Central Queensland University
School of Business and Law

Sharing Information on Progress Report

March 2018
Contents

Statement from the Dean School of Business and Law of CQUniversity  p. i
Statement from the PRME Representative  p. ii

1.0 Introduction  p. 2

2.0 Brief introduction to the institution  p. 3
2.1 Overview of the institution’s sustainability strategy/approach  p. 3
2.2 Values  p. 3

3.0 Overview of practical actions  p. 4

3.1 Methods  p. 4

3.2 Academic Courses, Units and PRME  p. 5

3.3 The Master of Business Administration  p. 5

4.0 The Master of Professional Accounting  p. 7

5.0 Graduate Certificate in Authentic Leadership  p. 8

6.0 The Graduate Certificate in Social Innovation  p. 9

7.0 The Bachelor of Business  p. 10

8.0 Research  p. 13

9.0 Partnerships  p. 14

10. Conclusion  p. 15

Appendices  p. 16
Dear PRME Secretariat

I am pleased to offer or first report on our progress as a signatory to the United Nations Principles of Responsible Management Education.

CQUUniversity has established a clear Mission with a number of values including openness, leadership and inclusiveness that commit the organisation to responsible practice. Of great importance to this University is the field of social innovation and assisting communities, both domestically and internationally, to address social challenges through the development of strategies that enhance responsibility in a sustainable and scalable way.

As this report demonstrates, the School of Business and Law has focused on the development of responsible education by the inclusion of content that directly addresses the need for managers, leaders and organisations to recognize their social and corporate responsibilities and to act in a way that enhances societal well being.

Over the next few years our strategy is to continue to raise awareness of the need for responsible practice through our teaching, research and engagement strategy.

Regards

[Signature]

Professor Lee Di Milia
Dean
School of Business and Law
CQUUniversity Australia,
Bruce Hwy,
Rockhampton,
Queensland
Dear PRME Secretariat

The School of Business and Law at Central Queensland University, Australia is committed to the principles of responsible management education and has worked to raise awareness of their importance with our students and the business community. Over the past two years the main focus of our activity has been the development of key units in our postgraduate and undergraduate courses that directly address issues related to business ethics, social responsibility and innovation, and sustainable practice.

Many of our business students come from parts of the world where many practices would be seen as unacceptable in developed countries. Furthermore we also face the challenge of educating Australian students that respect for cultural differences, whilst extremely important, cannot be taken to mean participating in these practices when working in an international context.

Adopting the principles of responsible management education has allowed us to review our postgraduate and undergraduate courses and units so that we equip our students with moral awareness, ethical decision making skills provides them with the ability to analyse the levels of ethical complexity associated with problems and take informed approaches, that enhance responsible practice.

This is our first report and it details our effort to directly address the six key principles across our courses, research and engagement strategies.

Regards

Associate Professor Michael Segon PhD

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1.0 Introduction.

This is CQUniversity’s first “Sharing Information on Progress” (SIP) since being granted PRME certification in 2016. The major activities and responsibilities for implementing the principles of responsible management education, rests with the School of Business and Law who deliver the suite of undergraduate and postgraduate leadership, management and social innovation courses and units at CQUniversity.

This report will address the required content as outlined in the SIP policy, and it will primarily focus on four of the six principles of responsible management education, being:

1. **Purpose**: how the School develops the capabilities of its undergraduate and postgraduate students through its courses, units, research and partnerships underpinned by its mission and core values,

2. **Method**: how the School of Business and Law creates the educational frameworks, content and assessment that enables effective learning experiences for responsible leadership in our undergraduate and postgraduate courses in business,

3. **Research**: the current conceptual and empirical research that the School of Business and Law’s faculty are undertaking that advances our understanding about the responsible practices that enhance society and economic development; and

4. **Partnership**: the engagement strategies that the School of Business and Law is pursuing to enable students to work directly with organisations to understand the challenges of implementing responsible management practice through research projects and internships. This essentially addresses the requirement to report on the practical actions undertaken by CQUniversity’s initiatives to promote responsible management education.

This is our first report describing our method, research and partnership that constitute the required Assessment of Progress made in the past reporting period.

