UN PRME SHARING
INFORMATION ON PROGRESS
REPORT 2015
EXECUTIVE SUMMARY

The University of Western Australia (UWA), located in Perth, Western Australia, is the oldest university in the State. It was founded in 1911 and since then it has graduated more than 100,000 students in a variety of fields. The University is a member of the prestigious ‘Group of Eight’ research intensive Australian Universities and in 2015 it ranked 87th in the Academic Ranking of World Universities, placing it in the Top 100 list.

Across UWA there are nine faculties, one of which is the UWA Business School. The School is home to more than 5000 undergraduate and postgraduate (coursework and research) students. It is a comprehensive Business School offering teaching and research programs in a full range of business disciplines. The quality of the School’s endeavours is recognised internationally. In 2011 the School became the first Business School in Western Australia to be jointly accredited by the two major international accrediting bodies: EQUIS and AACSB. The School remains the only Business School in Western Australia to be internationally accredited and one of only eight Australian Business Schools performing at this level.

The School has expertise in a number of areas, with business ethics and corporate social responsibility an important and emerging area of scholarship. The latter is supported by a Centre for Social Impact and, more recently, underpinned by the appointment of an Associate Director UN PRME (Associate Professor David Webb). In December 2013 the School became a signatory to the UN PRME, reflecting our commitment to providing important leadership in this area.

This inaugural PRME Sharing Information on Progress (SIP) illustrates the many ways through which our academic faculty, professional staff, students and partners are involved in PRME and are championing responsible management education. The report is organised around the six main PRME principles, the latter having been designed to provide an engagement structure or framework. A seventh principle covering organisational practices is added reflecting a statement of commitment.

Against the first principle of Purpose the School has had a strong commitment in this area for many years and in 2015 it further strengthened its commitment through: (a) the adoption of a new School Purpose Statement (“to advance the welfare and prosperity of the people through excellence in business education and research”) and; (b) the establishment of an Associate Director UN PRME position to provide leadership in this area. Against the second principle of Values, in 2015 the School undertook a comprehensive review of unit and course learning outcomes with a view to ensuring that ethics, social responsibility and sustainability were appropriately covered in our teaching programs (degree and non-degree (Executive Education)) programs.

Across the School the Method (principle 3) of embedding PRME in our teaching is diverse and exciting. As shown in the report our faculty have been quite innovative in their approaches. Dr Mike Gillan, for example, uses a blog-based approach to explore how globalisation affects work and employment structures. As shown in the report our faculty have been quite innovative in their approaches. Dr Mike Gillan, for example, uses a blog-based approach to explore how globalisation affects work and employment structures.

Our Research (principle 4) in the area of responsible management is similarly diverse. Our Centre for Social Impact, which was launched in 2009, provides a high level and clear example of our commitment to supporting and influencing policy and practice through research. Faculty are also similarly influencing and impacting through their ground-breaking research. Assistant Professor Andrew Caminschi, for example, is currently researching on the interactions between commodities and global capital markets. His published papers have demonstrated corrupt (insider) trading in the gold and silver markets. His research has received the attention of the world’s largest financial market regulators (U.S. Dept of
Justice, U.S. CFTC, EU Dir. Gen. for Competition) and the largest precious metals class actions litigations.

Partnership (principle 5): The UWA Business School’s connections with the corporate sector are amongst the best in Australia. The Business School is supported by a Board comprised of top influential ‘blue chip’ leaders from across Australia with membership also drawn from the School’s global Ambassadorial Council, including leading Ambassadorial members from across the globe. The support provided by these individuals and their organisations comes in many forms including high level strategic advice, master classes, guest lectures, networking events and financial support for scholarships and research grants. It goes without saying that our partners’ philosophy of ‘giving back’ has a profound effect on our students and early career researchers (who are primarily the internal beneficiaries of the corporate funded research grants). Details of partnership activities are outlined in the body of the report.

PRME Principle 6 promotes dialogue amongst 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. As part of our mission or purpose ‘to advance the welfare and prosperity of the people’ we recognise the critical importance of engaging in dialogue and disseminating our research findings. We achieve this in a number of ways including through the hosting of conferences, particularly conferences with strong academic and practitioner engagement (and support), through media engagement, input into policy debates and through our participation on Boards. In December 2014, for example, we ran the 3rd Indigenous Business, Enterprise Corporations Conference. The conference was attended by more than 380 delegates representing industry, government, Indigenous enterprise, Indigenous communities and the not-for-profit sector.

Principle 7 demonstrates the many ways that our organisational practices reflect our purpose, the importance we attach to responsible management and, serve as an example of the values and attitudes we convey to our stakeholders.

The School is proud of its achievements and of the leadership that it is providing in the PRME area. Our success owes much to the dedication and support of our staff, students, alumni and business community. We hope that our SIP report supports further dialogue and exchange and we look forward to sharing again in time.
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A WORD FROM THE DEAN

At The University of Western Australia Business School, our goal is to produce graduates who are not only highly skilled in their profession, but who are also responsible managers.

We believe that business schools play an important role in educating the leaders of tomorrow, and ensuring that these leaders are equipped to make ethical, responsible decisions. We are proud to be a signatory to the UN PRME.

PRME is a key platform within the UWA Business School; as such, our commitment to the initiative has been reflected in the establishment of the position of Associate Director UN PRME. The holder of this post now sits on the School’s Boards of Studies and has joined the Faculty Board and Senior Leadership Team to facilitate the embedding of the PRME principles across the School’s activities.

The School has an ongoing Assurance of Learning process which sees the learning goals for all units mapped across the program’s curriculum. In a recent review of our programs, the principles of responsible management were added as an important learning goal for all our graduates. Taking this step ensures that we have comprehensive coverage of the principles in all areas of teaching.

Membership of PRME provides an excellent complement to a number of other activities which take place in the UWA Business School including, for example, the work undertaken by our Centre for Social Impact.

To further integrate PRME into the culture of the UWA Business School, we are exploring ways to measure the progress that we have made and the impact of our PRME activities. We are continuing to develop the Global PRME Partnership, which we have initiated with three other International PRME Champion members, and also finding ways to encourage even greater academic involvement in the responsible management space. For example, in regard to the latter, we intend to award a sponsored prize each year for the best paper published in the area of responsible management.

Additionally, our PRME membership is highly valued by our many major corporate partners, who themselves have significant initiatives underway with regard to corporate social responsibility and sustainable management.

As a leading business school in Australasia we hold double international accreditation and teach over 5000 students at the undergraduate and postgraduate levels. Additionally, UWA is ranked in the World Top 100 universities.

To be a truly world-class business school, however, we believe a firm commitment to responsible management education is necessary. This is why we are proud to continue our commitment as a signatory to UN PRME and to champion its values.

Yours sincerely

Phillip Dolan
4 December 2015
The University of Western Australia (UWA)

Founded in 1911, UWA is a member of Australia’s leading universities -- Group of Eight. It also is a member of Matariki Group and Worldwide Universities Network.

The UWA Campus is located alongside the beautiful Swan River in Perth, Western Australia – an economic powerhouse and the eighth most liveable city in the world (Economist Intelligence Unit, 2015).

UWA has more than 24,000 students enrolled across nine faculties. A model of broad undergraduate studies followed by postgraduate professional qualifications is designed to produce well-rounded graduates, as well as provide additional entry opportunities for a wider range of students.

As Western Australia’s premier university, UWA was equal first overall in Australia based on key measures in the Good Universities Guide 2015 including student demand, graduate starting salaries, research intensivity and research grants.

The University aims to be counted among the top 50 universities in the world by 2050, and in 2015 was ranked 87th on the Shanghai Jiao-Tong University Academic Ranking of World Universities (ARWU).

The UWA Business School (UWABS)

The University of Western Australia Business School’s purpose is to advance the welfare and the prosperity of the people through excellence in business education and research. Our vision is to be one of the most influential business schools in Australasia.

We seek to achieve the above by:

- Inspiring and propelling some of the most talented students from around the world to become the respected and innovative academic, community and business leaders of tomorrow.
- Providing an energising culture of international excellence in research, teaching and learning.
- Promoting an ethical and entrepreneurial spirit.
- Being a strong positive influence for alumni, business, industry, government and the professions.

The School holds EQUIS and AACSB accreditation. It has a strong research ethos and is known, internationally, for its particular strengths in areas such as leadership, economics (resource economics, macro-economics and Asian economies), values based marketing, and accounting standards.

* The sustainable design creates an energised central hub of activities and was recognised by mbaprograms.org as one of the 50 most beautiful business school campuses in the world. It also received a Public Architecture Award from the Australian Institute of Architects (WA).
STUDENTS

5,170 TOTAL STUDENTS
42% FEMALE
23% INTERNATIONAL

Number of Students by Course Level

<table>
<thead>
<tr>
<th>Course Level</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>3,943</td>
</tr>
<tr>
<td>Postgraduate Coursework</td>
<td>1,101</td>
</tr>
<tr>
<td>Higher Degree Research</td>
<td>123</td>
</tr>
</tbody>
</table>

OFFER 25 PROGRAMS

UNDERGRADUATE
Bachelor of Commerce with 8 majors to choose from
- Accounting
- Business Law
- Economics (double major)
- Economics (single major)
- Finance
- Human Resource Management
- Management
- Marketing

POSTGRADUATE
Graduate Certificates (9)
Masters Degrees (9) Double Masters Packages (3)

HIGHER DEGREE RESEARCH
PhD
DBA
Higher Degree by Research Preliminary

169 Institutional Partners in 6 continents for Exchange and Study Abroad Programs

- Asia: 29%
- Europe: 40%
- Middle East: 1%
- North America: 29%
- Oceania: 1%
- Others: 0%
<table>
<thead>
<tr>
<th>Student Achievements</th>
<th>Our students are high achievers. In the last two years they have won various awards including:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2014</strong></td>
<td>CFA Institute Research Challenge-- 1st place in local round.</td>
</tr>
<tr>
<td></td>
<td>Enactus National Championships-- runners up.</td>
</tr>
<tr>
<td></td>
<td>EY Survive the Panel competition-- 2nd place nationwide.</td>
</tr>
<tr>
<td></td>
<td>MoneySmart Week Awards-- Highly Commended Prize.</td>
</tr>
<tr>
<td></td>
<td>PwC Digital Challenge-- 1st, 2nd and 3rd places statewide.</td>
</tr>
<tr>
<td></td>
<td>Schulich International Case Competition-- 1st place globally.</td>
</tr>
<tr>
<td><strong>2015</strong></td>
<td>A PhD student was awarded the prestigious 2015 Australia Awards Hadi Soesastro Prize.</td>
</tr>
<tr>
<td></td>
<td>Three students reached the finals of the Visagio Challenge.</td>
</tr>
<tr>
<td></td>
<td>Four students won 2nd place nationwide in the 2015 UBS Investment Banking Challenge.</td>
</tr>
<tr>
<td></td>
<td>An MBA student was awarded a Conspicuous Service Medal in the Queen’s Birthday Honours list.</td>
</tr>
<tr>
<td></td>
<td>Four teams of Entrepreneurship students reached the semi-final stage of Microsoft’s Protégé 2015 Competition.</td>
</tr>
<tr>
<td></td>
<td>Two Marketing students won the Inaugural Dukbill Quack Awards.</td>
</tr>
</tbody>
</table>
STAFF

111 Faculty

97 Administrative Staff

= 208

INDUSTRY PARTNERSHIPS

13 External Board Members

29 Key Corporate Partners

44 Industry Research Partners

PRME ACHIEVEMENTS

• 172 Academic Publications
• 69 Media Reports
• 50 Public Events & Conferences
• 41 Student Research Projects
• 35 School Research Seminars
• 7 Student Organised Events
INTRODUCTION TO REPORT

It is with great pleasure as Associate Director UN PRME (UWA Business School) that I submit our first Sharing Information on Progress (SIP) report on behalf of my Business School colleagues. The content of this report clearly indicates that our commitment to and engagement with responsible management education began long before we became a signatory to UN PRME in December 2013.

Having arrived on the shores of Australia in 1997 to take up an academic position at UWA, within a few weeks I was teaching an undergraduate class in sustainable marketing. That was the commencement of my journey in teaching sustainability at UWA. Reflecting now on the last 18 years, I can safely say that I have seen many positive changes to our academic programs during that time. Today, I am particularly heartened by the conversations about CSR, ethics and sustainability that regularly take place around the building. While the participants to these conversations include both staff and students, it is often the students who keep me most on my toes. On this, the significant contribution that our students make to our position as committed PRME signatories will be obvious as you read through the coming pages.

This report evidences the enormous amount of work going on at the Business School in responsible management. Consequently, it now provides us not only with an opportunity to review and share with others what we have accomplished, but moreover, to challenge ourselves to achieve even greater integration of PRME across all of our teaching, research and service activities, as well as our organisational practices. In so many ways, as editor, I am in the honoured position of being among the first to hear and read about the many amazing stories that are reported on in these pages. No doubt though, I will have missed many other equally-as-amazing stories that could likewise have featured in these pages. If your story is among these, please accept my apologies. I hope that you’ll be among the first to fill my in-folder with your emails when I start preparing our next SIP report in 2017.

