



MACQUARIE GRADUATE
SCHOOL OF MANAGEMENT

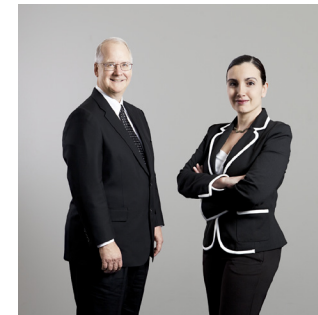


PRME Sharing Information on Progress – 2011

Go further



“We develop leaders with a global mindset who create sustainable value and are good citizens.” **Professor Robert Widing** Dean



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

MGSM takes pride in its role as a “good citizen” within the local, national and international communities in which it operates. Over its 40-year history it has continuously strengthened its community service role through an increasing number of programs and activities involving students, staff, alumni and the business community.

Professor Robert Widing
Dean

Since becoming a signatory school to PRME in 2010, MGSM has undergone some substantial changes: we have redefined our mission statement and vision and created four mission-driven attributes: leadership, global mindset, sustainable value and global citizenship. We have modified our curricula to better include responsible and ethical management concepts in line with our Assurance of Learning Goals. We have recruited new faculty whose field of research is in this area and related research by our academic staff and students continues to expand.

Finally, we are developing partnerships with corporations, not-for-profits and governmental institutes to support these goals, as well as engage in community outreach for a stronger social impact.

We still have ambitions to do more and to do better. We therefore welcome the important initiative of creating a network of signatory schools, both globally and locally for support and partnership. We hope that our Sharing Information on Progress Report will encourage further collaboration and dialogues, and inspire other schools to join us.

Dr. Debbie Haski-Leventhal
Faculty Leader of Global Citizenship

MGSM Vision and Values



OUR VISION

Graduates of the Macquarie Graduate School of Management not only do well, they do good; making an impact in the business world and beyond in ways that matter.

What matters is creating sustainable value for companies and communities; making contributions that benefit both business and society, and doing this in a way that has the best interests of all in mind.

When this occurs, we all go further. Our graduates become leading professionals at the global frontier of business that also demonstrate social responsibility and global citizenship. Our corporations, governments, entrepreneurial ventures and not-for-profit organisations become more successful in making a difference. Our School achieves its mission.

OUR VALUES

MGSM is committed to:

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

OUR FOUR PILLARS

Upon Professor Robert Widing's appointment as the Dean of MGSM, faculty, alumni and MGSM Board reviewed the Mission Statement and agreed to focus on four mission-driven attributes (or pillars). These pillars are captured in our Mission Sentence of "We develop leaders with a global mindset who create sustainable value and are good citizens":

1. **Global Citizenship:** With the PRME principles of partnership and values in mind this pillar was created to enhance student knowledge of the issues associated with ethics, CSR and the principles specifically in the UN Global compact;
2. **Global Mindset:** Along with the PRME principles of values and dialogue this pillar seeks to enhance student ability to successfully work with and influence people from diverse cultures;
3. **Creating Sustainable Value:** Incorporating the PRME principles of purpose, research and dialogue this pillar expresses the School's dedication to develop students with the ability to be resourceful, innovative and enterprising by pursuing new opportunities within organisations and uncertain environments.
4. **Leadership:** Based on the PRME principles of purpose and method this key pillar ensures our School creates effective managers who are capable of leading high performing organisations.

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

Principle 1: Purpose

We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.

DEVELOPING LEADERSHIP AND GLOBAL CITIZENSHIP

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

MGSM is devoted to enabling leadership and global citizenship. It is part of our mission, vision and four core pillars according to which our actions and decisions are made. This is the reason we committed to the UN Global Compact, and became a signatory school with PRME. This is the reason we are a member of the Globally Responsible Leadership Initiative (GRLI) and are working to assist our students develop a global mindset. This is the reason why we are developing in a way that is aligned to principles deriving from such important initiatives, and are working to further it by leading new and relevant research; changing our curricula; and having faculty members with teaching and research interests to support this.

