

2024 Sharing Information on Progress (SIP) Report

La Trobe Business School

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About the Principles for Responsible Management Education (PRME)

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 that aims to raise the profile of sustainability in their classrooms through Seven Principles focused on serving society and safeguarding our planet.

PRME engages business and management schools to ensure they provide future leaders with the skills needed to balance economic and sustainability goals, while drawing attention to the Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact. Driven by its mission to transform management education, PRME equips today's business students with the understanding and ability to deliver change tomorrow. As a voluntary initiative with over 800 signatories worldwide, PRME has become the largest organized relationship between the United Nations and management-related higher education institutions.



“The PRME initiative was launched to nurture responsible leaders of the future. Never has this task been more important. Bold leadership and innovative thinking are needed to achieve the Sustainable Development Goals (SDGs).”

Antonio Guterres

Secretary-General (2017 - Present)

United Nations

”

Principles of PRME



Purpose

We advance responsible management education to foster inclusive prosperity in a world of thriving ecosystems.



Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.



Practice

We adopt responsible and accountable management principles in our own governance and operations.



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.

The Sustainable Development Goals (SDGs)

In September 2015, all 193 Member States of the United Nations adopted a plan for achieving a better future for all – laying out a path over the next 15 years to end extreme poverty, fight inequality and injustice, and protect our planet. At the heart of Agenda 2030 are 17 Sustainable Development Goals (SDGs) and 169 related targets that address the most important economic, social, environmental and governance challenges of our time. The SDGs clearly define the world we want – applying to all nations and leaving no one behind. Successful implementation of the SDGs will require all players to champion this agenda; the role of higher education is critical to this.





Values

We place organizational responsibility and accountability to society and the planet at the core of what we do.

RME Leadership Accountability

At La Trobe Business School, accountability for responsible management education is structured as follows:

Formalized Senior Leadership Role

Organizational Structure for RME

The following organizational entities at La Trobe Business School are responsible for RME:

- ❖ La Trobe Business School PRME Committee



Teach

We transform our learning environments by integrating responsible management concepts and practices into our curriculum and pedagogy.

RME Elements in Degree Programs

La Trobe Business School integrates responsible management education into its degree programs through 6 different approaches:

Professor-Discretionary Course Topics

Example two of topics in courses

In this subject, students will critically analyze and reflect on a series of contemporary issues that influence the management and delivery of sport at local, national and/or international levels. These may be influenced by various political, economic, social, environmental, demographic, and technological factors. Contexts examined range from community sport organizations to elite and professional sport.

Department

Department of Management and Marketing

Learning Object Subject

Contemporary Issues in Sport (capstone subject in the SM Major)

Educational Level

Undergraduate

Learning Outcome

1) Define and differentiate the concepts of weather, climate and climate change 2) Identify the main factors driving anthropogenic climate change 3) Define and differentiate climate hazards, climate risks, climate impacts and climate adaptation 4) Describe how climate hazards impact sport 5) Describe how sport managers might respond to climate hazards and impacts 6) Apply sport and climate key concepts to a real-world scenario

Interactivity Type

Interactive workshops

Learning Object Description

In the Sport and Climate Change topic, students learn basic climate literacy, followed by how climate impacts sport. The second class assists students to learn how sport contributes to climate change through processes of generating greenhouse gas emissions, followed by a simple process of Carbon Management for sport.

MGT3005 - Workshop slides - Part A -
TEACHER VERSION prme

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Course-Level RME Learning Goals

Example four of course syllabi with course-level RME learning goals

Responsible Leadership: explores the evolving role of business in society through the lens of responsible leadership; students critically analyse the intersection of social responsibility with different approaches to leadership (including stakeholder theory and shared leadership), evaluate contemporary organisational leaders against leadership frameworks, and critically reflect on how organisations and leaders can more effectively 'avoid harm' and 'do good'.

