

**PRME**

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

# Principles for Responsible Management Education

## Sharing Information on Progress Report – 2018

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## Introduction

### Executive Dean's Commitment to the Principles for Responsible Management Education



I am very pleased to renew the Federation University Business School's commitment to the UN Principles for Responsible Management Education (UN-PRME) initiative.

As a proud and committed advanced signatory to this initiative Federation Business School ensures that the principles of ethical practice, sustainability and

social responsibility are lived out in our curricula, our research and our own corporate behaviour. Our membership underlines a commitment to being 'a Business School with a conscience'.

Over the 2017/18 period, we have made substantial progress in implementing the actions detailed in the Federation Business School PRME Strategic Plan 2016-2020.

While there have been many highlights, one of the most satisfying is the extent to which PRME has become such an integral part of what we do as a business school. Our staff has embraced the PRME and Sustainable Development Goals (SDGs) and these are no longer new concepts; these are now just a part of who we are.

We still have much that we plan to do to further embed responsible business into our activities, but we are proud of the progress we have made to date and look forward to continuing to work to this end.

The following pages detail our recent activities as examples of our commitment to this far-sighted United Nations initiative.

A handwritten signature in black ink, likely belonging to Associate Professor Bob O'Shea. The signature is stylized and cursive, with a long horizontal line extending to the right.

**Associate Professor Bob O'Shea**  
**Executive Dean**  
**Federation Business School**  
**Federation University**  
**Australia**

**PRME**  
at Federation  
Business  
School



## Principle 1 | Purpose & Principle 2 | Values

FBS continues to embed the principles of sustainability, values and ethics, and corporate social responsibility into the university experience of all FBS stakeholders. The commitment of FBS to PRME and the Sustainable Development Goals is now a central component of our identity and a fundamental part of who we are and what we do.

In 2017, FBS developed a 32-page [Positioning and Identity Statement](#) communicating to our stakeholders the School's commitments to responsible business and articulating our vision for the role we aim to play in creating a better world and the role our graduates can play in driving positive change.



This booklet features key statements affirming the School's commitment to responsible business; our Mission, Vision and Values Statements; brief case studies highlighting FBS graduates currently reflecting these values in their business roles and general information about the School's programs.

## FBS PRME Strategic Plan 2015-2020

FBS activities and priorities regarding PRME and SDGs have been guided by the School's *PRME Strategic Plan 2015-2020*. The objectives of this plan align with the six principles of the PRME, and its key strategies detail how the School intends to meet these objectives.

The Federation Business School's PRME priorities for 2017/18 included:

- **Strategy 2.2** - Identification of priorities (and targets) for actions to reduce environmental impacts of FBS operations and/or opportunities to offset detrimental impacts that cannot be avoided;
- **Strategy 2.4** - Development and delivery of Professional Development program explaining the Faculty's commitment to the PRME and identifying target/priority actions;

- **Strategy 3.4** - Development of promotional tools and materials to inform stakeholders of the Faculty's commitment to PRME;
- **Strategy 5.4** - Identify priorities and research opportunities for the development of new courses with a PRME-related focus;
- **Strategy 6.3** - Establishment of an annual scholarship program for HDR students researching PRME related themes.

Substantial progress has been made on each of these priorities.

## Principle 3 | Method:

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

FBS has consolidated the delivery of the PRME themes in all education programs offered by the School. These activities included the following.

### Dedicated PRME Courses

When FBS committed to PRME in 2012, one of its first initiatives was to develop three dedicated PRME-focused courses for graduate and undergraduate programs. These courses were first delivered in 2013 and embed the themes of sustainability, corporate social responsibility, values and ethics into every program offered by FBS.

In 2017/18, FBS has enrolled more than 2300 students into these courses:

| Course Code | Course Title  | 2017 | 2018 |
|-------------|---|------|------|
| BUGEN 2630  | Principles of Responsible Business                  | 516  | 412  |
| BUGEN 3711  | Applied Principles of Responsible Business Practice | 453  | 198  |
| BUGEN 5930  | Business, Society and the Planet                    | 364  | 406  |

### New Elective Course

Throughout 2017/18, a team led by Dr Helen Weadon, has developed a new elective course – *BUENT 3710 – Social Entrepreneurship*. This course enables students to develop the skills, knowledge and attitudes to implement entrepreneurial approaches to establish mission-driven ventures. The course will examine the emergence of social entrepreneurs developing practical solutions to sustainability challenges and explore the intersection of the non-profit, government and business sectors in delivering social and environmental value. Students will examine the opportunities for entrepreneurial approaches to the United Nations Sustainable Development Goals and work collaboratively to develop a business plan for the establishment of a social enterprise that delivers social and/or environmental value.