In closing this introduction, I am confident that the content presented in this report will inspire and motivate many people to even greater involvement in PRME. If this report achieves that, then for that reason alone, it will have been worth the effort of so many people who helped with its compilation. And so finally on that point, I would like to acknowledge that the completion of this report was only made possible due to the collective efforts of many people too numerous to mention. To everyone who helped in whatever way large or small, please accept my sincere thanks. And last but not least, I can’t sign off without issuing a very special vote of thanks to Ms. Verity Chia for providing photographs and editing assistance, and, to Ms. Lili Qiu whose skills in data collation, report design and structure, together with her patience in my lack of the same, was absolutely amazing. Thank you so much.

Dr Dave Webb
Associate Director UN PRME (UWA Business School)
dave.webb@uwa.edu.au
PRINCIPLE 1: PURPOSE - Developing the capabilities of students to be tomorrow’s responsible leaders

One of our stated goals at the UWA Business School is to inspire and propel some of the most talented students from around the world to become the respected and innovative academic, community and business leaders of tomorrow.

The PRME highlights contained in the following pages reveal some of the ways that we are succeeding in this respect. Many of the initiatives presented include the involvement of members of the UWABS academic community who are passionate about the development of all our students and in creating opportunities for them to engage, to learn and to thrive in an ever more complex world. That said, the credit for the accomplishments of students involved in these activities must of course go to the students themselves, who when confronted with diverse, often personally challenging situations; to overcome them, draw on their enormous drive and desire to make a difference in the world. We are incredibly proud of their significant accomplishments, some of which we now present here.

Student Engagement in Responsible Management Practices

The UWA Business School prioritises all forms of Student Experience and Student Engagement and has identified within its strategic direction a need to establish a Student Experience Framework. The Framework gives consideration to all aspects that impact on a student’s university journey in order to raise engagement, success and increase student satisfaction and achievement. It does this both via the Intra-Curricula and the Extra-Curricula offer and opportunities.

By establishing our Student Experience Framework, the UWA Business School is committed to long-term priorities that will inform and maintain change. Our goals are to increase student engagement and success, provide a sense of community and belonging in our student cohorts, and foster future connections to the Business School, and Business professions. Our definition of ‘belonging’ is closely aligned with the concept of student engagement, encompassing both academic and social engagement, with academic engagement synonymous with deep learning, as opposed to surface learning or compliance.

All UWA Business School Students.
Undergraduate, Postgraduate, Articulation and Pathway, Full-time, Part-time, and Alumni.

Stage 1 - Transition into Stage 2 - Transition to University
Stage 3 - Transition through Stage 4 - Transition from

The concept of Student Experience and Student Engagement implies that participation, on the part of the student, can be much broader than the completion of attending scheduled learning experiences, set tasks and assessment items needed in order to progress, succeed and graduate. Rather it suggests that a deeper, shared engagement by the student and the organisation before, during and after the tertiary study experience can have mutually beneficial impacts on the student, his or her peers, the institution and wider community as a whole.

The Business School is committed to supporting and meeting the needs of students while they undertake their studies and move beyond into the professional and further learning world. As such, the Business School fosters strong connections with our student populations through the intra-curricular and the extra-curricular activities.

The Business School firmly believes that offering individual students the opportunity to have direct involvement in assessing and shaping their experiences will benefit the school, the student body and, in turn,
the wider university community. We provide a number of communication channels for our students to have a voice – ways to share their views, get involved and be informed.

**Student Groups and Societies**

One of the most evident areas of engagement is in our active student societies/clubs. The Business School supports ten highly active business-focused student societies, each of which have a professional, educational and social focus, and, regularly celebrate the diversity of the student population, provide opportunities to hear from Industry on Diversity issues and provide projects that meet societal needs.

In the following pages we present a selection of PRME-related student engagement initiatives associated with two societies in particular: a) Enactus UWA (Entrepreneurial Action for others creates a better world for us all, and b) AIESEC (world’s largest youth-led organisation on developing Leadership, via non-for-profit volunteering).

The Enactus UWA team had a successful year, placing third in the 2015 National Enactus Competitions against 23 other Australian Universities.

This year they presented on their project IndGenius. IndGenius is a social enterprise which aims to support Indigenous and Torres Strait Islander youth though tailored academic support with their secondary and tertiary education.

IndGenius’ goal is to recruit, train, track and manage culturally sensitive tutors so that they may support students academically through one-on-one tutoring and pastorally through the development of close ongoing relationships. A six-month pilot program, undertaken in partnership with Saint Catherine’s Residential College, UWA, dramatically increased Indigenous retention rates. In the trial’s first semester, 100% of participants remained enrolled at UWA. Beyond this, two IndGenius students went on to become tutors themselves.
Returning from The National’s, the Enactus team did some local research.

The I Care campaign provided voting stations around the campus for students to vote on the issues that matter most to the student population.

More than 1,000 people had their say on what issues mattered the most to them. The problem concerning the most people, and that we will be working to change is...HOMELESSNESS in Perth.

Projects ReShoe

The ReShoe Project is a not-for-profit microfinance initiative that has three ultimate goals:

1. Provide sustainable employment opportunities in Korogocho (Kenya);
2. Reduce Western Australian landfill;
3. Promote education both locally and in developing countries.

Fundamentally, ReShoe seeks to assist the youth of Korogocho by empowering them with business knowledge and entrepreneurial skills. Enactus UWA collects second-hand shoes from Western Australia and sends these to Korogocho for resale. Once the individuals selected to be ReShoe Vendors have completed their education they will be able to implement what they have learnt and sell the shoes. The project has bilateral benefits as Western Australian landfill will also be reduced. The skills taught to vendors are designed to be practical, meaningful and transferable to other aspects of their life. Once vendors have sold their stock, a component of their revenue will be sent back to ReShoe as reinvestment in the next shipment of shoes.

Enactus UWA also hosted a visit from the Kenyan High Commissioner to discuss the ReShoe project.
Experiencing Social Impact through his commitment to Enactus

“The greatest decision I’ve made since coming to university was joining clubs and societies. And this was especially so within the UWA Business School, where it houses a myriad of clubs that cater to the diverse disciplines. As an individual, what I truly cared about was social impact and social enterprise and this led me to discovering Enactus.

Enactus focuses primarily on empowering people to improve their livelihoods and meeting the triple bottom line of environmental, social and economical sustainability. Joining Enactus meant that I was able to put what I have learned in the classroom to real life scenarios, dealing with people where implementing a wrong decision has real consequences. It has allowed me to empower people to step out of the poverty cycle by improving their financial literacy, and it has also allowed me to be an advocate for fair trade goods!”

AIESEC - The world’s largest youth-led organisation on developing leadership, via non-for-profit volunteering.

AIESEC provides opportunities for students to develop themselves both professionally and personally through international volunteering exchanges or internships as well as their committee membership program.

Global Citizen: A six-week program abroad that can be taken any time during the year but most popular for the summer and winter breaks. This program allows students to make a positive impact on a community abroad.

The Global Fair event held in August is AIESEC’s biggest external event of the year. It is a week-long event to promote multiculturalism. Throughout the week there are various activities to engage the UWA students on different cultures through activities and food stalls. This year’s event engaged 400+ students during the four-day period.

“Being on AIESEC exchange last year was the best part of my life. Making an impact to the society, develop yourself professionally and sharing culture with people from different country during exchange. Highly recommended!! 10/10.”

-- Ross Zschepang, Student
Global Citizen Volunteering Program

Since the start of 2015, AIESEC UWA has matched 30 people for a volunteering exchange. Countries visited include Peru, India, China, Taiwan, Indonesia and Bahrain.

"I learnt how to adapt to different situations. First when I met the teachers from Jing Zhong Elementary School, they spoke to me in Chinese. I took a while to adapt because I mainly spoke in English when I'm home in Singapore.

During my stay there, I planned and executed a game booth, prepared lesson materials to teach nursery rhymes, prepared assembly activities to teach body parts and directions, and also prepare slides for weekly story telling. To create something fun in such a short time, it was an achievement for me.

I would describe my whole experience as "Amazing". Because I got to meet different people of different culture and lifestyles. I also got to realise the many unfounded skills I have. It's just an amazing experience."

--Winnie Wang, Exchange to Taiwan

Experiencing cultural diversity through AIESEC

“I have a passion for food, travelling to new places, meeting new people and making a difference.

Over the past summer holidays, I spent six weeks on an AIESEC exchange in India. I volunteered at an organization called CANKIDS that is a Non-Government Organisation (NGO) that supported kids with cancer. It wasn't just me giving my time to the organization but I also got so much out of the experience. I was able to develop my own personal and professional skills through the tasks and responsibilities that I was given. “

The Student Voice on PRME Content

One of our trial projects this year was to introduce Student Consultative Committees (SCC) in Postgraduate Masters Degrees. The SCC mechanism provided an opportunity to build capacity of our students to contribute to Business School development; provide opportunities for students to represent their views and be consulted on key aspects; seek heightened engagement with the formal feedback processes to allow the Business School greater understanding of our students views, in real time; and through communication, be seen to both value and act on this vital feedback.

Students engaged from all the Business School’s specialist Masters Programs. We were able to directly ask them questions relating to the PRME principles, amongst other things:

**Question asked about PRME:** “Thinking about your studies in the Business School, what is your perception of the amount of coverage given to Responsible Management issues? This could include Ethics, Corporate Social Responsibility, Social and Environmental Sustainability, and so forth.”
A selection of related quotes:

“I think there is a lot of coverage given to those - there is a whole unit on ethics - accounting has sections on the ethical entry of accounting information - global business talks about the different ethics from different cultures”

“I think the responsible management issues have been covered really well and I am happy about the way I've been treated as student.”

“Quite a fair bit! There’s the ethics class and sustainability reporting in accounting, and most units always seem to talk about CSR”

“I took a Marketing and Society class. I thought it was a good class, where discussions were some of the best I have witnessed. The lecturer had a lot of practical examples and done a lot of work experience in the space which made it more enjoyable and a better environment to learn.”

“Not enough. Ethics was my favourite unit!”

**Question asked about PRME:** “Is there anything that you would like to see more coverage of in the area of Responsible Management?”

“Cross cultural communication.”

“Yes, in the area of Environmental Sustainability.”

“Maybe more could be done for introducing the notion of sustainable business practices in units? But other than that, all good.”

“All students should take the Managing Diversity unit! Or at the very least elements should be incorporated across all units. Critical that graduates understand and are equipped to truly engage on these issues when they graduate.”

“Environmental responsible can be more specific because it's one of the major threat in the world.”

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*Image of a group of students celebrating with champagne.*
The UWA Centre for Social Impact (UWA CSI) is located in the UWA Business School and is a catalyst for change in our world, creating and delivering education that transforms, research that informs best practice, and public engagement that inspires and mobilises change makers.

UWA CSI is part of a national collaboration with the University of New South Wales and Swinburne University of Technology. Together, the three universities form the Centre for Social Impact, which takes a systems approach to developing innovative solutions to the biggest social challenges today, with a vision for a better Australia tomorrow.

Since its launch in 2009, and consistent with the PRME Principles of Purpose, Values, Method, Research, Partnership and Dialogue, UWA CSI has educated and inspired hundreds of postgraduate and undergraduate students, published research with high impact, and hosted or co-hosted a diverse range of events and community impact activities. Through this work, UWA CSI nurtures a growing community of social impact leaders in Western Australia, and drives positive social change for the people of Western Australia.

Our Values

The values that underpin our work:

- **Humanity** – Treating everyone with kindness and respect, and working with others for a greater purpose.
- **Discovery** – Asking ourselves the important questions and working towards innovative solutions through education, research, and public engagement.
- **Impact** – Mobilising internal and external energy to take action that creates successful outcomes for people and drives social progress.

What We Do

We **educate**, empower and inspire the social impact leaders of today and tomorrow through postgraduate programs and the undergraduate unit ‘Changing the World: Social Innovation, Finance and Enterprise’.

We **research** to discover and generate evidence and knowledge that matters, and connect our knowledge to people who deliver change. We evaluate the impact of social programs and initiatives using robust quantitative and qualitative tools of analysis.

We **engage** with people across all sectors to build a community of social impact practice and connect change makers locally and globally. Our events, partnerships and collaborative initiatives facilitate dialogue, debate and community impact.

Throughout this PRME SIP report we present many examples of the education, research and engagement achievements that fall under the umbrella of UWA CSI.
PRINCIPLE 2: VALUES - Incorporating the values of global social responsibility and sustainability into our curriculum

Over the last two years the UWA Business School has made significant in-roads to further embedding the values associated with global social responsibility and sustainability into all educational programs at both undergraduate and postgraduate levels. Ensuring a focus on responsible management, our revised assurance of learning and curriculum mapping stipulates specific responsible management learning goals to be covered both in teaching delivery and assessment.

UWA Educational Principles

The University is committed to developing disciplinary and interdisciplinary knowledge and skills through study and research-based enquiry; to further developing the skills required to learn, and to continue through life to learn, from a variety of sources and experiences; to develop personal, social, and ethical awareness in an international context; and to communicate clearly, effectively and appropriately in a range of contexts.

