PRIME Principles for Responsible Management Education

Murdoch University

School of Management and Governance

Report
PRME Activities 2014-2015
Sharing Information on Progress
November 2015
LETTER - RENEWING OUR COMMITMENT TO PRME

Taking ‘Business’ out of Business Schools becomes, in a way, a new mandate for our institutions. Climate change, poverty, sustainable development and many other social and environmental issues need to be central in our educational purposes. B-Schools have a responsibility in the quest for the cosmopolitan, socially engaged leaders required in today’s businesses, non-profit organizations, the public sector, etc. Global social and political issues need to be explored from our classrooms and learning environments. Business ethics, creativity and innovation, alongside change management and entrepreneurship become central to our work. Multidisciplinarity emerges as a promising avenue for our institutions.

This, our first Sharing Information in Progress (SIP) report, is just a first step to reflect some our efforts in this direction. It doesn’t aim to be a comprehensive account -but just an initial effort to engage with the broader PRME community, globally and with the Australasian chapter.

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Introduction

The School of Management and Governance (http://www.murdoch.edu.au/School-of-Management-and-Governance/) was formed in 2013, as part of a University wide academic restructure. The new School brought together the former Murdoch Business School and the social sciences disciplines of Politics and International Studies, Security Terrorism and Counter Terrorism Studies, Public Policy, International Development Studies, and Sustainability from the former school of Social Sciences and Humanities. The newly formed Sir Walter Murdoch Graduate School of Public Policy and International Affairs, and Murdoch’s existing and distinguished Asia Research Centre - one of Australia’s leading centres of research expertise on East and Southeast Asia - were also situated in the newly formed School of Management and Governance.

The new School was constituted to maximise the opportunities for intellectual innovation in teaching, scholarship and research through the co-location of these complementary disciplines with their broadly shared interest in business and management, the ‘greening’ of business, governance, politics, and public and private sector regulation.

The School offers a Bachelor of Business (B Bus) majoring in the ‘traditional’ business disciplines of Accounting, Banking, Finance, Marketing, Management, Human Resource Management together with International Business, Hospitality and Tourism Management, and Economics. The School also offers Bachelor of Arts (BA) degrees majoring in Politics and International Studies, Security Terrorism and Counter Terrorism Studies, Sustainable Development, and International Aid and Development.

At the post graduate level, the School offers the MBA, and an MHRM together with nested Graduate Certificates and Diplomas, a Graduate Certificate in International Marketing and a Masters of Professional Accounting (MPA). The Sir Walter Murdoch School of Public Policy and International Affairs offers Masters Programs in Public Policy and Management, Development Studies, International Affairs, and Health Policy and Leadership.

In 2014 The Centre for Responsible Citizenship and Sustainability was established complementing the existing Sir Walter Murdoch Graduate School and the Asia Research Centre, thereby enhancing the ability of the School to offer a broad multidisciplinary approach to management education and research.

This unique combination of disciplines and the broader perspective places the School in an ideal position to embrace the Principles of Responsible Management Education (PRME). In 2013, the School determined that it would adopt PRME as a foundation of its future development. By adopting the Six Principles, the School of Management and Governance has pledged to engage in a continuous process of improvement with regard to the application of the Principles, to share information on progress regularly and to contribute to the learning experience of the academic institutions participating in the
global PRME community. This report identifies key steps taken towards integration of PRME into the School. This report identifies key activities with respect to each of the Principles.


In 2015, the School developed and adopted a new vision, mission and values statement, which includes consideration of the Principles for Responsible Management Education.

**Vision**: To be an innovative learning community, creating and communicating knowledge for the betterment of society.

**Mission**: The School of Management and Governance educates its students to lead productive and fulfilling lives, and become principled and creative leaders who serve society and business.

**Values**:
- Equity, Diversity and Respect
- Social justice and Empowerment
- Sustainability
- Global Responsibility
- Indigenous Perspectives
- Ethics and Integrity
- Multi-disciplinarity
- Innovation and Entrepreneurship

The new Vision and Mission have been accompanied by a set of strategies designed to assist in the adoption of the new approach in the school. Our strategies can be briefly outlined as follows:

- Offering the complementary disciplines of business and management, sustainability, governance, public policy and politics, we provide a challenging environment in which our students learn to become reflective and responsible contributors to both society and the business community. We engage students with our values and provide in depth critical disciplinary knowledge. We place great emphasis on innovation and excellence in research and teaching, together with research informed learning and teaching. We engage with business, industry, civil society and the third sector in order to provide our students with real world, authentic learning experiences. We connect with our region through translational research and engagement.