Department

Department of Management and Marketing

Learning Object Subject

Responsible Leadership

Educational Level

Postgraduate

Learning Outcome

1. Critically analyse a range of perspectives on responsible leadership and evaluate their relevance in contemporary organisation settings. 2. Research and apply leadership frameworks to increase responsible leadership at multiple levels of the organisation. 3. Critically reflect on your own and other leaders' strengths, constraints on behaviour, and areas for improvement with respect to responsible leadership.

Interactivity Type

Experiential exercises, discussion, readings and assessments.

Learning Object Description

In this course you will explore the evolving role of business in society through the lens of responsible leadership. Taking a multi-level perspective, you will critically analyse the intersection of social responsibility with a range of approaches to leadership, including stakeholder theory and shared leadership. Working individually and with other students you will evaluate contemporary organisational leaders and yourself against leadership frameworks; and you will critically reflect on how organisations, leaders, and managers can more effectively 'avoid harm' and 'do good'.

[Supporting Links](#)

Example five of course syllabi with course-level RME learning goals

The Sustainable Development for Business course critically assesses the role of the UN SDGs in contemporary organisations; students build capacity to develop sustainable organisational practices and learn global ethical concepts in organisational decision-making; workplace inclusion is examined with particular regard to the most pressing challenges in the Australian and global contexts – informed by theories of human rights, just distribution, respect and equity

Department

Department of Management and Marketing

Learning Object Subject

Sustainable Development for Business:

Educational Level

Postgraduate

Learning Outcome

01. Critically analyse the United Nations Sustainable Development Goals and apply to real-world business contexts through examination of practices 02. Critically apply workplace inclusion frameworks through case analysis of organisational practices 03. Explain and evaluate frameworks and techniques for managing businesses' role in economic, social and environmental sustainability.

Interactivity Type

Interactive workshops, including group-work, guest speakers and real-world scenarios/cases.

Learning Object Description

This course is designed to develop your ability to critically assess the role of the UN Sustainable Development Goals in contemporary organisations. It also provides you with an opportunity to reflect on your role as a leader in terms of diversity and inclusion in the workplace. Through the use of frameworks, concepts and real-world scenarios you will aim to build your capacity to develop sustainable practices for organisations and to include global ethical concepts in organisational decision-making. Workplace inclusion is examined with particular regard to the most pressing challenges in the Australian and global contexts, and informed by theories of human rights, just distribution, respect and equity. A selection of other relevant topics (e.g., conflict within teams, the future of work) will be introduced, shaped by current research, current events, and your interest

[Supporting Links](#)

Example six of course syllabi with course-level RME learning goals

The Global Corporate Governance and Social Responsibility course provides an insight into the different systems of corporate governance that operate across the world, reflecting on corporate failures and environmental disasters, national and international regulatory and professional standards, and societal norms.

Department

Department of Management and Marketing

Learning Object Subject

GLOBAL CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY

Educational Level

Postgraduate

Learning Outcome

1. Demonstrate the importance of good corporate governance in corporate success and socially responsible International business practice. 2. Critique corporate governance principles found in different governance systems including legal, professional and ethical regulation and norms. 3. Evaluate corporate governance policies and practices found in different countries and their role in how businesses navigate the complexities of corporate governance in the global market. 4. Critically analyse the latest developments in the international corporate governance field and evaluate their application in organisational scenarios.

Interactivity Type

Lectures, workshops and group activities.

Learning Object Description

In this course you will gain an insight of the emerging field of corporate governance through studying different systems that operate across the world. We will explore the Anglo-American, Asian-Pacific and European governance systems to reflect on how governance affects business structures and operations, with the focus on businesses operating internationally. Numerous corporate failures and environmental disasters in recent times have generated a surge of interest in ensuring that companies reflect not only national and international regulatory and professional standards but also conduct their operations to reflect community and society norms. We will work on further developing your critical thinking, problem solving, and analytical skills through the analysis of real-world organisational problems and scenarios within the broader social and global contexts.

