



Business and Economics

**Sharing Information on
Progress (SiP) report**

**Inaugural Report for 2011 –
Department of Management**

PRME

This is our **Sharing Information on Progress (SIP)**
Report on the Implementation of the **Principles for
Responsible Management Education**

**UN Principles of Responsible Management
Education (PRME) initiative**

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Statement of Continued Support and Letter of Renewed Commitment

As a signatory since 2003, to the United Nations Global Compact (UNGC), Monash University is committed to aligning its operations and strategies with the ten universally accepted UNGC principles in the areas of human rights, labour, environment and anti-corruption.

The Principles for Responsible Management Education (PRME) initiative is inspired by these UNGC principles, and it seeks to establish a process of continuous improvement among institutions of management education to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century. The Monash University Faculty of Business and Economics has been a signatory of PRME since 2009. Within the Faculty, the Department of Management has led the way in implementing PRME.

The University supports PRME because, as a leading educator charged with instilling principles of responsible management into students, PRME principles are essential for 21st Century international managers, whom it educates. Additionally, PRME complements the strategic direction outlined in its strategic plan entitled Monash Futures which stipulates the following themes (i) academic strengthening by reinforcing academic excellence; (ii) research strategy which fosters new ideas and innovation; (iii) campus enhancement to link the University with the community; (iv) education strategy which focuses on developing a next-generation university education; and (v) improved services where services are optimised to support the academic enterprise. The principles of PRME are now an integral part of the Faculty's mission and values in its new strategic plan.

Further, Monash University models the PRME principles at its campuses by supporting a comprehensive operational sustainability program (greening the campus) under the auspices of The Office of Environmental Sustainability (TOES).

The PRME initiative at Monash University Department of Management embeds the responsible management principles within the curriculum of the management units in its post-graduate courses, commencing with core units. In addition, work is progressing towards identifying and preparing research, developing external partnerships and building knowledge. In short, the Department of Management is committed to ensuring the six PRME principles are progressively introduced to its teaching, research, partnerships and external dialogue. This commitment has been shown to date by support in the following ways (1) commencement of a progressive curriculum review of postgraduate core units, (2) delivery of seminars to provide understanding, dialogue and encourage partnerships, (3) development of a website dedicated to PRME, (4) networking and training with PRME Secretariat and other universities and businesses, and (5) appointment of a part-time PRME Adviser.

The University, the Faculty and the Department are committed to continue the work of PRME throughout the coming year.



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Monash University and the PRME Initiative

Monash University Overview: Demographics

Monash University was established in Melbourne, Australia in 1958. Its profile includes:

Campuses

Monash University has six Australian campuses, plus campuses in Malaysia and South Africa, and centres in Prato, Italy and Mumbai, India.

Students (based on 2010 end-of-year data)

Monash University has 62,550 student enrolments. These enrolments comprise 35,468 female and 27,082 male students. The residency status of students is 40,259 domestic and 22,291 international students. Of these students, 4,211 are enrolled in a higher degree by research and 12,811 are enrolled in postgraduate coursework.

Student enrolments in the Faculty of Business and Economics, within which the Department of Management is located, is 18,123.

Staff (based on 2010 end-of-year data)

The number of staff employed at Monash University was 15,212 (full-time equivalent FTE 7,801). Of these staff 8,699 (FTE 4,303) are female and 6,513 (FTE 3,498) are male. The breakdown between academic and general staff is academic: 8,265 (FTE 3,784) and general: 6,947 (FTE 4,017).

Finance (based on 2010 end-of-year data)

Monash University research income is \$AU 264,418,000, its operating revenue is \$AU 1,494,405,000 and its net assets are \$AU 1,677,027,000.

Monash University's Statement of Purpose

Monash University seeks to improve the human condition by advancing knowledge and fostering creativity. It does so through research and education that is framed by a commitment to social justice, human rights, sustainable progress and enduring well-being. It values:

- excellence in research and scholarship, education and management;
- innovation, engagement and creativity;
- local and global engagement; and
- respect for diversity in individuals, communities and ideas.

Monash University's Aims

Monash University aims to be known internationally by 2025 for its uncompromising pursuit of quality. It will be distinctive because its research-intensive, international focus will enable it to address important contemporary theoretical and practical challenges, and develop diverse graduates who do the same.

1. A university that relentlessly pursues excellence
2. A university "in the world"
3. A distinctive university
4. A research-intensive university
5. An international university
6. A university which addresses significant theoretical and practical challenges, and
7. A university whose graduates reflect its distinctive approach.

Strategic Direction: Monash Directions 2025 and Monash Futures

The University reaffirmed its strategic direction in its strategic planning document Monash Directions 2025 adopted in August 2011. To achieve its longer term Directions 2025 goal, Monash developed a staged approach. This strategy involved identifying strengths, enhancing them further and preparing a planning document which cascaded from Directions 2025. This strategic plan is Monash Futures.

Areas of focus outlined by Monash Futures are:

- ability to attract, recruit and retain the world's best talent in both the academic and professional staff cohorts
- ensure Monash has the reputation to attract the best students and to make Monash their university of first choice
- support research to achieve the impact that will make a visible difference, and
- ensure internal systems are able to support and promote excellence in service delivery.

The five themes outlined by Monash Futures are:

- academic strengthening by reinforcing academic excellence;
- research strategy which fosters new ideas and innovation;
- campus enhancement to link the University with the community;
- education strategy which focuses on developing a next-generation university education; and
- improved services where services are optimised to support the academic enterprise.

Monash Strategic Direction and Policy and Correlation with PRME

These (above) areas of focus and the themes, plus the Graduate Attributes Policy, (which are discussed below), are all consistent with the PRME initiative, which, in broad terms aims to:

- embed the values of sustainability, ethical conduct and corporate responsibility into curricula and academic activities;
- support, encourage or initiate research on topics related to responsible management;
- develop partnership, dialogue and collaboration with companies.

Courses – Teaching

Monash University offers a large number of courses across numerous disciplines including “management”, with the postgraduate courses in the Faculty of Business and Economics including many with a focus on management.

Research

Monash University has research at its strategic centre and pursues a research agenda based on excellence, relevance and impact. Monash seeks to have its research be responsive to the needs of the communities it serves and ultimately to continue solving the challenges that society faces. This is achieved by increasing the University's capacity to connect with industry, government and the world's best research organisations. Cross-disciplinary teams involving academics from multiple faculties are created to break down the traditional barriers between fields of study.