## SDG Project

In December 2017, FBS launched the SDGs Project; an initiative aiming to assist FBS lecturers to embed the SDGs into their courses and programs. This project provides FBS lecturers with a range of information, weblinks, tools, resources and support to assist them to engage with the Sustainable Development Goals and consider how one or more of the SDGs could be embedded into their courses. The key features of this initiative have included:

### Professional Development

At the launch of the SDG Project in December 2017, FBS staff participated in a half-day professional development workshop in which they were introduced to the SDGs and invited to consider the relevance of each of the SDGs to their personal lives and the courses, programs and/or work functions for which they are responsible.

The SDGs received a very positive reception from FBS staff, and their enthusiastic engagement in the workshop activities revealed areas within the School with substantial expertise and experience relevant to the SDGs, as well as the identification of opportunities to embed SDGs more deeply into our School functions.

### SDG Project Moodle page

All FBS staff have been given access to a page on Moodle, FedUni's online learning platform, which has been developed as a portal to a wide range of resources to assist staff to learn more about the SDGs and their relevance to various work roles and functions. So far, more than 65% of FBS staff with access to the SDG Project Moodle page have accessed these resources.



Federation Business School staff putting their handprints on the Sustainable Development Goal on which they want to have a positive impact.

## Sustainable Development Goals in FBS courses – Course Review

In conjunction with the launch of the SDG Project, FBS also launched its SDG Course Review; a pilot project to review the Course Descriptions of 50 FBS courses, to help provide an insight into the extent to which our Federation Business School programs and courses touch on areas relevant to the Sustainable Development Goals (SDGs).

No judgements were made on the quality of courses, Course Descriptions, Course Coordinators, content, assessments etc. Instead, staff were encouraged to engage with the SDGs and begin the conversation around the extent to which the SDGs currently feature in their work and opportunities to further embed SDGs into their courses, research and work roles.

This review was primarily aimed at Course Coordinators, but non-teaching staff were also invited to complete the task. The review was conducted using the Quiz function on the SDG Project Moodle page, with participants asked questions about the extent to which each of the 17 SDGs featured in the courses for which they are responsible. For each of the 17 SDGs, participants were asked the following questions:

- Relevance - How relevant is this SDG to your course?
- Overall coverage in course - Is this SDG explicitly focused on within your course?
- Learning Outcomes - Is this SDG identified within your ILOs (Intended Learning Outcomes) and/or course values, and to what extent?
- Course Content – To what extent does your course content cover this SDG?
- Assessment - How much focus is given to this SDG within your assessment tasks?

For each of these questions, participants were asked to select one of the following options:

- Major Focus
- Moderate Focus
- Does Not Feature

Participants also were given the following options to provide additional information/detail:

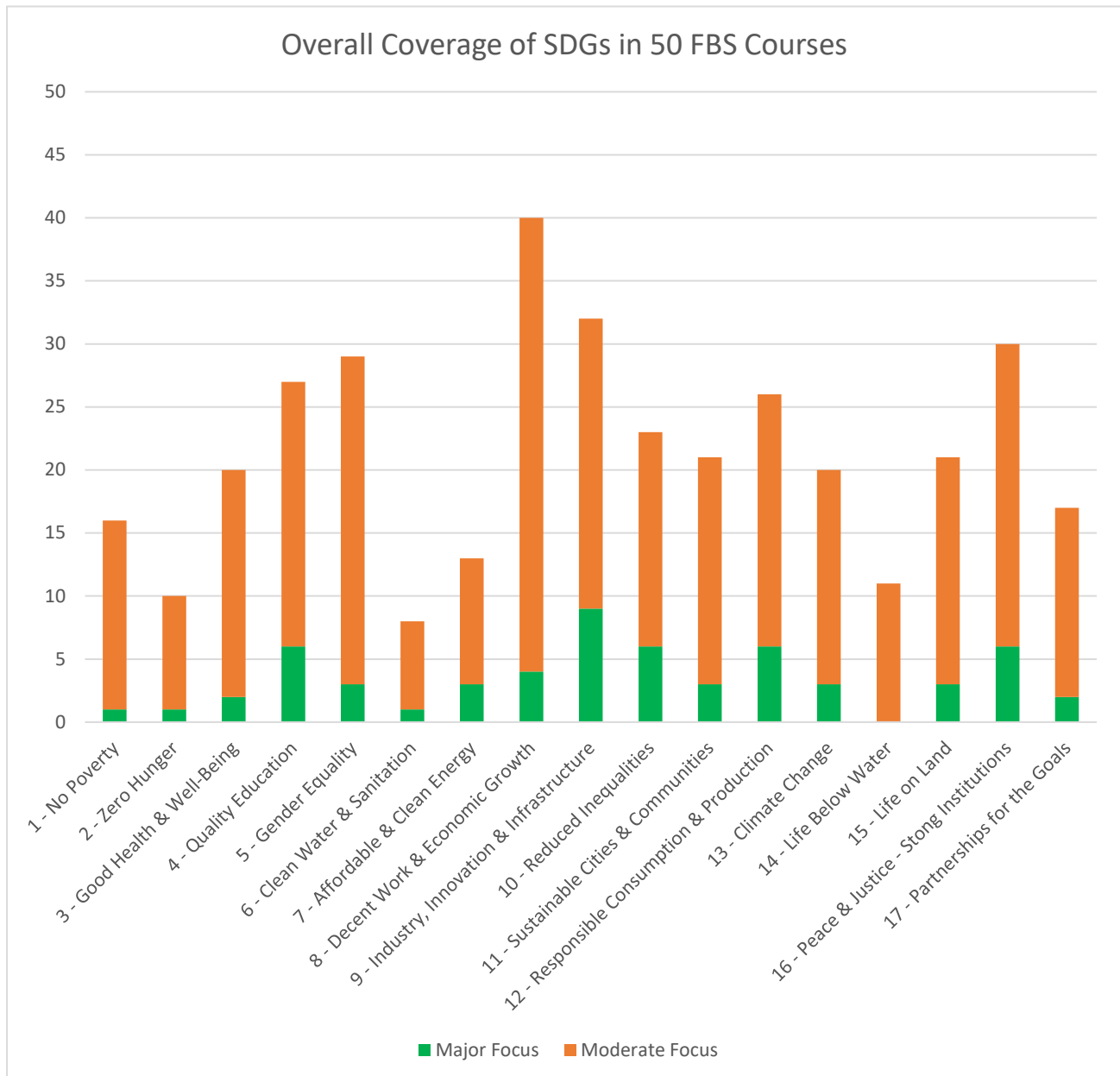
- Optional question - In your course delivery, are there other times where you teach about this SDG (e.g. class discussions; readings, group activities etc.)? If yes, please provide details of these in the space provided.
- Optional question - What assistance would you like to help you better embed this SDG into your course? Please provide details of these in the space provided.