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

SUSTAINABLE VALUES AT MACQUARIE UNIVERSITY AND MGSM

MGSM is an autonomous unit in Macquarie University, Sydney. We adopt the University's policies, including its Sustainability Policy. Macquarie University is committed to incorporating sustainability into its actions and practices as part of its responsibility to the community and the environment, as well as promoting a healthy workplace and campus for staff and students. This means promoting connections to the global community and environment through knowledge gained from research, utilising creative approaches to learning and teaching and modeling sustainability in its campus operations. The University takes the approach that sustainability is an ongoing effort to improve the quality of people's lives and surroundings. This approach is targeted towards ensuring prosperity, whilst maintaining the life supporting systems that current and future generations depend on. Sustainability at Macquarie University aims for a balance between the principles of: Environmental protection; Social justice; Economic well being; and Diversity. For more information see: <http://www.mq.edu.au/sustainability>.

Furthermore, Macquarie University is the first Fair Trade accredited University in Australia and New Zealand, receiving the Fair Trade accreditation on May 6, 2009. The first Fair Trade products went on sale at the Campus Hub Shop in 2008. Since then, Campus Hub has significantly increased the availability of Fair Trade products and exclusively sells Fair Trade certified tea and coffee throughout campus.

MQ sustainability strategy can be found here:

<http://www.campuslife.mq.edu.au/media/23812/sustainabilitystrategyfinal.pdf>

Macquarie's Ethical Framework

The University Ethics Framework Committee was established in September 2006 to oversee the development of an Ethical Framework for Macquarie University. The St. James Ethics Centre and the Committee have worked in partnership since December 2006 to scope the project and to develop an Ethics Statement.

Macquarie University Ethics Statement: "Macquarie stands in the tradition of universities as independent sources of knowledge, research and teaching – supporting an international network of students, scholars and researchers seeking rational enlightenment for the good of society, in general, and the communities we serve, in particular."

Principle 2: Values

We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

MGSM's four pillars (or mission-driven attributes) all sit well with the Principles of Responsible Management Education: Global Citizenship (CSR, ethics and sustainability); Global Mindset; Creating sustainable value through innovation, entrepreneurship, intra-entrepreneurship and other means; and Sustainable Leadership. All the actions and plans that are detailed in this report derive from these pillars and are based upon them.

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

	GLOBAL CITIZENSHIP
Students	Citizenship is intrinsic to our courses. Students are part of the only Australian business school that will have an oath of honour (from 2012)
Corporates	MGSM helps executives deal with the pressures and ethical minefields inherent in globalisation
Employers	Our reputation relies on our students' integrity and the ethical framework they bring to their positions every day.
Alumni	Understand how business is ethically conducted globally by exchanging views with alumni around the world.

ACADEMIC ACTIVITIES

Study Ready is a pre-program study orientation course for new students, aimed to introduce them to MGSM and create a sense of awareness of what we do and what we stand for. In this program, the four pillars are introduced to new students, explaining what they are and why are they important. We then present to the students the UN Global Compact and its 10 principles in the areas of human rights, labour, environment and anti-corruption. The session covers how these principles relate to the core discipline areas of MGSM programs. We further introduce newcomers to PRME and to MGSM's obligations as a PRME signatory school.

A self-review exercise has been introduced into the above orientation program: a **"Global Compact Self-Review"**. The aim of the exercise was to gain insight into the students' understanding of the ten core principles as they apply to sustainability (encompassing environmental, social and corporate governance issues) and ethical leadership. It was also intended to provide a vehicle for self-reflection as the students were asked to look into a set of 23 questions and answer according to their experience in an organisation they work(ed) in or own(ed.) The results of the exercise are discussed on the second day of the orientation program.

Global citizenship as a learning goal

During 2010, MGSM implemented its **Assurance of Learning System**. As part of this process the School is now committed to assure that graduates will understand the citizenship behaviours expected in the conduct of their activity (including the Global Compact).

From the four mission attributes/pillars, student-learning goals were defined and direct measures embedded in four core units in the MBA and nested programs. The student learning goal in regard to the Citizenship pillar is defined as:

"Each MGSM student is able to articulate how the various aspects of managerial decision making within an entity impact citizenship, capturing aspects such as ethics and corporate social responsibility." In addition to this, each graduate should be able to: "analyse and assess ethical, environmental and social impacts of their decisions and develop and implement strategies to minimise unintended consequences of their actions."