[Supporting Links](#)

GLOBAL CORPORATE GOVERNANCE AND SOCIAL RESPONSIBILITY

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Example seven of course syllabi with course-level RME learning goals

The sustainable Procurement and Supply Planning course teaches sustainable procurement and supply chain performance; students critically analyse environmental and social sustainability in procurement, focusing on ethical sourcing aligned with the UN SDGs.

Department

Department of Management and Marketing

Learning Object Subject

Sustainable Procurement and Supply Planning

Educational Level

Postgraduate

Learning Outcome

1. Critically analyse the role of strategic procurement and supply planning in enhancing the firm competitive advantage. 2. Identify and apply a diverse range of digital tools to make informed procurement and supply planning problems decisions. 3. Design a procurement plan that addresses environmental and social sustainability, and ethical sourcing aligned with the United Nations Sustainable Development Goals (SDGs). 4. Exercise professional judgement applicable to procurement and supply planning.

Interactivity Type

Workshops, case studies, experiential learning activities.

Learning Object Description

The Sustainable Procurement and Supply Planning course teaches sustainable procurement and supply chain performance; students critically analyse environmental and social sustainability in procurement, focusing on ethical sourcing aligned with the UN SDGs.

[Supporting Links](#)

Example eight of course syllabi with course-level RME learning goals

This course provides a contemporary approach to strategy formulation and implementation. The emphasis is on design-thinking and creative ideation for solving problems and strategy execution in a rapidly changing global environment. Independently and with others, students

explore and apply concepts that offer a basis for solving complex strategic issues facing organisations. They conceptualise and validate solutions to a problem using an evidence-based analysis.

Department

Department of Management and Marketing

Learning Object Subject

DESIGN THINKING FOR MANAGERS

Educational Level

Postgraduate

Learning Outcome

1. Critically reflect and using teamwork skills apply creative thinking to solve complex problems facing organisations. 2. Use an evidence-based methodology to analyse, implement and validate solutions to a complex problem. 3. Conceptualise and demonstrate a practical and actionable investment pitch and articulate a compelling rationale to proceed with the solutions.

Interactivity Type

active

Learning Object Description

The course Design Thinking for Managers has been developed for the MBA program to help managers apply their teamwork skills and evidence-based methodologies to solve complex organizational problems.

[Supporting Links](#)

Example one of course syllabi with course-level RME learning goals

The sustainability course introduces the concept of sustainability, and a systems approach to understanding the complex interactions between the environmental, economic and social dimensions of sustainability.

Department

Department of Management and Marketing

Learning Object Subject

SUSTAINABILITY

Educational Level

Undergraduate

Learning Outcome

1. Identify the interplay between the social, environmental and economic pillars of sustainability, and the implications for ethically complex decision-making. 2. Evaluate innovative, systems-based solutions through the application of disciplinary knowledge and skills to researching, analysing and resolving sustainability challenges. 3. Apply the theory and frameworks developed in the subject to analyse and appraise a range of sustainability-related issues. 4. Demonstrate an ability to engage effectively in diverse teams to complete complex team tasks or structured projects in culturally diverse educational settings.

Interactivity Type

Individual and group assignment, online and in-class quizzes and activities, individual presentation

Learning Object Description

This subject introduces you to the concept of sustainability, and a systems approach to understanding the complex interactions between the environmental, economic and social dimensions of sustainability. The subject attracts students from a range of fields, bringing a multidisciplinary team perspective to the researching, analysis and problem-solving aspects of creating positive change for sustainability. In teams, you are required to critically evaluate the sustainability efforts of large business corporations across the world. This subject provides you with the opportunity to enhance, demonstrate and document work-ready skills appropriate to your chosen career path.

