A Message From The Dean

At MGSM it is our mission to develop leaders with a global mindset who create sustainable value and are good citizens. As such, it was natural for MGSM to become a signatory school to the United Nations Principles of Responsible Management Education (PRME) in 2010 and I am delighted to hereby renew our commitment and share information on our progress.

Indeed, graduates of the Macquarie Graduate School of Management not only do well, they do good; making an impact in the business world and beyond in ways that matter. What matters is creating sustainable value for companies and communities; making contributions that benefit both business and society, and doing this in a way that has the best interests of all in mind. This approach aligns with the Principles for Responsible Management Education and makes this a true partnership.

Since joining PRME in 2010, MGSM became highly engaged with PRME, striving to support this important initiative as much as possible. We continue to implement the six principles of PRME through innovation and leadership in this area. The third study of MGSM-PRME was conducted in 2015-16. The findings released in January 2017, reveal a continued growth of focus from students towards responsible management education and corporate social responsibility. Further, in 2016, MGSM achieved a goal for its Women in MBA Program (WiMBA), reaching the 160 sponsorship target less than two years prior to the goal being set in support of management education for Australian women and in order to overcome the gender imbalance in MBA programs. For the WiMBA initiate, MGSM raised $4 million in corporate sponsorship, matched by the same amount in fee relief from MGSM, making the total amount $8 million.

In addition, MGSM is committed to the United Nations Sustainable Development Goals (SDGs) and as such has endeavoured to embed relevant aspects of the SDGs in core course content in order to effectively promote the SDGs amongst the leaders of today and the future, while concurrently striving to achieve the SDGs, as will be portrayed in this report.

This is all part of our commitment to demonstrating responsible management education and good citizenship.

Professor Peter Wolnizer, Dean

Macquarie Graduate School of Management
Since becoming a signatory school to PRME in 2010, MGSM has become a highly engaged PRME signatory. As we fully support the mission of PRME and the notion of academic social responsibility of business schools, we embraced the opportunity to work with, and for PRME. The MGSM PRME MBA Study is an annual international study aimed at capturing the values, attitudes and perspectives of MBA students around the world on matters of responsible management and responsible management education. To date, the study has been conducted thrice, with very positive results from our most important stakeholders – the students, with the findings from the latest MGSM-PRME study very strongly indicating a growing demand for responsible management education and corporate social responsibility. The findings of the third study were released in January 2017.

In addition, MGSM is involved in the PRME Global Forums and the Australia New-Zealand Chapter of PRME, assisting new signatory schools and encouraging others to join. It is our honour and privilege to work closely with PRME and to support the transformation in business management education.

Since our last SIP (Sharing Information on Progress) report we continued to implement the six principles of PRME, in our curriculum, teaching and research. As per our goals in the last report, we continued to strengthen the ANZ PRME Chapter. We would like to thank Jonas Haertle and the PRME Secretariat at the Global Compact office for their enthusiastic support and their tremendous assistance.

Associate Professor Debbie Haski-Leventhal
Faculty Leader of Global Citizenship
Program Director, Master of Social Entrepreneurship
MGSM Vision and Values

Our Vision

MGSM develops leaders with a global mindset who create sustainable value and are good citizens. As such, it is our vision to contribute to the community through our teaching and research and through faculty, students and alumni.

It is the vision of the School to be Australia’s premier graduate management school of leaders of business and the community with a global reputation for teaching and research and to become the first business school ranked in the top 100 in the world to achieve student gender balance in its MBA program.

Providing exceptional postgraduate management education that has supported this vision for over 40 years, via campuses in Sydney and Hong Kong is what has seen MGSM become one of the world’s highly ranked business schools. MGSM was ranked as Australia’s number 1 MBA by the Financial Times world MBA ranking, 2017 and as number 49 in the Financial Times Global MBA ranking in 2017 as well as among the world’s Top 50 Global MBA in The Economist’s “Which MBA?” rankings in 2016. The school is also one of the 755 business schools across 51 countries and territories to have achieved accreditation from The Association to Advance Collegiate Schools of Business (AACSB).

However, we realise and embrace the notion that it is no longer enough to be the “best in the world”, we also need to be “best for the world”, and contribute to sustainability and good citizenship through what we do best: business education. We do this by implementing the six PRME principles; through our curriculum and research (including PRME related research); and through our endeavours to achieve gender equality in the MBA.

Our Values

MGSM is committed to:

1. Cooperation through mentoring, nurturing and collaboration.
2. Effectiveness through outstanding performance and achieving potential.
3. Excellence through high quality and continuous improvement.
4. Imagination through creative strategic thinking and entrepreneurial drive.
5. Integration by applying diverse knowledge and experience to all endeavours.
6. Integrity through personal, corporate and social responsibility.
7. International Perspective by appreciating diversity across cultural boundaries.
8. Mutual Respect by valuing oneself and others through effective communication.
9. Pragmatism through applying theory, research and experience to practice.
10. Wisdom by capacity to learn from experience to make better judgments.
Our Four Pillars

In 2010, MGSM reviewed its Mission Statement and agreed to focus on four mission-driven attributes (or pillars). These pillars have been confirmed and affirmed under the appointment of the Dean, Professor Peter Wolnizer. The four pillars are captured in our Mission Sentence of “We develop leaders with a global mindset who create sustainable value and are good citizens” and separately:

1. **Citizenship:** With the PRME principles of partnership and values in mind, this pillar was created to enhance student knowledge of the issues associated with responsible management, ethics, CSR and the principles specifically outlined in the UN Global compact.

2. **Global Mindset:** Along with the PRME principles of values and dialogue, this pillar seeks to enhance student ability to successfully work with, and influence, people from diverse cultures, thereby resulting in more inclusive, multi-cultural global work-environments.

3. **Sustainable Value:** Incorporating the PRME principles of purpose, research and dialogue, this pillar expresses the School’s dedication to develop students with the ability to be resourceful, innovative and enterprising by pursuing new opportunities within organisations and uncertain environments. This pillar is in line with the Sustainable Development Goals (SDGs), a set of 17 goals adopted by the United Nations (UN) in 2015 to end poverty, protect the planet, and ensure prosperity for all.

4. **Leadership:** Based on the PRME principles of purpose and method, this key pillar ensures our School creates responsible managers who are capable of leading high performing organisations.

As will be discussed below, these pillars are at the centre of our Assurance of Learning process, with direct measures for learning outcomes embedded in core units in the Masters of Management and MBA programs as well as the Masters of Social Entrepreneurship.

MGSM attained the AACSB accreditation in late 2012, through which the School has met specific standards of excellence, and also displayed its commitment to continuous improvement in order to ensure the institution will continue to deliver high quality education to its students. According to the report provided by the peer review team of the ACSB, MGSM was setting best practice in three areas: its assurance of learning program, connections with the business community and in the delivery of its mission and alignment of its core attributes. The accreditation is only attained by 755 of the world's best of business schools across 51 countries and territories and MGSM is proud to have attained this recognition.

**THE PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION**

**MISSION**

To provide internationally recognised post-experience, graduate management education to enable people of high potential to become successful leaders who are capable of bringing prosperity to their organisations and communities and to support these objectives by combining rigour and relevance to the School’s research and teaching.