Monash University Graduate Attributes Policy

The [Monash Graduate Attributes](#) are consistent with the University's strategic aspirations, as set out in Monash Directions 2025 and the Academic Plan¹. They underpin Monash's coursework. Monash University prepares its graduates to be:

1. responsible and effective global citizens who:
 - a) engage in an internationalised world
 - b) exhibit cross-cultural competence
 - c) demonstrate ethical values
2. critical and creative scholars who:
 - a) produce innovative solutions to problems
 - b) apply research skills to a range of challenges
 - c) communicate perceptively and effectively

¹ The Graduate Attributes reflect the vision of Sir John Monash, that individuals should develop themselves not only for their own benefit, but for the benefit of the community. Sir John Monash, from which the University takes its name, was a famous Australian who contributed to almost every level of Australian life. For more information, see monash.edu/about/history/sir-john-monash.html

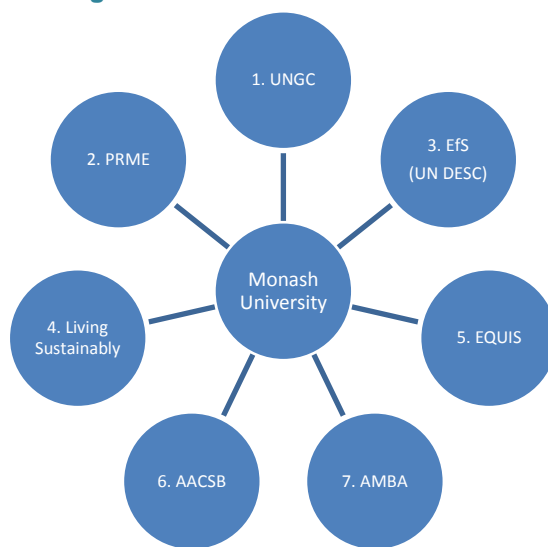
Accreditations and Agreements at Monash University

Monash is signatory to a number of accreditation systems and international and local agreements. In addition, the Master of Business Administration (MBA) program has an additional accreditation, making it a “triple accredited” Masters course – once AACSB accreditation is complete in 2013.

More information about the Faculty of Business and Economics’ accreditation systems can be found at buseco.monash.edu.au/esg/accreditation/

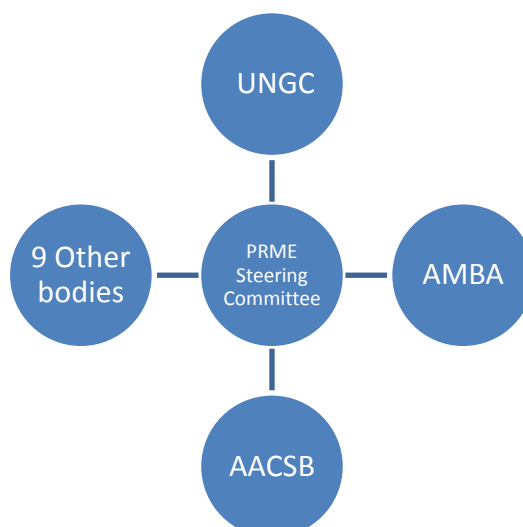
Principles and Accreditations which apply at Faculty of Business and Economics are (1) United Nations Global Compact (UNGC), (2) UN Principles for Responsible Management Education (PRME), (3) Education for Sustainability (EfS) or United Nations Decade of Education for Sustainable Development (2005-2014) (UN DESD), (4) Living Sustainably: Australia’s National Action Plan (2009), (5) European Quality Improvement System (EQUIS), (6) The Association to Advance Collegiate Schools of Business (AACSB) Accreditation, and (7) Association of MBAs (AMBA) Accreditation. A diagram of selected accreditation systems at Monash is illustrated below in Diagram 1.

Diagram 1: Monash University, Faculty of Business and Economics, and Department of Management Accreditations and Agreements



The UN PRME Steering Committee consists of twelve members from accreditation bodies. Of these twelve, three are bodies for which Monash is accredited – UNGC, AACSB and AMBA. This is illustrated in Diagram 2 below.

Diagram 2: PRME Steering Committee members



It is noted that there are many synergies with the various accreditation bodies and agreements. A brief introduction is provided below for each of the seven agreements and accreditation systems to which Monash is a signatory.

1. United Nations Global Compact (UNGC)

Monash University has been a signatory to the United Nations Global Compact (UNGC), since 2003. The University is committed to aligning its operations and strategies with the ten universally accepted UNGC principles in the areas of human rights, labour, environment and anti-corruption. PRME is an initiative of UNGC.

The UNGC is a member of the UN PRME Steering Committee.

2. UN Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) initiative is inspired by the UNGC principles, seeking to establish a process of continuous improvement among institutions of management education to develop a new generation of business leaders capable of managing the complex challenges faced by business and society in the 21st century. There are now over 400 organisations participating in PRME, almost all of which are university business schools.

The full list of participants is available at: unprme.org/participants/index.php?sort=country&dir=asc

The Monash University Faculty of Business and Economics has been a signatory of PRME since 2009.

PRME has 6 principles which can be found at www.unprme.org/

These are:

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.

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.

Principle 3: Method:

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

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.

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.

Principle 6: Dialogue:

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

PRME was adopted by the Faculty of Business and Economics in 2009.

3. Education for Sustainability (EfS) or United Nations Decade of Education for Sustainable Development (2005-2014) (UN DESD)

[Education for Sustainability \(EfS\)](#) or [The United Nations Decade of Education for Sustainable Development \(UN DESD\)](#) program is progressively being adopted by schools, vocational education and training (VET) and some universities across all courses. The goals of the Decade are to provide an opportunity for refining and promoting the vision of, and transition to, sustainable development – through all forms of education, public awareness and training; and to give an enhanced profile to the important role of education and learning in sustainable development.

The objectives of the UN DESD are to:

1. facilitate networking linkages, exchange and interaction among stakeholders in ESD (EfS);
2. foster increased quality of teaching and learning in ESD (EfS);
3. help countries make progress towards and attain the Millennium Development Goals through ESD (EfS) efforts;
4. provide countries with new opportunities to incorporate ESD (EfS) into education reform efforts.

Monash's involvement in EfS (DESD) includes the following strategies:

[The Office of Environmental Sustainability \(TOES\)](#) website provides information about policies and programs, and resources to support staff working towards sustainability within the University. These 'greening' initiatives provide roles as models for sustainable behaviour on campus. Monash Sustainability Institute serves to coordinate and develop environmental policy, projects, research and curriculum at Monash.