In 2010 we began assessing the citizenship learning goals. Results are measured in terms of students who met or exceeded expectations under the assessment tool. While in our Hong-Kong campus results were satisfactory (91%, more than the desired outcome of 90%), in Sydney there is room for improvement (69%). Changes to curricula made in the first half of 2011 to address these results are summarised in the next section.

Curricula changes

The assessment results for Term 4 2010 have been used to improve curricula, with a view to increasing the proportion of students who meet and exceed expectations. The following summarises the changes implemented in the first half of 2011:

1. A class devoted specifically to citizenship (conflicts of interest, social responsibility, environmental responsibility and ethical decision-making) now runs at the beginning of the course to provide context.
2. CSR, ethics, sustainable leadership and organisational citizenship are now being embedded into existing courses, or become the focus and base of such courses (see details below).
3. An elective course on CSR is now being developed and will be proposed for 2012. It will include ethical aspects, sustainability and philanthropy from a multi-stakeholders perspective.

ACADEMIC STAFF

1. Some of the academic staff at MGSM are leaders in the field of CSR, Global Responsibility and Sustainable leadership. For example, Professor Gayle Avery is a global expert on sustainable leadership. She is the head of the Institute for Sustainable Leadership and the deputy editor of the Journal of Global Responsibility. Professor Avery is also the head of the "Not-for-profit Institute for Sustainable Leadership", a not-for-profit research organisation. She has published numerous articles and books on the subject, including "Honeybees and Locusts: The business case for sustainable leadership."

Associate Dean for Research, Professor Carmel Herington (Marketing) is an example of an academic who directly supports PRME. Dr Herrington's research contributes to the development of sustainably successful organisations using relationships as the basis for operations and success.

2. With our mission and vision in mind, we recruited new academic staff devoted to the study and teaching of responsible management. For example, we recently recruited Dr Debbie Haski-Leventhal, formerly research fellow at the Centre for Social Impact to become a senior lecturer of management and the **MGSM Leader of Global Citizenship**. She is a scholar of Australian third sector, volunteerism and CSR. Dr. Haski-Leventhal is a consultant to UNV (United Nations Volunteers) and assisted in writing the State of the World Volunteering Report.

Principle 3: Method

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

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

TEACHING RESPONSIBLE MANAGEMENT

Master of Management (Sustainable Leadership)

The 2010-2011 Master of Management (Sustainable Leadership) at MGSM featured an innovative partnership with Macquarie University’s Graduate School of the Environment (GSE) allowing student exchange with the GSE. GSE students could access MGSM’s management units and MGSM’s students could incorporate into the Master of Management (Sustainable Leadership).

Ethics

MGSM uses a course-embedded measure in a core unit in the MBA program, MGSM840 Accounting for Management. Within the lectures, students are introduced to concepts relating to citizenship in the context of business decision-

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

The course “Negotiation: Theory and Practice” (MGSM884), includes a session on ethics in negotiation, which focuses on ethical dilemmas in negotiation (negotiating in good faith, truth telling, role conflict and equity and fairness), to ensure the students consider the benefits of negotiating within an ethical framework.

In addition, the units below are taught from the perspective of ethical business practices and application of strategic thinking to complex current ethical issues:

CSR embedded in our core subjects

At MGSM, we feel that learning responsible management should not be limited to one course. We therefore include sustainability and/or CSR content in many core subjects taught in MGSM. For example, our core unit, “Organisational Behaviour”, which is taught several times each year, now includes a four-hour session on ethics and CSR. “Leadership and Motivation” is an elective available to students in most of MGSM’s Master Level courses and includes a four-hour session on sustainable leadership, including environmental responsibility, CSR, ethics and 21 other elements. Further, the “Operations Management” course has a strong focus on CSR, while “Business Performance Measure and Management” has a full session devoted to measurement and reporting of CSR.

Managing Sustainable Organisations

This unit looks at sustainability in a holistic way. This unit aims to make the business case for the adoption of more sustainable practices in organisations. It explores processes of sustainable development and shows how more sustainable management can be achieved. Claims made in the sustainability literature are critically evaluated to test the potential for sustainability to contribute to the bottom line. The focus is both on mental models of management and concrete options for more sustainable management, with the open system approach to organisations.

Please note that the unit will change focus from the next year, and will include aspects of strategic CSR as well as a four hour session on the Global Compact and PRME. It will be taught by Dr Debbie Haski-Leventhal.