2.0 Brief introduction to the institution.

CQUniversity’s origins began in 1967 with the foundation of the Queensland Institute of Technology (QIT) Capricornia in Rockhampton, Queensland. Over the years the institute grew and diversified and it was awarded full university status in 1992, and now has more than 30,000 students spread across 25 campuses and locations Australia-wide. This reach has firmly established CQUniversity as one of the largest universities based in regional Australia.

The University delivers more than 300 education and training offerings, from short courses and certificates, through to undergraduate, postgraduate and research degrees. Study areas include Apprenticeships, Trades and Training, Business, Accounting and Law, Creative, Performing and Visual Arts, Education and Humanities, Engineering and Built Environment, Health, Information Technology

The School of Business and Law is one of five academic schools that deliver courses to our students across Australia and Internationally. It is with our business courses, the Bachelor of Business and the suite of Masters courses, including the Master of Business Administration, the Master of Professional Accounting and Graduate Certificates in Social Innovation and Authentic Leadership, that we apply the principles of responsible management education, both directly through specific units of study, and through our engagement with a variety of key stakeholders.

CQU is also proud to have the highest ratio of students from low socio-economic, mature age, Aboriginal and Torres Strait Islander, and first-in-family backgrounds. The University defines itself by who it embraces rather than who it excludes, and because of this is widely recognised as Australia's most inclusive university.

In recent years the University has established itself as a research focused university with many research activities being informed by close collaboration and partnership with industry and community in the regions the University serves.

In 2016, CQU was also officially recognised as Australia's only Changemaker Campus by global social innovation group Ashoka U.

2.1 Overview of the institution’s sustainability strategy/approach.

CQU has established a clear Mission with a number of values that commit the organisation to responsible practice. Its focus is to build over the next 10 years and to this end has declared the following:

By 2027, CQU will be a much larger university. The University will continue to increase and innovate the delivery of its distance learning and on-campus courses across Australia and will continue to provide students with seamless articulation pathways. CQU will be a truly unique university that has gained its strength through power of place. This power of place will inform its activities and enable it to become a leader in the areas of research, learning and teaching, engagement, the student experience and social innovation.

Deeply embedded in the DNA of CQU is a commitment to be an inclusive university, and a university that values diversity and giving back.

2.2 Values

CQU has clear values and purpose consistent with the principles of responsible management and the UN Global Compact. We have made a public declaration of our values that will guide the University’s strategies over the coming years.
These are:

Engagement
We connect with our stakeholders and communities by having strong relationships and productive partnerships, which deliver mutually beneficial outcomes.

A 'Can Do' Approach
We focus on and achieve our goals, we 'think big', aspire to greatness and apply innovation in everything we do.

Openness
We promote transparency in processes, procedures and decision-making and emphasise consistency, courage, fairness and probity as integral to our relationships, individual and collective, with all stakeholders.

Leadership
We lead by consistently demonstrating courage, excellence in learning and teaching, research, engagement and governance.

Inclusiveness
We respect and seek full participation from, and engagement with, all staff, students and the community without any discrimination toward any individual or group.

3.0 Overview of practical actions.

As noted above, the School of Business and Law is primarily responsible for implementing the six principles of responsible management education through its undergraduate and postgraduate courses. The School has developed its own Mission and Vision along with a series of values that reaffirms its commitment to these principles and the broader commitment of the University to social innovation.

The School of Business and Law stands by the following Mission and Vision:

**Mission:** The School of Business and Law is a national multi-campus Business School dedicated to excellence in teaching, research, scholarship and service. By creating connections with our communities and offering personal attention, we engage our students and partners in an innovative and learner-centred environment that creates opportunities for working in the global community.

**Vision:** To be recognised nationally and internationally by our communities as an innovative, inclusive and engaged partner of choice in learning and research.

3.1 Methods.

The focus of initiatives to promote responsible management education has been to ensure the development of appropriate units of study in the postgraduate and undergraduate courses offered in management, leadership accounting and social innovation by the School of Business and Law, and to engage with partner organisations to provide opportunities for students to work with, or to be placed in
organisations as part of their formal studies or opportunities to engage in a volunteer capacity with Social Enterprises and Volunteer organisations.