[Monash Green Steps Program](#) is an Environmental Education and Consultancy program that gives able and motivated students the skills, direction and opportunity to become effective and involved environmental practitioners.

[Sustainability Research at Monash](#) identifies who is conducting sustainability research at Monash. Also see the ROPES database my.monash.edu.au/research/services/ropes/

Implementation of PRME is complementary to EfS.

4. Living Sustainably: Australia's National Action Plan (2009)

Living Sustainably: Australia's National Action Plan (2009) goes beyond campus or operational greening projects: Living Sustainably sets out a framework for national action that adopts four strategies to respond to the needs and priorities of education for sustainability.

1. 'Demonstrating Australian Government leadership' aims to strengthen the government's leadership role in education for sustainability as an exemplar for change through its own policies, programs and operations and by promoting system-wide change through greater coordination and collaboration with state, territory and local governments.
2. 'Reorienting education systems to sustainability' focuses on achieving a culture of sustainability in which teaching and learning for sustainability are reinforced by continuous improvement in the sustainability of campus management.
3. 'Fostering sustainability in business and industry' will build capacity in business and industry to plan for sustainability, adopt appropriate frameworks and tools, and harness incentives for change such as improved efficiencies, cost savings, corporate reputation, and staff morale and retention.
4. 'Harnessing community spirit to act' emphasises collaboration with the many diverse providers of education for sustainability to help improve community and practitioners' access to knowledge and tools. It also supports research to better understand issues, attitudes and behaviour.

The strategies of Living Sustainably and those of PRME are aligned with the EfS (DESD) agreement and are strongly aligned to PRME which is being implemented by the Department of Management.

5. European Quality Improvement System (EQUIS)

EQUIS is an international system of assessment and accreditation of higher education institutions in management and business administration run by the European Foundation for Management Development. The fundamental objective of EQUIS is to raise the standard of management education worldwide. EQUIS looks for a balance between high academic quality and professional relevance, attaching particular importance to the creation of an effective learning environment that favours the development of students' managerial and entrepreneurial skills, and fosters their sense of global responsibility. It also looks for innovation in all respects, including program design and pedagogy.

Achievement of EQUIS accreditation by Monash University signifies that it has attained high quality international standards as an institution, in its teaching and research activities, internationalisation and relevance through close interactions with industry. EQUIS accreditation was renewed for three years in 2011, following an international peer review visit in late 2010.

The EQUIS objectives are all consistent with, and strongly aligned to, those of PRME.

6. The Association to Advance Collegiate Schools of Business (AACSB) Accreditation

The Faculty of Business and Economics, which includes the Department of Management has been working towards eligibility for AACSB accreditation during 2011. Assessment for accreditation by AACSB of the Faculty is expected in 2012-13. The AACSB is premised upon the belief that management education must prepare students to contribute to their organisations and the larger society and to grow personally and professionally throughout their careers.

6.1 Assurance of Learning (AOL)

To be accredited by AACSB the Faculty will be required to demonstrate achievement of a number of standards. One such standard is the Assurance of Learning (AOL), for which Monash has undertaken extensive preparation. Demonstration of AOL includes developing and meeting a broad range of learning standards including curriculum management and content, much of which is strongly aligned with the principles of PRME.

AACSB is a member of the UN PRME Steering Committee.

7. Association of MBAs (AMBA) Accreditation

The MBA, a Faculty program, was recognised by AMBA's accreditation in 2011. AMBA is the international impartial authority on postgraduate business education. AMBA's accreditation service is the global standard for all MBA programs. Currently MBA programs in 168 business schools in 72 countries have AMBA accreditation – with only 3 in Australia.

For more information see <http://news-events.buseco.monash.edu.au/2011/11/ceo-of-amba-talked-to-mba-students-and-alumni/>.

Information about PRME implementation was prepared for AMBA as part of the accreditation process. AMBA is a strategic partner of PRME, including membership of the UN PRME Steering Committee.

Reporting against PRME's Principles: 2011 Achievements

The PRME initiative at Department of Management is supported by its leadership, governance, project management, minimum standards, networking and professional development opportunities, and information dissemination. This takes the form of:

Leadership

Commitment by Faculty and Department leadership to implement PRME within the Department of Management programs over the period 2011-2013

Governance Structure

Establishment of PRME@DoM working group to plan and oversee the implementation of PRME at the Department of Management

Governance Reporting

Progress reports to (i) Department of Management Advisory Board, (ii) Faculty of Business and Economics Education Committee, (iii) Department of Management Education Committee, (v) Department of Management staff meetings, and (iv) MBA Staff meetings.

Project Management

Appointment of part-time PRME Adviser to project manage, develop and implement the PRME-related curriculum reviews and other PRME activities.

Minimum Standards Accreditation

The PRME@DoM working group provided a progress report to the successful (1) AMBA accreditation application of the Faculty's MBA in mid-2011, and (2) the Faculty of Business and Economics, which includes the Department of Management at Monash has been working towards eligibility for AACSB accreditation. PRME is to be included in the Assessment by AACSB planned for 2013.

Networking and Professional Development Opportunities

The Department has financially supported networking and training with PRME Secretariat and other universities and businesses. PRME@DoM working party members attended (i) seminar conducted by Global Compact Network Australia (GCNA) in Melbourne in June 2011, (ii) Australasian UN PRME forum (1st Australian / New Zealand UN PRME forum, at UNSW on 22 July 2011). In addition, the Department has signalled its support for (iii) attendance at the 2nd Australian / New Zealand UN PRME forum at Griffith University in 2012.

Information Dissemination

The Department hosts seminars and a website to ensure information about the PRME initiative is effectively disseminated and available to staff, students and the public. This includes support for

- (i) conduct of Seminars covering aspects of Responsible Management which are audio-visually recorded and posted on the [PRME website](#), and
- (ii) a dedicated-PRME website (www.buseco.monash.edu.au/prme/) where events and other resources can be found and used as a resource for learning and teaching, and to engage with research communities and industry.

Principles 1 and 2: Curriculum Change

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

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

PRME Adviser Support

Major actions and outcomes from the implementation of PRME in 2011 included the support of MBA and other Department of Management Chief Examiners (CEs) by the PRME Adviser during their normal cycle of unit reviews. This included advice about how to include PRME features in learning outcomes, unit objectives, unit content, instructional strategies, teaching materials and assessment tasks. CEs are progressively including these features in over 60 postgraduate, core teaching units. It is planned to complete this task in 2013.

Postgraduate programs at Department of Management

Courses at Monash University's Department of Management (DoM) are designed to build professional management competencies. Competencies required of a contemporary manager include knowledge and skills in being a "responsible manager" who is able to deal competently with challenges associated with social, economic and environmental values.