## SDG Course Review – Results

The review of 50 courses from FBS undergraduate and post-graduate programs has established a baseline for our courses and programs in terms of their coverage of the SDGs. The results of this review have been most useful in pointing to SDG priorities for inclusion in FBS courses and the courses in which the opportunities to do so exist. .

The key findings from this review included:

- Each of the 17 SDGs is receiving some coverage in these programs and every course reviewed touched on one or more of the SDGs;



- As expected, the goals with the strongest coverage focused on economic and financial areas, while the goals with least coverage had an environmental focus;

| SDGs with the most coverage in the 50 FBS courses reviewed  | Number of courses (High + moderate focus) |
|---|---|
| 8. Decent work & economic growth                            | 40 (4+36)                                 |
| 9. Industry, Innovation & Infrastructure                    | 32 (9+23)                                 |
| 16. Peace & Justice, Strong Institutions                    | 30 (6+24)                                 |
| 5. Gender Equality  | 29 (3+26)                                 |
| 12. Responsible Consumption & Production                    | 26 (6+20)                                 |
| SDGs with the least coverage in the 50 FBS courses reviewed | Number of courses (High + moderate focus) |
| 6. Clean water & sanitation                                 | 8 (1+7)                                   |
| 2. Zero Hunger  | 10 (1+9)                                  |
| 14. Life under water  | 11(0+11)                                  |
| 7. Affordable and Clean Energy                              | 13 (3+10)                                 |
| 1. No Poverty   | 16 (1+15)                                 |

- Most of the participating Course Coordinators (64-68%) identified that SDGs 6 - Clean Water and Sanitation, 2 - Zero Hunger, 14 – Life Under Water and 7 – Affordable and Clean Energy were **not relevant** to their courses;
- Three of the SDGs **least covered** by FBS courses align with environmental priorities listed as being 'Critical' or 'A Threat' in [Australia's Gap Frame analysis](#) – Biodiversity, Carbon Quotient, Oceans and Clean Energy;
- The courses reviewed had few **explicit references** to Sustainable Development Goals in their Course Descriptions, Intended Learning Outcomes, Course Content and Assessment documentation and;
- Several course coordinators (6-12) reported the specific SDGs were not identified explicitly in the course documentation, but were **referenced more generally** and students had the flexibility and choice to explore any of the SDGs and their related issues.



## Embedding SDGs into Marketing

In the weeks following the launch of the SDG Project, the staff professional development workshop and the SDG Course Review in late-2017, several FBS course coordinators began to reconsider their Course Descriptions, Course Content and Assessment Tasks to identify opportunities to embed SDGs into their courses.

One FBS lecturer leading this initiative was Mr. Robert Errey, MBA Director and Course Coordinator of *BUMKT 5902 – Marketing Management*. While undertaking a holistic review of his course, Robert identified several opportunities to highlight how themes explored in his course were relevant to various SDGs and targets. Also, Robert saw his course had an implicit emphasis on generating income through increasing sales of products and services, but did not address some of the non-financial applications for sound marketing strategies and management.