This section of the report will provide some background to the importance of integrating responsible practice into the curriculum. This will be followed by a description of the specific courses and units in the postgraduate and undergraduate streams offered by the School of Business and Law that demonstrate a commitment to PRME. Lastly an outline of the initiatives undertaken by CQUniversity with partner organisations will details the engagement and application process.

3.2 Academic Courses, Units and PRME

The School of Business and Law offer a range of courses at both undergraduate and postgraduate level that address the principles of responsible management education. Importantly the units have been created and introduced based on current research into business ethics, social responsibility and best practice in terms of how to teach these critical aspects to enhance learning and application. Each unit at CQUniversity has the equivalent of 36 hours of class contact time per term, which equates to 3 hours per week across a 12-week term. However depending on the unit, the educational design is modified to best enhance learning.

3.3.0 The Master of Business Administration

The MBA is recognised worldwide as the premier qualification for practicing managers and leaders. The Global Financial Crises and Corporate Collapses of the 2000s yet again brought into focus the need for ethical and responsible behaviour by managers and leaders, and for organisations to accept their social obligation and responsibility to society.

The MBA at CQUniversity was restructured in 2017 from a 16 unit to a 12-unit course comprising of 10 core or compulsory units and two electives. As part of this process specific content was included in the units consistent with the principles of responsible management education, as distinct from “embedding” these as themes, as evidence exists that this later approach is less effective.

Of the core units required by each student, 4 contain content and learning strategies that reflect the University’s commitment to the six principles of responsible management. In addition an elective unit in business ethics also expands on major responsibility themes and application.

3.3.1 MGMT 20129 Managing People Organisations and Context

This is the commencement intensive/residential and compulsory unit in the MBA and contains a number of models or topics that directly address PRME.

The contextual aspects of the unit note the different organisational structures and how they respond to external environmental factors. This includes the need to recognise stakeholders as well as shareholders/stockholders as legitimate groups in society. The unit uses the input based competency approach of Boyatzis (1982)
Salovey and Mayer (1997) and Goleman (2002, 2004) that address specific competencies that enhance managerial performance. Two of the specific competencies that enhance responsible practice, empathy and the development of others are addressed in the unit. These two competencies have been shown to strengthen the manager–employee relationship because they emphasise the importance of building trust. This approach is also supported by the work of Kouzes and Posner (2013) whose study of managers and leaders in the United States over 25 years has shown trust and behavioural consistency to be amongst the most admired traits by employees of their managers and leaders.

Lastly, the unit also addresses the important topic of performance management and how managers must undertake performance or discipline interviews in a manner that demonstrates respect for the individual and insures the procedure is consistent with principles of natural justice.

3.3.2 MGMT 20131 Leadership and Integrity

This is a compulsory unit in the MBA and as the title suggests it directly addresses the importance of leaders and managers acting responsibly and with integrity. The unit uses the same input based competency approach as MGMT20129 but addresses different competencies considered to be relevant to leadership practice. These include the responsible use of power and influence and self-confidence, which has been shown to be a key factor in leaders having willingness to speak up and demonstrate moral courage. Ethical leadership is a specific topic in this unit that not only introduces participants to responsible decision-making using ethical principles, but also examines Aristotelian or Virtue ethics that argues that people must develop virtues such as integrity, honesty, courage, and trustworthiness and be able to demonstrate these through their behaviours in a genuine manner.

Both MGMT20129 and MGMT20131 use reflective practice as part of the formal assessment processes. This means that participants must use diagnostic tools such as the Myers Briggs Type Indicator and Ethical Leadership/Authentic Leadership Questionnaires, in addition to seeking feedback from peers and colleagues to identify specific learning needs to enhance their practice.

4.3.3 ACCT20077 Accounting for Managerial Decision Making.

Whilst the purpose of this compulsory unit is to introduce basic accounting principles and language to managers and leaders so they can interact with their organisation's Accountants and the financial report they produce, it also addresses the importance of maintaining integrity in accounting reports and having effective governance processes. Specific cases are used from both the Australian and International context that highlight effective governance and lessons from poor practice that have damaged corporate reputation and adversely affected the financial positions of organisations.