As a response to these challenges, core postgraduate units at DoM are undergoing periodic review to ensure they are aligned with the principles outlined in the PRME initiative. A pilot roll-out has commenced with the Master of Business Administration (MBA) units. Other core units within the Department's postgraduate courses will be completed by 2013.

There are eight postgraduate programs in the Department of Management with over 60 core units:

1. Master of Business Administration (MBA) (14 core units)
2. Master of Management (6 core units)
3. Master of Human Resource Management (6 core units)
4. Master of Public Policy and Management (6 core units)
5. Master of International Business and Master of European and International Studies (13 core units)
6. Master of Business (Science and Technology) (10 core units)
7. Master of Diplomacy and Trade (6 core units)
8. Master of International Business (8 core units)

2011 saw a number of valuable curriculum innovations including the development and agreement of the MBA Course objective that *students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business.*

Looking Ahead: Curriculum Change

1. The PRME Adviser to support Chief Examiners of each of the core postgraduate management units in their progressive reviews to ensure PRME principles are embedded within each of the eight courses and over 60 units by mid-2013. A list of these units is in Appendix 1.

Principle 3: Learning Experience (Method)

Principle 3 (Learning Experience): We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership

The PRME Adviser has provided support to enhance the learning experience. This has included advice about how to include PRME features in learning outcomes, unit objectives, unit content, instructional strategies, teaching materials and assessment tasks. Chief Examiners (CEs), with support from the PRME Adviser, are progressively undertaking an audit of the existing situation as well as including these features in over 60 postgraduate, core units.

Monash has an [excellent reputation](#) in its teaching and learning. The PRME initiative will further enhance this reputation.

Looking Ahead: Learning Experience

The PRME Adviser will support Chief Examiners of each of the core postgraduate management units in their progressive reviews to ensure PRME principles are embedded within each of the eight courses and over 60 units by mid-2013. After completion of the review of core units, attention will turn to other units. See Appendix 2 for detail.

Principle 4: Research

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

Research into the three pillars of sustainable development – social development, economic growth and environmental protection – continues to grow within the Department of Management.

Agreement in principle has been secured from the Department to appoint a post-doctoral research fellow to undertake research into “responsible management”.

Looking Ahead: Research

1. Appoint a post doctoral research fellow to undertake research in “responsible management”.
2. Undertake a comprehensive mapping exercise to identify and publish the full list of Department of Management researchers and their research using the Monash ROPES database and other Departmental resources.

Principles 5 and 6: Partnership & Dialogue

Principle 5 (Partnership or Business Engagement): 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

Principle 6 (Dialogue or Knowledge Transfer): We will facilitate and support dialogue 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

During 2011 a PRME Seminar series was hosted by the Department. The details and video-recordings of these seminars are available on the [PRME website](#). The seminars included:

PRME – The Dean's Address

Held on: 15 April 2011 with Professor Stephen King, then Dean of the Faculty of Business and Economics, talks about the new Monash MBA program

How colleagues are incorporating PRME

Held on: 27 May 2011 with presentations and discussion of how colleagues teaching in the Department of Management (Wendy Stubbs, Loretta Inglis and Ken Coghill) are building responsible management principles into diverse undergraduate and postgraduate courses and units.

Debating Sustainability: Join the debate: What does "sustainable" mean?

Held on: 29th July 2011 with

- Wendy Stubbs (expert in "Creating sustainable organisations", teaches in MBA)
- Patrick Ross (Regional President, Robert Bosch (Aust); Advisory Board, Department of Management)
- Janet Stanley (Monash Sustainability Institute; previously at the Brotherhood of St Laurence, a social justice organisation)
- Geoff Rose (Monash Sustainability Institute & Faculty of Engineering)
- Audience comments, questions

Ethics and International Business: Outsourcing Responsibility

Held on: 30th August 2011 with the Department of Management Research Seminar Series Co-hosted by Australasian Business Ethics Network (ABEN) and presented by Dr Campbell Jones, Department of Sociology, University of Auckland.

Abstract: Human beings can do an incredible range of things for others and on behalf of others. It is in the nature of contemporary work that we increasingly act for and through others. In such contexts, in which it is possible to distribute agency widely, what are the consequences of this redistribution for ethical agency? What happens when we seek to take on responsibility for the actions of others, or to ask others to act responsibly on our behalf? This talk will examine the efforts of corporations today to transfer, substitute or outsource ethical responsibilities. Examples from two empirical domains will clarify this. First, we consider the case of recycling, and in particular the generalised injunction for consumers to act responsibly. Second, we consider the attribution of ethical agency to entities such as 'the market', in a way that these abstract entities take on not only personhood but embody an implied responsibility. In these practical situations, it will be argued, we face profound questions regarding the nature or personhood, the dispersal of agency and the dislocation of ethical responsibility.

Markets and Rules: How Will a Carbon Price Work?

Held on: 9 September 2011 with the Business Law and Taxation Research Seminar and presented by Mr Wayne Gumley, Carbon Pricing Options for Australia and Professor Chris Arup, Regulating Markets for Carbon Reductions

Abstract: The Australian Government has recently announced its plan: Securing a clean energy future: The Australian Government's Climate Change Plan. It intends to introduce the bills to implement the plan in the Spring Session of the Parliament. This seminar reports recent research and invites discussion of the Government plan. The Government's new scheme places faith in the operation of economic incentives and financial markets, subject to some legal regulation. How does that work?

Responsible Management of CO2 Emissions

Held on 14 October 2011 and presented by Mr Gujji Muthuswamy, Department of Accounting and Finance, Monash; Mr Wayne Gregory, MD, Carroll & Richardson P.L. (company director); and Mr Paul Barton, Office of Environmental Sustainability, Monash.

Three competent practitioners and commentators spoke on what is happening about the responsible management of CO2 emissions... what we can do next... and what it all means.:

Looking Ahead: Partnership and Dialogue

The PRME initiative has a full program to enhance the partnership and dialogue strategies. This includes a seminar series, workshops and enhanced involvement with potential industry research partners.