Robert decided to embed some of these SDGs into his course (without substantially altering its objectives and Intended Learning Outcomes), by reworking his individual and group assignments. Addressing the SDG 12 – Responsible Consumption and Production, the students were required to individually track all of their purchases and waste generated for one week. They also referred to one of the ecological footprint calculators to determine the sustainability of their behaviour. Given the findings from the individual task, students then formed groups to develop a marketing plan to change the consumption and waste generation behaviour of their local community. While some Marketing Management lecturers were a little unsure about this change, the new task was favourably received when trialled with a small group of students and has since been adopted for all deliveries of Marketing Management.

## Sustainability at Federation University Australia

At Federation University, we continue to make progress towards our 2019 sustainability targets. Compared to our baseline year (2013) the University has made the following achievements:

- greenhouse gas emissions reduced by 25%
- energy consumption reduced by 15%
- water consumption reduced by 1%
- waste to landfill reduced by 75 tonnes
- recycled waste reduced by 64 tonnes
- fuel for the vehicle fleet has decreased by 54,579 litres, a 24% reduction
- staff spend (\$) on public transport has increased by 88%



For more information on Federation University's sustainability priority actions and performance, please refer to the FedUni Sustainability [Strategy](#), [Reports](#) and [webpage](#).

## enactus Program

Federation Business School has continued its engagement with [Enactus](#); an international nonprofit organisation dedicated to inspiring students to improve the world through entrepreneurial action. Enactus brings together business leaders and students whose purpose is 'To Enable Progress through Entrepreneurial Action' and has a particular focus on encouraging student projects that contribute to achieving the Sustainable Development Goals.

Businesses provide sponsorship and guidance to enable student teams to undertake educational projects which empower people, by applying business and economic concepts and an entrepreneurial approach to improve their quality of life and standard of living. Through these projects, students develop leadership, teamwork, and communication skills to better themselves, their communities, and their countries ([Enactus, 2018](#)).

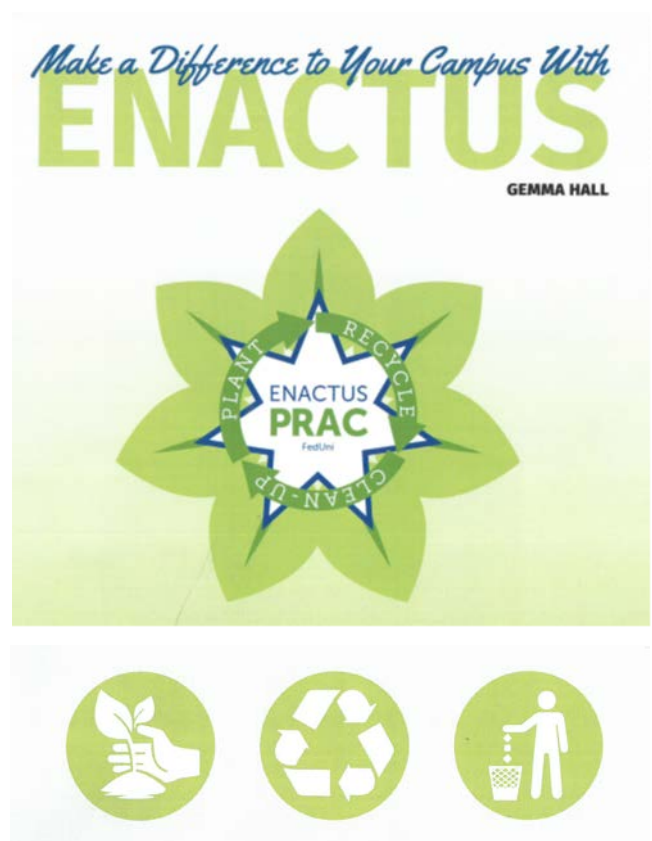
In 2017/18, FBS Enactus students did not compete in the national Enactus competition due to low student participation. However, for the students that did participate, they were successful in achieving their project objectives and creating a positive difference through their actions.

## The PRAC Project – 2017

The ENACTUS Project for 2017 was the PRAC Project – PLANT, RECYCLE AND CLEAN UP Federation University campus. A group of six students decided upon a practical project to enhance the aesthetics of the FedUni Mt. Helen Campus – the PRAC Project. Inspired by a desire to beautify the campus, the group worked in conjunction with the campus facilities staff, FedUni Sustainability Officer, Student Sustainability Society, Grampians Central West Waste and Resource Recovery Group and student volunteers to conduct a visual assessment of the campus and a waste audit of both general waste and recycling bins in selected areas around the campus.

Based on the results of these assessments, the group then developed a plan to recruit volunteers to assist with:

- A Campus Clean-Up Event;
- Improve recycling rates and reduce contamination in recycling bins on campus;
- Plant 400 native trees.



## Dingo Protection Campaign – 2018

In 2018, the Enactus group of five mainly international students elected to focus on the plight of the Australian dingo, which is classified by the [International Union for Conservation of Nature](#) as being a 'vulnerable' (i.e. threatened) species. The students researched the dingo's status and factors contributing to this and determined an education campaign was required to raise awareness of this issue.