The Business School’s program learning outcomes reflect the University’s educational principles above, which specify that all graduates are expected to have acquired a set of skills through their studies of a relevant major or program. Over the past few years we have incorporated within our normal activities opportunities for review and evaluation of the goals and outcomes of our programs and how we teach, assess, and evaluate student learning in order to meet those goals and outcomes. The Assurance of Learning (AoL) process within the UWA Business School is embodied in our teaching and learning practices and involves a process of identifying opportunities to improve student learning where the end goal is continuous improvement in student learning and achievement.

A set of 6 (7 for MBA) program goals have been developed for all programs and majors in the Business School. One of these goals is: Students will demonstrate an awareness of ethical, cultural, social and sustainability issues. This program goal is mapped through a matrix across the curriculum, and the way it will be taught, practiced and assessed across each of the core units, is identified. The matrix demonstrates a scaffolding and sequential development of the skill through the mapping of the goal and students receive feedback on their progress on the goal. Collection of evidence to ensure students are meeting the standard for this goal is collected in relevant units. While many units at both the undergraduate and postgraduate level include consideration of issues related to responsible management (see Table below), the units MGMT5506 Ethics and Sustainability Management and MGMT5526 Principles for Responsible Management are included across the Masters programs, and among others, these represent examples of where student performance on the above learning goal is assessed. From Semester 1 2016, the unit MGMT5526 Principles for Responsible Management is designated as a Capstone unit for our Master of Commerce degree.

The following Table highlights units at both the undergraduate and postgraduate level with responsible management content.
Examples of Units Covering PRME themes

**Undergraduate Units**

- ACCT1101 Financial Accounting
- ACCT3321 Financial Accounting: Theory and Practice
- ECON1101 Microeconomics: Prices & Markets
- ECON1102 Macroeconomics, Money and Finance
- ECON2233 Microeconomics: Policy and Applications
- ECON3220 Development Economics
- ECON3235 International Trade
- ECON3272 Intermediate Mathematics for Economists
- ECON3303 Applied Macroeconomics
- ECON3350 Money, Banking & Financial Markets
- ECON3395 Economic Policy
- ECON4402 Microeconomic Theory
- ECON4405 Public Economics
- ECON4408 Advanced Development Economics
- ECON4418 Macroeconomic Theory
- ECON4503 Advanced Economic Analysis
- EMPL3301 Globalisation and Work
- MGMT3304 Applied International Business Strategy
- MGMT3342 Entrepreneurship
- MKTG2238 Advertising and Promotion
- MKTG2305 Marketing Research
- MKTG3301 Marketing Applications: Marketing for a Better World
- MKTG3306 Strategic Marketing
- MKTG3310 International Marketing

**Postgraduate Units**

- ACCT5531 Financial Accounting: Theory and Practice
- ACCT5602 Accounting
- ECON5508 Advanced Macroeconomic Theory
- ECON5509 Advanced Microeconomic Theory
- ECON5541 Economics for Business: Applications and Policy
- EMPL5511 International Employment Relations
- MGMT5506 Ethics and Sustainability Management
- MKTG5406 Buyer Behaviour and Decision Making
- MKTG5465 Applied Marketing Research
- MKTG5501 Integrated Marketing Communications
- MKTG5505 Marketing and Society
- MKTG5550 Marketing Principles
- MKTG5561 Marketing Management
UWA Business School has a joint venture arrangement with AIM WA, a private not-for-profit membership based organization committed to improving the quality of management and leadership in the region, for 15 years delivering executive and organisational development programs and services. The UWABS Executive Education Alliance works in partnership with internal sponsors and knowledge owners to create and deliver impactful learning and development experiences that are aligned with organisational values, culture and priorities and that achieve desired results. Consistent with the intent behind the PRME principles, many of the programs offered through Executive Education Alliance incorporate values based leadership, as well as authentic leadership and SCARF concepts which emphasise five domains of human social experience: status, certainty, autonomy, relatedness and fairness.

Examples of organisations that the UWABS Executive Education Alliance has worked with in the capacity of leadership development include all levels of government, and multinational companies such as Alcoa, BHP Billiton, Monadelphous, Rio Tinto, Sime Darby, Wesfarmers, Woodside (Financial Acumen), ATCO, The Chinese National Offshore Oil Corporation (CNOOC), McMahons, Worley Parsons, Tuv Sud (Pan-Pacific Division) and Doric.

**Approach to teaching and learning**

Executive Education offers an integrated approach to leadership and organisational development that brings together the “inner work” of self-leadership, self-awareness, emotional intelligence, purpose and values, together with the “outer work” of performance, tools, techniques and processes. As such, rather than focusing only on competency or cognitive learning, Executive Education programs are designed to be about the whole person, encouraging participants through experiential learning to become aware of the connection between the “inner” and “outer” work needed to become effective and responsible leaders.
In the previous section we outlined how the design of our educational frameworks specifically integrate a responsible management program learning goal, and moreover, how we assess coverage of content and student competence in the area. This section briefly presents examples of the sorts of materials, processes, activities and learning experiences that support and encourage students to develop the resources required to be responsible managers.

Service Learning

At the overall program design level, students are encouraged to incorporate units with community engagement activities into their studies. Service learning develops students’ ethical and social responsibility, supports the advancement of equity within the community, and enhances UWA’s reputation for educating students in good citizenship e.g. Business School staff teach SVLG1002 Fundamentals of Service Learning.

Case writing

For the past 13 years, students enrolled in the postgraduate unit Marketing & Society (MKTG5505) are required to write a case study as a part of their assessment on a directly related to PRME topic. In addition, to accompany the case text, students identify 3 - 4 questions which are directed to a set of specified learning objectives, and to which they provide as examples, model answers in detailed point format at the high distinction (HD = 80% plus) and pass (P = 50% - 59.9%) levels. Furthermore, students prepare a set of ancillary instructor learning materials necessary to support student learning and facilitate delivery in the classroom. These ancillary materials include lesson plans, associated reading suggestions and on occasion have included developed multi-media materials.

After having worked on their respective cases over 13 weeks, students present their work to an assessment panel comprising academics and members of the business community.

Having received some excellent case submissions over the years, several have been published and many become material for inclusion in the unit for delivery in subsequent years.

“I particularly found the case writing exercise a useful way to reposition thinking, understanding and learning, and a way to question the topic in greater detail”.

“The entire process of working through the assignment was a very interesting and enlightening experience – from making the choice on what area to focus on, to seeking advice when we stumble and finally tying everything together before wrapping things up with the presentation”.

PRINCIPLE 3: METHODS - Creating educational frameworks, materials, processes, environments and responsible management learning experiences
Globalisation, employment relations and blog-based management problem solving

Covering among others PRME-related issues, Dr Mike Gillan and Dr Andrzej Gwizdalski adopt a novel management problem solving approach in the teaching of their units Globalisation and Work (EMPL3301), and International Employment Relations (EMPL3241). These units consider individual and collective responses to the impact of globalisation on work with special reference to global labour organisations and networks, non-government organisations, and global regulatory and corporate social responsibility initiatives.

Over the duration of their studies, students use a blog-based approach to explore how globalisation affects work and employment structures and practices (including managerial practices).

In their blogging activities students select diverse cases of employment practices, for example, outsourcing and its impact - involving social sustainability of affected communities; exploitation of employment in developing countries - including ethics; gender gap and racism at work; and, criticism of CSR to name but a few. They then critically analyse and discuss these topics supported by referenced media articles and stories from their own work experience in their blogs.

Analysing the CSR reporting practices of WA-based organisations

Students enrolled in the Demonstrating Social Impact unit (MGMT 5514) are required to consider the corporate social responsibility (CSR) reporting practices of a significant Australian entity based in Western Australia. Students analyse the reporting practices of the entity using the principles contained GRI (Global Reporting Initiative) framework and also consider the relationship between what the entity reports, what it does, and the environmental and social impact it has. Feedback from students indicates that the critical analysis required results in deep learning and that this approach complements the other parts of the Graduate Certificate in Social Impact where they are exposed to frameworks and methodologies for demonstrating impact. Students completing this unit as part of their MBA, have commented on their appreciation of the challenges involved in measuring CSR and social impact when compared to Accounting Frameworks for measuring financial performance.
Reflective learning

Program learning goal 5 within the revised UWABS curriculum map focusses on developing the reflective learning competencies of students across all programs of study. In this context, among others, students 'reflect on performance feedback to both identify and action learning opportunities and self-improvements'. To this end, members of staff work with a range of reflective learning approaches which include learning journals, essay and reflective synopsis writing as well as the adoption of a seven step reflective learning technique based on a personal coaching ontology.

By way of examples, in one MBA marketing unit students are asked to read a piece of critical writing on corporate social responsibility and then reflect on and respond to the piece in respect to its meaning. In addition, they are called upon – providing supportive arguments for their selected position - to highlight whether they do or do not agree with the author's critique.

In another postgraduate unit, as part of the semester assessment, students are required to facilitate a pre-prepared PRME-related case analysis with 3-4 peers. At the conclusion of the facilitation they then write a reflective synopsis of the experience covering two parts: 1) a reflection on the content and process of facilitation, and 2) a personal self-reflection on themselves in the role of facilitator. In respect to this particular activity one student comments:

“In terms of a self-reflective activity, this assignment has been enormous. Without a doubt, I have done more self-reflection in these past few days than I have following any other assignment in my degree”.

In addition to the examples highlighted above, many other innovative approaches are adopted by staff at UWABS in their teaching of a diverse array of topics, including among others: ethics, equity and fairness, ethical, social and environmental reporting, marketing at the base of the pyramid and societal change, the effects of globalisation, climate change and risk management, inequality, gender and racial discrimination, child labour, education policy in developing countries, environmental economics, human rights, poverty and malnutrition, codes of professional behaviour and ethics and corporate governance.
PRINCIPLE 4: RESEARCH - We will engage in conceptual and empirical research that advances understanding of the role and impact of organisations in the creation of sustainable social, environmental and economic value.

The UWA Business School has a long-standing excellent track record of publications and community engagement in the area of responsible management. Not only do we have dedicated research centres focussing on social impact (Centre for Social Impact - CSI) and Co-operative and mutual enterprises (Cooperative Enterprise Research Unit – CERU), but in addition, we also have a wide range of projects, many collaborative, focussing on food security, values and consumer behaviour, corruption, biomimicry, development studies, healthcare, well-being, alternative technology, climate, ethical reporting, corporate social responsibility and sustainable supply chain management to name a few.

In the remainder of this section we highlight research-related summary statistics and present examples of the types of research being carried out by staff within The UWA Business School.

<table>
<thead>
<tr>
<th>35</th>
<th>172</th>
<th>41</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research seminars</td>
<td>45% research publications are PRME related</td>
<td>Student research projects</td>
</tr>
</tbody>
</table>

2014 to 2015, PRME theme research activities
# Grants & Awards

## 2014 External Grants Received

<table>
<thead>
<tr>
<th>Funding Body</th>
<th>Lead Researcher</th>
<th>Project title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting &amp; Finance Association of Australia &amp; New Zealand</td>
<td><strong>Zhe Wang</strong> with Vincent Chong</td>
<td>Delegation Incentive Compensation &amp; Moral Disengagement on Misreporting</td>
</tr>
<tr>
<td>Australian Research Council Discovery Projects</td>
<td><strong>Paul Flatau</strong> with Tim Bednall, Leslie Hems, Amy Lyden, Sharon Parker, Ramon Wenzel</td>
<td>Facilitating Capacity Building in the Australian Not-For-Profit Sector through improved work learning</td>
</tr>
<tr>
<td>Bankwest Foundation</td>
<td><strong>Paul Flatau</strong> with Jo Barraket (QUT), Roger Simnett (UNSW), Kaylene Zaretsky (Biz)</td>
<td>A Research Program Supporting Development &amp; Growth in the Community Sector in Western Australia</td>
</tr>
<tr>
<td>International Mining for Development Centre ex AusAID</td>
<td><strong>Andrew Williams</strong></td>
<td>Corruption Risks in Contracts and Licensing</td>
</tr>
<tr>
<td>Sacred Heart Mission</td>
<td><strong>Paul Flatau</strong>, with Monica Theilking, Lisa Wood, Karen Martin, Liz Whittaker, Kaylene Zaretsky</td>
<td>Journey to Social Inclusion (J@SI) Mark II, 2015-2018</td>
</tr>
</tbody>
</table>

## 2014 UWA Internal Awards

### UWA Business School Research Development Awards

<table>
<thead>
<tr>
<th>Investigators</th>
<th>Project title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fang Liu</strong>, Jo Sneddon, Julie Lee, Geoff Soutar, Gary Sigley</td>
<td>Segmenting Chinese ecotourists to better understand their intentions to visit Western Australia as an ecotourism destination</td>
</tr>
<tr>
<td><strong>Isabel Wang</strong>, Vincent Chong, Gary Monroe</td>
<td>The impact of organisational ethical climate, delegation, compensation scheme and moral disengagement on employees’ unethical behaviours</td>
</tr>
<tr>
<td><strong>Ishita Chatterjee</strong>, Marie-Claire Robitaille Blanchet, Gordon Anderson</td>
<td>The marriage market for Indians in Australia and implications for India-Australia immigration</td>
</tr>
<tr>
<td><strong>Jacquie Hutchinson</strong>, Beth Walker, Janice Redmond</td>
<td>Small business owners and their retirement planning: what are women doing?</td>
</tr>
<tr>
<td><strong>Jo Sneddon</strong>, Julie Lee</td>
<td>Personal values and family decision making: revealed preferences, prediction and influence of children and adults in family groups.</td>
</tr>
<tr>
<td><strong>Millie Chang</strong>, Walid Ben Amar, Philip McIlkenny</td>
<td>Does board diversity affect CSR practices and firm value? The case of the carbon disclosure project</td>
</tr>
<tr>
<td><strong>Sam Tang</strong>, Yong Wang</td>
<td>The curse of unskilled migration: its effects on source countries’ human capital formation and growth</td>
</tr>
<tr>
<td><strong>Sanjit Roy</strong>, Geoff Soutar, Walfried Lassar</td>
<td>Leveraging fairness for competitive advantage</td>
</tr>
</tbody>
</table>
Dr Jamie Tong, AFAANZ grants (UWA Dept. of Accounting & Finance) for ‘Corporate Philanthropy and Tunneling: Evidence from China’.