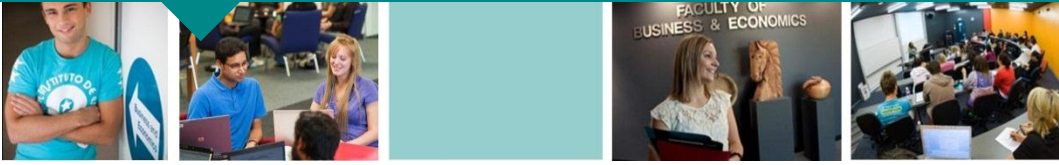
1. The PRME@DoM has scheduled a seminar series for 2012. The draft PRME seminar program for 2012 is identified below in Appendix 2.
2. PRME@DoM, in partnership with DoM Advisory Board, will identify current and potential PRME research partners and alliances so that Monash/PRME might enhance how it identifies what it does well e.g. its areas of expertise.
3. Investigate the feasibility of holding a forum or "trade show" to showcase research through which Monash / PRME may be able to assist industry.
4. Explore possibilities for funding research including sponsoring the formation of consortiums to fund research and/or a "think tank".
5. PRME@DoM will convene and host a series of workshops to complement the PRME initiative. Students will be encouraged to be involved in the workshop series with the aim of developing a draft roadmap for a Low Carbon sustainable society for Australia.
6. Continue to ensure that the core message to industry includes the three pillars of sustainable development – social development, economic growth and environmental protection.

Looking Ahead to 2012 and 2013 (Strategic Project Goals)

Involvement and commitment to international and national agreements, accreditation systems, and campus greening efforts are all bridges for those new to the notion of sustainable development. They are also strategies which can be used to introduce the PRME principles into curriculum, research, partnerships and dialogue. However, the challenge is to ensure systematic and compelling engagement with “sustainability rookies”, whilst at the same time ensuring the “old hands” do not become disillusioned. The Faculty of Business and Economics and particularly the Department of Management at Monash University has officially signed up to PRME and many staff have embraced it in principle. The task now, as with any change management strategy is to engage with, and ensure strong leadership, efficient project management and methods to enlist change champions to assist with the transition. In response to these challenges, PRME strategies during 2012 include:

1. Continue to engage with academic and university leadership to take the PRME initiative further, and to more strongly integrate PRME within Monash University’s commitments to its UNGC membership.
2. Identify initiatives which PRME will continue or commence; and incorporate PRME in other Monash University innovations.
3. Provide support to (a) the Faculty of Business and Economics, which includes the Department of Management at Monash towards its application for AACSB assessment for accreditation planned for early-2013, and (b) others within the Faculty and Monash who are supporting Agreements and Accreditations systems. This includes Monash University’s commitment to the UNGC.
4. Undertake promotional efforts which endorse the merits rather than any “compliance requirement” of the PRME initiative.
5. Continue to support PRME-related curricula review of core postgraduate management units.
6. Continue to provide resources for project management and reporting of the PRME activity.
7. Ensure PRME’s further integration and confirm compatibility with University policy, strategic direction and programs.
8. Form partnerships with internal and external like-minded agencies and institutes including identify opportunities to involve industry, public sector agencies and NGOs to increase synergy of PRME. Include discussions of the possibility of funding a “think tank” and/or “research trade show/s”.
9. Network and undertake professional development: financially support networking and training with PRME Secretariat and other universities and businesses.
10. Disseminate information and raise awareness: continue to support seminars and a website to ensure information about the PRME initiative is effectively disseminated. This includes support for (i) conduct of Seminars covering aspects of Responsible Management (some of which) were audio-visually recorded and posted on the PRME website, (ii) a dedicated-PRME website where events and other resources can be found and used as a resource for teaching and learning, and to engage with research communities and industry www.buseco.monash.edu.au/prme/, and (iii) provide links to other websites with relevant information useful to staff or students.
11. .Appoint a Research Post-Doctoral Fellow to undertake research into “Responsible Management”.
12. Undertake a mapping exercise to more comprehensively identify and publish the full list of Department of Management researchers and their research using the Monash ROPES database and other Departmental resources
13. Engage with student body to raise awareness and commitment via a workshop series conducted throughout the year with the aim of preparing a blueprint which identifies “What a low carbon sustainable society” could look like.

Appendices



[Appendix 1](#): List of Core Units in Management Postgraduate Programs

[Appendix 2](#): Draft PRME Seminar Program for 2012

[Appendix 3](#): Progress in 2011 – Course and Subject Innovations

Business and Economics

Appendix 1: List of Core Units in Management Postgraduate Programs

Monash 2012 Postgraduate Handbook

Found at <http://monash.edu/pubs/2012handbooks/postgrad/bus-courses.html>

Code	Title
AFX9004	New venture finance
AFX9590	Accounting and finance for international managers
AFX9590	Accounting and finance for international managers
APG4435	European Union: History, debates, politics
APG4436	Comparative regionalism
APG4437	Business, civil society and lobbying in the European Union
APG4438	The European Union and the world
APG5429	Prosperity, poverty and sustainability in a globalised world
APG5436	Comparative regionalism
BTX5130	International law and policy
BTX5140	Law and business decisions
BTX9190	International trade law
BTX9190	International trade law
ECF9210	Introduction to international economics
ECF9210	Introduction to international economics
ECF9530	Economics
GSB5000	Commercialisation project
GSB5011	Pathways from science to wealth
GSB9002	Personal development
GSB9004	Accounting for business
LAW7019	European Union law
LAW7433	Patenting for commercialisation
MBA5005	Strategic management
MBA5008	Managing people for competitive advantage
MBA5400	Corporate project 1
MBA5410	Corporate project 2
MBA5500	Negotiation and managerial judgement
MBA5510	The strategic environment of business
MBA5520	Creating sustainable organisations
MBA5530	Critical thinking for problem solving
MBA5540	Creating innovative organisations
MBA9003	Business economics
MBA9004	Interpreting accounting information
MBA9005	Corporate finance
MBA9006	Strategic marketing
MBA9007	Business insights from data analysis
MGX5181	International business strategy

List of Core Units in Management Postgraduate Programs *(cont'd)*

Code	Title
MGX5261	Human resource management issues
MGX5300	Governance
MGX5310	International management
MGX5310	International management
MGX5360	Strategic management in the public sector
MGX5370	Policy analysis
MGX5440	Public sector financial management
MGX5551	Strategic human resource management
MGX5600	Managing innovation
MGX5610	Work and employment relations in a global context
MGX5631	International human resource management
MGX5640	Cross-cultural management communication
MGX5640	Cross-cultural management communication
MGX5670	Leadership
MGX5680	Managerial problem solving and decision making
MGX5690	Services and operations management
MGX5730	International trade policy
MGX5760	International institutions and organisations
MGX9110	Diplomacy and statecraft
MGX9220	Work and employment relations
MGX9230	Public policy
MGX9270	Public management
MGX9600	Managing people and organisations
MGX9600	Managing people and organisations
MGX9660	International business theory and practice
MGX9660	International business theory and practice
MGX9720	Managing organisational change
MGX9761	Strategic management
MGX9850	Human resource management
MKX9160	Foundations of marketing
MKX9550	Marketing and the international consumer
MKX9550	Marketing and the international consumer