3.3.4 LAWS20063 Governance and Business Law
This is a new unit in the MBA specifically designed to provide managers and leaders with insights regarding their legal duties and responsibilities and those of the organisation. Not only does it examine key Australian legislation in terms of company law, but it also considers specific legislation relation relevant to responsible practice. Industrial Relations in Australia is a structured legal system that not only seeks to ensure appropriate salary and work conditions, but also to provide fair and just processes in organisations to ensure procedural fairness in the employment, retention and dismissal processes. In order to act responsibly managers and leaders need to be aware of this legislation and the importance of adhering to their legal duties to minimise personal and corporate risk. The unit concludes by considering the international area and in particular United Nations convention on bribery and corruption and specific legislation such as the USA's Foreign Corrupt Practices Act (1977), Australia’s Foreign Corruption Provisions: Criminal Code Sections 11.5 and 70.2 and the UK’s Bribery Act 2010 all of which seek to minimise and or eliminate the use of bribes and facilitation payments of foreign officials as part of business transactions. It also examines the work of Transparency International and how his can be used by managers to understand some of the challenges of working in countries with differing business practices. These requirements, in addition to similar laws and conventions in the EU and parts of Asia are designed to raise awareness and commitment to transparent business processes and minimise the negative economic and social impact of corruption. The importance of these topics in the Australian context is highlighted by surveys by noted Accounting firm KPMG that up to 50% of Australian managers working internationally are unaware of the specifics of both the Australian legislation and the reach of US, UK and UN conventions.

3.3.5 MGMT20134 Business Ethics and Sustainability

This is an elective unit available not only to MBA students but to any postgraduate student studying at CQUniversity. As the title suggests the focus of this unit is to introduce students to concepts of business ethics, morality, corporate social responsibility and sustainability in more depth and detail than the topics that are part of the core units of the MBA. Specific topics include whether an organisational can be held morally accountable for its actions, the ethics of the market system and whether the “invisible hand” concept attributed to Adam Smith can be relied upon to ensure responsible practice, the nature of corporate social responsibility and an extension of the stockholder/shareholder debate as a way of identifying what exactly do we expect private profit seeking firms to do? The unit concludes with a review of sustainability and its origins in the ecological/environmental arena and how this has broadened significantly to include sustainable business and the need to develop circular economic systems to ensure resources can be recycled.

As with other units in the MBA the assessment strategies are designed using reflective practice so that students can assess their own level of integrity and responsible practice, in addition to analysing the student's own organisational experiences and strategies rather than fictitious case studies as a means of ensuring relevance and application.

4.0 The Master of Professional Accounting
The Master of Professional Accounting is a 16-unit course designed for non-accounting graduates to meet the knowledge requirements and eligibility to study the professional level examinations of CPA Australia and Chartered Accountants – Australia and New Zealand. This course includes two units focused on information integrity, fraud prevention and detection, and professional ethics. The course directly addresses the first three principles through two specific compulsory units and fosters dialogue with key partners regarding the accounting profession and the need for graduates to adhere to responsible practice.

4.1 ACCT20072 Accounting Systems and Information Assurance

This unit offers an overview of the technology and control issues involved in acquiring a reasonable level of assurance that the accounting information provide to stakeholders, or to make decisions, is true and fair, accurate and timely. Learning outcomes the ability to: research and critically reflect upon the importance of risk awareness and control plans for maintaining accurate and reliable accounting information, research and critically reflect upon the ethical imperatives of maintaining effective control of accounting information, construct effective control plans and report on their likely effectiveness, and evaluate critically the role that poor financial information has played in cases of poor corporate performance.

4.2 ACCT20075 Auditing and Ethics

This unit deals with the examination of the financial auditing environment that provides opinions on the fair presentation of financial reports to stakeholders. It specifically addresses issues dealing with the auditing standards and practice statements, ethics, current developments and legal liability. The unit also examines the legal, ethical and professional requirements that determine the conduct of the financial audit.