### 2015 External Grants Received

<table>
<thead>
<tr>
<th>Funding Body</th>
<th>Lead Researcher</th>
<th>Project title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Australian Housing &amp; Urban Research Institute</td>
<td><strong>Paul Flatau</strong> (UWA) with Daphne Habibis(Utas), David McKenzie (Swinburne), Angela Spinney (Swinburne), Kylie Valentine (UNSW), Kaylene Zaretsky (UWA)</td>
<td>Inquiry into the Funding and Delivery of Programs to Reduce Homelessness</td>
</tr>
<tr>
<td>Australian Housing &amp; Urban Research Institute</td>
<td><strong>Paul Flatau</strong> (UWA) with David McKenzie (Swinburne), Kaylene Zaretsky (UWA)</td>
<td>Who Supports the Homeless? An Exploration of the funding of Australian Homelessness Services</td>
</tr>
<tr>
<td>Business Council of Co-operatives and Mutuels</td>
<td><strong>Tim Mazzarol</strong> (UWA) with Elena Limnios (UWA), Geoff Soutar (UWA)</td>
<td>National Mutual Economy 2015 Report</td>
</tr>
<tr>
<td>University of Sydney ex ARC</td>
<td><strong>Willian Pritchard</strong> (Usyd) with Anu Rammohan (UWA), Michael Dibley (Usyd)</td>
<td>Nutrition Insecurity and Livelihood Decision making in Rural Myanmar</td>
</tr>
</tbody>
</table>

### 2015 UWA Internal Awards

#### BHP-Billiton Distinguished Research Awards 2015

<table>
<thead>
<tr>
<th>Applicants</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Anu Rammohan</strong>, Nyovani Madise (U Southampton), Sabu Padmadas (U Southampton)</td>
<td>Social networks, health and wellbeing of elderly in Indonesia</td>
</tr>
<tr>
<td><strong>Michele Roberts</strong>, Catherine Leighton, Paul Harrigan, Stephen Dann (ANU), Kristof Coussement (IESEG Sch Mgmt, France)</td>
<td>Walking the walk and tweeting the talk: How effectively do elite athletes promote health on social media?</td>
</tr>
<tr>
<td><strong>Sanjit Roy</strong>, Geoff Soutar, UWA, Sathyaprakash Balaji Makam (U Nottingham, China campus)</td>
<td>The role of customer dignity in service provision</td>
</tr>
<tr>
<td><strong>Simon Chang</strong>, S-Y. Liu (Academia Sinica Taiwan), M.C Tang (National Chung Cheng University, Taiwan)</td>
<td>The human health effects of DDT exposure at birth: Evidence from a large scale natural experiment in Taiwan</td>
</tr>
</tbody>
</table>

#### Other Award:

Research Project Profiles

Sustainability Reporting Choices and Implications

Companies face a multitude of choices related to voluntary reporting on sustainability, such as whether to report, what to report on, to what extent, where to report (in the annual report, website and/or sustainability report) and reporting format (e.g. in terms of the Global Reporting Initiative Guidelines and/or the International Integrated Reporting Framework). I explore the factors and organisations influencing these decisions as well as the impact of these decisions on other related companies, such as suppliers and competitors. Going forward, this research will consider the implications of these reporting choices on investor's perceptions of the company’s sustainability practices.

Too Precious to Fix? A study of precious metals benchmark price setting

Global precious metals markets are BIG. The annual gold trade has reached US$20 trillion and silver US$5 trillion. The two dominant trade centres are London and New York and research by Andrew Caminschi and Richard Heaney, two professors in Finance at the UWA Business School has shown that trading in these markets has been open to corruption and insider trading by some large participants.

Andrew’s research into precious metals benchmark pricing has received global media coverage (Bloomberg, Financial Times), the attention of the world’s largest financial market regulators (U.S. Dept of Justice, U.S. CFTC, EU Dir. Gen. for Competition) and the largest precious metals class actions litigations. Andrew’s current research projects focus on the interaction between commodities and global capital markets.

Value of Service Learning

The focus of this research is to explore the value of service learning for higher education students, and to develop appropriate curriculum based responses that foster students’ knowledge and skills to pursue service learning both at University and in their post University careers. Service learning is a curriculum based activity where students engage in service projects that are related to their curriculum studies with community and not for profit agencies. The aim of service learning is to develop students understanding and engagement as socially responsible leaders. One project has collated data from Australian, Malaysian and Chinese students, as well as in Medicine, Population Health and Business at UWA about the value they place on service. A second project has developed an interdisciplinary approach to fostering listening skills as a key capability that will enhance the transformative capacity of service learning projects by students.
Positive Stories: An Analysis of Positive Behaviour Framework

UWABS is working with the Disability Services Commission and other disability sector organisations on a two-year research project exploring the implementation of the Positive Behaviour Framework across the disability sector in Western Australia. The framework is being developed by the Commission to build partnerships with disability service organisations to foster positive service development across the sector. The framework is based on Positive Behaviour Support (PBS), an evidence-based applied science that uses educational and systems change methods to improve individual's quality of life. The project aims to develop our understanding of how PBS can create service-related, cultural and values-based changes that result in positive benefits for service users and their families as well as those providing services.

Scaling Global Labour

(Australian Research Council Discovery Project, with Prof. Michele Ford)

Trade unions have been challenged to respond to the growth of transnational production networks and among the most important organisations in attempts to globalize industrial relations are the global union federations (GUFs), which represent workers and union affiliates in various sectors. The GUFs have engaged with multinational corporations (MNCs) through various strategies including public campaigns; the negotiation of Global Framework Agreements (GFAs); and selective participation in corporate social responsibility and supply chain regulation initiatives. This project will generate a systematic account of these global union actions with specific reference to Indonesia and India - two of the most important nations in the most dynamic economic region in the world.

Copying Nature to Create More Sustainable Supply Chains

This collaborative project involving Assistant Professor Richard Gruner (UWA) and Professor Damien Power from the University of Melbourne, builds on the notion that organizations can invoke nature as a source of ideas for more sustainably managed supply chains. The research seeks to go some way toward overcoming the tendency to treat organizations and nature as discrete units in discourse, analysis and managerial practice. Instead of relying on sociological, institutional and economic theories as foundations, they aim to integrate ecological insights with the broader management and supply chain literature. More specifically, this project aims to explore how organizations can shift from focusing on global supply chain optimization to building more regionally bound, socio-ecologically integrated operations.
Animal Welfare Values and Tourist Behaviour

Interactions with animals are common in a range of tourism settings and can include activities that involve observing, feeding, playing with, riding on and even hunting animals. These types of activities which involve human-animal interactions are influenced by personal values. Personal values guide, motivate, shape and support people’s attitudes and behaviours and, they represent broad life goals that apply across different contexts and timeframes. At the UWABS, building on the Schwartz values theory, we introduce a new, conceptually distinct value-type focussing on human-animal interactions. Our current work explains how this new value ‘universalism-animal’ provides new insights into human-animal interactions across many tourism contexts, including among others, popular tourism destinations such as zoos and aquariums.

Pathways to Markets for Biopower, Biofuels, Biochemicals and Biochar Products

The overall aim of this project (currently under funding review), Chaired by Prof. Dongke Zhang, UWA Centre for Energy and Dr Fang Liu as a chief investigator (UWABS), is to establish the science, technology and value based pathways leading toward the market deployment and widespread application of renewable biopower, biofuels, biochemical and biochar products (the biocommodity) from biomass resources using innovative pyrolysis and biorefinery processes. In doing so, this project supports an emerging industry in both Australia and India. In collaboration with internationally significant research institutions and industrial partners in both countries, this project will advance the science, improve the technologies and overcome the techno-economic barriers to providing effective technical marketing strategies and, will demonstrate clear pathways for industrial transformation and commercialisation of biomass pyrolysis technology and bio commodity products.

Are Exclusion Factors Capitalised in Housing Prices?

Social exclusion defines the degree to which an individual is limited in their access to the services and facilities required to engage with their local and broader community. This research investigates the relationship between exclusion and the level of accessibility to services provided by locality and transport. The analysis has practical implications in that it informs policies that aim to alleviate social exclusion. Implicit pricing is an important advance in this area because the household valuations may provide some insight into poverty measures adjusted by residential location. Secondly, the hedonic approach is a rational tool to identify areas of disadvantage due to the lack of transport infrastructure.
Maternal and child health and food security in Asia

This ARC-funded research agenda has examined the role of socio-economic factors in influencing child nutrition, child immunization, child mortality and maternal health in developing countries such as India and Indonesia, using large datasets. We also use data from urban hospitals in high maternal-mortality settings to analyse the role of hospital costs as a barrier for institutional births and a contributor to maternal mortality.

Related research in India and Myanmar seeks to provide a better understanding of the gendered, nutritional dimensions of the food security/livelihood production nexus. This analysis is closely linked it to my research on nutrition, migration and income diversification; the impact of various new public programs on mitigating household vulnerability and improving maternal health seeking behaviour.

Exploring Emerging CSR Practices in an Australian Mining Context

An ongoing research project at UWABS is exploring the mining industry’s engagement with Indigenous stakeholders as part of corporate CSR strategies. This research has a particular focus on emerging stakeholder engagement practices such as minority contracting and business development, as well as corporate involvement in Reconciliation activities. Through interviews and analysis of corporate documentation, the research seeks to understand the role of these practices in delivering responsible management outcomes, while also exploring direct and indirect implications from the perspective of their external stakeholders. Findings from this project will be useful in informing managerial practice in this emerging space.

Customer Value Cocreation Activities over time: Improving Quality of Life

This research project, funded by the Australian Research Council (Linkage Project), examines the role of patient engagement in cancer care. Professors Jillian C. Sweeney, UWA Business School, Tracey S. Dagger, Monash University, and Janet R. McColl-Kennedy, UQ Business School, are leading this project.

Customers participate in value cocreation by integrating resources obtained through a range of activities and interactions. The researchers are interested in understanding the role of patients in delivering positive health outcomes. They aim to identify different value cocreation activities at various stages of a patient’s journey and how these activities impact both patients and healthcare providers.

While positive health outcomes represent one overall value proposition, specific value propositions may be appropriate at different stages. The project seeks to understand how these different value cocreation activities impact patient healthcare needs by offering more customized care that fits the personal goals and competencies of patients.
Incentivised Online Panel Data and Subjective Wellbeing: Caveat Emptor

The adoption of incentivised online panels for data collection and policy development has become widespread. Research conducted between 2013 and 2014 by Associate Professor Webb (UWA), UWA Honorary Research Fellow Wencke Gwozdz (CBS, Denmark) and, Professor Bob Cummins and Dr Melissa Weinberg (Deakin University), found the subjective wellbeing of incentivised panel respondents from six countries to be about 10 percentage points lower than the norm for these countries using the same items but a different collection method. Their findings question the normality and reliability of this type of data. Given increased use of incentivised online panels, ascertaining why the obtained results are so different from the norm is the subject of ongoing research.

Learning for Purpose: Capability Development in the Not-for-Profit Sector

The ability of Not-for-Profit organisations to have social impact depends on the knowledge, skills, and abilities of their people. ‘Learning for Purpose’ is an applied research program that builds an evidence base, stimulates debate, and promotes good quality practice on issues of NFP workforce development. The research informs practice, policy, and theory so the NFP sector can more responsibly and effectively gain and sustain the competencies for realising social change.