**VISION**

To be Australia’s premier graduate management school of leaders of business and the community with a global reputation for teaching & research.

**LEADERSHIP**

Ability to manage people and lead a high performing organisation.

**SUSTAINABLE VALUE**

Understanding how to be resourceful, innovative and enterprising.

**GLOBAL MINDSET**

Ability to successfully work with and influence people from diverse cultures.

**GLOBAL CITIZENSHIP**

Knowledge of the issues associated with ethics, CSR and principles specifically in the Global Compact.

**FIGURE 1: MGSM’S VISION, MISSION AND PILLARS**
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.

Developing Leadership and Citizenship
MGSM committed to the principles of PRME in 2010 and has continued to do so to date. At MGSM, we believe that what truly matters is creating sustainable value for companies and communities; making contributions that benefit both business and society; and doing this in a way that has the best interests of all in mind.

MGSM is devoted to enabling leadership and citizenship. It is part of our mission, vision and four core pillars according to which our actions and decisions are made. This is the reason we became a signatory school with PRME. This is the reason why we are developing in a way that is aligned to principles derived from such important initiatives, and are working to further it by leading new and relevant research in these areas; evolving our curricula; and having faculty members with teaching and research interests to support these principles. This is the reason why we initiated the MGSM CSR Partnership Network, a partnership between companies, not-for-profits, governments and the academia to enhance research-based dialogue on CSR. This is why we have collaborated with PRME for its annual international MBA study amongst business and management students, three of which have been conducted so far with positive results, signalling a clear rise in the interest of students in responsible management. This is why we are a member of the Globally Responsible Leadership Initiative (GRLI) and are working to assist our students to develop a global mindset. GRLI founded the Journal of Global Responsibility of which one of MGSM staff members, Professor Gayle Avery, was the Deputy Editor. And this is why we launched the Journal of Business, Peace and Sustainable Development with PRME in 2013 of which MGSM staff member, Associate Professor Debbie Haski-Leventhal, is the Editor.

In this report we will demonstrate how we are taking actions in our teaching, research and organisation to develop sustainable leadership and citizenship, and what else we need to do to achieve this.

Sustainable Values at Macquarie University and MGSM
MGSM is part of Macquarie University, Sydney, Australia. We adopt the University’s policies, including its Strategic Priorities – one of which focuses on creation of an innovation nexus where the University and its partners contribute solutions to the world and develop lasting relationships, as well as the University’s Sustainability Policy. Macquarie University understands that as an institution of higher learning, we play a leading role in training the leaders, professionals and policy makers of the future. Our University is committed to incorporating sustainability into its actions and practices as part of its responsibility to the community and the environment, as well as promoting a healthy workplace and campus for staff and students. This means promoting connections to the global community and environment through knowledge gained from research, utilising creative approaches to learning and teaching and modelling sustainability in the university’s campus operations. The University takes the approach that sustainability is an ongoing effort to improve the quality of people’s lives and surroundings. This approach is targeted towards ensuring prosperity, whilst maintaining the life supporting systems on which current and future generations depend. At Macquarie University, we align sustainability priorities with the following five principles of sustainable development, adopted by the UN: Planet, People, Prosperity, Peace and Partnership – in pursuit of ‘Building Better Futures’. For more information and to view the University’s Sustainability strategy, please visit mq.edu.au/sustainability

Macquarie University’s vision is to “adhere to our commitment to the principles of sustainability in all that we do”. This commitment includes:

• Undertaking world-changing, impactful research that contributes to solving and addressing global challenges
• Ensuring students leave the University prepared to contribute as active citizens to an environmentally healthy and equitable society;
• Actively seeking to meet changing social, environmental and economic conditions and reduce the negative impact of our actions upon our environment and society;
• The responsible consumption of energy, water, food, products and transport;
• Actively supporting sustainability in our local community and region; and
• Having a reputation for being the place to learn, to work and to connect with the local and global community.

Principle 1: Purpose
The principles of sustainability, are defined as:

- **Global social and community awareness**: The University recognises connections to the local and global community and acknowledges that its actions and decisions have the ability to affect others beyond the immediate community. To this end sustainability is incorporated into research as well as learning and teaching, and our reach to the local and global community is extended through active partnerships and participation.

- **Participation**: Staff, student and community participation in decision-making about the University’s activities is valued and is sought whenever possible in the development and implementation of the University’s sustainability agenda. A range of mechanisms is established for this purpose inclusive of joint working parties and local sustainability committees.

- **Shared responsibility**: All members of the University community are responsible for our sustainability performance and as such are made aware of their role through induction, professional development, the provision of necessary educational and material resources and ongoing training and awareness.

- **Demonstrating best practice**: The University integrates sustainability into all its aspects and functions. It is embedded into all operational policies and procedures; considered in all strategic and operational planning; and enabled through sustainable practices. Research into sustainability best practice in the higher education sector and other sectors of the economy is also undertaken to ensure the University maintains best practice where possible.

- **Leadership**: Educational, research and resource management activities are utilised to profile sustainable practices amongst staff, students and the communities served by Macquarie University.

- **Openness and transparency**: Actions and processes are transparent and progress is reported fully to staff, students and the wider community.

- **Precautionary principle**: Caution and prudence guide decisions and the absence of full scientific certainty is not to be used as a reason for postponing measures in the context of uncertain environmental or social effects.

- **Innovation and creativity**: Creative and innovative approaches are employed to find solutions to and eliminate unsustainable practices.

- **Whole systems approach**: A whole-systems approach is implemented to create successful change towards sustainability

### Students’ Perspectives on Sustainable Value

As the first PRME principle is to develop the capabilities of students to be future generators of sustainable value for business and society, it is important to capture the students’ perspectives on these matters and develop capabilities accordingly. Business and management students are very important stakeholders of our University, as they affect the business schools’ achievements of their goals to a high degree. As such, MGSM collaborates with PRME in conducting a bi-annual study of MBA students around the world and collecting their perspectives on matters of responsible management education and corporate social responsibility. The first study was conducted in November 2011, the second one during May 2013 and the third one between October 2015 – November 2016, of which the findings were published in January, 2017. A fourth study is planned for 2018. The third study followed an in-depth consultation process with a PRME advisory committee based in five continents, with improvisations to the research instrument and collecting data from 2,400 participants from 50 countries across 6 continents through an online survey.

The respondents of the third annual survey demonstrated sound understanding of CSR and responsible management concepts. Even though their personal contribution through their community volunteer work was low, in a professional sense and as future business leaders, their focus on CSR was sound, with 59% of students reported to have been educated about business ethics to good / excellent degrees. The respondents exhibited positive CSR attitudes, with a heightened focus on acting ethically and a diminished focus on financial considerations, in contrast to Carroll’s pyramid. When asked about responsible management education, 46% of students responded that their schools met their RME expectations to a high degree or better, while 38% responded that they were either well equipped or very well equipped to apply their CSR knowledge in real life scenarios. For the first time, the survey also incorporated a question relating to the UN SDGs, for which one of three students (37%) respondents demonstrated awareness of, enthusiasm for and knowledge of the SDGs. Further, the survey showed a decrease in awareness of the UN Global Compact to 24% of respondents, down from 33% in 2013 and 25% in 2011.