The group then developed a [social media campaign](#) addressing the dingoes and their issues, which invites people to support a petition calling for government action to protect dingoes and reduce the threats to their survival. The petition was expected to receive about 200 names supporting the campaign, but the current count is over 1500. As social media interest in this Dingo Protection has grown, the group has extended its timeline and will close the petition soon, then forward it to the relevant State and Commonwealth authorities.

## New Colombo Plan

Federation Business School continues to be an enthusiastic participant in one of the Australian Government's signature initiatives, the [New Colombo Plan](#), which aims to lift knowledge of the Indo Pacific region in Australia by supporting Australian undergraduates to study and undertake internships in the region.

As part of its 2017/18 New Colombo Plan initiatives, Federation Business School has led the visits of two student groups to Dalian, in China's Liaoning Province.

### Cultural/Industry Tour – Dalian

Four MBA students and the MBA Director, Mr Robert Errey visited Dalian University of Technology (DUT) for two weeks November-December 2016. They had two hours of Mandarin lessons on nine days over the two weeks, accompanied DUT MBA students to a company visit and a visit to a technology hub, visited Beijing for three days and participated in the MBA Business Ethics class on three occasions. They also presented to and led a class discussion on an Australian ethical business issue—unethical behaviour by financial planners of one of the four major banks. The students explored Dalian and Beijing and took every opportunity to try out their newly acquired Mandarin skills and savour the local cuisine. On their return to

Australia the students presented to the Faculty Board of the Federation Business School. One key outcome was that these students gained a much better understanding of and greater empathy for foreign students in their endeavours to study in Australia.



### Cultural/Industry Tour – Dalian

In 2017, FBS lecturer Dr Helen Song-Turner led a group of undergraduate students on a 19 day winter trip to Dalian. On this trip students visited three partner universities (Dalian Nationality University, Dalian University of Technology and Dalian Foreign Language University), where they engaged with local students and participated in several educational workshops and social and cultural activities.



The group also toured five industrial sites, including two multinational corporations, a large state-owned manufacturing plant (Brilliance Special Vehicles), a private world leading telecommunications company and Liaoning Province's largest O2O (online to offline) platform provider. These visits provided students with a range of interactive experiences and insights into the operation of businesses and companies quite different to those they are familiar with in Australia.



The group also undertook several Chinese language classes and a range of social activities, included dumpling making, painting and engagement with their counterparts from the universities visited. In their feedback on this trip, the group unanimously agreed it provided substantial value in terms of their cultural experience and the forming/changing of their impressions and understandings of China. They also expressed their belief more students should take these opportunities to experience the Chinese culture



## Principle 4 | Research:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

FBS has several researchers with strong backgrounds in research relating to PRME themes and the Sustainable Development Goals.

### PRME Scholarship - PhD

FBS has funded a new scholarship for a PhD candidate researching in an area related to the PRME and SDGs. In 2017, the successful candidate for this scholarship was Madurika Nanayakka, who is studying the financing of climate change projects through the Green Bond market and exploring the factors limiting its growth.

### Research Publications

Some of our publications (2016-2018) on these themes include:

#### Publications – Books

Clark, Ian, & Cahir, David. (2016). *The children of the Port Phillip Aboriginal Protectorate : An anthology of their reminiscences*. Australian Scholarly Publishing Pty.

Clark, I. (2016). *'We are all of one blood' : A history of the Djabwurrung Aboriginal people of western Victoria, 1836-1901*. Charleston, USA: Createspace Publishing.

Courvisanos, J., Doughney, J., & Millmow, A. (Eds.). (2016). *Reclaiming Pluralism in Economics*. Routledge.

Crowther, D., Seifi, S., & Moyeen, A. (2018). Responsibility and Governance in Achieving Sustainability. In *The Goals of Sustainable Development* (pp. 1-15). Springer, Singapore.

Lawton, Alan. (2016). Evaluating the performance of ethical leadership. Routledge Handbooks Online.

Millmow, Alex. (2016). *The influence of the history of economic thought on pluralism : The Cambridge economic tradition and Australian economics*. Routledge, an imprint of Taylor & Francis.

O'Leary, Patrick. (2016). *Neoliberal policy and employer industrial relations strategies in the United States and Australia*. Routledge.

Shields, J., Brown, M., Kaine, S., Dolle-Samuel, C., North-Samardzic, A., McLean, P.; Johns, R.; O'Leary, P.; Plimmer, G.; Robinson, J. (2016). *Managing employee performance & reward: Concepts, practices, strategies (Second ed.)* Port Melbourne, VIC: Cambridge University Press.

#### Publications – Book Chapters

Clark, I. D. (2016). 2 Visitor Experiences of Aboriginal Place names in Colonial Victoria, Australia, 1834–1900. *Names and Naming: People, Places, Perceptions and Power*, 163, 18.