Appendix 2: Draft PRME Seminar Program for 2012

TOPIC: *Monash's obligations and responses as a signatory to UNGC and PRME*

SPEAKERS: (1) Professor Stephanie Fahey, Deputy Vice Chancellor (Global Engagement) and
(2) Professor Colm Kearney, Dean, Faculty of Business and Economics

TOPIC: *Low Carbon Growth Plan for Australia*

SPEAKERS: (1) Professor Yew-Kwang Ng, Department of Economics, Monash
(2) Professor Philip D. Adams, Director Centre of Policy Studies, Monash
(3) Professor John Thwaites Chairman, MSI / ClimateWorks
(4) Professor David Griggs, CEO and Anna Skarbek, Executive Director, Climate Works

TOPIC: *Ethical Conduct by Organisations / Ethical leadership*

SPEAKER: (1) Professor Charles Sampford, Director, Institute for Ethics, Governance and Law, Griffith University
(2) Dr Ziggy Switkowski, (company directors are under pressure to raise ethical standards in the wake of the News Corp scandal – see AFR 23 July 2011)
(3) Institute of Public Affairs speaker TBC

TOPIC: *The Role of CSR in being an employer of Choice: Green Recruitment Agencies*

SPEAKERS: CEOs of “green” recruitment agencies, Westpac, Leora Research, Interface Carpets, others

TOPIC: *Nanotechnology as a process to solve future energy needs*

SPEAKER: Dr Thomas Faunce, Energy Change Institute, Australian National University

OTHER POTENTIAL SPEAKERS:

- Hon. Paul Keating, former Prime Minister, Australia
- Ms Victoria McKenzie – McHarg, Safe Climate and Smart Transport Campaigner, Environment Victoria
- Mr Charles Berger, Director of Strategic Ideas, Australian Conservation Foundation
- Mr Gabrielle Kuiper, Head of Environmental Sustainability, ANZ Bank
- Ms Graz Van Egmond, CEO, Banksia Environmental Foundation (Banksia Awards)

Appendix 3: Progress in 2011 – Course and Subject Innovations

1. Master of Business Administration (MBA)

Managers in today's knowledge economy need to be adaptable and flexible, and must possess not only core managerial skills but also high-level capabilities in a range of specialist areas. The Monash MBA more than meets these strategic business needs. It is consistently placed amongst the top MBA programs in Australia and internationally and is currently ranked third in the world in the personal development and educational experience category in the most recent Economist Intelligence Unit rankings.

Supported by the University's international focus, its excellence in education, research and management, diversity, innovation and engagement with all communities, the Monash MBA truly prepares the business professional for the 21st century.

The Monash Master of Business Administration (MBA) aims to develop graduates who are hybrid, global, socially responsible and transformational leaders. The MBA program develops leadership and personal capabilities, and provides a holistic approach to business challenges and issues alongside conventional discipline-based academic subjects. The program seeks to build leadership capabilities relevant to contemporary business challenges by emphasising innovative thinking and an awareness of the moral and ethical responsibilities of management as a professional practice. The Monash MBA experience brings together experienced management professionals, creating an environment where learning from co-students is a key component, supplemented by inputs from alumni and industry figures.

Outcomes

The Master of Business Administration aims to develop graduates who will:

(a.) be critical and creative scholars who:

- produce innovative solutions to problems
- apply research skills to business challenges
- communicate effectively and perceptively

(b.) be responsible and effective global citizens who:

- engage in an internationalised world
- exhibit cross-cultural competence
- demonstrate ethical values

(c.) have a comprehensive understanding across a broad range of business and management disciplines and be able to provide multi discipline-based solutions that are relevant to the business, professional and public policy communities we serve

(d.) have advanced knowledge of the application of organisational management and leadership concepts to masters level.

(e.) will develop the capabilities to be future generators of sustainable social, economic and environmental value for business. (*PRME Initiative*)

Professional recognition

The MBA is recognised for professional purposes, for further details visit

<http://www.buseco.monash.edu.au/esg/asu/publications/professional-recognition.html>

Structure

The course structure has three main components:

- a set of core units in critical thinking, strategy and leadership
- a set of fundamental units in key business disciplines
- an independent strategic corporate project.

Core Units in the MBA for Review

MBA5005 Strategic management

[Professor Veronique Ambrosini](#) is the Chief Examiner for the [MBA5005](#) Strategic management unit.

The learning goals associated with this unit are to:

- integrate the key influences on strategy, both external and internal
- critically analyse the concepts and tools of strategic management
- recommend a strategy for a firm
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA5500 Negotiation and managerial judgement

[Associate Professor Vivek Chaudhri](#) is the Chief Examiner for the [MBA5500](#) Negotiation and managerial judgement unit.

The learning goals associated with this unit are to:

- develop a systematic framework for improving negotiation and decision-making outcomes
- identify common cognitive biases that obstruct optimal decision-making in negotiation and other business contexts
- provide a practical introduction to negotiation and decision-making dilemmas through experiential learning
- acquire strategies to overcome weaknesses associated with different personal styles in negotiation and conflict management
- develop new strategies to improve creativity and flexibility in resolving complex problems and negotiations in diverse industry and business contexts
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA5510 The strategic environment of business

[Dr Paul Kalfadellis](#) is the Chief Examiner for the [MBA5510](#) The strategic environment of business unit.

The learning goals associated with this unit are to:

- introduce students to a preliminary overview of the economic, legal, political and social environment in which day to day business operations are managed
- illustrate the role of markets, the organisation and the individual in such an environment in determining business outcomes
- explain the development of business regulation in terms of contracts, employment, market power and environmental management
- facilitate an understanding of the role of globalisation and technological change in relation to the growth of economies and sustainability
- apply critical thinking to case-based analysis
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

MBA5530 Critical thinking for problem solving

[Dr Cristina Neesham](#) is the Chief Examiner for the [MBA5530](#) Critical thinking for problem solving unit.

The learning goals associated with this unit are to:

- effectively interpret problem situations and the reasoning produced by self and others
- analyse and evaluate concepts, assumptions, explanations, arguments and solutions for business problems
- identify, correct and prevent errors in thinking and problem solving in business
- apply strategic thinking to learning and personal development goals
- apply ethical reasoning to problem solving and decision making in business
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

MBA5008 Managing people for competitive advantage

[Dr Amanda Pyman](#) is the Chief Examiner for the [MBA5008](#) Managing people for competitive advantage unit.