It is important to note that contrary to previous research showing that business students become more unethical and corruptible as they progress in their studies, in PRME signatory schools students become more ethical and aware. Responses varied by highest level of qualification completed, with postgraduate students demonstrating better awareness of bodies such as the UN Global Compact and undergraduates ranking legal responsibility as the most important as opposed to ethical responsibility ranked by postgraduates in questions related to Carroll’s pyramid on business responsibilities.

The full report for 2015-6 can be retrieved here: [unprme.org/resource-docs/MGSMPRMEReport2016.pdf](https://unprme.org/resource-docs/MGSMPRMEReport2016.pdf)
Below is an illustration of how students ranked Carroll’s pyramid of responsibilities. Students, particularly postgraduates are shifting away from the idea of financial responsibility first and ranking ethical and legal responsibility prior to financial. Figure x provides a comparison of an illustration of Carrol’s pyramid compared to that of business students as per the results of the PRME study.

**IMPORTANCE OF BUSINESS RESPONSIBILITIES CHART**

- **Carroll’s Pyramid vs Business Students’ Pyramid**
  - This research shows very clearly that it is important to include the voice of our students in the conversation on responsible management education, and that while students have a very positive attitude towards RME, a large proportion of students do not feel overtly confident in implementing this in the real world and are explicitly asking their academic institutions to be more engaged in responsible management education, particularly through the connection with industry. At MGSM, we have implemented these suggestions by including more electives on the topic (detailed under Principle 3: Method) and through leading the very first Master of Social Entrepreneurship, introduced in 2014. We further engage with the industry to bring real case studies, guest speakers and experts to the classrooms in order to meet the growing demand of students.

**Figure 2: Importance of Business Responsibilities Chart**

**Carroll’s Pyramid**

- **Philanthropic**: 7.5%
- **Environmental**: 48.4%
- **Social**: 9.4%
- **Ethical**: 10.5%
- **Legal**: 11.3%
- **Financial**: 6.9%

**Figure 3: Business Students’ Pyramid (1991)**

**Figure 4: Carroll’s Pyramid**
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.

MGSM’s four pillars (or mission-driven attributes) all sit well with the Principles of Responsible Management Education: Citizenship (CSR, ethics and sustainability), Global Mindset, Sustainable Value and Sustainable Leadership. The four pillars are the basis of our worldview, philosophy and actions.

The figure below demonstrates how we strive to introduce citizenship values to our students, corporates, employees (including students as current and future employees) and our strong alumni group.

<table>
<thead>
<tr>
<th>Global Citizenship</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td>Citizenship is intrinsic to our courses. Citizenship, ethics, CSR and sustainability are embedded in core units as well as taught in elective units.</td>
</tr>
<tr>
<td><strong>Corporates</strong></td>
<td>MGSM partners with corporations through the MGSM CSR Partnership Network and other initiatives to co-develop citizenship knowledge and capabilities</td>
</tr>
<tr>
<td><strong>Employees</strong></td>
<td>Our academic and non-academic employees are important stakeholders. Their ethics and integrity are vital to achieve our responsibilities.</td>
</tr>
<tr>
<td><strong>Alumni</strong></td>
<td>Understanding how business is ethically conducted globally by exchanging views with alumni around the world</td>
</tr>
</tbody>
</table>

**Gender Equality in the MBA**

**WOMEN IN MBA (WIMBA) PROGRAM**

Launched in November 2014, the Wimba program works with corporate and government organisations to identify their top female talent and support them through an MBA. This includes not just financial support but mentorship and career planning.

In September, 2016, MGSM reached its goal for Wimba set in 2014, reaching the 100 scholarship target set in support of management education for Australian women. MGSM raised $4 million in corporate sponsorship matched by the same amount in fee relief from MGSM, collectively amounting to $8 million – in order to address the gender imbalance in MBAs. By meeting this original target, the percentage of female participants in the MGSM MBA domestic program increased from 29% in 2014 to 35% in 2016.

The initiative secured 50 corporate partners – including Canon, Dow Chemical, GE International, Hollard Insurance, Johnson & Johnson, Nanosonics, Qantas, the Royal Australian Navy, Star Entertainment Group, Volvo and Woolworths – with 100 sponsorships in place.

MGSM will conduct a full review of the initiative to ensure the program is meeting the needs of both the corporates it works alongside and the female students it sponsors.
**Academic Activities**

Study Ready is a pre-program study orientation course for new students, aimed to introduce them to MGSM and create a sense of awareness of what we do and what we stand for. In this program, the four pillars are introduced to new students, explaining what they are and why are they important. We then present to the students the UN Global Compact and its 10 principles in the areas of human rights, labour, environment and anti-corruption as well as introduce students to the UN SDGs. The session covers how these principles relate to the core discipline areas of MGSM programs. We further introduce newcomers to PRME and to MGSM's obligations as a PRME signatory school. This is conducted for all new students into the School, irrespective of their program. The students are acquainted with the principles and how these inform our mission driven attributes, and in particular, the citizenship pillar.

**MEASURING CITIZENSHIP LEARNING OUTCOMES AMONG OUR STUDENTS**

In 2012, MGSM received AACSB accreditation. As part of our commitment to AACSB, we implemented our Assurance of Learning System. The School is committed to assure that graduates will understand the citizenship behaviours expected in the conduct of their activity (including the Global Compact).

Based on the four mission attributes/pillars, student-learning goals were defined and direct measures were embedded in four core units in the MBA and nested programs. The student learning goal relating to the Citizenship pillar is defined as: “Each MGSM student is able to articulate how the various aspects of managerial decision making within an entity impact citizenship, capturing aspects such as ethics and corporate social responsibility.” In addition to this, each graduate should be able to “analyse and assess the ethical, environmental and social impacts of their decisions and develop and implement strategies to minimise unintended consequences of their actions.”

MGSM measures for citizenship as part of our surveys in both direct and indirect ways. The direct measures use a question in the exam of the Accounting unit, which examines students’ ability to identify a conflict of interest, their environmental responsibility, social responsibility, and their ethical decision-making.

In addition, every student in every subject and in every term evaluates the unit and assesses the degree to which that unit promoted our four mission-driven attributes, including citizenship. The scores, on a scale from 1-5, show improvement each year and that we are integrating citizenship principles more and more successfully into the content of all our units of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Average of Citizenship score</th>
</tr>
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<tbody>
<tr>
<td>2013</td>
<td>4.14</td>
</tr>
<tr>
<td>2014</td>
<td>4.15</td>
</tr>
<tr>
<td>2015</td>
<td>4.26</td>
</tr>
<tr>
<td>2016</td>
<td>4.16</td>
</tr>
<tr>
<td>2017 (Terms 1-3)</td>
<td>4.23</td>
</tr>
</tbody>
</table>

**CURRICULA CHANGES TOWARDS RESPONSIBLE MANAGEMENT EDUCATION**

As will be detailed in Principle 3: Methods, curricula changes have been made based on the Assurance of Learning System, the results of the citizenship measurements and the results of the MGSM PRME MBA studies. For example:

1. Master of Social Entrepreneurship was introduced in 2014. The Master's program is led by MGSM in collaboration with other faculties at Macquarie University. It is the first Master of Social Entrepreneurship in Australia and the first cross-faculty degree at Macquarie University.