Global Mindset

MGSM has introduced a new elective: “Managing with a Global Mindset” taught by Dr Steven Segal. In order to manage in the global age, managers need to develop the competencies of a global business leader. A global mindset is one in which a leader or manager is agile enough to be able to work with difference – whether this be difference of culture, gender, age, functional specialisation or nationality. Such a manager needs to learn how to see differences as an opportunity to influence individuals, groups, organisations, and systems whose ways of being and doing are unfamiliar to and unlike the managers and their teams. While this definition (which was adopted from Thunderbird) may sound simple, many managers fail on international assignments which involve ways of being and doing other than their own because they fail to work effectively with non-familiar ways of doing things, often not even identifying what went wrong until well after the event. Developing a global mindset allows a leader or manager to very quickly become attuned to differences in ways of doing, seeing and being and to turn these differences into productive ways of leading in a sustainable way and with the support of the non-familiar team.

FUNCTIONAL AREA	LEARNING OUTCOME
Management Management Thought	Students will articulate a range of concepts and practices of ethics from Virtue to Deontological forms of ethics and reflective practices of ethical conversations.
Finance Accounting for Managers	Students will develop good ethical corporate citizen practice through financial knowledge and an awareness of the range of stakeholders involved in any business and their different needs.
Operations Operations Management	Students will be aware of topics of sustainability and emerging challenges such as social and ethical responsibility and can interpret implications of these concerns for the firm.
Marketing Marketing Management	Students will gain the knowledge and skills to apply ethical management and ethical marketing concepts in their professional life to be engaged, active and ethical citizens and managers.
Strategy Strategic Management	Students develop awareness of the importance of values in business and corporate social responsibility (CSR) with specific examples studied such as Westpac, Enron, Tyco.

Principle 4: Research

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

We have been developing a concentration of research expertise in the area of sustainability and responsibility. We are currently formalising this structure. To do this we have adopted the research cluster model, which allows people to collaborate, and included a CSR and sustainability research cluster. That cluster is still forming its identity, but the research profile of several of our academics has already begun to draw in doctoral students with relevant interests, which further strengthens this concentration



Professor Gayle Avery

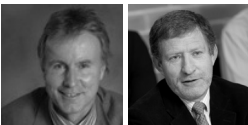
Professor Avery's research contributes to Sustainable Leadership in organisations at the macro level of leadership. She draws heavily from cutting-edge, international enterprises that embrace leadership practices shown by research and their own performance to be more sustainable than short-term, business-as-usual approaches. She contrasts traditional and non-traditional approaches to leadership. Her recent papers in this area are:

Avery, G.C. & Bergsteiner, H. 2012. How BMW successfully practices sustainable leadership principles. *Strategy & Leadership*, 4(1), forthcoming.

Avery, G.C. & Bergsteiner, H. 2011. Sustainable Leadership: practices for enhancing business resilience and performance. *Strategy & Leadership*, 39(3), 5-15.

Kantabutra, S. & Avery, G.C. 2011. Sustainable leadership at Siam Cement Group. *Journal of Business Strategy*, 32(4), 32-41.

Kantabutra, S. & Avery, G.C. 2011. Sustainable Leadership: Thailand's Siam Cement Group. *Asia-Pacific Journal of Business Administration*, forthcoming.



Professor Richard Badham and Dr Richard Carter

Their collaborative research project with the Chris O'Brien "Lifehouse" at the Royal Prince Alfred Hospital (RPA) cancer treatment and research facility, a not-for-profit Public Benevolent Institution, explores through longitudinal mixed-methods study the use of organisational theatre (OT) in the leadership of transformational change. Lifehouse is the only Australian institution in a global sustainable healthcare network sponsored by three academic institutions in the U.S., Sweden and Italy.



Dr Debbie Haski-Leventhal

Dr Haski-Leventhal studies the not-for-profit sector in Australia, particularly volunteering. She is currently looking at disaster relief volunteering; managerial practices of volunteers and she also studies various aspects of CSR, and looks into employees' involvement in CSR initiatives, such as corporate volunteering and payroll giving. Her recent papers in this area are:

Haski-Leventhal, D. (2009). Altruism and Volunteerism: The perceptions of altruism in four disciplines and their impact on the study of volunteerism. *Journal for the Theory of Social Behaviour*, 39(3), 271-299.