Activities in pursuit of these goals:

A number of the initiatives underway in the School are relevant to more than one PRME Principle in the following report. Aspects of these will be highlighted, but will not be repeated, across multiple Principles.
Development of the Centre for Responsible Citizenship and Sustainability

The Centre for Responsible Citizenship and Sustainability (CRCS) was formed in October 2014. The Centre is a multi-disciplinary hub for teaching and research in the areas of business, politics, security studies and sustainability, reflective of the broad disciplinary variety within the School. Centre staff engage in theoretical and empirical research, endeavouring to shape new thinking and practice on key aspects of responsible citizenship and sustainability – responsible management; responsible governance; ecological citizenship; security; human rights and social justice as well as aid and development, and to engage in scholarship on teaching and learning in these areas.

Central to the mission of the Centre for Responsible Citizenship and Sustainability is the creation of a platform for collaborative work across different discipline areas from within School of Management and Governance, across all schools within Murdoch University and institutions outside the university. The Centre aims at bringing together researchers, scholars and practitioners from public, non-profit and private sector organisations, helping advance teaching and research in areas at the heart of key global challenges and that are relevant to future university graduates and society at large.
By way of advancing the critical and increasingly complex research agendas in business and governance, the Centre contributes to the strategic goals of the School and those of Murdoch University. The value-based nature of the work at the Centre is well aligned with the commitments made by the School of Management Governance to PRME - which requires a strong nexus between business and ethics. The Centre’s research agenda corresponds with Murdoch University’s research priority areas, targeting sustainability, well-being and security. Thus, CRCS is well positioned to support the university in its ambition to be an outward-facing and socially relevant institution that engages with the communities it wishes to serve.

**Redesign of the MBA**

The Master of Business Administration postgraduate qualification has been restructured and redesigned for introduction in 2016. The academic planning process associated with this redevelopment has included consultation across the School and has sought to incorporate the Principles for Responsible Management Education at its core. Course Level Learning Outcomes (CLLOs) for the MBA have been redeveloped and include knowledge and skills/application objectives such as: the societal, regulatory, governance and environmental context within which contemporary business enterprises operate, and the capacity to engage in principled decision making that takes account of economic, social, environmental and ethical consequences.

**Development of majors at undergraduate level.**

In addition, the undergraduate curriculum has undergone a major review. Under changes initiated at University level, research skills units and breadth units have been incorporated into all degrees, including the Bachelor of Business offered by the School.

The next stage of course development is underway, with Major Level Learning Outcomes (MLLOs) being reviewed on a major by major basis to ensure alignment with the School’s Mission. Incorporation of the Principles for Responsible Management Education into all courses is a priority element of this process.
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.

Development of student capability is a primary focus of curriculum redevelopment in the School of Management and Governance. As part of a whole of university curriculum review and development of a revised Learning and Teaching strategy, the School has been involved in curriculum renewal at both undergraduate and postgraduate levels.

Undergraduate

At the undergraduate level, development of foundational units in the Bachelor of Business for entry level students include both the traditional business concepts, and modules in responsible governance, and the broader context within which business operates, hence providing a sound basis for progression through the undergraduate degree. (Units include BBS176 Foundations of Management and Governance and BBS150 Transforming Business.)

As an example, the first year level unit BBS150 Transforming Business meets PRME Principle 1 as it develops the capabilities of students to be the future generators of sustainable values for business and society at large and to work for an inclusive and sustainable global economy. It achieves this through a combination of focused lectures that introduce students to the complex nature of business in the 21st C and workshop based activities.

The unit begins by having students consider aspects of globalisation and how business decisions on one side of the globe can impact on the other. It then moves into lectures across four larger themes (finance, governance, resources and culture) in which the necessity of an inclusive and sustainable global economy is examined.

For example, in finance, students consider how microfinance can be used to promote sustainable economic development in less developed parts of the world; while in resources, students consider the relationship between the mining industry and indigenous landholders in Western Australia, as well as the importance of both corporate social responsibility (CSR) and the need for companies to develop sustainable business practices. (See Appendix A for extracts from the Transforming Business Unit Guide.)