2. A full unit on Strategic CSR is offered as an elective to all students. The unit introduces students to philosophical and practical aspects of responsible management as well as the UN Global Compact, PRME and the SDGs.

3. CSR, ethics, sustainable leadership and organisational citizenship as well as the UN SDGs are now being embedded into all existing courses, or are becoming the focus and base of such courses (see also: Principle 3: Method)
**Academic Staff**

To create an educational environment aligned with the PRME Principles, a business school needs an academic staff that believes in these principles and can teach and conduct research to promote responsible management and responsible management education. Some academic staff at MGSM are leaders in the field of CSR, Global Responsibility and Sustainability:

**Professor Gayle Avery** is a global expert on sustainable leadership who has been prolific in the area of research relating to responsible management. Professor Avery is also the head of the “Institute for Sustainable Leadership”, a research organisation that promotes the science and practice of sustainable leadership through research and education. She has been involved with the Thailand Sustainable Development Foundation for almost five years and was invited to design, develop and participate in a high-quality educational program on sufficiency thinking for 377 member countries announced by the Prime Minister of Thailand, Prayut Chan-o-cha, at the United Nations in New York in 2016. The program is titled “Sufficiency Thinking in Sustainable Development”, in which the topics are focused on the UN SDGs. In addition, she has published numerous articles and books on the subject, including “Honeybees and Locusts: The business case for sustainable leadership” and “Sufficiency Thinking: Thailand’s Gift to an Unsustainable World”. Professor Avery’s research contributes to Sustainable Leadership in organisations at the macro level of leadership. She draws heavily from cutting-edge, international enterprises that embrace leadership practices shown by research and their own performance to be more sustainable and resilient than short-term, business-as-usual approaches. She contrasts traditional and non-traditional approaches to leadership.

**Professor John Mathews** has continued and deepened his work on the greening of the business system, with a further article published in Nature in 2016 on China’s Circular economy initiatives (again co-authored with Dr Hao Tan) and a new book published in 2017 entitled Global Green Shift (anthempress.com/global-green-shift-pb). He has been giving seminars and public talks in Taiwan, Singapore, Paris (at the International Energy Agency) and London (at the International EventsRecords/Climate-in-the-Trump-Era-Can-China-Lead.aspx), where he was also interviewed by China Dialogue (chinadialogue.net/article/show/single/en/9768-Q-A-Why-India-and-China-are-driving-the-global-green-shift-). These interests in the global green shift are used as examples and cases in Professor Mathews’ classes on management strategy at MGSM.

**Associate Professor Debbie Haski-Leventhal** is the MGSM Faculty Leader of Corporate Citizenship and the Program Director of Master of Social Entrepreneurship. As a scholar on corporate social responsibility (CSR), she initiated and leads the MGSM CSR Partnership Network, a network of 35 prominent Australian and international companies, non-profits and governmental departments aimed at developing an evidence-based dialogue on CSR to create knowledge and impact. The CSR studies conducted with these organisations are launched in large public events (the first two, in NSW Parliament House) and received much media attention. Professor Haski-Leventhal is also active in the area of business and peace, and has developed the Framework on Corporate Peace together with the Institute of Economics and Peace and the UN Global Compact. She is the Editor of the Journal of Business, Peace and Sustainable Development. She was a consultant for United Nations Volunteers and co-wrote the State of the World Volunteerism Report, launched at the UN General Assembly in December 2011. She has published widely on different aspects of volunteerism and CSR and has submitted a briefing paper to the Commonwealth Department of Prime Minister and Cabinet on volunteering and social inclusion. She has also served in consulting and writing roles for the Federal and NSW strategies on volunteering. Through international collaborations, Professor Haski-Leventhal developed several ground-breaking frameworks such as the CSR Congruence Model and her publications are widely cited and used by both academics and practitioners. Her book on Strategic CSR will be published by SAGE in February 2018, with an endorsement by PRME and a Foreword by Prof David Cooperrider, one of the facilitators of the UNGC.

**Dr Jo Rhodes** contributes to the understanding of value innovation, and alliance networks in the retail sector in China. Her research examines how a market leader integrates and extends its internal resources and capabilities with those of its external strategic stakeholders to create new dynamic capabilities for sustainable competitive advantage. This research can be leveraged by Australian firms considering a new market entry strategy in China. Her second research focus is around corporate social entrepreneurship through understanding how business can strategically use market forces to alleviate poverty by promoting micro-enterprise.

**Professor Richard Badham** contributes to the general fields of strategy and organisational behaviour and in particular to studies of power and politics in organisations and the dynamics and leadership of organisational change. His work adopts a strong cultural perspective, challenging the rituals of rationality that dominate contemporary organisations, and arguing for a view of organisations as narrative, drama and performance.
Principle 3: Method

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

MGSM offers many courses that are guided by the principles of PRME and has steadily been developing specific course offerings that use sustainability and ethics as a lens through which management is critically assessed.

Teaching Responsible Management and Global Perspectives

**MASTER OF SOCIAL ENTREPRENEURSHIP**

In 2014, MGSM and Macquarie University introduced the first Master of Social Entrepreneurship in Australia. This cross-faculty degree is designed to develop leaders who are able to use business strategies, knowledge, tools and entrepreneurial spirit to address complex societal and environmental needs.

The degree includes existing core units and electives from MGSM and other faculties as well as an elective titled "Social Entrepreneurship (MGSM869)". This unit focuses on the knowledge and practices of social entrepreneurship and social sector leadership. It provides students with knowledge and tools for creating social change and shared value; managing resources; measuring and communicating social impact; multi-sectorial collaboration; and understanding business models for social enterprises.

The program is designed to develop skills to assist in managing enterprises that have a social impact and to solve social and environmental issues. It focuses on the development of a strategic plan, which assists in advancing the vision and mission of social enterprises and provide meaningful services to address the needs of communities around the globe. Students are expected to develop, understand and influence social policy and manage finite and renewable resources to assist social enterprises to succeed. Presently, the fourth cohort is enrolled onto the Master of Social Entrepreneurship and the program is growing rapidly.

To promote collaboration with practitioners, the unit includes the “Big Friday of Social Entrepreneurship” in which social entrepreneurs and umbrella organisations come to MGSM to speak to the students on the journey, advantages and challenges of bringing a social change through entrepreneurship. In 2017, speakers included leading social activists and entrepreneurs, such as Manal al Sharif (the women rights activist from Saudi Arabia), Thankyou and Who Gives a Crap. In addition, in 2016 and 2017, students delivered pro-bono consultancy projects for a range of social enterprises and non-profit organisations. The social enterprises that participated in the process acknowledged the social impact of the unit and the students’ project:

**Responsible Management in the MBA**

**ETHICS AND CSR EMBEDDED IN CORE UNITS**

At MGSM, we feel that learning responsible management should not be limited to one course. This also aligns with the findings of the recent MGSM PRME study, which showed the business students expect more from their academic institutions in regards to responsible management education. We therefore include sustainability and/or CSR content in many core subjects taught at MGSM. In addition, the past year, details of the UN SDGs have been incorporated into course content to increase awareness and knowledge of business students so they are able to effectively align their work to the SDGs. For example:

1. **Organisational Behaviour:** This unit, taught several times each year, now includes a four-hour session on ethics and CSR. In this topic discussed are traditional CSR, strategic CSR and creating shared value, as well as business ethics. Further, the SDGs are introduced to students in the course content.