5.0 Graduate Certificate in Authentic Leadership.

The Graduate Certificate in Authentic Leadership is a 4-unit course specifically developed for emerging leaders and managers, who are unable to undertake a full MBA, yet need to focus on the development of effective and responsible managerial practice. It utilises two of the core MBA units described above, MGMT20129 and MGMT20131 therefore the information regarding these two units will not be revisited at this point of the report. The Graduate Certificate only has one other compulsory unit and students are to select an elective from two recommended units, one being MGMT 20134 Business Ethics and Sustainability and the other being Comms 20110 Crisis Communication.

5.1 MGMT 20147 Career and Professional Development

This is the commencement unit in the Graduate Certificate and like MGMT20129 and MGMT20131 it utilises reflective practice as its underlying learning and assessment approach. However, the unit directly appeals to issues of responsible management practice by examining the concept of professionalism and the calls by scholars such as Khurana and Nohria (2008) for management to become a true
profession. The examination of the characteristics of professions provides students with the insight that true professions not only require expert knowledge, but that members must abide by a professional code of ethics or conduct, be licenced to practice and imbued with an altruistic spirit. Importantly as noted by Koehn (1994), Sager (1995), May (1996) and Warren (1995) members of true professions are bound by a duty to act within the limits of their knowledge. Beauchamp and Bowie (1997) state that professional practice standards hold that obligations and other standards of moral conduct are determined by the customary practice of the professional community. They suggest that proponents of such a position argue that individuals are charged with various responsibilities or duties, for example, avoiding harm, honouring warranties avoiding conflicts of interest and obeying legal requirement. This clearly establishes the foundation for students, as practicing managers and leaders, to recognise that if they profess to be professionals, they must act in a responsible manner and not engage in activities or undertake tasks for which they neither have the expert or practical knowledge. In this way the unit encourages students to act in a responsible way within the limits of their expertise.

5.2 COMMS 20110 Crisis Communication

This unit addresses that challenges faced by managers and leaders when required to communicate to stakeholders during times of crisis. It specifically examines the “crisis lifecycle” and the potential risks to leadership during the crisis. By considering the variety of communication techniques available participants are able to develop an effective communication plan that enhances the accuracy and timeliness of the message. Fundamental to this unit is the underlying concept that in times of crisis communicating in a responsible way is fundamental to effective management and leadership practice.

6.0 The Graduate Certificate in Social Innovation

The Graduate Certificate in Social Innovation directly support’s the University’s commitment to the social innovation agenda by equipping participants with the knowledge and skills to identify difficult social issues directly addresses the principles of purpose and values. It seeks to develop plans and practices that enable social change in a responsible, sustainable and scalable manner thus addressing the principle of method through its curricula, materials and teaching approaches.

6.1 MGMT20142 - Contemporary Issues in Social Innovation

This is the core unit for the Graduate Certificate in Social Innovation. Social innovation includes effective, efficient, sustainable solutions to social problems and aims to improve social wellbeing for society as a whole. This unit uses design thinking and collaboration to develop social empathy that creates solutions for social benefit. The unit includes social, environmental and economic sustainability problems. With a focus on action learning and case study analysis, students develop the ability to assess and design solutions for global social issues. The unit develops problem-solving skills using critical analysis business models for social innovation and real-life local issues and equips students with the necessary tools to create a strategy and business model for social innovation projects.
Students are applying to select a number of units to complete the certificate that have issues of social innovation, sustainability and or social responsibility as core themes. These include:

6.2 MGMT20132 - Innovation and Sustainable Business Development

This unit focuses on developing the ability to think creatively about anticipating and responding to these developments and to identify opportunities and directions of sustainable growth. The unit develops abilities to recommend practical innovation systems and programs for organisations. The unit improves skills in analysing and synthesising information and developing solutions to improve the long-term sustainability of a business or organisation.

Students learn about concepts, principles, tools and techniques relevant to all phases of idea generation, concept development and commercialisation of new business models, new business processes, new products, new services and solutions to societal challenges. This unit identifies and explores the issues in implementing these solutions, while recognising the competencies, power and access to resources of the individual and the organisation.

6.3 MGMT20141 - Enterprise Project

This is a project unit that draws upon student’s area of specialisation and wider knowledge of innovation in business and allows them to apply what they have learned in a practical context. This unit enables the demonstration the synthesis of knowledge, business research methodologies and professional skills acquired in their course of study. Under the guidance of the unit coordinator students plan and complete a report on an original research project or a work integrated learning project that will address a significant issue in business and social environments, both locally and globally.