While it is only an introduction, the students in BBS150 Transforming Business are presented with the need to develop an inclusive and sustainable global economy. The
examples that are taught in the unit are linked to relevant and related topics that are covered in other first year units, such as BUS176 Foundations of Management and Governance, and in their second and third year business units.

**Postgraduate**

At the postgraduate level the newly developed Master of Business Administration has adopted ethics and sustainability as core concepts across the degree, with units in Business, Society and Environment, Leading the Engaged Enterprise, and Strategies for Growth and Excellence incorporating a renewed focus on responsible management and corporate citizenship.

In the Master of Human Resource Management, new units in Business Analytics (which includes sustainability as an element), and incorporation of topics such as “green HR” into existing units have enhanced the focus of this course.

**Across the curriculum**

A greater variety in guest speakers from government, business and the wider community has been a priority to create greater awareness among students of the diversity of the economy and the interconnectedness of business, society and the environment.
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.

Embedding values into the curriculum has been accompanied by a review of the Mission, Vision and Values of the School of Management and Governance.

Core values identified by the School are:

- Equity, Diversity and Respect
- Social justice and Empowerment
- Sustainability
- Global Responsibility
- Indigenous Perspectives
- Ethics and Integrity
- Multi-disciplinarity
- Innovation and Entrepreneurship

The process of embedding values into the curriculum has commenced with activities that included all staff in the development of the values statements (as part of the development of the School’s new Vision and Mission), together with staff working systematically to review curriculum content - for example Course Level Learning Outcomes (CLLOs), and Learning Outcomes at the level of the Major (MLLOs) to ensure values are core. This is an ongoing process.

At the MBA level, a new core unit on Business, Society and the Environment is a flagship in the development of content. Sample topics include:

- Can ‘Shared Value initiatives’, designed and prioritized around the business core, become key performance drivers - that create (simultaneously) economic and social/environmental value for those in need?
- Do multinational companies have obligations to be socially responsible or should they concentrate on shareholder value?
- Conscious capitalism equals sustainability?
- Do multinational companies have obligations to be socially responsible or should they concentrate on shareholder value?

(See Appendix B for extracts from the Business, Society and Environment Unit Guide.)

The new core unit Leading the Engaged Enterprise includes topics such as:

- Organisational cultures and their relationship to behaviours such as fraud and corruption
- Trust and sense-making in organisations
PRINCIPLE 3: METHOD

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

Initiatives at the School level:

A workshop on best teaching and learning practices was delivered to help academic staff foster deep learning (learning that transforms knowledge, skills and emotions). A significant portion of these workshops was intended to illustrate key tenets through sustainability-related issues:

. Singapore, 10th and 11th of May 2014 (around 34 academic staff attended)
. Perth, 12th of July 2014 (around 25 academic staff attended)
. Dubai, 29th of May 2015 (around 19 academic staff attended)

Additional professional development of staff for example, in terms of embedding values in the curriculum, is planned.

Centre for Responsible Citizenship and Sustainability

In July 2015, The Centre for Responsible Citizenship and Sustainability (CRCS) hosted visiting research fellow Professor Rene Schmidpeter from the Cologne Business School (CBS). During his visit Prof Schmidpeter presented on European perspectives on CSR at the School of Management and Governance Research Seminar, and provided guest lectures to students in units offered during Winter Term.

The visit by Professor Schmidpeter served to establish closer working relationships between the Centre and CBS. Professor Schmidpeter is collaborating with Centre staff on joint research publications, including an edited book on disciplinary readings of responsible citizenship and sustainability, and an article on sustainable innovation to be submitted to the newly established International Journal of Corporate Social Responsibility. Centre staff are currently involved in collaboration with Professor Schmidpeter in securing competitive research funding under the Erasmus+ Programme of the European Commission.

A further objective of Professor Schmidpeter’s visit was to support and facilitate the bid by the CRCS to host the International CSR, Sustainability, Ethics & Governance Conference in Perth in 2017.

The Centre also hosted Professor Gavin Hilson, Chair of Sustainability in Business at the University of Surrey. Professor Hilson visited Murdoch as part of the University’s
Distinguished Professor Scheme, and was hosted by Dr Rochelle Spencer who is co-Director of the CRCS, and a member of Murdoch’s Africa Research Group.