2. **Accounting for Management:** Students in this unit are introduced to concepts relating to citizenship in the context of business decision-making and ethical dilemmas typically associated with the trade-off of reaching for improved financial performance goals at the expense of societal or environmental goals. Students are also introduced to the limitations inherent in traditional performance measurement, monitoring and disclosure practices and achieve a heightened level of awareness of the important role of extended reporting frameworks that are capable of capturing qualitative and quantitative aspects of citizenship.

3. **Marketing Management:** This subject has a four-hour session dedicated solely to sustainable value. In this session, the focus is on sustainable marketing, which is socially and environmentally responsible and meets the present needs of consumers whilst preserving or enhancing the ability of future generations to meet their needs.

“Thanks for having me – I really enjoyed myself, and it was wonderful to meet so many passionate students. Whatever you’re doing seems to be working!!!”

Simon Griffiths, Founder of Who Gives a Crap

“Thanks for having us Debbie!! You are doing an incredible job setting up the future of social entrepreneurs. Look forward to working with you in the future”

Kirk Pereira, Business Development Manager – Brand, Thankyou
4. **Strategic Frameworks**: CSR is one of the ten units taught in Strategic Frameworks. The session focuses on sustainable and ethical leadership, how to build a sustainable strategy and sustainability innovation with an emphasis on both market and non-market sustainable strategies. Sustainable strategy requirements of culture, type of leadership, visions and driving business goals are analysed from a CSR point of view.

5. **Operations Management**: Two whole sessions are devoted to the analysis of case studies, which provide insights and discussion on how to create operational efficiencies by adopting environmentally friendly processes. One such Harvard case study (9-607-003) entitled “Cradle-to-Cradle Design at Herman Miller: Moving Toward Environmental Sustainability” illustrates how a firm can improve performance by scrutinising its processes through environmental lenses. Another similar case study titled ‘Cook Composites and Polymers Co. describes how a company improves resource efficiency and process quality in its manufacturing process by developing a waste by-product into a new product. Further, the textbook subscribed to students for this course, titled ‘Operations Management’ by Nigel Slack and Alistair Brandon Jones (8th edn), addresses CSR across all nineteen chapters of the book, including in-depth case studies related to CSR, which are discussed and analysed in class.

**ADDITIONAL ELECTIVE UNITS THAT EMBED CSR**

There are a number of elective units taught at MGSM that specifically enhance RME at some stage in the course. A few examples of these elective units and how responsible management is embedded in the teaching material include:

1. **Strategic CSR**: This is an important unit in the journey of MGSM towards responsible management education. Taught every year, the unit exposes MBA and Master of Social Entrepreneurship students to strategic CSR, business ethics, environmental sustainability and other important issues. It helps to shape their mindset as future responsible leaders and equip them with the knowledge and practical tools required to do so. In 2016 and 2017, all students in this unit took part in a CSR tour in which the class visited leading companies such as Optus (Singtel), Johnson and Johnson, Woolworths and Fuji Xerox in order to learn about cutting edge CSR approaches and practices. Specifically, the course introduces the SDGs to the students and requires them to identify how the SDGs are addressed through case analysis. By addressing topics such as Environmental Sustainability and Corporate Peace, this unit explicitly encourages students to adopt practices to achieve SDG 12,13 and SDG 16 respectively. This course is taught by Associate Professor Debbie Haski-Leventhal, Faculty Leader of Global Citizenship.

2. **Social Entrepreneurship**: Social Entrepreneurship means using business knowledge and tools as well as entrepreneurial principles to address a social problem. This elective unit focuses on the knowledge and practices of social entrepreneurship and social sector leadership. It provides students with knowledge and tools to create and lead social change and impact. As part of this unit, MGSM holds the Big Friday of Social Entrepreneurship each year, bringing leading social entrepreneurs and activists to the university. Further, the course introduces the SDGs to students and requires them to critical analyse and define how the SDGs can be beneficial to existing and future social enterprises. The unit includes class presentation, guest speakers, case studies, group exercises and presentations and multimedia. This course is taught by Associate Professor Debbie Haski-Leventhal, Faculty Leader of Global Citizenship.

3. **Leadership and Motivation**: Is an elective available to students in most of MGSM’s Master Level courses and includes a four-hour session on sustainable leadership, including environmental responsibility, CSR, ethics and 20 other elements, when taught by Professor Gayle Avery. This unit explores the practices and philosophies of leadership and motivation, encouraging students to challenge conventional approaches. It evaluates theoretical and empirical contributions to these important areas of management and encourages students to develop a style of workplace learning through which their own leadership and motivational practices can grow. Further, in Gayle Avery’s offering, this course includes a lecture on SDGs, making current and future global leaders look beyond just their organisations. The unit aims to develop an appreciation of the role and value of sustainable and ethical leadership in organisations both domestically and abroad.

4. **Managing with a Global Mindset**: In order to manage in the global age, managers need to develop the competencies of a global business leader. A global mindset is one in which a leader or manager is agile enough to be able to work with difference – whether this is a difference of culture, gender, age, functional specialisation or nationality. Such a manager needs to learn how to view differences as an opportunity to influence individuals, groups, organisations, and systems whose ways of being and doing are unfamiliar to and unlike the managers and their teams. Developing a global mindset allows a leader or manager to very quickly become attuned to differences in ways of doing, seeing and being and to turn these differences into productive ways of leading sustainably and with the support of the non-familiar team. This unit is taught by Dr Steven Segal.
FIGURE 5: UNITED NATION’S SUSTAINABLE DEVELOPMENT GOALS
**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.

We have been developing a concentration of research expertise in the area of sustainability and responsibility. To do this we have adopted the research cluster model, which allows people to collaborate, and included a CSR and sustainability research cluster as well as sustainable leadership cluster. The research profile of several of our academics has already begun to draw in doctoral students with relevant interests, which further strengthens this concentration.

**Research Projects**

MGSM research included various research projects, including in the area of responsible management, ethics and social purpose.

1. **The MGSM Corporate Social Responsibility (CSR) Partnership Network:** This project was initiated by Associate Professor Debbie Haski-Leventhal and launched in 2013 with the aim of creating an evidence-based dialogue on various aspects of CSR. The Network created shared knowledge and provides participating organisations with a strong network, inspirational practices and tools to enhance CSR and their employees' engagement with it. The MGSM CSR Partnership conducted two research studies: the first study was on corporate volunteering and employee engagement, which involved a multi-sectorial partnership that encouraged ongoing dialogue and shared learning. In 2014, the MGSM CSR Partnership Network studied disaster responsiveness by businesses based on community-based research and collaboration with multiple stakeholders including the community, businesses and the government. The reports of the studies were launched in New South Wales Parliament House, in 2013 and 2014. The eventual goal of the Network is to conduct an international study, while working with various stakeholders around the world to measure other aspects of CSR.