Funding from the philanthropic (Origin Foundation), private (EY) and public sector (Australian Research Council) enable systematic research to evidence the importance of and understand the mechanisms behind effective NFP workforce development.
PRINCIPLE 5: PARTNERSHIPS - Interacting with managers of businesses and organisations to jointly meet and support our wider social and environmental responsibilities

The UWA Business School works closely with a number of organisations to help promote and foster the development of PRME. This includes thought leaderships within the context of PRME, as well as creating opportunities and accessibilities for our disadvantaged community or under-represented cohorts including Indigenous, female, remote and regional students and students with financial hardships. Key organisations include:

1. ATCO Australia - supports a the ATCO Australia Scholarship, Breakfast by the Bay events
2. Bankwest Foundation - supports a the research within the social impact space
3. BHP Billiton - supports BHP Billiton Scholarships, Aspire UWA Pilbara Study tours, vacation and internships for women and Indigenous students, Visiting Professors Program
5. EY – supports internships for Indigenous students, Breakfast by the Bay events
6. Stan Perron Charitable Foundation - supports a the Stan and Jean Perron Scholarships and Perron Prizes
7. Sir Frank Ledger Trust - supports a the Sir Frank Ledger Scholarship
8. Woodside – supports the annual Future Foot Prints and Mark Kramer visit to UWA Business School

Adjunct positions in the area of PRME

Associate Professor Wencke Gwozdz (Copenhagen Business School) was appointed Honorary Research Fellow UWABS for three years from June 2015 – 2018. During her appointment she will engage with UWABS staff on several PRME-related projects in the area of consumer behaviour and sustainability. Wencke has been working on projects with UWABS Associate Professor Dave Webb (ongoing), and is exploring additional projects with Professor Julie Lee and her team in marketing, as well as a project with Professor Anu Rammohan (Economics).
Relevant Events

The UWA Business School host a number of important functions that raises the profile of PRME. In 2014/2015 a number of thought leadership events were held. These events brought together business, community and government leaders to examine how our society can continue to promote and foster and embed PRME in business, educations and policies. We outline a few of those events here and further examples can be found in the Principle 6 section as they all reflect examples of the way we are engaging in dialogue with our many stakeholders.

| Breakfast by the Bay series | The Breakfast by the Bay series is designed to provide a forum for prominent leaders in business, UWA graduates and the wider community to share insights into the hot topics in corporate Australia. Held on a bi-monthly basis the Breakfast series attracts a broad audience, showcases relevant and interesting speakers and offers corporate networking opportunities. Examples include:

**Wednesday 26 March 2014: “Caring for Those Who Serve”**  
Australia has played a major role in recent conflicts with over 60,000 troops deployed internationally. Modern warfare has changed significantly since Vietnam, as has the types of injuries sustained - both physical and mental. Dr Ken Michael AC (Former Governor of Western Australia) and panel guests explored how corporate and community may assist individuals and their families with these challenges and finding ways to improve how we care for those who serve.

**Wednesday 23 July 2014: “Secrets to Success: Female Leaders Share their Stories” (in conjunction with ATCO Australia)**  
This Breakfast by the Bay panel brings together three women from very diverse backgrounds – resources and energy sectors, local and state government. The panel discussion explored the individual journeys of panel guests and how they have succeeded in getting to, and staying at, the top of their profession. The panel explored challenges, overcoming obstacles, surviving in the often tough world of resources and government, with the aim to share experiences to assist the next generation of future leaders.

Indigenous businesses and community enterprises are thriving around Australia. More Aboriginal and Torres Strait Islander people are taking CEO and higher level management positions in a variety of different companies and organisations. This breakfast brought together a panel of Indigenous leaders to discuss their own journeys in business. The panel addressed the challenges and opportunities for Indigenous business and enterprise and for Indigenous people in business. |

| Future Footprints | Together with Woodside, School of Indigenous Studies, partnering schools and industry, the UWA Business School hosts the Future Footprints. This annual event is aimed at encouraging the aspiration of high school Indigenous students to consider undertaking further higher education studies. Students from year 10 to 12 are provided networking opportunities to meet with higher education providers and industry organisations |
| Aspire UWA Pilbara School Visits | Aspire UWA works with partner schools and communities in regional Western Australia and in Perth to raise aspirations for tertiary education. The program began in 2009, with formalised partnerships with Newman SHS, Tom Price SHS, Roebourne DHS, Hedland SHS, Karratha SHS and St Luke’s College. Annual visits to schools have taken place since then, as well as camps for Year 9 and Year 11 students. Aspire UWA manages the School partnerships in conjunction with the School of Indigenous Studies (SIS), who maintain relationships with the Follow the Dream (FTD) sites in each community. In 2013, as part of the UWA Gives Back Centenary Celebrations, Aspire UWA partnered with the UWA Business School to showcase the teaching, research and executive education opportunities of the UWA Business School. The success of this tour, led to the UWA Business School, with support from BHP Billiton, committing to continue to work with Aspire UWA and SIS to visit all five Pilbara communities annually.

Aspire UWA offer a range of engaging activities that are aimed at raising tertiary aspirations and supporting the students through to a successful transition into university. In 2014, Aspire UWA offered a new activity for Years 7-9 that introduced students to the concept of university and encourages them to think broadly about what they want to do ‘when they grow up’; plus a Year 10 activity that focuses on subject selection and de-mystifying the journey through to university; and a Study Skills session for Year 11 and 12s. Additionally, a Business School Academic representative offered an engaging presentation for upper school students.

An Indigenous student who is studying Business also talked to students, formally and informally, about her experience studying at the Business School, living at a residential college, and accessing support services from the School of Indigenous Studies. Indigenous students at both the school and Follow the Dream centres learned about the support and pathways available to them through the SIS High School outreach program. |
| Student Boardroom Lunches | Each year the UWA Business School brings our students to partnering organisations for Student Boardroom Lunches. The Student Boardroom Lunches provide our undergraduate and postgraduate students opportunities to meet with the CEO and his/her senior management and executives team and to discuss important strategic, social and community issues that are of importance to the host organisations. Our annual series of Student Boardroom lunches have been hosted by ATCO Australia, Azure Capital, BDO, BHP Billiton, EY, Gerard Daniels, Mitsui & Co (Australia), Resource Capital Funds, Wesfarmers and Woodside. |
Financial support of sponsoring partners

Each year the UWA Business School receive significant funding support from our partners to fund PRME-related scholarships, prizes, visiting Professor Programs, appointments, Aspire UWA Pilbara School visits, thought leaders events including Leaders Luncheons and Breakfast by the Bay and major conferences. Our current list of sponsoring partners includes:

- ATCO Australia - supports the ATCO Australia Scholarship, Breakfast by the Bay events
- Bankwest Foundation - supports research within the social impact space
- BHP Billiton - supports BHP Billiton Scholarships, Aspire UWA Pilbara Study tours, vacation and internships for women and Indigenous students
- Centre for Social Impact (National) – supports partial appointment of the Director for the Centre for Social Impact in the Business School
- EY – supports internships for Indigenous students, Breakfast by the Bay events
- Stan Perron Charitable Foundation - supports the Stan and Jean Perron Scholarships and Perron Prizes
- Sir Frank Ledger Trust - supports the Sir Frank Ledger Scholarship
- Woodside – supports the annual Future Footprints, Mark Kramer’s visit to UWA Business School, Public Lecture and Leaders Luncheon with Mark Kramer
PRME-related prizes

In the UWA Business School, several dedicated prizes and awards associated with PRME have been established. These include:

- Julie Michael Memorial Prize in MGMT5517 Leadership for Social Impact
- Perron Prize in MGMT 5506 Ethics and Sustainability Management (2015 – 2019)
- Perron Prize in MGMT 5526 Principles for Responsible Management (2016 – 2020)
- Perron Best Paper Award for Responsible Management (2016 - 2018)

Scholarships

With the substantial support of the UWA Business School’s partners and sponsors, a suite of scholarships have been created to support and target cohorts including Indigenous and female students, students from regional and remote areas, and those experiencing financial hardship. These include:

Scholarships supporting students studying with specialisation in ethics and social impacts
- Stan and Jean Perron Honours Scholarship
- BHP Billiton Social Impact (Not-for-profit) Scholarship

Scholarships supporting Indigenous students
- David Mack Indigenous Undergraduate Commencing Scholarship
- David Mack Indigenous Undergraduate Continuing Scholarship
- David Mack Indigenous Undergraduate Residential Scholarship
- David Mack Indigenous Postgraduate Scholarship
- BHP Billiton Indigenous Advanced Management Program Scholarships
- BHP Billiton Honours Scholarship in the UWA Business School

Scholarships supporting students with financial hardships
- ATCO Australia Undergraduate Scholarship
- John Willinge Scholarship in the UWA Business School
- Sir Frank Ledger Scholarship in the UWA Business School

Scholarships supporting students from regional and remote locations
- BHP Billiton Regional and Remote Undergraduate Scholarship
- James McClements Scholarship in the UWA Business School
- John Willinge Regional and Remote Scholarship in the UWA Business School

Scholarships supporting female students in commerce and business studies
- BHP Billiton Women in Business and Engineering Scholarship
- Smith-Gander MBA Scholarship

Full list of scholarships in the UWA Business School can be found at http://www.business.uwa.edu.au/scholarships
PRINCIPLE 6: DIALOGUE - The UWA Business School facilitates and supports dialogue with internal and external stakeholders on critical issues related to global social responsibility and sustainability.

Since becoming a signatory to UN PRME in December 2013, The UWA Business School has embarked on the development of a collaborative Global PRME Partnership with the Copenhagen Business School, The Smith School of Business, Queens University, Canada and IILM, India all of which are members of the PRME Champions group.

Supporting dialogue with a broad network of stakeholders, staff actively engage in many collaborative research projects, consultancy activities, and, host an extensive number of networking and knowledge-sharing events, functions and conferences. In addition, staff often inform policy in key PRME areas. This section provides examples of these.

Conferences and Public Events

| 3rd Indigenous, Business, Enterprise Corporations Conference in December 2014 | The Conference was well attended by over 380 delegates representing industry, government, Indigenous enterprise, Indigenous communities and the not-for-profit sector. This significant conference brought like-minded individuals together to learn about, discuss, and generate new platforms and models for future collaborations in areas including:
| · Indigenous business, procurement, contracting and entrepreneurship
| · Indigenous business in action
| · Indigenous social and community enterprises and microfinance
| · Indigenous housing corporations and Indigenous housing partnerships
| · Native title agreements, trust and aboriginal corporations
| · Indigenous art, tourism and education
| · Closing the gap in social, health and economic outcomes
| For further information on the 3rd Indigenous, Business, Enterprise Corporations Conference, please visit www.business.uwa.edu.au/ibeconference/about |

| Leaders Lunches with Mr Mark Kramer May 2014 | Topic: Creating Shared Value: Aligning Economic and Social Progress
Mr Mark Kramer, Co-founder and Managing Director of FSG Social Impact Advisors |
| Leaders Lunches with ATCO March 2015 | Topic: Sustainability in Business: Value Creation vs Compliance
Rob J Routs, ATCO Australia Board member |
| Public Lectures with Mr Mark Kramer May 2014 | Topic: Collective Impact: Reimagining Social Change
Mr Mark Kramer, Co-founder and Managing Director of FSG Social Impact Advisors |
| Public Lecture with Mr Dale Alcock June 2014 | Topic: Dale Alcock - The Story So Far
Mr Dale Alcock, ABN Group |
Global PRME Partnership (GPP)

With a view to sharing knowledge, ideas, pedagogy, curriculum and research in the areas of CSR, Sustainability and Ethics, UWA Business School’s Associate Director of PRME Associate Professor Dave Webb initiated in early 2015 a Global PRME Partnership involving at the present time four institutions: The UWABS, Copenhagen Business School (CBS) in Denmark, IILM in India, and The Smith School of Business, Queens University, Canada.

It is envisaged that the GPP will potentially provide academics and students from the above partner institutions with a range of collaborative opportunities including teaching, research and visitation exchange. Other outcomes could include among others: joint curriculum development and sharing, as well as seminars and workshops at the undergraduate, postgraduate and executive levels. The group first met face to face at the PRME Global Forum held in New York in June during which time the foundations for the partnership were laid. The GPP is currently discussing a range of collaborative projects including an executive workshop for joint development and delivery in 2016/2017.

Collaborative Projects

Among the many ways in which UWABS academic staff engage in dialogue with colleagues both domestically and internationally is through research collaboration. While many such examples of dialogue have been highlighted throughout this report, we present below a number of other significant collaborations which serve to position our staff at the forefront of global knowledge development in a range of areas consistent with PRME.
Funded by an ARC Discovery grant and an Australia-India Institute research grant, UWABS academic Professor Anu Rammohan, Associate Professor Bill Pritchard (Sydney University) and Professor Madhushree Sekher (Tata Institute of Social Sciences) have been working on a program of research investigating food security in rural India. Based on data collected from 900 households, their work has uncovered many gaps in the implementation of food-based social safety nets in India, and complements international research on this issue by organisations such as FAO and IFPRI. Specifically, their data provides information on the socio-economic characteristics of food insecure households, and provides the first rigorous assessment of the role of key government initiatives in influencing household food security outcomes. A key output from this project is the book ‘Pritchard, B., Rammohan, A., Sekher, M., Parasuraman, S. & Choithani, C. (2013) Feeding India: Livelihoods, Entitlements and Capabilities, Earthscan Routledge, London.

This book has been endorsed as “…a timely and valuable contribution to a better understanding of this momentous subject” by eminent economist Jean Dreze.

Harsh Mander, (a member of India’s National Advisory Council and one of two Commissioners appointed by the Supreme Court of India that dealt with the Right to Food: Public Interest Litigation), further describes the book as “an erudite and cogently argued contribution to resolving India’s great paradox: its inability to combat hunger and malnutrition despite rapid economic growth and satisfactory levels of food production.”