Professor Hilson gave a seminar to academics and doctoral students working on Africa issues focusing particularly on publishing, providing advice concerning the foremost Africa focused journals. Professor Hilson is also collaborating on a number of Africa-based research projects with Murdoch researchers, and also had a number of meetings with Centre members whose research is mining focussed.

**Initiatives at the MBA level:**

**Guest speakers** have included:

Chris Ferreira (Director), The Forever Project (West Australian small firm dedicated to inspiring and empowering communities to work towards a sustainable future through education and consultancy).

Presentation by the Head of Strategy, Boston Consulting Group (Perth) on external environmental challenges and opportunities for the mining sector in WA.

Helen Creed, former President Women’s Committee, International Confederation of Free Trade Unions, National President ACTU. Topic: International Unions and Unionism

Mr. Brad Fleay, Senior Manager Operational Risk & Compliance, Risk Strategy and Credit Solutions, Risk Management, Bankwest.

Mr. Pat Ryan (DISMANTLE; Based in Fremantle, uses bikes as a tool for wider social change: “Using the potential of the humble bicycle to connect people to other people, our wider communities and the environment”).

**Guest speakers in other units at postgraduate level include:**

Dr Nicky Howe, who is a well known and well regarded CEO from the NFP sector in Western Australia. As CEO of Southcare, a community NFP organisation specialising in community and aged care services, she offers both an academic and a professional perspective on the relationship between the not-for-profit board and the CEO in the contemporary Western Australian NFP sector. Her work has seen the organisation move to a contemporary approach to non-profit Governance, and the adoption of innovative projects by the organisation. These include a program focussed on the development of Young people for Aged Care and a professional development program - Community Boards - which is supported by the commercial, government and NFP Sectors.
Mr Craig Spencer is the Head of Community Engagement for Bankwest. In his own words he speaks both ‘community’ and ‘corporate’, and is able to offer students a perspective on the relationship between the corporate and community sectors using contemporary examples of both successful and unsuccessful corporate community partnerships. He is an active volunteer at the operational level (for example as a firefighter in a local volunteer fire brigade), and at the governance level board member (part of the Homelessness Forum). Students hear about the corporate community involvement activities of the organisation’s staff, how these are measured and evaluated, and the value such activities add to both Bankwest and the community.

**Across the Curriculum**

At both undergraduate and postgraduate level existing work integrated learning placements are being further developed to provide students with workplace experiences to increase their understanding of the realities of professional business practices.
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.

Across the School, a range of research is being undertaken with the aim of understanding the role of business in society and seeking to improve understanding about broader community and societal issues.

A University wide small grant/seed funding program provides funds to staff to develop research capacity. The Small Grants Scheme allows staff to undertake preliminary research and/or pilot projects, and form relationships with potential research partners. Management and Governance staff were successful with a range of research projects relevant to the PRME principles:

- Executive and employee perceptions of sustainability practice in the health sector;
- Company director perceptions of sustainability and CSR reporting initiatives;
- Acceptance risks and the development of effective management solutions in the alternative energy field;
- Graduate employability skills in job advertisements;
- Educational leadership development programs;
- Innovation to stay green and competitive

Each of these initiatives will form the basis of longer term research projects and future large grant applications.

Research publications

School staff have recent publications in the field which demonstrate a commitment to PRME, and these are included in the Appendix C.
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.

Partnerships across the school are included in curriculum development as well as research areas.

Non-profit Scholarships

The School is in partnership with the Australian Scholarships Group and the Bankwest Foundation to offer 3 Scholarships per annum to eligible leaders in the Non-profit sector to enable them to undertake postgraduate study. This initiative increases the diversity of organisational backgrounds of the student body, thereby enriching the experiences of the entire student cohort, while at the same time, working to increase the capacity of the nonprofit sector.

Human Resource Management Advisory Board

The appointment of an advisory board for the Human Resource Management majors and postgraduate qualifications has led to the inclusion of a new unit with a focus on business analytics and data analysis and interpretation. The feedback from the advisory committee was that graduates need an increased level of skill in this area, in order to engage in evidence based decision making in the workplace on graduation. The board is in the process of identifying gaps in membership to ensure broad representation.

Recruitment of other Advisory Boards.

Efforts have commenced to recruit advisory boards for other content areas and across the School.