2. **The PRME MBA Study:** MGSM collaborates with PRME in conducting a bi-annual study of MBA students around the world and their perspectives on matters of responsible management and responsible management education. The first study was conducted in November 2011, the second one during May 2013, and the third study was conducted between 2015-2016. The third study followed an in-depth consultation process with a PRME advisory committee based in five continents, with improvisations to the research instrument and collecting data from 2,400 participants from 50 countries across six continents through an online survey. The results of the study demonstrate a growing focus and commitment for responsible management education by academic institutions as highlighted by our most important stakeholders, our students.

3. In 2015, MGSM partnered with Bleinheim partners to write, launch and present a thought leadership paper titled “The Challenges of Attaining Growth”. The data collected through this research project is being worked upon to contribute to international research on inclusive capitalism and overcoming the shortcomings of short term capitalism.

4. In 2015, MGSM partnered with Mahidol University, Bangkok to investigate the applicability of sustainable leadership practices in Thai SMEs, from the perspective of employees and managers. The results highlighted that some practices identified in Western organisations also apply in this emerging Asian economy.

**Sufficiency Thinking: Ground-breaking work by Prof Avery**

MGSM Professor Gayle Avery has been involved with the Thailand Sustainable Development Foundation, as well as with academics at the College of Management at Mahidol University and other Thai universities, for more than five years. The association began when Professor Avery was invited to share her work on sustainable leadership at various conferences, including at Thailand’s 2013 Global Dialogue. Since then, the scope of her involvement extends to sustainable development both within, and outside, business organisations. She recently supervised a Thai PhD candidate who investigated the application of sustainable leadership practices in 350 Thai small and medium firms; and has co-published numerous papers on sustainable leadership in Thai enterprises with Thai academics. However, her work also encompasses the UN’s Sustainable Development Goals (SDGs).

Thailand has been particularly active in addressing the SDGs. During its term as Chair of the UN’s G77 Group in 2016, Thailand’s focus was on achieving the SDGs using the Sufficiency Economy Philosophy (SEP) bestowed upon the Thai people by His Late Majesty King Bhumibol Adulyadej. King Bhumibol Adulyadej spent more than three decades developing and implementing the SEP across his country – fostering development from agriculture and community development, to business, education and the environment. Over 40,000 Royal projects have produced considerable learnings about sustainable behaviour, which Thailand is sharing with other countries.

In 2016, the Sufficiency Economy Philosophy and the results of sufficiency-based development projects across diverse aspects of Thai society were presented in the book *Sufficiency Thinking: Thailand's Gift to an Unsustainable World*. The Thailand Sustainable Development Foundation invited Professor Gayle Avery (MGSM) and Honorary Professor Harald Bergsteiner from the Institute for Sustainable Leadership, Sydney, Australia to co-edit the book, whose chapters were written mostly by Thai researchers. The aim was to showcase some of Thailand’s achievements with the SEP. The book includes a process model of the SEP that provides the standard for use across Thai institutions. Of particular interest is that the sustainable leadership practices form part of the actions under the SEP in the model.
In September 2016, Prime Minister Prayut Chan-o-cha announced at the United Nations in New York that as part of its legacy for chairing the G77 Group, Thailand would design and deliver a high-quality educational program on sufficiency thinking for G77 member countries. The resulting program, called Sufficiency Thinking in Sustainable Development (STiSD), was co-sponsored by the Thailand Sustainable Development Foundation, Ministry of Foreign Affairs, College of Management at Mahidol University and the Institute for Sustainable Leadership. MGSM's Gayle Avery was invited to design, develop and then participate in the delivery of the program.

The first offering of STiSD was successfully completed in May 2017 for 19 high-ranking delegates from 17 countries/development agencies. Classroom instruction, field trips and workshops assisted delegates in developing action plans based on sufficiency thinking for implementation in their home countries. Topics were high-level and aimed at the SDGs, such as making The Philippines independent of imports in salt production, improving education in five African countries and fostering partnerships.

**Responsible Management Publications by MGSM Faculty**

There is a strong nexus between research and curriculum, with new programs mentioned above being informed and driven by the research of academics within the School. Some of the academic staff at MGSM conduct research and write on various aspects related to responsible management and responsible management education.

**Professor Gayle Avery** is a global expert on sustainable leadership. Some of her recent publications include:


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**Professor Gayle Avery** is a global expert on sustainable leadership. Some of her recent publications include:

Professor John Mathews is a leading scholar of the greening of capitalism and the role that China and East Asian countries play in this process. Some of his recent publications include:

Associate Professor Debbie Haski-Leventhal is a scholar on CSR, business for peace, volunteering, and academic social responsibility. Among her recent publications in this area are:

Dr Robert Spillane is a prolific writer in management and leadership from a philosophical perspective. He has recently written a book chapter on leadership in various sectors including not-for-profit organisations. In addition, he has published various articles:

Associate Professor Paul Nesbit focuses on three areas of self-development, the process of reflection, managing reactions to feedback and insights about oneself, and engaging in self-regulatory actions to improve one's capability and skills. His recent papers include:

Dr Mehrdokht Pournader’s primary research focus is on improving supply chain operations by effectively managing risks and increasing resilience in system-wide and tier-specific processes within supply chains. Her publications include:
Journals Edited by MGSM Faculty

**JOURNAL OF GLOBAL RESPONSIBILITY**

Journal of Global Responsibility (published by Emerald) publishes scholarly articles that build the kind of understanding that will lead organisations towards the adoption of a long-term focus and a more inclusive set of responsibilities. These organisations better sustain themselves and society. The journal wants to help organisations rethink themselves and to encourage them to evaluate their own progress in terms of the progress of the communities in which they operate and thus lead the entrepreneurial and creative capacity of capitalism to become a force for building common good. Global responsibility has a systems view and cares about the effects of action, so it builds both the legitimacy and stability of the system. Leaders can be supported by catalytic and innovative thinking from all the sub-disciplines of management. Prof Gayle Avery was the Deputy Editor of the journal and the editorial advisory board includes Professor Harald Bergsteiner from MGSM.

**BUSINESS, PEACE AND SUSTAINABLE DEVELOPMENT**

In 2013, GSE Research and Greenleaf Publications launched – in line with the anniversary of the United Nations International Day of Peace – a new research journal on Corporate Peace. Supported by PRME, Business, Peace and Sustainable Development aims to capture academic research and case studies on the relation between business and peace. Associate Professor Haski-Leventhal, MGSM, is the editor and the inaugural issue of this journal was published in October 2013.