7.0 The Bachelor of Business

The Bachelor of Business was restructured in 2017 to include a compulsory Management major, six optional majors, four optional minors and optional Work Integrated Learning. CQUniversity’s Bachelor of Business is an innovative course that builds foundational and management skills through 16 units of business and eight specialisation units or minors in several business areas. The course is designed to foster an understanding of business and management in diverse organisations. It concentrates on the skills, knowledge and attributes of managers and their application to the workforce. Assessments in the course relate to workplace case studies and scenarios that explore the contemporary challenges of businesses. The course provides membership pathways to professional bodies, ensuring preparation for ethical conduct within a range of professions.

Consistent with the effect of The Global Financial Crises and Corporate Collapses of the 2000s influence on the MBA course, the need for ethical and responsible
behaviour by managers and leaders and for organisations to accept their social obligation and responsibility to society is also recognised within units of the Bachelor of Business. Many of the units below are studied in other undergraduate courses such as the Bachelor of Business/Bachelor of Professional Communication and the bachelor of Hospitality Management.

7.1 Core learning outcomes

Critically analyse and apply a broad and coherent body of theoretical, technical and applied knowledge of management and business skills and their application in organisational contexts

Build leadership skills and able to take on individual roles and exercise professional and analytic judgement and reflection in relation to managing organisations

Investigate, analyse and synthesise information, problems, concepts and theories and formulate socially responsible, professional, ethical and effective business solutions related to commercial and social improvements in business practices.

7.2 Core Business Units

7.2.1 LAWS11030 Foundations of Business Law

This core first year unit explores the legal system and business law in Australia. An understanding of the fundamentals of business law is developed as well as an ability to analyse legal issues in a business context and apply legal knowledge for informed business decisions. The unit is designed to develop critical thinking, problem solving and communication skills. Topics include Australian legal system, contract law, consumer law, tort law and business structures.

7.2.2 HRMT11010 Organisational Behaviour

Organisational behaviour is the study of human behaviour at work. Behaviour at work plays a critical role in explaining organisational outcomes such as productivity, innovation and absenteeism. The complexity of human behaviour means that this inter-disciplinary field of study draws upon the literature from psychology, sociology, anthropology and political science. In the unit, theories and the research base from the social sciences that inform the way in which individual level factors (e.g. personality, attitudes, emotion and motivation), team level factors (e.g. leadership and group dynamics) and organisational factors (e.g. structure and culture) combine to explain behaviour is studied.

7.2.3 MGMT11109 Introduction to Business

This core first year unit focuses on the nature, structure and workings of contemporary business organisations. The terms, concepts and values of business and management are examined. The unit will cover topics related to the major functional areas of business including accounting, finance, management, marketing and information technology as well as other important topics such as ethics and
social responsibility, forms of business ownership, entrepreneurship, and international business. Emphasis is placed on appreciating the dynamic role of business in everyday life.

7.3 Core Management Major Units

7.3.1 ACCT19083 Corporate Governance and Ethics

This core Management Major unit aims to develop an understanding of the underlying concepts of corporate governance, ethics and organisational citizenship, which are relevant to the contemporary business environment. To do this, the unit focuses on values, philosophies, theories and models of corporate governance and ethical practice. By using a combination of case study analysis and role-play, an awareness of the role that ethical issues play in business governance and management is developed, as well as ability to critically analyse ethical issues that arise in business life.

7.3.2 MGMT11167 Foundations of Social Innovation

This core Management Major unit views social innovation as the development and implementation of innovative, transformative, and sustainable solutions to social problems. The challenges facing our world such as poverty, disease, and climate change are more complex than ever before. Sustainable, effective solutions require interdisciplinary thinking and cross-sector collaboration. This unit will develop understanding of social empathy and foundational skills to diagnose structural inequalities that contribute to social problems. Action learning and case study analysis is applied to examine social, environmental and economic sustainability challenges. Some of the solutions that have already been implemented as organisations, communities and individuals consider ways to benefit society and improve lives are examined.