Research Partnerships

Relevant research partnerships across the School include:

- Partnership with Leadership Nonprofit organisation – a nonprofit organisation operating leadership development programs across private, public and non-profit sector organisations
Project: Understanding leadership reflections

- **Volunteering WA and Volunteering Australia** — a range of research and engagement activities with these national and state level peak volunteering organisations are in progress.

- **Homeless Connect Perth** — a series of annual evaluation and futures projects were undertaken and completed over the period 2012 - 2015

- **St John of God Hospital Murdoch** — workforce engagement study underway: *Developing a predictive model for collective engagement: a study in the healthcare sector*

- **Yirrkala** is a well-known indigenous community in Arnhem Land, in the Northern Territory of Australia. The School is partnering with Yirrkala in an indigenous social enterprise project.

Each of these projects contributes to capacity building in the not-for-profit sector, together with human rights and social sustainability ends. Such partnerships in research also inform teaching across the curriculum providing case studies of authentic practice in responsible leadership and socially responsible management. Finally, these partnerships offer opportunities to develop the research skills of junior staff and Early Career Researchers with senior staff and established researchers including and mentoring less experienced staff.

**Centre for Responsible Citizenship and Sustainability**

The Centre for Responsible Citizenship and Sustainability (CRCS) has been successful in its bid to host the International CSR, Sustainability, Ethics & Governance Conference under the auspices of the Global Corporate Governance Institute. Centre staff attended this year’s conference at Nanjing University of Finance and Economics, China, for academic paper presentations and to promote the Centre and the School as the conference host for the 2017 conference.

The Centre will co-host the 2016 conference held at the Cologne Business School (CBS). In conjunction with the Cologne Business School, the Centre will be involved at the German CSR Forum in April 2016 (Europe’s largest CSR and sustainability conference) by way of conference participation and involvement at the academic board of the conference committee.

The Centre’s partnership with CBS will provide the basis for close collaboration between both institutions in the areas of CSR and sustainability research and scholarship and offer a platform for the establishment of a boarder network of CSR-focused institutes and centres in Europe, Asia and Australia.
PRINCIPLE 6: DIALOGUE

We will facilitate and support dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.

Facilitation of dialogue and debate has occurred at three levels – Student, Educators and Community.

The School of Management and Governance Society is a student body which has hosted events aimed at discussion amongst students including issues such as employment prospects, the future of the business disciplines, together with more formal Careers Evenings.

A School seminar series has included educators from within the School, as well as invited guests to engage in discussion about issues related to social responsibility and sustainability. An example of this is the visit from Professor Rene Schmidpeter discussed earlier.

School events (to which members of the public are invited) have also been held on matters including:

- University Student Volunteering (14th August, 2015)
- Work Integrated Learning and its role in the preparation of Graduates for Employment

The School has supported educators from within the School in their participation in activities outside the school, such as attendance at PRME events (New York, July, 2015) and international conferences (e.g. IAVE conference) and workshops in the community (e.g. Volunteer Management workshop led by Rob Jackson from Rob Jackson Consulting (UK)).

Delivery of conference papers and workshops by School staff is part of commitment to this dialogue. Contribution in both academic and practitioner conferences and workshops increases dialogue, and increases the possibilities for partnerships (Principle 5). A sample of these conference papers and workshops is included in the Appendix C.
Evaluation and Impact Assessment

As the School progresses with its adoption of the Principles of Responsible Management Education, it will be necessary to evaluate progress and conduct some level of impact assessment.

For this purpose, both formative and summative evaluation processes will be required. This will involve collecting data on elements of the process, including outputs, outcomes and impact.

The School will continue to collect data on outputs, such as publications, and on progress with implementation, such as the development of major level learning outcomes. This will assist with reporting. In addition, the School will work to develop criteria to measure outcomes and impact.

Currently student learning outcomes are evaluated through assessment, with innovative approaches to relevant/authentic forms of assessment being part of the curriculum development process. Examples include student made videos, poster presentations, preparation of fliers.

In addition formal student evaluations of learning and teaching are undertaken on a regular basis. It will be important for the School to look at developing key indicators which match with the course and major level learning outcomes being developed for all curriculum.

Peer review of teaching and curriculum, with collegial feedback contributes to improving the quality of both teaching practice and fine-tuning curriculum development.