Editor Haski-Leventhal said: “Corporate peace is an idea whose time has come. Through their power, knowledge, money and resources, companies could have a tremendous impact on the peacefulness of our world. Academically, tying business and peace is a relatively new idea. This new journal will address this need. We are delighted to launch it on the International Day of Peace with the hope it will not only help develop this academic field, but have genuine social impact on the global community”. Since the journal was launched, 8 issues and 3 special issues have been published. In the last four years, the journal has helped to increase interest in business and peace as a practice as well as a scholarly field. This shows how responsible management research can assist in creating a real impact.
The Next Generation: Relevant Work of our Research Students

For knowledge to make a difference, it must be nurtured, promoted and aligned with industry practice. Doing this is what makes MGSM’s doctoral community internationally renowned for research. Many of our PhD and other higher degrees candidates, decide to focus on ethical management, social and global responsibility and environment management. This is in part why they chose to gain their degree in MGSM. Some recent examples of dissertations focusing on responsible management and sustainability include:

**RECENTLY COMPLETED THESIS TOPICS**

1. Failing the future: Key factors affecting the management of sustainability programs in universities in the Sydney basin and region
2. Organisational Agility and Firm’s Performance: The Impact of Organisational Agility in Business Excellence Models used by Australian SMEs
3. Leadership and Management Factors Predicting Performance Outcomes and Organisational Sustainability in Thai SMEs: An Empirical Investigation
4. Impact of Entrepreneurial Orientation and Quality Management Practices on Product Innovation Performance: The Case of Hong Kong Electronics Manufacturing Firms in Pearl River Delta Region, China
5. The CO2 Mitigation Potential, Technical and Economic Viability of Biomass Char Utilization in Blast Furnaces
6. Management and Communication of Corporate Social Responsibility in Hong Kong Small and Medium Enterprises
7. The Leadership Interface: Effective Leadership Communication for Contemporary Global Leaders

**CURRENT THESES TOPICS**

1. CSR: what pulls the trigger?
2. The validity of an organisation is determined by its ability to maintain an intuitive link between its driving narrative and its developing organisation.
3. Emotions in organisations
4. How to break the glass ceiling whilst remain unscathed: Relation between firm size, equity policies on gender pay
5. Developing Shared Leadership Capabilities in Innovation Teams.
6. Leadership Development Models for Service Industries in Growth Markets like India
7. A three-layered analysis on corporate carbon risk exposure
8. Evidence-based and reflective practice approaches to executive coaching: An interpretative phenomenological analysis
9. A micro analysis into the evidence of circular economy initiatives in India
10. Digital Communication: the agent of change for social enterprise
11. How the dialogue between the indigenous Chinese Philosophy of Yin Yang and hermeneutics can provide solutions for paradigm crisis in cross-cultural management research within the field of International Business
12. The Leadership Interface: Effective Leadership Communication for Contemporary Global Leaders
RECENT CONFERENCES ON RESPONSIBLE MANAGEMENT


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.

At MGSM we believe that our ongoing partnership with the industry, government and not-for-profit creates mutual benefits for learning and research, enriches our teaching, and helps us to create a stronger social impact. We do so through the MGSM CSR Partnership Network, collaborations with industry, research networks, and via students and alumni.

Partnerships with Industry

THE MGSM CSR PARTNERSHIP NETWORK

The MGSM Corporate Social Responsibility (CSR) Partnership Network has been led by Associate Professor Debbie Haski-Leventhal. The Partnership Network was launched with the aim of creating an evidence-based dialogue on various aspects of CSR, creating shared knowledge and providing participating organisations with a strong network, inspirational practices and tools to enhance CSR and their employees’ engagement with it.

The MGSM CSR Partnership Network was based on a multi-stakeholder, multi-sectorial collaboration and includes selected Australian companies, not-for-profit organisations and governmental departments known for their CSR initiatives. The MGSM CSR Partnership Network offered its members workshops, events and participation in an annual study on various aspects of CSR. This first study was enabled by our lead sponsor, the Johnson & Johnson Family of Companies, and examined corporate volunteering, participation and engagement. In 2014 a second qualitative study was conducted, which examined a multi-sectoral response to natural disasters of businesses in Australia.

While the MGSM CSR Partnership Network is not currently active, the partnership with some of the corporate members remained strong. Some corporate members, such as Optus (Singtel), Johnson and Johnson, Woolworths, Atlassian, Fuji Xerox and others, host our students for CSR tours, participate in advisory boards (e.g. the Master of Social Entrepreneurship advisory board or our MBA review) and engage in guest speaking (Singtel VP of Sustainability delivered our graduation speech in 2017).

Partnerships Through Education

MGSM offers a range of programs in partnership with Macquarie University and other prestigious institutions including the Hong Kong Management Association (HKMA). In partnership with HKMA, MGSM has developed a strong position within the Hong Kong market for its range of postgraduate programs. MGSM programs are recognised by students and recruiters as one of the leading business qualifications in the region.

MGSM has strong ties with leading business schools from around the world, which will recognise qualifications and programs studied at MGSM. The School has links with leading international business schools including:

- ESSEC Business School (France)
- EBS Business School (Germany)
- University of Edinburgh Business School (Scotland)
- University of Mannheim, School of Business (Germany)
- Tsinghua University’s People’s Bank of China School of Finance (China)
- Grenoble Graduate School of Business, Grenoble Ecole de Management (France)
- Guanghua School of Management, Peking University (China)
- ESC Rennes School of Business (France)
- Solvay Brussels School of Economics and Management (Brussels)
- IPADE Business School (Mexico)
- MIP Politecnico di Milano (Italy)
- ESC Dijon Burgundy School of Business (France)
- HHL Leipzig Graduate School of Management (Germany)

Partnership with Industry for Gender Equality

The WiMBA program, launched in 2014 by MGSM, works with corporate and government organisations to identify their top female talent and support them through an MBA.

In 2016, MGSM reached its initial target for the WiMBA Program, reaching the 100 sponsorship goal in support of management education for Australian women. MGSM raised $4 million in corporate sponsorship, matched by the same amount in fee relief from MGSM, collectively totalling $AU8 million.

The initiative secured 50 corporate partners to date – including Canon, Dow Chemical, GE International, Hollard Insurance, Johnson & Johnson, Nanosonics, Qantas, the Royal Australian Navy, Star Entertainment Group, Volvo and Woolworths – with 100 sponsorships in place.

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Partnerships Through Research Networks

MGSM hosts the MGSM research seminar series is multidisciplinary and provides a forum for faculty and external academics to present and workshop their latest and as yet unpublished research findings, and to debate the method used to generate findings. Some speakers in a recent research seminar series included Professor Martin Kornberger from the Copenhagen Business School, Dr Al Palazzo – Director of Research, Strategy Planning, and Army who spoke on War & Climate Change and Professor Sally Wood & Professor Robert Wood from the Melbourne Business School.

Most recently, an agreement has been signed with Tsinghau University’s People's Bank Graduate School. This is unique and an exciting agreement being the first such agreement between an Australian university and the prestigious Chinese graduate school. This allows students from both schools to exchange information and ideas across borders. Such partnerships are important in building regional reputation and ensuring the ongoing vibrancy or our education sector.

In 2009, MGSM joined the ranks of the Cranfield School of Global Management, Thunderbird University, the Melbourne School of Business and the University of Queensland as a global university partner in the 'Professional Development for a Global Chile Program', sponsored by the Minera Escondida, a subsidiary of BHP Billington. The university-industry partnership is a social mobility program based on the pillars of meritocracy and equal opportunity; it encourages the participation of professionals from different regions, as well as women and representatives of different sectors. The graduates are known as “Dolphins” because they can navigate the global waters as dolphins and not as sardines (who cower) or as sharks (who eat what is before them). The Program has graduated over 200 global professional since its inception and over 25 have attended MGSM.