The learning goals associated with this unit are to:

- increase knowledge of leading ideas and trends in strategic human resource management and high performance work systems
- develop personal and organisational strategies for managing and leading people and teams at work in different organisational settings
- acquire practical skills through the application of knowledge to the diagnosis of real-world cases, and to solving problems in the design and management of effective people management systems
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA5520 Creating sustainable organisations

[Dr Wendy Stubbs](#) is the Chief Examiner for the [MBA5520](#) Creating sustainable organisations unit.

The learning goals associated with this unit are to:

- critically analyse concepts, theories and practice in the highly dynamic field of corporate sustainability management
- understand the conceptual frameworks and practical tools to apply sustainability in an organisational setting
- critically analyse competing demands on business and the ethics of business activity
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA5540 Creating innovative organisations

[Dr Dayna Simpson](#) is the Chief Examiner for the [MBA5540](#) Creating innovative organisations unit.

The learning goals associated with this unit are to:

- understand the process for managing innovation at the operational and strategic level, specifically by recognising the relationship between markets, technological change and organisational change
- understand how innovation in products and processes contribute to competitive advantage in both operations and the supply chain and the effectiveness of other forms of organisation
- explore the innovation process and in particular the contributions of both user-led and technology-led innovation as well as knowledge management around these
- analyse the process of innovation across a range of organisational, operational, technological and market settings and examples
- expand the concept of innovation to include future frontiers such as social and environmental innovation for sustainable competitive advantage
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which support the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

MBA9003 Business economics

[Dr George Rivers](#) is the Chief Examiner for the [MBA9003](#) Business economics unit.

The learning goals associated with this unit are to:

- demonstrate a broad appreciation of economic concepts and theories, the methodology of microeconomics and basic macroeconomics and knowledge of the tools used by economists in problem solving
- develop an understanding of the competitive environment facing firms by means of an analysis of the varying types of market competition (competitive markets, monopoly, monopolistic competition and oligopoly)
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

MBA9004 Interpreting accounting information

Mr Robert Cornick is the Chief Examiner for the MBA9004 Interpreting accounting information unit.

The learning goals associated with this unit are to:

- demonstrate comprehension and application of the theory, practice and use of accounting
- analyse and communicate accounting information to users
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA9005 Corporate finance

Mr John Vaz is the Chief Examiner for the MBA9005 Corporate finance unit.

The learning goals associated with this unit are to:

- illustrate the value of the firm as a financial entity and to appreciate the definition and measurement of value in a for profit context
- apply finance theories and practices including the time value of money and the quantification of risk and return
- examine the principal financial activities of the firm with respect to investing, financing, dividend policy and risk management
- appraise firms financial decision-making responsibilities such as capital investment decisions and their relationship with other modes of responsibility within firms
- develop competences with computational skills required to enumerate the financial goals and performance of the firm including the interpretation of financial data and the use of financial tools such as Microsoft Excel
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA9006 Strategic marketing

[Dr Srinivas Sridharan](#) (Semester 1) and [Professor Steve Worthington](#) (Semester 2) are the Chief Examiners for the [MBA9006](#) Strategic marketing unit.

The learning goals associated with this unit are to:

- demonstrate knowledge and comprehension and to critically evaluate key marketing theories, concepts, tools and techniques
- analyse the marketing environment and formulate appropriate marketing strategies
- understand the holistic relationship between marketing and other key business disciplines and stakeholders
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA9007 Business insights from data analysis

[Ms Gerrie Roberts](#) is the Chief Examiner for the [MBA9007](#) Business insights from data analysis unit.

The learning goals associated with this unit are to:

- enhance analytical skills by developing understanding of a range of statistical tools and techniques
- develop understanding of the application of statistical findings in a management context
- enhance report writing skills by developing an understanding of the process of preparing a business report based on statistical analysis
- further enhance communication, interpersonal, problem solving and critical thinking capabilities.
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that “*students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business*”.

MBA5400 Corporate project 1

[Dr Amanda Pyman](#) is the Chief Examiner for the [MBA5400](#) Corporate project 1 unit.

The learning goals associated with this unit are to:

- demonstrate an ability to apply a broad range of knowledge and understanding of key business theories, concepts, tools and techniques in a practical context
- demonstrate an ability to analyse, synthesise and evaluate a business situation and to develop appropriate recommendations in the form of a consulting report
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

MBA5410 Corporate project 2

[Dr Amanda Pyman](#) is the Chief Examiner for the [MBA5410](#) Corporate project 2 unit.

The learning goals associated with this unit are to:

- demonstrate an ability to apply a broad range of knowledge and understanding of key business theories, concepts, tools and techniques in a practical context
- demonstrate an ability to analyse, synthesise and evaluate a business situation and to develop appropriate recommendations in the form of a consulting report
- further enhance communication, inter-personal, problem solving and critical thinking capabilities
- develop student capabilities to be future generators of sustainable economic, social and environmental value for business.

An audit and a PRME-related curriculum review of this unit is underway by the Chief Examiner, with the support of the PRME Adviser. The aim of the review is to take an inventory and verify current content, instructional strategies, teaching materials, assessment tasks and other which supports the PRME-related MBA course objective. This course objective, which is already included in the Unit, is that *“students will develop the capabilities to be future generators of sustainable social, economic and environmental value for business”*.

An audit and a PRME-related curriculum review of the following Courses and Units will be commenced in 2012 by the Chief Examiner, with the support of the PRME Adviser.

The aim of the review will be to take an inventory, and include content, instructional strategies, teaching materials, assessment tasks and other which support the PRME initiative.

2. Master of Management

Core Units

MGX5670 Leadership

[Associate Professor Margaret Lindorff](#) is the Chief Examiner for the unit.

MGX5680 Managerial problem solving and decision making:

[Dr Cristina Neesham](#) is the Chief Examiner for the unit.

MGX5690 Services and operations management:

[Dr Dayna Simpson](#) is the Chief Examiner for the unit.

MGX9600 Managing people and organisations:

[Dr Mary Anderson](#) is the Chief Examiner for the unit.

MGX9720 Managing organisational change:

[Dr Nell Kimberley](#) is the Chief Examiner for the unit.

MGX9761 Strategic management:

[Dr Quamrul Alam](#) is the Chief Examiner for the unit.