[Supporting Links](#)

SUSTAINABILITY

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Example two of course syllabi with course-level RME learning goals

Economic Issues and Public Policy: explores current economic issues, concepts and frameworks to critically analyse problems and suggest appropriate public policy responses

Department

Department of Accounting, Data Analytics, Economics and Finance staff

Learning Object Subject

ECONOMIC ISSUES AND PUBLIC POLICY

Educational Level

Undergraduate

Learning Outcome

1. Critically evaluate the relationships between macroeconomic variables and their impacts on business and individuals. 2. Research and critically analyse current issues and/or events in the economy. 3. Use models to predict the impact of changing market conditions and to suggest solutions to economic problems. 4. Explain fundamental economic concepts using text, diagrams, equations and other means. 5. Analyse a range of public policy responses and their impacts on society.

Interactivity Type

Online, and class activities, individual assignment and final exam.

Learning Object Description

In this course you will undertake research into current economic issues and apply economic concepts and frameworks to critically analyse problems and suggest appropriate public policy responses to them. You will learn how the forces of demand and supply coordinate the behaviour of individuals and businesses in the market and how government policy settings affects market outcomes. You will study the decisions that businesses make in determining how much to produce and at what cost, and analyse how market structures and public policy setting affect firms choices. From an economy-wide perspective, you will investigate how to measure economic activity, inflation and unemployment, and you will examine the factors that influence these variables and their impacts on individuals, businesses and governments.

[Supporting Links](#)

ECONOMIC ISSUES AND PUBLIC POLICY

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Program-Level RME Integration

Exposure to Multiple Departments and/or Schools – enable multidisciplinary in Education

Exposure to Multiple Departments and/or Schools – enable multidisciplinary in Education.

Course architecture extends opportunities for students

to bundle majors and minors in their undergraduate courses. We will seek to develop equivalent opportunities at the postgraduate course level.

We will bundle attractive postgraduate courses to position our graduates in the market for career success and to be future-focused and prepared for a changing world. We will work to capitalise on potential opportunities to enhance and extend the range of distinctive interdisciplinary programs we offer within the School and between schools across Bachelor and Master level courses.

Diploma of Sport Coaching and Development

These are unique, one-year courses embedded in, and supported by, the Carlton Football Club, one of LBS's key partners, are delivered together with School of Allied Health, Human Services.

Department

Department of Management and Marketing

Learning Object Subject

Sport Management

Educational Level

Postgraduate

Learning Outcome

Students are immersed in the Carlton environment, amongst coaches, players and administrators.

Interactivity Type

active

Learning Object Description

Carlton Football Club was founded in 1864 (14 years before Manchester United and 37 years before the New York Yankees) as one of the foundation clubs in what is now Australia's largest national sporting competition, the Australian Football League (AFL). They are the most successful club in AFL history and have one of the largest memberships. Students are immersed in the Carlton environment, amongst coaches, players and administrators. Classes in these courses are shared between Carlton's iconic home ground (Ikon Park) and the Bundoora campus.

[Supporting Links](#)

New climate change major

LTU has created a new climate change major; the first of its kind in Australia in that it is non-cognate and inter-disciplinary, and it provides the unique opportunity for students to study the global challenge of anthropogenic climate change from a wide range of disciplines. Students examine the evidence for anthropogenic climate change, learn what drives it and what is required to slow down global warming. In doing so, students are asked to engage with the humanities, sciences and economics disciplines to explore the consequences of climate change. The capstone is the LBS subject ECO3CCE Climate Change Economics and Policy.

Department

Department of Management and Marketing

Learning Object Subject

Climate change major

Educational Level

Undergraduate

Learning Outcome

After graduation, students will be ready for a rewarding career. They can help transform our environmental efforts through roles in Federal and state government, community organisations, NGOs, private enterprise and consulting firms.

Interactivity Type

active

Learning Object Description

This major provides a unique opportunity for students to study the global challenge of anthropogenic climate change from a diverse range of disciplines, including law, economics, public health and archaeology. This major is available across a wide range of undergraduate degrees (as an optional second major) and is offered entirely online. The major equips students with the skills and expertise to understand the causes of climate change and find strategies to address its impacts. It explores pragmatic options for influencing change and creating a more resilient society. Taught by passionate, highly regarded academics, students learn how to influence change at all levels of society. Students examine the evidence for anthropogenic climate change – they understand what drives it and what is required to slow down global warming. By engaging with both the humanities and sciences, they also explore the possible consequences of climate change. This diversity of disciplines equips them to understand the complexity of the challenges presented by climate change.