Courvisanos, J., & Boavida, M. (2017). Review of the Roadmap for Sustainable Development in *Timor-Leste: An Economic Policy Report*.

Hettihewa, S. (2016), 31 The Importance of Risk Management in the Extractive Sector for a Sustainable Economy. In Devasahayam, S. (Ed.), Dowling, K. (Ed.), Mahapatra, M. (Ed.). (2016). *Sustainability in the Mineral and Energy Sectors*. Boca Raton: CRC Press.



Lawton, A. & Rayner, J. (2018). Managerial Functions in the Public Sector. In Farazmand, A., & SpringerLink. (2018). *Global Encyclopedia of Public Administration, Public Policy, and Governance*. Cham: Springer International Publishing: Imprint: Springer.

Moyeen, A. (2018). CSR Management Strategies, Stakeholder Engagement and MNE Subsidiaries Efforts to Foster Sustainable Development. In *The Goals of Sustainable Development* (pp. 43-54). Springer, Singapore.

Song-Turner, H. (2018). Shifting to Green: Insights from a SME Hotel's Green Approach in China. In *The Goals of Sustainable Development* (pp. 231-250). Springer, Singapore.

Keeney, R., Narayanan, B., & Valenzuela, E. (Eds.). (2017). The Global Trade Analysis Project's (GTAP's) Database and CGE Model as a Tool for Agricultural and Environmental Economic Analysis. In World Scientific Reference on Natural Resources and Environmental Policy in the Era of Global Change: *Volume 3: Computable General Equilibrium Models* (pp. 31-56).

## Publications – Journal Articles

Backer, E., & Hing, N. (2017). Whole tourism systems: An academic portrait of Neil Leiper. *Anatolia*, 28(2), 320-325.

Backer, Elisa, & Lynch, David. (2017). Understanding the proclivity of Visiting Friends and Relatives (VFR) travel across Family Life Cycle Stages in Australia.

Backer, E., & King, B. (2017). VFR traveller demographics: The social tourism dimension. *Journal of Vacation Marketing*, 23(3), 191-204.

Bose, S., Podder, J., & Biswas, K. (2017). Philanthropic giving, market-based performance and institutional ownership: Evidence from an emerging economy. *The British Accounting Review*, 49(4), 429-444.

Brennan, D. J. (2016). The luckless plan to plan infringer. *Australian Intellectual Property Journal*, 26(3), 131-140.

Clark, I. D. (2017). Onomastic Palimpsests and Indigenous Renaming: Examples from Victoria, Australia. *Names*, 65(4), 215-222

Cahir, F., McMaster, S., Clark, I., Kerin, R., & Wright, W. (2016). Winda Lingo Parugoneit or Why Set the Bush [On] Fire? Fire and Victorian Aboriginal People on the Colonial Frontier. *Australian Historical Studies*, 47(2), 225-240.

Doraisami, A., & Millmow, A. (2016). Funding Australian economics research: Local benefits? *The Economic and Labour Relations Review*, 27(4), 511-524.

Halabi, A. (2016). Historical Evidence of the Social Contribution of Annual General Meetings to Australian Football Communities. *The International Journal of the History of Sport*, 33(8), 813-827.

Halabi, A. K., & Larkins, J. A. (2016). The impact of discussion board usage on overall performance in an introductory accounting subject. *Pacific Accounting Review*, 28(3), 337-358.

Frost, L., Lightbody, M., Carter, A., & Halabi, A. (2016). A cricket ground or a football stadium? The business of ground sharing at the Adelaide Oval before 1973. *Business History*, 58(8), 1164-1182.

Halabi, Abdel, Lightbody, Margaret, Frost, Lionel, & Carter, Amanda. (2016). Legitimizing amateur status using financial reports: Victorian Football League clubs, 1909-1912.

Holm, E. (2016). The Role of the Refrigerator in Identity Crime? *International Journal of Cyber-Security and Digital Forensics*, 5(1), 1-9.

Langton, J., West, B., Baskerville, R., & Servalli, S. (2016). One hundred years of annual reporting by the Australian Red Cross: Building public trust and approbation through emotive disclosures. *Accounting History*, 21(2-3), 185-207.

Asaari, M. H. A. H., Dwivedi, A., Lawton, A., & Desa, N. M. (2016). Academic leadership and organizational commitment in public universities of Malaysia. *European Scientific Journal*, ESJ, 12(16).

