophy, Ms Thi Cam Trang Tran, HRM Practices in Multinationals from Developing Countries.
- Doctor of Philosophy, Mr William Grant Calcutt, Increasing Volunteer Retention In Emergency Service Organisations.
- Doctor of Philosophy, Mr Md Amlan Jahid Haque, Perceived Responsible Leadership and Presenteeism. The Mediating Role of Organisational Commitment and Employee Turnover Intentions.
- Doctor of Philosophy, Ms Carolyn Annita Guek Choo Ko, Factors influencing responsible leadership: Examining the role of context.
- Doctor of Philosophy, Mrs Stephanie Grace Krishnan, The influence of national culture on third party logistics outsourcing decision making processes and outcomes in multinational organisations in the Asia-Pacific region.
- Doctor of Philosophy, Ms Bita Hassan Najafi, Corporate Social Responsibility Attitudes of Board Directors in Australian Firms: The Role of Gender, Ethical Ideology and Spritual Wellbeing.
- Master of Management, Mrs Jessica Ruth Joanna Rippon, Overcoming Barriers To Effective And Beneficial Early Community Engagement, In Order To Achieve Positive Outcomes For Future Planning.

- Master of Philosophy, Mr Matthew Peter Clark, Enablers And Barriers To Sharing And Applying Indigenous/Local Knowledge In Regional And National Development Programme And Policy Advice.

Principle 5: Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

The Faculty of Business became the first Australian University member of the Global Business Schools Network (GBSN) in 2013. GBSN tackles the developing world's severe shortage of management talent by building local management education capacity with programs, networking and events. Being a member of GBSN aligns closely with the Faculty of Business values and enables fostering connections between top international business schools and developing world educators. This dynamic network catalyses new ideas, cultivates partnerships and disseminates knowledge around the globe. The Faculty of Business have recently collaborated with Great Lakes University in India through the GBSN network. Great Lakes University are also a PRME signatory. Further collaborative projects are being discussed for 2015.

The Faculty of Business also prides itself on the corporate business partner network that has been developed over the past two years. The Public Relations (PR) program is an example of the networks success. The PR program emphasises social innovation, empowering communities and non-profit organisations in their interactions with government and commerce in a way that positively contributes to society. Working closely with CLEMENGER BBDO, Australasia's largest, most successful marketing communications company, OLGILVY PR, a global public relations agency, HAUSMANN COMMUNICAITONS and other prominent firms and organisations attests to the quality of the program.

More recently, partnering with the 40K Globe foundation allowed a number of PR students from the Faculty of Business to spend a month in villages in Bangalore setting up social businesses for women, providing viable employment options for the future. A majority of team leaders are coming from UOW and 40K Globe General Manager Antony Tow is amazed at the calibre of socially responsible students being produced.

Faculty Public Relations Campaigns students in 2014 developed a campaign plan and ran promotional events for 40K Globe to raise awareness of Globe across UoW. They raised $2,000 for 40K education pods (40K Plus) as well as compiling a YouTube video in conjunction with an international artist to further promote the program.

This YouTube clip has received almost 1,000 views in 7 months
(https://www.youtube.com/watch?v=aJFacPtWQwA).

Principle 6: Dialogue

We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organisational practises should serve as example of the values and attitudes we convey to our students.

Collaborations

The Faculty of Business is a working member of the PRME Australia/ New Zealand Chapter, collaborating virtually with the group on a regular basis. The PRME Faculty Coordinator, Belinda Gibbons is part of the steering committee working on the current research into understanding PRME among Australian and New Zealand business academics.

Seminars

- Dr Chris Niemiec, Department of Clinical and Social Sciences in Psychology at the University of Rochester. Self-Determination theory: An approach to enhancing motivation and wellness within organisational contexts.
- Dr Mark Harcourt, Waikato Management School NZ: A Critique of Managerial Prerogative and Defence of Economic Democracy: Mental Heuristics and Behavioural Economics.
- Professor Sue Cartwright, Director of the Centre of Organisational Health and Well Being Lancaster University UK, Approaches to Workplace Health and Employee Well-Being: Different lenses – Different foci – Different outcomes?
- Dr Jason Lindo, TAMU USA: Aggregation and the Estimated Effects of Local Economic Conditions on Health.
- Nabamita Dutta, UW-LC, USA: Does corruption ever help entrepreneurship?
- Sophie Yan, University NSW Australia: Wealthy or Wise? The Impact of the Higher Education Reform in Rural China.
- Kevin Schnepel, University Sydney Australia: Lead Exposure, Education, and Crime: The Long-Term Impact of an Early-Life Policy Intervention.