Haski-Leventhal, D., Meijs L.C.P.M., & Hustinx, L. (2009). The third party model: Enhancing volunteering through governments, corporations and educational institutes. *Journal of Social Policy*, 39(1), 139-158.

Haski-Leventhal, D., Grönlund, H., Holmes, K., Meijs, L. C. P. M., et al. (2010). Service learning: Findings from a 14 nations study. *Journal of Nonprofit & Public Sector Marketing*, 22(3), 161 — 179.

Haski-Leventhal, D., Hustinx, L., & Handy, F. (2011). What money cannot buy: The distinctive and multidimensional impact of volunteers. *Journal of Community Practice*. 19(2), 138 - 158



Dr Jo Rhodes

Dr Jo Rhodes has been involved in rural women's micro-enterprise development and community socio-economic development for the past 20 years in South Africa, and continues to contribute in this area. Her recent papers in this area are:

Rhodes, J., (2009). Using Actor-Network Theory to Trace an ICT (Telecenter) Implementation Trajectory in an African Women's Micro-Enterprise Development Organization. *Information Technologies & International Development*. 5, 3. 1-20

Rhodes, J., (2009), A Strategic Framework for Rural Micro-Enterprise Development: the Integration of Information Communication Technology (ICT), E-Commerce, Marketing, and Actor-Network Theory, *Perspectives on Global Development and Technology*, 8, 1-22



Dr Lara Moroko

Dr Moroko explores the inter-relationships between marketing, HR and corporate strategy. She applies issues of social responsibility and sustainability to corporate brand strategy and product development.

JOURNAL OF GLOBAL RESPONSIBILITY

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

The editorial team includes Editor-in-Chief, Professor Grant Jones (former Senior Lecturer in MGSM) and Deputy Editor Professor Gayle Avery.

THE NEXT GENERATION: RELEVANT WORK OF OUR RESEARCH STUDENTS

For knowledge to make a difference, it must be nurtured, promoted and aligned with industry practice. Doing this is what makes MGSM's doctoral community internationally renowned for research. With over 100 full-time and part-time students, ours is also one of the largest business school-based doctoral communities in the Asia Pacific region.

Many of our PhD and other higher degree candidates, decide to focus on ethical management, social and global responsibility and environment management. This is in part why they chose to gain their degree in MGSM. Some recent examples of their dissertations include:

1. "What executive education and development programs are most effective in developing leaders and managers for ecological, economic and social sustainability?"
2. "CSR as a competitive advantage to SMEs: A Hong-Kong case study."
3. "Failing the future: Factors affecting the management of environmental sustainability programs in universities in the Sydney Basin and region."
4. "Examining Relationships between Organic Leadership and Corporate Sustainability."

Principle 5: Partnership

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

PARTNERSHIPS THROUGH NETWORKS

MGSM has developed strong collaborative research linkages with leading global business schools and academic institutions including Henley Management College, the Copenhagen Business School, Hong Kong Management Association, University of Goettingen Germany and Mahidol University Thailand. In addition, MGSM has recently established a business education forum, the Phronesis (“Practical Wisdom”) network of industry partners and academics. This network was created to explore new ideas and seed new conversations that help create knowledge that makes a difference.

“Our students have the opportunity to provide solutions while gaining experience in our internship program”

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

PARTNERSHIP THROUGH STUDENTS AND ALUMNI

Among the hundreds of current students and over 14,000 alumni, we maintain an ongoing relationship with many Australian organisations, including those leading the way in practising responsible management and community involvement. Through participation in courses, workshops and events, the students and alumni are also involved in related discussions that help in bringing to the table CSR challenges and debates.

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

Further, MGSM facilitates debates on different aspects related to the Global Compact in our alumni days. On June 21, 2011 over 90 MGSM Alumni gathered for the Walking the Talk debate. The topic for the debate was: “That as one of the world’s leading generators of carbon Australia is obligated to make the first move”. In the previous alumni day, which took place in November 2010, the debate, “Bombs, Burquas and Boat People” examined cultural diversity in the modern Australian workforce and society. The debates include a panel of experts and an address from the Dean, Professor Robert Widing. The Dean has also given presentations on the Global Compact and MGSM’s four pillars at Alumni Day (November 2010), MGSM Awards and Alumni event in Hong-Kong (July 2011).