The above research has also been published as an Op-ed article in the Hindustan Times (an Indian newspaper with a circulation of 15 million), and a Policy brief for India’s Ministry of Communication and Information.
The UWA Business School Co-operative Enterprise Research Unit (CERU)

The level of interest in Co-operative and mutual enterprises (CMEs) has grown significantly since the UN International Year of the Co-operative in 2012. Championing international collaborations, delivering executive training programs and working closely within the sector and the BCCM (Business Council for Cooperatives and Mutuals), The Co-operative Enterprise Research Unit (CERU) at UWA Business School, directed and managed by Professor Tim Mazzarol and Dr Elena Mamouni Limnios, is a multi-disciplinary focal point for research, education and outreach activities focusing on the CME sector. At any one time, CERU has multiple projects working within the overall program, their aim being to gain a better understanding of the business model of the CME and what makes it succeed or fail. Further information about CERU’s activities can be found on their website.

Co-operative Enterprise Research Unit

C. E. R. U.

Personal Values and Charitable Giving

A group of UWA Business School academics led by Professor Julie Lee and Professor Geoff Soutar of the Marketing discipline are conducting a number of research projects on charitable behaviours.

An ARC Discovery Grant awarded in 2010 to Julie Lee (UWA), Geoff Soutar (UWA), Jordan Louviere (University of Technology, Sydney) and Shalom Schwartz (Hebrew university) is currently in its final stages, examining the relations of personal values to charitable giving. Both qualitative and quantitative methods have been used to explore the various ways people give their time, money and expertise, and to quantify the monetary value of non-monetary forms of giving.

In 2016, longitudinal research funded by an ARC Linkage Grant, in collaboration with industry partner Pure Profile, will commence; the projects will explore the age, life-stage, and cohort effects on the complex relations between people’s life goals and their consumption behaviours. Specifically, giving, helping, and charitable behaviours will be examined in detail. This grant was awarded to Julie Lee (UWA), Anat Bardi (Royal Holloway, University of London), Hesterina Van Herk (Free University of Amsterdam), Leonard Coote (University of Queensland), and Geoff Soutar (UWA).

Other academics working on these charitable giving projects include Jo Sneddon (Marketing discipline, UWA), Lydia Kilcullen (Accounting & Finance discipline, UWA), Tim Daly (United Arab Emirates University), and Uwana Evers (Marketing discipline, UWA).
Developing a game-based virtual learning environment for business students to engage in responsible decision-making

Professor Phil Hancock and Associate Professor Dave Webb from the UWA Business School have joined a team of Australian PRME colleagues led by Dr Belinda Gibbons (University of Wollongong), applying for a learning and teaching grant, to design, develop, evaluate and promote a virtual learning environment with a serious game that is strongly grounded in responsible decision-making theory, game-design and constructive alignment pedagogy. The game will contribute to an enriched business higher education learning and teaching experience by motivating and developing business students’ responsible decision-making attitudes and skills.

Business educators and students will be able to access a virtual learning environment (VLE) through a standard browser. The VLE will provide educators and students with access to a total responsible enterprise serious game (TRESG) and a realistic virtual environment within which to run a simulated manufacturing business. TRESG will be designed around game-based learning principles that will allow business students to log on from any location to play, generally working as a team, with other teams competing across a multidisciplinary performance matrix. Students will be required to make interactive decisions to meet ethical, socially responsible and sustainable business goals. Key performance areas include profit, environmental impact, sustainability, social innovation, quality of service and ethical performance. Team members compete as they make business decisions in the areas of operations, quality, marketing, human resources, finance, production, sustainability, responsibility and ethics.

Other project members include: Associate Professor Mario Fernando, Associate Professor Grace McCarthy and Professor Trevor Spedding from the University of Wollongong, Dr Yvonne Breyer (Macquarie University), Professor Keryn Chalmers and Dr Nell Kimberley (Monash University). If successful, the project will commence in August 2016 and continue for 2 years.
PRINCIPLE 7: ORGANISATIONAL PRACTICES - We understand that our own organisational practices should serve as a good example of the values and attitudes that we wish convey to all our stakeholders, including our students.

In this section we highlight many of the ways in which we strive to develop an organisational culture that embodies the values of global social responsibility and sustainability.

Environmental Sustainability and Socially Responsible Practices

As one of nine faculties within The University of Western Australia, many of the Business School's environmental sustainability and social responsibility practices are guided by the University overall. This notwithstanding, the Business School has implemented a number of independent practices. The following paragraphs provide an overall snapshot at both the wider University and Business School level.

The University of Western Australia has made a significant commitment to sustainability through the development of a Sustainable Development Plan which provides strategic focus and direction in the area of sustainable development. The Plan is aligned with the University's over-arching commitment to the quality of the student learning experience, the productivity of research and research training, the University's position and reputation, its strategic relationships with the community and to its people and resources in general. The key areas of focus within the plan are:

- Energy
- Water
- Recycling and waste reduction
- Transport
- Built Form
- Landscape
- Procurement
- Communication and engagement

The objectives of the plan include:

- Ensuring the University and its community is heading in a sustainable direction
- Identifying opportunities for departments and faculties to save money by improving resource efficiencies
- The release of sustainable development policies which will result in a review of section-specific procedures and the adoption of new University-wide procedures
- The engagement of staff and students through sustainability-related events and programs
- Improvements to commuting services and facilities

In addition to this organisational context, the UWA Business School has also implemented a range of sustainable measures and practices. The School is housed in a purpose-built facility that was completed in 2009. The 9000 square metres of floor space in the three storey building accommodates 350 staff and cater for more than 1200 students during each hour of operation from a student body of over 5,000 students. At the time of completion, the building was the first education institution to receive a rating of four green stars from the Green Building Council of Australia. The environmental features of the building include:
- Chilled beam air conditioning which will allow for the passive flow of air as warm air rises, and air cooled by chilled beams falls using less energy than conventional air conditioning and expected to reduce energy consumption by about 20 per cent over conventional air conditioning systems;
- Passive design principles such as solar blades being fitted to the northern side of the building to allow the sun in through winter but shield it in summer; and
- Automated lighting system throughout the building with movement sensors that detect periods of inactivity and shuts down the lighting.
- In addition to a sustainable environment, the School has adopted a range of other socially responsible measures such as:
  - Providing all staff with a Green Office Guide produced by the University's Environmental Services which outlines ways to make our offices more environmentally friendly and initiatives which staff members can implement to green their space and make a difference to the environment;
  - Printing: the School no longer distributes hard copies of unit outlines and unit materials to students (these are now made available on-line) and over 2016 will be phasing in electronic marking;
  - A substantial part of our merchandise is sourced from Green Promotions and therefore 100% carbon neutral (http://www.greenpromo.net.au/promo/www/content/index.php) and some of our merchandise (i.e. notepads) is printed on 100% recycled paper. We also source some merchandise from Enactus such as jute bags which are 100% biodegradable, and also socially responsible (http://project-think.org/?page_id=254);
  - More than 90% of the Business School's paper is sustainably sourced, being either 50% or 100% recycled and carbon neutral; and
  - Highly visible recycling bins in the main student areas.
In a recent sustainability audit conducted by the University in early 2015, the Business School achieved the following results:

<table>
<thead>
<tr>
<th>Key Energy Parameters</th>
<th>SCORE</th>
<th>Potential Financial Savings Per Year</th>
<th>Potential Environmental Benefits per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>OFFICE LIGHTS SWITCHED OFF (either turned off or motion sensors performing their function)</td>
<td>53%</td>
<td>$15,169.98</td>
<td>60,679kg CO₂</td>
</tr>
<tr>
<td>OFFICE COMPUTERS SWITCHED OFF OR TAKEN AWAY</td>
<td>78%</td>
<td>$3,285.74</td>
<td>13,142kg CO₂</td>
</tr>
<tr>
<td>PRINTERS AND COPIERS SWITCHED OFF</td>
<td>38%</td>
<td>$931.13</td>
<td>3,724kg CO₂</td>
</tr>
<tr>
<td><strong>Total Savings</strong></td>
<td></td>
<td><strong>$23,151.69</strong></td>
<td><strong>308,457kg CO₂</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Waste Parameters</th>
<th>SCORE</th>
<th>Potential Financial Savings Per Year</th>
<th>Potential Environmental Benefits per Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>ROOMS WITH ONE BIN SYSTEM</td>
<td>87%</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>ROOMS WITH TWO BIN SYSTEM</td>
<td>4%</td>
<td>$3,764.84</td>
<td>230,910kg CO₂ and 501m³ of landfill</td>
</tr>
</tbody>
</table>

Table 1 Key Energy and Waste Management Results of the Green Workplace Initial Audit and the financial and environmental benefits possible if each parameter is improved to 100%.

While a number of aspects of the audit were pleasing, the report does show areas of improvement (e.g. recycle bins in offices) which the School is actively pursuing. In terms of power consumption, further enhancements are being planned including:

- The implementation of software to automatically power off unattended PCs in the School;
- An audit of the lighting schedule to further reduce consumption
- The conversion of lecture facilities to more efficient LED lighting

**Transportation options**

In a survey conducted in 2010, 61% of trips made by staff and 38% of trips made by students, to and from the University, were via Single Occupancy Vehicles (SOVs) (see Figure 1 below). The UWA Sustainability Plan proposes a 20% reduction by 2020 and a Transport Plan has been developed and endorsed by the University’s Executive aimed at promoting alternative commuting practices, providing improved services to encourage active commuting (e.g. end-of-trip facilities), and more flexible working arrangements to reduce congestion.
Equity and Diversity in the Workplace

Equity and diversity are fundamental elements of the UWA vision and values. There are a range of initiatives at both University and Business School level aimed at creating an equitable and diverse representation within our staff and students, including:

- Providing professional development programs for managers
- Striving for equitable gender representation within the academy and in our senior workforce
- As keeping with the School’s push for equity and inclusivity, we provide employment opportunities in a standard working environment for persons living with a disability. The Business School employs seven persons in a support role which over the past ten years has been tremendously successful both for the individual and for the Business School.
- Supporting a culturally competent and inclusive campus through initiatives such as “Courageous Conversations About Race”, which was originally developed by UWA, but has now been extended to eleven universities
- The development of a Cultural Diversity Inclusive Practice Tool-kit which aims to provide practical guidance to staff to ensure their interactions with other staff and students are culturally inclusive.
- Embedding learning outcomes into our courses around the appreciation of diverse backgrounds and cultures within local, international and business communities
- Access programs to attract high school students whose academic achievements have been impacted by certain disadvantages. These groups include indigenous students or those subjected to rural isolation, lack of a supportive study environment at home, excessive family responsibilities, illness and bereavement, and difficulties due to relocation or migrant passage.

Quality of life

As part of the University’s commitment to supporting staff in adopting healthy lifestyle behaviours, UWA offers a comprehensive staff health and wellbeing program with a range of programs and services available to help staff achieve their health and wellbeing goals (see http://www.safety.uwa.edu.au/health-wellbeing/well-being). Programs cover general health, body care in the workplace, physical activity, diet and mental health. In addition, there is a regular staff survey conducted every three years which includes questions surrounding work/life balance.
Support Services

The University provides free, confidential and professional assistance to employees – and other people whose care is the responsibility of the employee – through the Employee Assistance Program (EAP).

The EAP is intended for people who are experiencing difficulties of a personal or work-related nature and provides assistance for issues such as:

- conflict resolution
- coping with change
- interpersonal relationships
- marital and family problems
- anxiety, stress, depression
- trauma and critical incidents
- alcohol and substance misuse
- grief and loss issues
- impact of financial and legal problems
- coaching for managers and supervisors

In addition to an internal counselling and psychological service, the EAP provides access to external services including a 24/7 hotline for staff and managers.

Training and Development

The University of Western Australia provides a range of opportunities and services aimed at optimising opportunities for all staff to improve their levels of skills and knowledge to improve the quality of workplace productivity and staff satisfaction. The development of staff is viewed as a joint responsibility shared by individual staff members, managers and supervisors, and the institution as evidenced by:

- Individual staff members are encouraged to seek appropriate developmental opportunities both within the University and externally.
- Managers and supervisors are expected to ensure access to relevant staff development activities for individuals, including secondments and acting positions.
- UWA encourages staff to undertake further studies and have a range of policies to support them.
- The provision of a range of developmental and skill building courses which are provided centrally through the UWA Organisational and Staff Development Services. These are supplemented by programs within the School.

The University offers all staff a range of programs and workshops that cover all aspects of life at UWA, from professional development to health and wellbeing, equity and diversity.

New staff to the University are provided with a range of development opportunities, including a Staff Orientation, Teaching and Learning and Research Orientations, and a range of workshops relating to University processes and systems.