A key consideration for the next two years for the School will be the collection of evidence of the influence of PRME on all stakeholders, including both qualitative and quantitative data to support the continued adoption and embedding of PRME into our School. Key to this will be consideration of:

- Staff – are staff adopting PRME and embedding it into curriculum and into academic activities across the school?

- Students – is the learning which is taking place leading to a critical approach to learning, and development of responsible professionals and business leaders?

- School – is there a commitment at School level to embed PRME, and is this commitment having an impact at University level?
Wider stakeholders – are interactions between the School and its stakeholders in business and the community demonstrating a commitment to Responsible Management Education?

Society at large – Is there evidence that the work of the School, staff, students, stakeholders and partners is influencing the debate in the wider community and society at large?

The work to evaluate the impact of the adoption of PRME in the School of Management and Governance needs to be developed as an integrated component of the key performance indicators identified in the School strategic and operational plans. At present, these include:

- Maximising community engagement and partnership development;
- Expanding the profile and capability of the Centre for Responsible Citizenship & Sustainability; and
- Enhancing the School’s suite of Work Integrated Learning offerings, including internships and other forms of authentic and relevant learning experiences

The School’s Operational Plan is itself open to review, with alignment of the School’s operational plan with the PRME principles a priority focus.
Next steps and concluding remarks

The details in this report represent a snapshot of activities undertaken as part of our commitment to PRiME. It is not a comprehensive list of all activities undertaken or underway, but has served to reinforce our commitment to PRiME and to enable us to celebrate the achievements so far.

Purpose – Our redeveloped Vision and Mission statements will not remain static. They are part of the ongoing commitment to renewal in our School.

Values – Our values are aligned with the values of the university and are part of the character and culture of our School.

Method – As our curriculum review and renewal process continues staff will be encouraged to undertake further professional development, and to embed critical content into their curriculum as they develop new ways of engaging with students.

Research – Research is a priority in the School. The nexus between teaching and research – particularly research informed teaching - is an important component of high quality teaching and learning. Further development of research activity including funding of small projects to encourage and support potential grant applications will continue.

Partnership – Nurturing of the partnerships already developed, as well seeking new partnerships, will assist with the further development of the School. Staff will be encouraged to seek research, teaching and engagement partnerships to ensure that our academic endeavours have real world application.

Dialogue – The two way exchange of information with stakeholders, where critical evaluation and frank exchange form part of the focus will continue to be a priority in the development of our relationships with stakeholders.

Engagement with the Principles for Responsible Management Education means the inclusion of new content into units and new projects for research together with a considered and reflective process of culture change, where existing values are enhanced and new values are embedded into all activities of the School.

Next steps include:

Ongoing redevelopement of the undergraduate curriculum including further development of major level learning outcomes will be carried out over the next two years.

The first iteration of the new MBA (which will take its first students in 2106) will be reviewed and further development of curriculum will take place based on feedback from all stakeholders.
Partnerships and dialogue with business, community and government organisations will continue to be a bedrock for the development of research.

Review of the existing performance indicators in the operational plan to ensure that both the principles of PRME and the School’s new Vision, Mission and Values are explicit.
Appendix A: Extracts from the *Transforming Business* Unit Guide

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Welcome to:  **BBS150 Transforming Business**

‘Business is becoming increasingly interdisciplinary because it takes place within an increasingly complex environment that demands interdisciplinary skills to address this complexity’ (Repko 2012, 34).

**Unit description**

*Transforming Business* introduces students to the complex environments within which business organisations operate. It will open students’ eyes to “different sides of the [business] story” through an introduction to some of the challenges facing businesses in the 21st Century including globalisation, sustainability, international governance and cultural change and how businesses respond to, or resist these changes. The unit will allow students "to appreciate the limits of their knowledge and become aware of how perspectives from ‘other’ disciplines and cultures can enrich their understanding of [business and] the world." *Transforming Business* should also allow students to develop a love of learning, and become “intensely interested in the world they live in and welcome opportunities to view the world and its problems from differing perspectives”.

**Aims of the unit**

The broad aims of this unit are to:

- Apply a range of generic learning skills.
- Develop an interdisciplinary concept of learning.
- Provide a foundation for subsequent university learning.