7.3.3 MGMT19128 Strategy and Change

This capstone unit in the Bachelor of Business Management Major highlights the increasing importance of organisational strategy in a highly competitive business environment. Processes used in strategy formulation and implementation are considered as well as how decisions are made to effectively implement change in responsible ways. The unit examines how organisations align resources in setting strategy and mechanisms deployed to review performance. Insights on the importance of risk management in strategy implementation and change process are examined.

7.4 Optional Work Integrated Learning Units

Students may select an number of units as electives that develop specific skills and capabilities related to sustainability, responsible practice and leadership.

7.4.1 BUSN19024 Graduate Employability Skills
Businesses, industries, and professions are evolving rapidly with new trends emerging on key capabilities required for graduate positions. The rapid change requires graduates with the skills, knowledge and attributes to meet the changing demand of employers. This unit aims to develop employability skills focusing on work readiness and career planning by actively engaging in self-awareness exercises and examining employer expectations of graduates in different disciplines. The key requirements, ethical responsibilities, and expectations of both employees and employers are examined.

7.4.2 BUSN12001 Professional Experience

Business Internship provides the opportunity to gain supervised practical work experience. The purpose of this unit is to explore workplace practices and apply business knowledge gained to the work environment. Completion of this unit develops engagement with employers and employment opportunities. Approved, generally unpaid, work placement to a maximum of 20 hours per week for duration of 12 weeks is undertaken. Assessments are closely aligned with the skills and experience needed in the workplace; these are developed through collaboration with the unit coordinator and the internship workplace supervisor.

8.0 Research

A number of the faculty in the School of Business and Law, are active researchers and have published in recognized academic journals in fields related to responsible management practice.

Importantly many of the research projects and papers are undertaken in a global context with the data being collected and concepts being examined having relevance to an international audience.

Furthermore much of the research has immediate application with the information being used in classrooms to update students about important managerial issues and also to inform better practice regarding teaching.

Appendix 1 details the actual research projects and articles published or submitted during the reporting period.

The range of research includes:

- Examination of issues related to bribery and corruption in a global context
- Application of Corporate Social Responsibility in specific countries including the sub-continent.
- Strategies for maintain the integrity of food stuffs and water quality
- Development of specific responsible capabilities in managers and leaders
• Enhancing effectiveness of public infrastructure in regional Australia

• Improving teaching and learning with specific reference to business ethics, corporate social responsibility and sustainability.

9.0 Partnerships

As discussed in the introduction CQU is firmly established as one of the largest universities based in regional Australia with over 30,000 students and courses taught at industry, undergraduate, postgraduate and higher research level. As a result we have many partnerships with industry groups, the public sector and other international institutions. For this report we will focus on those partnerships that are of direct relevance to the School of Business and Law and the courses and units discussed above.

9.1 Australian Internships P/L (AI)

Internships Australia is a nationwide firm that assists Australian Universities to place both undergraduate and postgraduate students with Australian organisations for a 3-month internship. This is a formal part of the student’s course that is undertaken in their final term of study. The assessment tasks linked to the internships include a major research project and presentation that must be strategic in nature and students are expected to analyse a range of business issues related to their specific course. Concept such as responsible management and leadership, corporate social responsibility, sustainability, legal duties and governance are often features of the research projects undertaken by students.

The School of Business and Law have developed internship options at both the postgraduate and undergraduate levels. The School uses AI (as well as its own partnerships) to source host companies in both metropolitan and regional campuses. The Internship program provides an opportunity for our students to experience organisational life first hand and to apply the theories concepts and models that are a feature of their studies.

9.2 Volunteers Victoria

Volunteers Victoria is a not-for-profit organisation that represents the collective interests of volunteer and charity organisations base in the Australian state of Victoria. Many of these organisations require assistance in a range of management, strategic, HR and IT services but lack the funds to engage these services at commercial rates.

Late 2016 the Associate Vice Chancellor of the Melbourne Campus, was able to establish a relationship with Volunteers Victoria that will allow post graduate students from the School of Business and Law courses, described above, to undertake projects with a range of volunteer organisations as part of their formal studies that can address some of needs of these organisations. Students are invited
to participate through and expression of interest and their level of expertise and knowledge are then aligned to specific projects and needs through Volunteers Victoria. 2018 will see the introduction of a pilot scheme which if successful may become a basis for similar association with Volunteer organisations in other states of Australia.