Principle 6: Dialogue

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

COMMUNITY OUTREACH

Working together to revitalise economies, generate jobs and rebuild healthy communities plays an important part in enabling others to share in an MGSM learning experience.

We help our students, alumni, faculty and local organisations collaborate to generate community support and positive changes in several ways, including: financial assistance for charitable causes and indigenous community needs; campus outreach involving faculty and students; pro-bono activities; and support of the arts.

The School encourages and fosters staff involvement in community activities. The School’s staff continues to make strong contributions to various charities. For example, each Christmas they contribute gifts to the Rotary Christmas tree for the less fortunate; and they support and initiate various fund-raising events for charities such as the Cancer Council morning tea, Daffodil Day and the Victorian Bushfire Appeal. In 2008 a staff member led staff from across the School to knit squares to make blankets for a project called “Wrap with Love”. These blankets were then distributed through not-for-profit organisations to the needy in Australia and overseas. MGSM Staff also participate in the “Get Out and Play” (GOAL) program at a local primary School. The program invites people to spend some time with children with disabilities and to play with them at lunchtime on alternate Fridays.

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

Professor John Croucher’s Honorary Doctorate for his work in PNG

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

Professor John Croucher was approached for assistance by Father Jan Czuba, President and Vice-Chancellor of The Divine Word University (DWU) located in Madang, Papua New Guinea to assist in developing an MBA program. After speaking to key people and presentations to PNG Chamber of Commerce, John designed a program of possible subjects and the logistics of how it would be run, and later a list of subjects for the initial offering of a two-year degree.

Professor John Croucher found the whole experience personally very rewarding. MGSM is proud of its association with the program in which the subjects are lectured entirely by volunteers such as John. It is hoped that in the years to come it will be sustainable in that the staff of DWU will completely run the operation. DWU also has a special interest to build the economic and social capacity of the South Pacific Region and as such, they are committed to working with the government towards the positive development of PNG.

The contributions leading to Professor John Croucher’s Honorary Doctorate embody the four mission-driven pillars of MGSM. He has shown superb leadership, a global mindset, created sustainable value and demonstrated selfless citizenship in the conception, development, and delivery of the Divine Word University’s MBA program in PNG. We are proud of John’s achievement and for reflecting MGSM’s mission so completely and well.

Dr Jo Rhodes’s work in Africa

In October 2010, Dr. Rhodes was invited by the then CEO of Canon, South Africa, Mr. Mtandeni Bengane to extend her work in micro-enterprise development in Africa through partnering with a newly formed Black Economic Empowerment Initiative called Banking Machine Services in Johannesburg. Dr. Rhodes is also involved in micro-enterprise development with rural women in South Africa, and since 1996 has been involved with the Rural Women’s Association (RWA) of SekhukhuneLand, South Africa.

WORKING WITH THE NOT-FOR-PROFIT SECTOR

Through our courses: MGSM's MBA students have provided management consulting services pro bono to a variety of not-for-profit organisations: Oxfam, BrightSky (division of ParaQuad NSW), St George Community Housing, The Smith Family, Scalabrini Village, Mission Australia, MBAs Without Borders and Barnardos on a range of projects including: a strategic plan to recover the Sri Lankan garment industry; strategic business planning; competitive tendering for Australian federal government funding.

To illustrate, a group of students provided such consultation to one of Australia leading not-for-profits: The Smith Family, under the guidance of Dr Nigel Finch. The Smith Family's Learning for Life program provides families with financial assistance to help with the costs of their children's education. This program has brought about positive change in many Australian families over the years, and the Smith Family sought the guidance of MGSM to update the program and reflect new social and philanthropic trends. For The Smith Family, strengthening the relationships between sponsors and students was an ongoing challenge. In response, MGSM students were tasked with developing a new business model to attract and retain financial sponsors to the Learning for Life program. Over a ten-week period, MGSM students conducted research and made recommendations for the program as part of the Management Consulting and Research component of their full-time MBA. The recommendations were unanimously approved by the Board and adopted by the organisation, transforming the non-profits funding model for sustainability.