- Manaf, H., Mohamed, A., & Lawton, A. (2016). Assessing Public Participation Initiatives in Local Government Decision-Making in Malaysia. *International Journal of Public Administration*, 39(11), 812-820.
- Cornish, S., & Millmow, A. (2016). A.W.H. Phillips and Australia. *History of Economics Review*, 63(1), 2-20.
- Swan, C., & Morgan, D. (2016). Who wants to be an eco-entrepreneur? Identifying entrepreneurial types and practices in ecotourism businesses. *The International Journal of Entrepreneurship and Innovation*, 17(2), 120-132.
- Morgan, Damian. (2016). Development of a method to estimate and predict beach visitation.
- Pillay, S., Reddy, P., & Morgan, D. (2017). Institutional isomorphism and whistle-blowing intentions in public sector institutions. *Public Management Review*, 19(4), 423-442.
- Morgan, D. (2018). Counting Beach Visitors: Tools, Methods and Management Applications. In *Beach Management Tools-Concepts, Methodologies and Case Studies* (pp. 561-577). Springer, Cham.
- Swan, Christopher, Morgan, Damian, & Lawton, Alan. (2016). CSR through Eco-preneurship : A Conceptual Model of the Entrepreneurial Process Underpinning Ecotourism Business Start-up.
- Riaz, Shoaib, Kimberley, Nell, & Morgan, Damian. (2016). Surviving and Thriving in Turbulent times : A Complex Adaptive Systems (CAS) Based Approach to Organisational Transformation (OT).
- Crowther, D., Seifi, S., & Moyeen, A. (2018). Responsibility and Governance in Achieving Sustainability. In *The Goals of Sustainable Development* (pp. 1-15). Springer, Singapore.
- Peacock, Christine. (2016). Australia: Cross-border supplies and Australia's GST. *International VAT Monitor*, 27(4), 243-248
- Wagle, R., Pillay, S., & Wright, W. (2017). Examining Nepalese Forestry Governance from Gender Perspectives. *International Journal of Public Administration*, 40(3), 205-225.
- Pillay, S., Ramphul, N., Dorasamy, N., & Meyer, D. (2018). Predictors of Whistle-Blowing intentions: an analysis of multi-level variables. *Administration & Society*, 50(2), 186-216.
- Reimers, V., Chao, C., & Gorman, S. (2016). Permission email marketing and its influence on online shopping. *Asia Pacific Journal of Marketing and Logistics*, 28(2), 308-322.
- Reimers, Vaughan, Magnuson, Bryce, & Chao, Chih-Wei. (2016). The academic conceptualisation of ethical clothing : Could it account for the attitude behaviour gap? *Journal of Fashion Marketing and Management: An International Journal*, 20(4), 383-399.
- Singh, S., Sidhu, J., Joshi, M., & Kansal, M. (2016). Measuring intellectual capital performance of Indian banks. *Managerial Finance*, 42(7), 635-655.
- Song-Turner, H., & Polonsky, M. (2016). Enviropreneurial marketing in greening corporate activities: Evidence from four Chinese green firms. *European Business Review*, 28(5), 506-531.
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- Earl, C., & Taylor, P. (2016). Discriminatory practices of older workers in an ageing residential care workforce. *International Journal of Work Innovation*, 1(4), 391-412.
- Taylor, P., Loretto, W., Marshall, V., Earl, C., & Phillipson, C. (2016). The older worker: identifying a critical research Agenda. *Social Policy and Society*, 15(4), 675-689.

Zhai, Q., Wang, S., & Weadon, H. (2017). Thriving at work as a mediator of the relationship between workplace support and life satisfaction. *Journal of Management & Organization*, 1-17.

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Pinto, O., West, B., Lai, A., & Samkin, G. (2017). Accounting and the history of the everyday life of captains, sailors and common seamen in eighteenth-century Portuguese slave trading. *Accounting History*, 22(3), 320-347.

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## Principle 5 | Partnership:

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges

FBS has continued to support the development of sustainability in our regions through several partnership projects involving local government, community groups, business and industry.

### Partnership with Buninyong and District Community Bank

One of the recent highlights in this area has been the signing of a Memorandum of Understanding between Federation Business School and the Buninyong and District Community Bank (part of the national network under the Bendigo Bank Franchise) to form a strategic alliance and work together to enhance each other's mission and vision.

While Bendigo Bank is Australia's 5<sup>th</sup> largest retail bank, it operates on a community banking model, which is based on a 'profit-with-purpose' model. This means its profits are returned directly to the community that has generated them ([Bendigo Bank, 2018](#)).



FedUni Deputy Vice Chancellor, Prof. Todd Walker, Vice Chancellor Prof. Helen Bartlett, Buninyong and District Community Bank Director, Mr Stephen Falconer and Chairman, Mr Richard McDowell, Federation Business School Executive Dean, Associated Prof. Bob O'Shea, at the signing of the MOU between Buninyong and District Community Bank and Federation Business School.

The focus of this alliance will be on community development through education, training, research and consulting services.

## Social Impact of Bendigo Bank

One of the first initiatives to emerge from this alliance has been the co-funding of a PhD scholarship to research the social, environmental and economic impacts of Bendigo Bank's investments in local communities, focusing on the Buninyong and District Community Bank. This scholarship has been awarded to Jenni Lascheit, whose supervision team will include FBS academics Associate Professor Jerry Courvisanos and Dr Jackie Tuck, with Buninyong and District Community Bank Director, Mr. Stephen Falconer as Industry Supervisor.