Partnerships Through Students and Alumni

Our students have the opportunity to provide solutions while gaining experience in our internship program. While most of the internships take place in business and government organisations, students have the opportunity to engage with the not-for-profit sector and impact corporate social responsibility as also work with social enterprises. For example, students in the Bright Sky and St. George Community Housing internships, organisations in the not-for-profit sector aiming to assist disabled and low-income individuals, respectively. The projects enabled both organisations to be better able to service their customers, thereby increasing the social value of their offering.

In addition, among the hundreds of current students and over 16,500 alumni in more than 135 countries, MGSM maintains an ongoing relationship with many Australian organisations, including those leading the way in practicing responsible management and community involvement. Through participation in courses, workshops and events, the students and alumni are also involved in related discussions that help to raise CSR challenges and debates.

Many of our 16,500 alumni are based in the not-for-profit sector, contributing the knowledge they have gained in MGSM to community organisations, including but not limited to:

- Australian Red Cross
- Baptist Community Services
- Guides Australia
- Haven of Hope Christian Service
- Medicines Sans Frontiers
- Mission Australia
- New South Wales Fire Brigades
- Northern Sydney Health Macquarie Hospital
- Petcorp Pty Ltd
- RSPCA Sydney
- Smith Family
- Spastic Centre NSW
- St Vincent de Paul
- Sydney Adventist Hospital
- Sydney Counselling Centre
- Symphony Orchestra
- The Environmental Group Ltd
- The Salvation Army
- UNESCO
- Western Mission Rotary
- Westmead Hospital
**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.

**Community Outreach**

Working together to revitalise economies, generate jobs and rebuild healthy communities plays an important role in enabling others to share in an MGSM learning experience. We help our students, alumni, faculty and local organisations collaborate to generate community support and positive changes in several ways, including: financial assistance for charitable causes and indigenous community needs; campus outreach involving faculty and students; pro-bono activities; and support of the arts.

For many years now our students, alumni and staff have been active in international community outreach activities. Examples include book appeals for communities in countries such as Papua New Guinea (PNG) and Afghanistan and the raising of funds for World Vision projects such as Microfinance in Kenya and a literacy program in PNG.

In addition, students taking the unit “social entrepreneurship” are involved in a pro-bono consultancy projects with not-for-profits, such as Kids Giving Back (which facilitate family and youth volunteering) and social enterprises, such as Elsa and Rose in Vietnam, Grupo Promesa in Mexico, and Young Change Agents, and Enactus in Australia.

**Community Outreach by Academic Staff**

**Professor Peter Wolnizer** works outside the university, which is all non-remunerated. His voluntary works include being Chairman of the International Accounting Education Standards Board (2011-14); Nonexecutive director of the Sydney Diocesan Secretariat and Glebe Administration Board of the Anglican Church in the Diocese of Sydney (2011-17); an EQUIS Advisor and regular Peer Review Team Chair for AACSB International and EQUIS.

**Professor John Croucher** was awarded the Prime Minister’s Award for University Teacher of the Year in 2013 and an Honorary Doctorate for his outstanding contributions to the body of Academia in the development, and delivery of the Divine Word University’s MBA program in PNG. John was also awarded Macquarie University’s inaugural Community Outreach Award for his services to the community in Australia.

**Associate Professor Debbie Haski-Leventhal** is involved in initiatives connecting with the community. She works with not-for-profits as part of the MGSM CSR Partnership Network as well as in other collaborations. She also launched the National Week of Volunteering in NSW Parliament House, Australia, together with the Minister of Communities and Citizenship. She is invited to speak at conferences and presentations led by NFPs such as Volunteering Australia, Volunteering WA, Centre for Volunteering, Clubs NSW and others. She is a member of the international advisory board of Slave Free Trade.

**Mr Graham Millet** is a Director of St George Community Housing, which is a not-for-profit and the largest provider of social housing in Australia. He is also a member of the Anglican Church Board of Management at St James.

**Prof Richard Badham** has been leading the Donors without Borders project, contributing to the childhood cancer area and also conducted the Leadership Development Program from 2012-2014 for the setup of the Chris O’Brien Lifehouse, a not for profit patient centred cancer care organisation.

**Partnering With Other PRME Signatory Schools**

MGSM has participated in, and initiated key dialogue in a number of ways with fellow PRME Signatory Schools:

1. MGSM is a strong member of the PRME Chapter in Australia and New Zealand. Associate Professor Debbie Haski-Leventhal participates in the meetings and helped to lead the Chapter to what it became. We encourage other schools to participate, including the Faculty of Business and Economics at Macquarie University.

2. As part of these collaborations, Debbie Haski-Leventhal presents at other business schools on PRME and on her study on business students around the world. These presentations included research seminar in the University of Sydney in 2015 and in UNSW in 2017.

3. Since the second round of the MBA PRME study, Debbie Haski-Leventhal put together a committee of six experts from PRME and PRME signatory schools. The committee included Jonas Haertle (Head of PRME), Carole Parkes (Aston Business School), Anthony Buono (Bentley University), Lydia Price (IAE, China), Jean Christophe Carteron (Kedge Business School [formerly Euromed Management]), and Alberto Willi (Europe International Business School). This committee, which helped to redesign the study, develop the survey, translate the instrument and promote it, shows the power of collaboration between PRME Signatory Schools and how it can be leveraged to promote research and knowledge attainment.
Future Progress

As institutions of higher learning involved in the education of current and future managers, we are voluntarily committed to engaging in a continuous process of improvement of the following Principles, reporting on progress to all our stakeholders and exchanging effective practices with other academic institutions.

In becoming a signatory for the UN PRME initiative, MGSM has made a solid commitment to future curriculum and process development in line with the six principles. MGSM has many major achievements in implementing the Principles for Responsible Management, based on the Global Compact. We have aligned our mission and vision as well our four pillars to the Principles of PRME. We have developed courses and evolved our curricula to achieve responsible management and CSR as key learning goals as well as incorporated the UN SDGs to many of our subjects so leaders of now and the future are fully aligned to these. We have faculty members who are devoted to relevant aspects of responsible management and we are recruiting new staff to further lead us to our goals. The research and teaching that these faculty members are doing assist us in achieving our objectives.

Our partnership and engagement with PRME becomes stronger every year. Our many collaborations, and in particular, the MGSM PRME annual MBA study, enhances the knowledge on responsible management education and creates important networks to further develop this important initiative.

Our key objectives as a school are to further develop research and implement curricula changes to become even more aligned to our vision and core pillars. We would like more of our students to better understand the UN Global Compact, the Principles for Responsible Management Education as well as the UN Sustainable Development Goals and to act according to them as future leaders in business, government and community sectors.

We plan to continue our commitment to, and collaboration with, PRME. We will continue to conduct the annual MGSM PRME study on MBA students so we can capture trends and shifts to enable business schools to better promote responsible management education. We would further like to strengthen our partnership with other PRME Signatory Schools and to lead some of the knowledge-sharing opportunities, especially with our local Chapter in Australia and New Zealand as well as globally. We will continue to support the PRME Global Forums through research materials and discussion leadership.