In the core unit "Marketing Management", students learn of Sustainable Value in Marketing, referring to ethics of

marketing, and discuss PRME. In this course, taught by Dr Lars Groeger, students have worked on a group project, providing a marketing plan to a not-for-profit named "Independent Living Centre (ILC) NSW", which works to inform people with disability of their assistive technology choices by providing impartial advice and information. This marketing plan is designed to provide ILC NSW with a marketing strategy that ILC NSW can implement to boost the success of its training division.

Through Faculty: some of our faculty members are directly involved with the not-for-profit sector in Australia and devote their time and knowledge to its success. For example, Dr Jo Rhodes, contributes her knowledge to Reality Learning, a Melbourne-based not-for-profit, which partners with World Vision International and Queensland Health to develop digital training and communication programs for socio-economic development with marginalised groups. Reality Learning is now in conversation with the World Health Organisation, has continuing programs being developed for China, and has delivered programs to Chinese universities to train lecturers in the teaching of Occupational Therapy.

Dr Debbie Haski-Leventhal is involved with several not-for profit peak bodies in Australia, such as United Way, Australian Charities Fund, Volunteering Australia and State Volunteering Centers. She provides consultation services, usually on a pro-bono basis and promotes research on volunteering in Australia through these collaborations.

MGSM ALUMNI LEADING NOT-FOR-PROFIT ORGANISATIONS IN AUSTRALIA

Many of our 14,500 alumni are based in the not-for-profit sector, contributing the knowledge they have gained in MGSM to community organisations, including but not limited to:

Statement from scholarship recipient "Attending the FOGM course was a great experience and a fantastic learning opportunity that normally would not have been accessible for my organisation without the existence of the scholarship program. The course content was highly relevant to the increasing demands being placed on managers in both the 'for profit' and 'not-for-profit' sectors and was full of practical applications and examples that I could take back to the workplace."

ATTRACTING SCHOLARSHIPS FOR NFP'S LEADERS TO STUDY IN MGSM

MGSM supports not-for-profits through the annual alumni appeal: the "Enrichment Scholarships" program. These alumni donations enable NFPs to send leaders to our Executive Education program entitled "Foundations of General Management" (FOGM). Since 2008, donations from alumni have helped us offer 14 scholarships to some of the most talented people in the not-for-profit sector, including senior managers from World Vision, Variety, Mercy Foundation, Devine Word University, Juvenile Diabetes Research Foundation and the Australian Youth Orchestra. We thus enable our alumni to provide more scholarships to support community leaders; establish scholarships for high-impact PhD research to address local and global issues; and institute scholarships for the best and brightest students who may have a financial barrier to attend MGSM.

PARTNERING WITH OTHER PRME PARTICIPANTS

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

1. Collaboration between PRME Signatories in Australia and New Zealand: There are ten Australian and two New Zealand business/management Schools who are PRME signatory Schools. Dr Debbie Haski-Leventhal attended the first Australian PRME meeting on July 22, 2011 at the UNSW. The meeting allowed participants to better understand PRME and the Global Compact; to network with other PRME signatory Schools; and learn what is happening in this area in Australian business Schools.
2. Professor Robert Widing, MGSM's Dean, participated as part of the Jury to judge the 2nd Global Responsible Leadership Institute (GRLI) Social Impact Award, sponsored by Emerald.



Future Progress

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

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

Our key objectives for the next 24 months, with regard to the implementation of the Principles, are to further develop research and implement curricula changes to be even more faithful to our vision and core pillars. We would like more of our students to better understand the Compact and the Principles and to act according to them as future leaders in business, governmental and community sectors.

As such, we will have a new course in 2012 to focus on strategic CSR. MGSM academic staff will be conducting new studies, including one on responsible management perspectives among MBA students. Dr Debbie Haski-Leventhal is putting together the MGSM CSR Initiative, to enhance our partnership with business corporations. The CSR Initiative will include new studies as well as networking and discussions. We are also looking into developing a Service Learning program, which will combine learning and volunteering by the students in our local communities.

The developing community of Signatory Schools in Australia and worldwide has been a great source of knowledge, support and motivation. We would further like to strengthen our partnership with other PRME participants and to lead some of the knowledge-sharing opportunities in Australia and elsewhere. We welcome any comments and input on our report, achievements and challenges.



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