## Compassionate Ballarat

In February 2018, Federation Business School partnered with [Charter for Compassion Australia](#) and [Buninyong & District Community Bank](#) to host a Compassionate Leadership Workshop at FedUni's Greenhill Enterprise Centre. This workshop was aimed at the local business sector and was one of three workshops in Ballarat with a focus on compassionate leadership - the others being in the health and education sectors. These workshops explored new research into compassion that helps leaders to see that addressing suffering in the workplace is one of the most important ideas for organisations today.

Speakers at this event included:

- Marilyn Turkovich, Global Director, Charter for Compassion;
- Randall Dreger, Branch Manager, Buninyong & District Community Bank
- Dr Lynne Reeder, FedUni researcher & National Facilitator, Australian Compassion Council

These initial workshops in Ballarat have been instrumental in bringing together interested stakeholders from a variety of organisations working towards a Ballarat commitment to become a [Compassionate City](#).



Speakers at the Compassionate Leadership Workshop, Dr Lynne Reeder and Marilyn Turkovich,



## Business awards

Over the last two years, Federation Business School has continued and expanded its support of local business communities by committing to the naming-rights sponsorship of the Business Awards conducted across the FedUni regions:

- Federation Business School Commerce Ballarat Business Excellence Awards
- Federation Business School East Gippsland Business Awards
- Federation Business School Gippsland Business Awards
- Federation Business School Grampians Pyrenees Business Awards

## Principle 6 | Dialogue:

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

In 2017/18, FBS has continued to support the development of social responsibility and sustainable business through the following activities:

### Timor-Leste and the Sustainable Development Goals

For many years, individual FedUni staff, as well as community organisations (such as the City of Ballarat's [Friends of Ainaro](#)), have partnered with FedUni to engage in research and capacity building initiatives in Timor-Leste (also known as East Timor).

Timor-Leste is one of the world's newest and poorest countries that is historically and geographically linked to Australia. The strong knowledge base of FedUni and its partners assists Timor-Leste to develop skills and to research the critical issues that face this small country. Since 2013, FedUni has had an ongoing and productive Memorandum of Understanding (MOU) with the only public national university in Timor-Leste, Universidade Nacional Timor Lorosa'e (UNTL).

In the second half of 2017, Federation Business School academic Associate Professor Jerry Courvisanos, spent six months in Timor-Leste collaborating with local political science academic, Matias Boavida to review the Timor-Leste Government's progress on its commitments to the Sustainable Development Goals. This review, *Review of the Roadmap for Sustainable Development in Timor-Leste: An Economic Policy Report* was submitted to the government in 2017 and recently published by the [Global Institute for Sustainable Prosperity](#).

Assoc. Prof. Courvisanos will be leading a group of students on a New Colombo Plan visit to Timor-Leste in Sept-Oct. 2018 and is currently collaborating with researchers from Deakin University to research stakeholder impacts on the SDGs and Timor-Leste.



Associate Professor Dr Jerry Courvisanos with the Rector of UNTL, Professor Doutor Francisco Miguel Martins, at the 2017 signing of the new and expanded MOU between FedUni and UNTL.



## PRME Global Forum – 2017

In July, 2017, Federation Business School PRME Coordinator, Mr. Craig Hurley, attended the 2017 Global Forum for Responsible Management Education, in New York, USA. This forum was a celebration of ten years of PRME and a great opportunity for PRME signatories from all over the world to share their wisdom and experiences on embedding responsible management into our business schools.

For Federation Business School, three key benefits to emerge from Craig's participation in this event were:

1. The sharpened focus on the SDGs – up to this point, FBS had spoken in more general terms about responsible business, but the forum's focus on the SDGs has helped FBS to be more specific in the way we consider our PRME activities and responsible management conversations;
2. The teaching and research tools & resources – several sessions at the Global Forum introduced a range of teaching and research resources that have now been incorporated into FBS professional development workshops and course materials;
3. Connections with counterparts from other business schools – particularly from the Australia/New Zealand Chapter.



Delegates from the Australasian Chapter at the 2017 Global Forum for Responsible Management Education in New York, July 2017.

## Study Tour – University of Dhaka

In February 2017, Federation Business School hosted a delegation of 20 students from University of Dhaka in Bangladesh. The delegation was based at the Mt Helen Campus and undertook a variety of academic activities in relation to international trade, including visits to several local organisations involved in international trade activities.



## Ignite your Business

As part of FBS's sponsorship and support of Commerce Ballarat and the Ballarat Business Excellence Awards, Federation Business School provided an "Ignite your Business" seminar to 25 participants from local businesses. This workshop, delivered by Mr James Rendell, had a focus on marketing.

## Small Business Festival

In August 2017, Federation Business School hosted a State Government event to promote small business. The Small Business Festival was conducted as part of the Commerce Ballarat B31 month.