3. Master of Human Resource Management

Core Units

MGX5261 Human resource management issues:

[Associate Professor Peter Holland](#) is the Chief Examiner for the unit.

MGX5551 Strategic human resource management:

[Associate Professor Cathy Sheehan](#) is the Chief Examiner for the unit.

MGX5631 International human resource management:

[Dr Audra Mockaitis](#) is the Chief Examiner for the unit.

MGX9600 Managing people and organisations:

[Dr Mary Anderson](#) is the Chief Examiner for the unit.

MGX9850 Human resource management:

[Associate Professor Peter Holland](#) and [Dr Susan Mayson](#) are the Chief Examiners for the unit.

MGX9220 Work and employment relations:

[Dr Marjorie Jerrard](#) is the Chief Examiner for the unit.

either / or

MGX5610 Work and employment relations in a global context:

[Dr Lakmal Abeysekera](#) is the Chief Examiner for the unit.

4. Master of Public Policy and Management (MPPM)

Core Units

MGX5300 Governance:

[Associate Professor Ken Coghill](#) is the Chief Examiner for the unit.

MGX5360 Strategic management in the public sector:

[Dr Linda McGuire](#) is the Chief Examiner for the unit.

MGX5370 Policy analysis:

[Associate Professor Deirdre O'Neill](#) is the Chief Examiner for the unit.

MGX5440 Public sector financial management:

[Dr Quamrul Alam](#) is the Chief Examiner for the unit.

MGX9230 Public policy:

[Associate Professor Deirdre O'Neill](#) is the Chief Examiner for the unit.

MGX9270 Public management:

[Dr Linda McGuire](#) is the Chief Examiner for the unit.

5. Master of International Business and Master of European and International Studies

Core Units

AFX9590 Accounting and finance for international managers:

[Dr Robert Terpstra](#) is the Chief Examiner for the unit.

APG4435/APG5435 European Union: History, debates, politics:

[Dr Natalie Doyle](#) is the Chief Examiner for these units.

APG4436/APG5436 Comparative regionalism:

[Professor Pascaline Winand](#) is the Chief Examiner for these units.

APG4437/APG5437 Business, civil society and lobbying in the European Union:

[Professor Pascaline Winand](#) is the Chief Examiner for these units.

APG4438/APG5438 The European Union and the world:

[Dr Patrick Kimunguyi](#) is the Chief Examiner for these units.

BTX9190 International trade law:

[Dr Alice De Jonge](#) (Semester 1) and [Ms Nicola Charwat](#) (Semester 2) are the Chief Examiners for the unit.

ECF9210 Introduction to international economics:

[Dr Rebecca Valenzuela](#) (Semester 1) and [Dr Mita Bhattacharya](#) (Semester 2) are the Chief Examiners for the unit.

LAW7019 European Union law:

[Professor Geert Van Calster](#) is the Chief Examiner for the unit.

MGX5310 International management:

[Professor Cherrie Zhu](#) is the Chief Examiner for the unit.

MGX5640 Cross-cultural management communication:

[Dr Paul Kalfadellis](#) is the Chief Examiner for the unit.

MGX5181 International business strategy:

[Mr Max Coulthard](#) is the Chief Examiner for the unit.

MGX9660 International business theory and practice:

[Dr Quamrul Alam](#) is the Chief Examiner for the unit.

MKX9550 Marketing and the international consumer:

[Associate Professor Christina Lee](#) is the Chief Examiner for the unit.

6. Master of Business (Science and Technology)

Core Units

AFX9004 New venture finance:

[John Vaz](#) is the Chief Examiner for unit.

BTX5140 Law and business decisions:

[Dr Kerstin Steiner](#) is the Chief Examiner for the unit.

ECF9530 Economics:

[Wenli Cheng](#) (Semester 1) and [Dr George Rivers](#) (Semester 2) are the Chief Examiners for the unit.

GSB5000 Commercialisation project:

[Professor Michael Ross Vitale](#) is the Chief Examiner for the unit.

GSB5011 Pathways from science to wealth:

[Professor Michael Ross Vitale](#) is the Chief Examiner for the unit.

GSB9002 Personal development:

[Associate Professor Vivek Chaudhri](#) and [Associate Professor Giles Hirst](#) are the Chief Examiners for the unit.

GSB9004 Accounting for business:

[Professor Ian McLoughlin](#) is the Chief Examiner for the unit.

LAW7433 Patenting for commercialisation:

[Professor Ann Monotti](#) is the Chief Examiner for the unit.

MGX5600 Managing innovation:

[Dr Dayna Simpson](#) is the Chief Examiner for the unit.

MKX9160 Foundations of marketing:

[Dr Gerri Spassova](#) is the Chief Examiner for the unit.

7. Master of Diplomacy and Trade

Core Units

APG5436 Comparative regionalism:

[Professor Pascaline Winand](#) is the Chief Examiner for the unit.

BTX5130 International law and policy:

[Dr Alice de Jonge](#) is the Chief Examiner for the unit.

APG5429 Prosperity, poverty and sustainability in a globalised world:

[Dr Simon Angus](#) is the Chief Examiner for the unit.

MGX5730 International trade policy:

[Professor Christopher Nyland](#) and [Dr Jagjit Plahe](#) are the Chief Examiners for the unit.

MGX5760 International institutions and organisations: :

[Dr Jagjit Plahe](#) is the Chief Examiner for the unit.

MGX9110 Diplomacy and statecraft:

[Professor Christopher Nyland](#) is the Chief Examiner for the unit.

8. Master of International Business

Core Units

AFX9590 Accounting and finance for international managers:

[Dr Robert Terpstra](#) is the Chief Examiner for the unit.

BTX9190 International trade law:

[Dr Alice De Jonge](#) (Semester 1) and [Ms Nicola Charwat](#) (Semester 2) are the Chief Examiners for the unit.

ECF9210 Introduction to international economics:

[Dr Rebecca Valenzuela](#) (Semester 1) and [Dr Mita Bhattacharya](#) (Semester 2) are the Chief Examiners for the unit.

MGX5310 International management:

[Professor Cherrie Zhu](#) is the Chief Examiner for the unit.

MGX5640 Cross-cultural management communication:

[Dr Paul Kalfadellis](#) is the Chief Examiner for the unit.

MGX5181 International business strategy:

[Mr Max Coulthard](#) is the Chief Examiner for the unit.

MGX9660 International business theory and practice:

[Dr Quamrul Alam](#) is the Chief Examiner for the unit.

MKX9550 Marketing and the international consumer:

[Associate Professor Christina Lee](#) is the Chief Examiner for the unit.



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