**Learning outcomes for the unit**

On successful completion of the unit you should be able to:

1) Understand the range of economic, social, cultural, political and environmental contexts within which businesses operate;

2) Understand the relationship between business and society in terms of ethics, corporate social responsibility, fair trade;
3) Demonstrate written and oral communication skills using appropriate formats and referencing style;
4) Implement self-reflection on learning.

Graduate attributes developed in the unit

This unit will contribute to the development of the following Graduate Attributes.

- Communication
- Critical and creative thinking
- Social interaction
- Ethics
- Social justice
- Global perspective
- Inter-disciplinarity

Reference


How to study this unit

The Breadth unit is designed to build on the generic learning skills that students have been introduced to in the Transition unit, BBS100. The Breadth unit is also designed to teach students to identify and evaluate information presented in written or oral form; read critically and question an author’s statements and assumptions; recognise and summarise arguments; draw conclusions based on evidence from a range of sources. This will be done through a combination of guest lectures and workshops.

The Breadth unit is worth three credit points and requires that you attend either two hours of lectures or listen to the podcasts for the specific week, as well as participate in a one two-hour tutorial/workshop per week (or equivalent on-line), which is a total of four hours per week. Furthermore, you are expected to spend an additional six hours per week studying for this unit (which is a total of ten hours per week, including the non-teaching weeks). These ten hours per week should be spent reviewing your lecture notes or the podcasts, reading for your weekly tutorial/workshops, and preparing for and completing each of the assessment tasks, as well as attending classes and/or participating on-line.
It is important that students realise at the tertiary level they are expected to be ‘independent learners’. This means it is the students’ responsibility to either attend the lectures or listen to the lectures/podcasts, complete assignments by the required date and, when unsure, to contact either their tutor or unit coordinator for clarification. While tutors and unit coordinator will remind students when things are due, it is the students’ responsibility to make note of submission dates and to plan accordingly.

Recognising that first year students find it challenging to read critically, recognise and summarise arguments and draw conclusions based on evidence, for internal students the required reading for the unit will be done in the tutorial/workshops. Accordingly, attendance at tutorial/workshops will be important and internal students are strongly advised not to miss any of the tutorial/workshops. External students will be expected to do the reading prior to engaging in the online forum. In addition to the required reading, students are expected to keep up with current affairs so that they are able to consider how political events have an impact on how companies operate in the 21st Century.

**Study schedule**

The following abbreviated ‘Study schedule’ outlines the weekly topics, lectures and readings. See the full ‘Study schedule’ in this booklet and in the online unit.

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Appendix B: Extracts from the *Society Business and Environment* Unit Guide

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**MBS530, Business, Society and the Environment**

**Unit description**
This unit addresses key issues about the relationship between business, society and the environment in order to foster a critical understanding of the role of firms in contemporary societies. It will pay special attention to the interplay of markets, politics, sustainability science and ethical reasoning in order to foster responsible management-and-governance approaches.

**Aims of the unit**
This interdisciplinary unit aims to build conceptual bridges and synergies across the three key streams of the School of Management and Governance: business, politics/governance and sustainability.

**Learning outcomes for the unit**
On successful completion of the unit you should be able to:

1. Understand key global issues and tensions around prosperity, growth and responsibility
2. Evaluate current key debates around governance
3. Appreciate multiple ethical dimensions of business activity
4. Develop sophisticated written/oral arguments that consider business, society and environmental issues
5. Evaluate key issues around the complex social-ecological nexus in which business operate
6. Craft business "shared-value" solutions framed under a long-term perspective

**Graduate attributes developed in the unit**
This unit will contribute to the development of the following Graduate Attributes:

- Communication
- Ethics
- Social justice
- Global perspective
- Interdisciplinarity
Essential textbook:
ISBN: 978-0-07-351453-6
http://mcgraw-hill.co.uk/html/0073514535.html

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Appendix C: Publications, Conference Presentations and Workshops

The following is a selection representing some of the School’s relevant research outputs:

**Articles published in refereed journals**


**Books and Book Chapters**


CRCS working paper series


Workshops/Papers in Local and International Settings


Brueckner, M. (2015) ‘CSR ... panacea or lost cause? ‘ Invited guest lecture at Governance Institute of Australia Ltd. (8th October)

Brueckner, M. (2015) ‘CSR ... as good as necessary?’ Invited guest lecture at Governance Institute of Australia Ltd. (7th May)