Teaching-related academic staff are encouraged to participate in Foundations of Teaching and Learning within their first two years of appointment. The School provides a Teaching & Learning guide to all teaching staff which sets out guidelines and expectations for all teaching staff. The School also runs tutor training workshops in the first week of each semester. Additional workshops, courses and individual support are offered through the Centre for the Advancement of Teaching and Learning.
FUTURE PRME INITIATIVES

In the two year period 2016 - 2017 The UWA Business School aims to:

1. Incorporate PRME in to our strategic plan for 2016 – 2020 (Principle 7)
2. Design metrics to measure the progress made and the impact of our PRME activities in respect to teaching, research and community engagement (Principles 1, 2, 3, 7)
3. Develop and implement a methodology to assess student and staff perceptions of the extent to which responsible management content is covered in our teaching (Principles 1, 2, 3)
4. Further embed PRME Principles in our course programmes at both the undergraduate and postgraduate level (Principles 1, 2, 3)
5. Continue developing the Global PRME Partnership with Copenhagen Business School, Denmark; The Stephen J.R. Smith School of Business at Queen’s University, Ontario; and IILM, India. (Principles 5, 6)
6. Jointly develop the first Executive Education workshop with our Global PRME Partners (Principles 1, 3, 5, 6)
7. Host at least one PRME-focussed presentation each year supported by one of UWA Business School’s key corporate partners (Principles 5, 6, 7)
8. Offer two internal faculty half day PRME introduction training workshops each year (Principles 1, 2, 3, 7)
9. Offer a faculty/corporate partner presentation by the recipient of the Perron Best Paper Award in Responsible Management in 2017 (Principles 4, 5, 6)
10. Award The Perron Prize for the top performing student in 2016 in the postgraduate unit: Principles for Responsible Management (MGMT 5526) at the 2017 UWA Business School Awards Ceremony (Principles 1, 3, 4)
11. Continue to support student-organised initiatives in PRME-related areas (Principles 1, 3, 5, 6, 7)
APPENDICES

Publications

2014

Books


Book Chapters


Journal Articles


Conference Papers


Mazzarol, T., Reboud, S., Clark, D., Mamouni Limnios, E. 2014. One more time: why it is important to define the small enterprise, 59th ICSB Conference, Dublin, Ireland, 11-14 June 2014.


Other


2015
(* Incomplete collection for 2015 publications)

Books


Journal Articles

Edwards, M. G. 2015, 'Vygotsky's warning: general science and the need for metalevel research', Mind, Culture and Activity. http://dx.doi.org/10.1080/10749039.2015.1087571


Jetter, Michael, Montoya Aguadelo, Alejandra and Ramirez Hassan, Andres 2015, 'The effect of democracy on corruption: Income is key.' World Development 74: 286 - 304

Küppers, W., Deeg, J., & Edwards, M. G. 2015, 'Inter-Bridging' Bridges and Bridging as Metaphors for 'syn-integrity' in Organization Studies and Practice. Integral Review, 113, 117-137.


Luksyte, A., Avery, D.R., Yeo, G. 2015, 'It is worse when you do it: Examining the interactive effects of coworker presenteeism and demographic similarity', JOURNAL OF APPLIED PSYCHOLOGY, vol.100, no.4, pp.1107-1123.


Özden, Ç. and Parsons, C. 2015, 'The Economic Geography of International Migration', World Economy.


Conference Papers

Gerpott, F. & Wenzel, R. 2015, Same, same but different? The Role of Diversity in Organizational Trainings. 9th International Conference On Researching Work And Learning RWL9, Singapore.*


O’Brien, I., Jarvis, W., Soutar, G. 2015, Consumer ideology: Social issue preference as a driver of CSR ideology in different organisational contexts. British Academy of Management Conference, Portsmouth, United Kingdom.


Schepis, D. 2015, the CSR Strategies in Corporate Approaches to Reconciliation. To be presented at the Australian and New Zealand Management Academy. 2-4 December. Queenstown, New Zealand.


Wenzel, R. 2015, ‘Learning for Purpose: Researching the Social Return on Education and Training in the Australian Not-for-Profit Sector’ Centre for Social Impact, WA

Other

### Research Seminars 2014

<table>
<thead>
<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Topic</th>
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</thead>
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<tr>
<td><strong>Economics</strong></td>
<td></td>
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<tr>
<td>28/02/2014</td>
<td>Professor Gordon Anderson, University of Toronto</td>
<td>A New Approach to Measuring and Studying the Characteristics of Class Membership. The Progress of Poverty, Inequality and Polarisation of Income Classes in Urban China</td>
</tr>
<tr>
<td>7/03/2014</td>
<td>Associate Professor Mike Dockery, Curtin University</td>
<td>The Impact of Children on Australian Couples' Wealth Accumulation</td>
</tr>
<tr>
<td>9/05/2014</td>
<td>Longfeng Ye, PhD Student, UWA</td>
<td>Great Wall or Speed Bump? Slowing Urban-Rural Migration and China's Growth</td>
</tr>
<tr>
<td>16/05/2014</td>
<td>Assistant Professor Timothy J Moore, George Washington University</td>
<td>The Employment Effects of Terminating Disability Benefits</td>
</tr>
<tr>
<td>8/08/2014</td>
<td>Dr Adelina Gschwandtner, University of Kent, UK</td>
<td>The Behavioural Gap for Organic Food in Britain: Evidence from Canterbury</td>
</tr>
<tr>
<td>15/08/2014</td>
<td>Associate Professor Atakelty Hailu, UWA</td>
<td>The World in the Eyes of a Luenberger Development Indicator: Who is Moving Faster in the New Century?</td>
</tr>
<tr>
<td>10/10/2014</td>
<td>Associate Professor Benoit Julien, University of New South Wales</td>
<td>Competitive Agency with Moral Hazard</td>
</tr>
<tr>
<td>17/10 2014</td>
<td>Dr Siew Ling Yew, Monash University</td>
<td>Longevity, Social Security, and Public Health Programs in a Dynastic Model of Capital Accumulation, Health Investment, and Fertility</td>
</tr>
<tr>
<td><strong>Accounting &amp; Finance</strong></td>
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<tr>
<td>7/03/2014</td>
<td>Professor Joseph Fan, Chinese University Hong Kong</td>
<td>Revisiting the bright and dark sides of capital flows in business groups</td>
</tr>
<tr>
<td>21/03/2014</td>
<td>Professor Paul Healy, Harvard University</td>
<td>An analysis of firms’ self-reported anticorruption efforts</td>
</tr>
<tr>
<td>4/04/2014</td>
<td>Professor Elizabeth Carson, University of New South Wales</td>
<td>The impact of other component auditors on the costs and quality of multinational group audits</td>
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<td>11/04/2014</td>
<td>Associate Professor Simba Chang, Nanyang Technological University, Singapore</td>
<td>Patents and productivity growth: Evidence from global patent awards</td>
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<tr>
<td>2/05/2014</td>
<td>Professor David Smith, Monash University</td>
<td>The expressive role of performance measurement systems: A field study of a mental health development project</td>
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<tr>
<td>23/05/2014</td>
<td>Professor Neil Fargher, Australian National University</td>
<td>Whistleblowing on financial misconduct: when do companies retaliate against whistle-blowers?</td>
</tr>
<tr>
<td>1/08/2014</td>
<td>Dr Stijn Masschelein, UWA</td>
<td>To risk or not to risk: Anxiety and the calibration between risk perception and danger mitigation</td>
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<tr>
<td>8/08/2014</td>
<td>Dr Isabel Wang, UWA</td>
<td>The Effects of Tone at the Top and Quality of the Audit Committee on Internal Auditors’ Internal Control Evaluations</td>
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### Research Seminars 2014

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<tr>
<th>Date/Time</th>
<th>Speaker</th>
<th>Topic</th>
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<tr>
<td><strong>Marketing</strong></td>
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<tr>
<td>12/03/2014</td>
<td>Dessy Sari, PhD Student, UWA</td>
<td>The Effects of Islam and Secular factors in Muslim Boycotts of US and Chinese Brands</td>
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<tr>
<td>23/07/2014</td>
<td>Lyndie Bayne, PhD Student, UWA</td>
<td>The Spread of Environmental Sustainability Practices in Business Networks</td>
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<tr>
<td>30/04/2014</td>
<td>Shasha Wang, PhD Student, UWA</td>
<td>Children’s Persuasive Knowledge: Possession, Application and Effects</td>
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<tr>
<td>20/08/2014</td>
<td>Sheng (Charice) Ye, PhD Student, UWA</td>
<td>Values and behaviours in a tourism context</td>
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<tr>
<td>3/09/2014</td>
<td>Associate Professor Len Coote, University of Queensland</td>
<td>Choice Modelling of Best-Worst Data: A Second Revolution in Analysing Human Values</td>
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<tr>
<td>11/02/2014</td>
<td>Renee Teal, PhD Student, UWA</td>
<td>Influencing Health through Sport Sponsorship: Win or Lose, can we use spectator emotion to improve our impact?</td>
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<td><strong>Management &amp; Organisations</strong></td>
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<td>10/02/2014</td>
<td>Professor Sandra Ohly, University of Kassel, Germany</td>
<td>Work design, work routines, and affective well-being</td>
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<tr>
<td>21/02/2014</td>
<td>Associate Professor Nathan Podsakoff, University of Arizona, USA</td>
<td>A Configural Approach to Understanding the Personal and Social Costs of Conscientiousness</td>
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<td>14/03/2014</td>
<td>Professor Gary Greguras, Singapore Management University</td>
<td>Emotional Labor Actors: A latent profile analysis of emotional labor strategies</td>
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<tr>
<td>28/03/2014</td>
<td>Professor Bruce Barry, Vanderbilt University, Tennessee USA</td>
<td>Ethical Decision Making in Goal-Directed Influence: The “Target Effect”</td>
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<tr>
<td>9/05/2014</td>
<td>Speaker 1: Fakhra Jabeen, PhD Student, UWA</td>
<td>Topic 1: What happens when your survey topic is highly engaging to a unique demographic?</td>
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<td>9/05/2014</td>
<td>Speaker 2: Stuart Speidel, PhD Student, UWA</td>
<td>Topic 2 Linking Electric Vehicles and Charging Infrastructure to Renewable Energy and Grid Management</td>
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<td>18/07/2014</td>
<td>Professor Cristina Gibson, UWA</td>
<td>Change and development in multinational collaborative work efforts: Mapping the effect of structure, participation, identity, and connections over time</td>
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<tr>
<td>7/08/2014</td>
<td>Monir Moniruzzaman, PhD Student, UWA</td>
<td>Mobility in Aging: Travel Behaviour and Implications for Physical Activity</td>
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<tr>
<td>24/10/2014</td>
<td>Dr Zhijun Chen, UWA</td>
<td>Leader-Member Exchange versus Supervisor-Subordinate Guanxi: A Field Study Comparing Impacts on Employees’ Promotive and Prohibitive Voice</td>
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<tr>
<td>28/11/2014</td>
<td>Dr Amanda Wheeler, Edith Cowan University</td>
<td>Urban Air Pollution – Measurements and Modelling Approaches for Assessing Intra-Urban Variability</td>
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<tr>
<td>11/12/2014</td>
<td>Associate Professor Antonio Paez, The school of Geography and Earth Science, McMaster University, Canada</td>
<td>Mobility for sustainable communities</td>
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<td>6/02/2015</td>
<td>Professor William Jack, Georgetown University, USA</td>
<td>Inducing Behaviour Change: Results of a Randomized Road Safety Intervention in Kenya</td>
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<td>6/03/2015</td>
<td>Professor Randall Walsh, University of Pittsburg, USA</td>
<td>Racial Sorting and the Emergence of Segregation in American Cities</td>
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<tr>
<td>20/03/2015</td>
<td>Professor Phillip MacCalman, Melbourne University</td>
<td>International Trade, Income Distribution and Welfare</td>
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<tr>
<td>22/05/2015</td>
<td>Professor Russell Smyth, Monash University</td>
<td>The Long-Term Effects of Civil Conflicts on Education, Earnings, and Fertility: Evidence from Cambodia</td>
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<td>2/07/2015</td>
<td>Dr Michael Jetter, UWA</td>
<td>Blowing Things Up: The Effect of Media Attention on Terrorism</td>
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<td>5/08/2015</td>
<td>Dr Simon Chang, UWA</td>
<td>Be a Good Samaritan to a Good Samaritan: Field Evidence of Interdependent Other-regarding Preferences in China</td>
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<td>7/08/2015</td>
<td>Dr Jianxin Wu, Jinan University, China</td>
<td>Convergence of Carbon Dioxide Emissions in Chinese Cities: A Continuous Dynamic Distribution Approach</td>
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<td>21/08/2015</td>
<td>Professor Paul Makdissi, University of Ottawa, Canada</td>
<td>Robust Wagstaff Orderings of Distributions of Self-Reported Health Status</td>
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<tr>
<td>28/08/2015</td>
<td>Dr J Brian Hardaker, Adjunct Professor, Curtin University (joint with SARE)</td>
<td>The Good, the Bad and the Ugly</td>
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<td>2/10/2015</td>
<td>Professor Xiaobo Zhang, Peking University</td>
<td>Induced Corporate Innovations: Evidence from China’s Gender Imbalance</td>
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<tr>
<td>9/10/2015</td>
<td>Professor Guyonne Kalb, University of Melbourne</td>
<td>The Impact of Paid Parental Leave on Labour Supply and Employment Outcomes</td>
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<tr>
<td>16/10/2015</td>
<td>Dr David Laband, Georgia Tech. University, USA</td>
<td>Cultural and Aesthetic Environmental Values: An Economist’s Lament</td>
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<tr>
<td>21/10/2015</td>
<td>Dr Andrew Williams, UWA</td>
<td>The Effects of Informational and Political Transparency on Trade</td>
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<tr>
<td>30/10/2015</td>
<td>Associate Professor Lana Friesen, University of Queensland</td>
<td>Emission Taxes, Clean Technology Cooperation, and Product</td>
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<tr>
<td>13/03/2015</td>
<td>Professor David Lont, Otago University</td>
<td>Science and the stock market: Investors’ recognition of unburnable carbon</td>
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<td>27/03/2015</td>
<td>Professor Paul De Lange, Curtin University</td>
<td>Employability of graduate accountants: what skills shortage and what really matters?</td>
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<tr>
<td>18/05/2015</td>
<td>Professor Allan Hodgson, University of Queensland</td>
<td>Corporate Governance and Board Gender</td>
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<tr>
<td>4/08/2015</td>
<td>Professor Stephen Brown, New York University Stern School of Business</td>
<td>Betting against Beta or Demand for Lottery?</td>
</tr>
<tr>
<td>7/08/2015</td>
<td>Associate Professor Bryan Howieson, University of Adelaide</td>
<td>Think Local, Act Global: An Australian Case Study of the Role of National Accounting Standard-Setters</td>
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## Research Seminars 2015