9.3 Live Projects Victoria.

Live Projects is an initiative of the State Government of Victoria's Department of Economic Development, Jobs, Transport and Resources, to provide fulltime international students studying in Victorian Universities to work together in crossinstitutional teams on a range of projects for public and private sector organisations. Importantly participation in the scheme is limited to non-teaching periods and does not contribute to any formal assessment or gain credit towards degree or masters completion. The students must therefore be motivated to engage with organisations on the basis of increasing their own levels of competence and understanding. The School of Business and Law considers this to foster engagement, networking and given that it is voluntary, assists in the development of a socially responsible mindset consistent with the principles of responsible management education.

9.4 Cranfield Catalyst

CQU has signed a Memorandum of Understanding with Cranfield Catalyst, a division of the Cranfield Trust.

The Cranfield Trust, founded in 1989, is a national charity in the UK offering free business skills, advice and guidance to voluntary, community and social enterprise organisations. CQU will be partnering with the Cranfield Catalyst to provide advice and support to Australian non-profits and not-for-profits, particularly in regional Australia.

10. Conclusion

As this report demonstrates the School of Business and Law at CQUniversity has focused on the first principle of developing the capabilities of future students to be future generators of sustainable values for business and society through the development of specific educational frameworks, curricula and materials, across its various undergraduate and post graduate courses that enable effective learning experiences for responsible leadership.

Through our research and partnerships we engage with external stakeholders we extend our knowledge of the challenges facing the business community, identifying better practices and providing an important avenue for our students to also explore these realties in a direct way.

Over the next 12 to 18 months the School will continue to develop an extend our commitment to the principles of responsible management as evidenced by the current development of the Graduate Diploma in Public Sector Management that
includes units in Governance and Ethics, and the realignment and potential expansion of the course in Social Innovation to a full Masters Course.

We look forward to our continued association with PRME and the opportunity to share information on our progress over the next reporting period.
Appendix 1: Research Projects

The following summarises the publications, conference presentations and research that was undertaken during the reporting period in 2017 and scheduled research outcomes in 2018.

Current Research Projects:

Researcher:  Associate Professor Michael Segon

Titles:  “Can Ethics be Trusted? How qualitative research in ethics can highlight the unreliability of statistically valid data sets” data collected and currently being analysed.

“The presence of Ethics courses in MBA programs in Australia and South East Asia.” data collection currently being undertaken.

Researcher:  Professor Julian Teicher

Title:  An examination of community attitudes to environmental management by organisations in the Gladstone Area of North Queensland.

Researchers:  Dr Monika Kasal

Title:  Outsourcing Corporate Social Responsibility (CSR) in India: Insights into Risks, Management Controls and Performance” Presented at APIRA conference and SBL research seminar series.

Awareness of business ethics education in India” Interview data has been collected and analysed and write up of the paper has commenced.

Multiple regulation of CSR in India- a regulated and regulatee perspective” data collection currently being undertaken.

Conference Presentations 2017-2018:

Author:  Associate Professor Michael Segon


2. The willingness of managers to be corrupt to achieve organisational goals: A comparative study.
Author: Dr Monika Kansal

Paper: “Outsourcing Corporate Social Responsibility (CSR) in India: Insights into Risks, Management Controls and Performance” Presented at APIRA

Journal Articles:

Author: Associate Professor Michael Segon:
Paper: “A typology of profession and, an exposition of the circumstances under which, management could be considered a profession." Under Review.

Paper: Socratic Method and Reflective Practice as a means of teaching CSR” Under Review.

Authors: Dr Olav Muurlink and Shane Doyle:
Paper: Police leadership development

Authors: Dr. Olav Muurlink and Samantha Dunham: Emotional labour and emotional intelligence in managers.

Journal Articles:


Author: Jayanath Anada. (2017).

Authors: Thomsen, B., Muurlink, O, and Best, T..
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‘Explaining the environmental performance of drinking water and wastewater utilities’, *Energy Policy* (in review)