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<tr>
<td>25/03/2015</td>
<td>Associate Professor Wencke Gwozdz, Copenhagen Business School</td>
<td>The effect of immaterial motivational incentives on children’s food choice – A field experiment in European primary schools</td>
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<tr>
<td>15/04/2015</td>
<td>Associate Professor Wencke Gwozdz, Copenhagen Business School</td>
<td>Future fashion alternatives – A social marketing approach to promote sustainable fashion consumption</td>
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<tr>
<td>17/04/2015</td>
<td>Delma Poniman, PhD Student, UWA</td>
<td>Exploring traceability in Halal food supply chains as a business network innovation</td>
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<tr>
<td>13/05/2015</td>
<td>Catherine Archer, PhD Student, UWA</td>
<td>Prosumers with passion: The six motivations of mum</td>
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<td><strong>Management &amp; Organisations</strong></td>
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<tr>
<td>24/09/2015</td>
<td>Associate Professor Alexandra Gerbasi, Grenoble Ecole de Management, France</td>
<td>Civility: How It Spreads and what Facilitates or Limits Its Potential</td>
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<tr>
<td>24/09/2015</td>
<td>Associate Professor Andrew Parker, Grenoble Ecole de Management, France</td>
<td>The Coevolution of Friendship and Advice Ties and Turnover Intentions</td>
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<tr>
<td>29/09/2015</td>
<td>Professor Elizabeth George, Hong Kong University of Science &amp; Technology</td>
<td>Hearts and Minds: Integrating regulatory focus and relational demography to explain responses to dissimilarity</td>
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<tr>
<td>3/11/2015</td>
<td>Assistant Professor Burak Oc, Bocconi University, Italy</td>
<td>Shaping voice: How power holders’ self-interest impacts subordinates’ justice-oriented voice over time</td>
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<tr>
<td>13/11/2015</td>
<td>Dr Songqi Liu, Georgia State University, USA</td>
<td>Adopt or avoid the risky behaviours modelled before you? A longitudinal study on newcomer heavy drinking with clients</td>
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<tr>
<td>4/12/2015</td>
<td>Professor David Livingstone, University of Toronto, Canada</td>
<td>Adult learning in different work settings: findings from the 1998, 2004 and 2010 Canadian Work and Lifelong Learning (WALL) surveys</td>
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</table>
Student Research Topics

2014 HDR Graduates

Carol OSBORNE, PhD, 'The effects of select socialisation agents in adolescent choices about alcohol'.

Daniel SCHEPIS, PhD, 'Strategies and identity in networks: A case of Indigenous SMEs in the Western Australian mining industry'.

Delia Verbara HENDRIE, PhD, 'Economic analysis of health sponsorship in Australia'.

Marianne DAHLE, PhD, 'Responding to climate induced external change: a managerial process perspective on the development of dynamic capabilities for corporate carbon management'.

Melanie Tamara PESCUD, PhD, 'Factors influencing the food provision behaviours of low socioeconomic parents with overweight or obese children'.

Nathalie Sabrina COLLINS, PhD, 'A qualitative and quantitative exploration of consumer religiosity and customer evangelism'.

2015 HDR Graduates

Lyndie BAYNE, PhD, 'The spread of environmental sustainability practices in business networks'.

Suman Paul CHOWDHURY, PhD, 'Corporate governance and CEO remuneration in Bangladesh'.

Current HDR Students

Ami Nicole SEIWRIGHT, PhD Candidate, 'Employee-Level Corporate Social Responsibility Behaviour: An Integrative Framework'.

Daniela CRISAN, PhD Candidate, 'Modelling exposure to traffic-related air pollutants using spatial and temporal interactions'.

Elena Joy Pasquini DOUGLAS, PhD Candidate, 'Eavesdropping on Richard Whately and the Noetics who reconciled exchange, commercial society and virtue.'

Elly LEUNG, PhD Candidate, 'Employment and living conditions, lived experience at work and in society, and social consciousness of textile and garment workers engaged in domestic production in central and western China.'

Eric Ryan CLOCK, DBA Candidate, 'Enterprise Education and Bottom (Base) of the Pyramid Youth'.

Fakhra JABEEN, PhD Candidate, 'The Adoption of Electric Vehicles: Behavioural and Technological Factors'.

Francesco CANGIANO, PhD Candidate, 'Human energy and proactivity in organizations: Exploring the outcomes of proactive behavior from a well-being perspective.'

Hai Yan LIU, PhD Candidate, 'Understanding world food consumption patterns'.

Ingebjorg KRISTOFFERSEN, PhD Candidate, 'Happiness and Economics'.


Lee KRUG, PhD Candidate, 'Tax incentives for sustainability reporting by mining companies in South Africa, Canada and Australia.'

Morgan Glen STRONG, DBA Candidate, 'Utilising design research on museum collection management software to improve public value'.

Noor SYAIFUDIN, PhD Candidate, 'The Economics of Sustainable Development: An Indonesian Perspective'.

Richard George GOATER, PhD Candidate, 'The Ecology of Leadership in Organisations: Social Affordance and Behaviour Milieu as Determinants of Leadership Development'.

Rini Yayuk PRIYATI, PhD Candidate, 'Demand for Palm Oil and Indonesian Forestry and Poverty'.

Saalem SADEQUE, PhD Candidate, 'Designing Effective Warning Labels in the Online Gambling Context'.

Sigit Pria PERDANA, PhD Candidate, 'Modelling Indonesian Carbon Taxation: Effects on Long Term Economic Growth'.

Thomas James BARRATT, PhD Candidate, 'Work, Place and Space in Global Production Network: An Ethnography of Worker Agency in the Pilbara, Australia'.

Wendy Elliott, DBA Candidate, 'Digging Deeper – What do Retail Investors Desire from Australian Mining Organisation’s Sustainability Reporting?'

Yunbo WEI, M.Phil (Res) student, 'Chinese Tourists' Responses to Western Australian Ecotourism Advertisements'.

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2014 Honours Graduates


Lauren TAIT, ‘Foreign Aid and Development’.

Nelly AH-KANG, ‘Contributions of Formal Mentoring to the Retention of Women in Non-Traditional Industries: A Study of Mining and Resources’.

2015 Honours Theses


Alexandra MILLER, ‘Impact of gender and programme on the success of mentoring elite sports coaches’.


Hanako FRAWLEY, ‘All in the Mind? Exploring connections between managers’ mental models and organisational strategies to environmental sustainability’.

Jia Yun (Jess) YEOH, ‘Exploring the relationship between vagal tone and transformational leadership’.

Kazuki TOMIOKA, ‘A Global Approach to Japan’s Inequality’.

Rachael CANT, ‘The Factors Associated with Poor Mental Health: a Study of the Australian Population’.

Sarah SULLIVAN, ‘Exploring the influence of socioemotional wealth on transgenerational transfer using a sample of SME family firms in Indonesia’.
<table>
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<tr>
<th>TITLE</th>
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<tr>
<td>Business from the heart</td>
<td><a href="http://www.news.uwa.edu.au/201412027215/events/business-heart">http://www.news.uwa.edu.au/201412027215/events/business-heart</a></td>
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<tr>
<td>From sports-star to entrepreneur, in 60 seconds</td>
<td><a href="http://www.news.uwa.edu.au/201411217171/events/sports-star-entrepreneur-60-seconds">http://www.news.uwa.edu.au/201411217171/events/sports-star-entrepreneur-60-seconds</a></td>
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<td>Generosity of spirit key to good leadership: Westpac CEO Gail Kelly</td>
<td><a href="http://www.news.uwa.edu.au/201408276928/school-news/generosity-spirit-key-good-leadership-westpac-ceo-gail-kelly">http://www.news.uwa.edu.au/201408276928/school-news/generosity-spirit-key-good-leadership-westpac-ceo-gail-kelly</a></td>
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<td>Indigenous poverty can only be solved through commerce: Mundine</td>
<td><a href="http://www.news.uwa.edu.au/201412027216/events/indigenous-poverty-can-only-be-solved-through-commerce-mundine">http://www.news.uwa.edu.au/201412027216/events/indigenous-poverty-can-only-be-solved-through-commerce-mundine</a></td>
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<td>Indigenous voices in the mining industry</td>
<td><a href="http://www.news.uwa.edu.au/201411257185/events/indigenous-voices-mining-industry">http://www.news.uwa.edu.au/201411257185/events/indigenous-voices-mining-industry</a></td>
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<td>Next generation is our responsibility: Indigenous leaders</td>
<td><a href="http://www.news.uwa.edu.au/201412037232/events/next-generation-our-responsibility-indigenous-leaders">http://www.news.uwa.edu.au/201412037232/events/next-generation-our-responsibility-indigenous-leaders</a></td>
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<td>Not-for-profit sector must invest more in professional development</td>
<td><a href="http://www.news.uwa.edu.au/201412117257/research/not-profit-sector-must-invest-more-professional-development">http://www.news.uwa.edu.au/201412117257/research/not-profit-sector-must-invest-more-professional-development</a></td>
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<td>Silo approach to Aboriginal affairs must be avoided: Collier</td>
<td><a href="http://www.news.uwa.edu.au/201412027214/events/silo-approach-aboriginal-affairs-must-be-avoided-collier">http://www.news.uwa.edu.au/201412027214/events/silo-approach-aboriginal-affairs-must-be-avoided-collier</a></td>
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<tr>
<td>Swap, rent or share: UWA Marketing students launch new smartphone app</td>
<td><a href="http://www.news.uwa.edu.au/201406186768/student-news/swap-rent-or-share-uwa-marketing-students-launch-new-smartphone-app">http://www.news.uwa.edu.au/201406186768/student-news/swap-rent-or-share-uwa-marketing-students-launch-new-smartphone-app</a></td>
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<td>Teen binge drinking influenced by adults</td>
<td><a href="http://www.news.uwa.edu.au/201404106583/research/teen-binge-drinking-influenced-adults">http://www.news.uwa.edu.au/201404106583/research/teen-binge-drinking-influenced-adults</a></td>
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<td>The next Mark Zuckerberg</td>
<td><a href="http://www.news.uwa.edu.au/2014111217173/events/next-mark-zuckerberg">http://www.news.uwa.edu.au/2014111217173/events/next-mark-zuckerberg</a></td>
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<td>Ticking the &quot;Yes I'm Aboriginal&quot; box</td>
<td><a href="http://www.news.uwa.edu.au/2014111217174/events/ticking-yes-im-aboriginal-box">http://www.news.uwa.edu.au/2014111217174/events/ticking-yes-im-aboriginal-box</a></td>
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# 2015 Media Releases

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# 2015 Media Coverage around CSI

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<td>Cost of Youth Homelessness Report</td>
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| ABC AM                           | Audio: http://www.abc.net.au/am/content/2015/s4181319.htm  
| Yahoo News                       | Syndicated from ABC:  
| Radio Adelaide 101.5             | Paul Flatau interviewed - trying to locate transcript and/or audio |
| ProBono News                     | Cost of Youth Homelessness Revealed:  
| Bankwest Foundation              | URL |
| Business News                    | Aligned Outcomes to Deliver Mutual Rewards |
| ProBono News                     | Corporate Research Partnership Boosts WA Social Sector  
| Research Team                    | |
| Fundraising & Philanthropy Magazine | Article by Paul Flatau and Ramon Wenzel: “Seeking the Missing Learning Link” - full page article. |
| CHYA Report (YHMD)               | URL |
| South Coast Register             | Homeless Youth Day:  
| Sunshine Coast Daily             | Flexible Schooling Key to Youth Homelessness  
| Sydney Morning Herald            | The young and the homeless  
| Miscellaneous Mentions           | URL |
| UWA Alumni Newsletter            | Paul Flatau featured  
http://www.alumni.uwa.edu.au/community/paul-flatau/ |