[Supporting Links](#)

Industry partnership in curriculum

The management discipline students can develop Lean Sigma Institute competencies (compliant to the latest ISO standard ISO18404) and for which NORTH Link and the Melbourne Innovation Centre also serve as key industry partners.

Department

Department of Management and Marketing

Learning Object Subject

Lean Sigma Institute competencies

Educational Level

Undergraduate

Learning Outcome

links to business and practical experience for students

Interactivity Type

active

Learning Object Description

NORTH Link and the Melbourne Innovation Centre partnership in course design

[Supporting Links](#)

MASTER OF LOGISTICS AND SUPPLY CHAIN MANAGEMENT

The subjects of Master of Logistics and Supply Chain Management have been revamped to include circular economy, digital literacy and sustainability.

Department

Department of Management and Marketing

Learning Object Subject

Various courses of the program

Educational Level

Undergraduate

Learning Outcome

Fostering sustainable and responsible business practice and the circular economy in a national and global context.

Interactivity Type

active

Learning Object Description

Three courses of Sustainable Procurement and Supply Planning, Circular Economy, and Environmental Sustainability in Supply Chain have been developing for this program.

[Supporting Links](#)

SUSTAINABLE PROCUREMENT AND SUPPLY
PLANNING

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Embed ethics, responsibility and sustainability into the design of all courses

LBS is one of a select group of business schools across the world taking a leadership role in this space and has access to a global network of academic institutions committed to advancing corporate sustainability and social responsibility in curricula and research. LBS is keen to use this network and its concomitant breadth of expertise in order to further embed ethics, responsibility and sustainability into the design of all courses.

The University Graduate Capabilities include the following two abilities that LTU seeks to instil in all graduates:

- Cultural Intelligence and a Global Perspective: the ability to appreciate different cultural perspectives and the global context of one's discipline, so as to confidently engage, build relationships, and communicate with people from various backgrounds and cultures.
- Ethical and Social Responsibility: the ability to evaluate the ethical, social and/or environmental implications of making decisions in both professional and personal contexts.

Guest Speakers and Showcase Events

The signatory's pedagogical approach, which includes RME in all degree program design and pedagogical innovations

RME is in the signatory's educational vision, so that it drives the signatory's business model and all educational efforts, courses, programs, degrees, and non-degrees

Description of the business model with RME in all educational efforts

La Trobe Business School's purpose and vision are well-aligned with PRME

OUR PURPOSE

La Trobe Business School sees its purpose through the lens of the complex challenges our communities are facing and the emerging opportunities that stem from a rapidly evolving business world. Our purpose is to:

Develop and mobilise the knowledge and skills of people, organisations, and communities to create positive social impact and sustainable futures.

Our purpose reflects our strongly held view that through our support of business and government a better, more sustainable world can be created. Our purpose places LBS as a central partner in working to transform how business and government think about our world and how transforming their practices can create positive impacts on our communities.

OUR VISION

Our vision is grounded on three critical assumptions about our role and relationship with the University and our communities. First, the University is committed to implementing, and maintaining a business model that supports growth and reduces inefficient activities. Second, the University acknowledges the positive longer-term benefits in our intended 'rightsizing' of Melbourne (Bundoora) and regional programs to bring ourselves more in line with the business schools we aspire to outperform. Third, the University will provide LBS the latitude and support to set and manage strategy in a fashion that more effectively serves our students (graduates), prospective employers, industry, government, and

academic partners (both domestic and international), and our priority communities. We seek to be a catalyst for positive change in people, business, and government to advance the economic and social well-being of our communities by mobilising the power of transformative business and policy education and research that create a prosperous and sustainable future for all.

Therefore, to fulfill our purpose, LBS has set a bold vision for the next five years:

To be a leading Business School in the South-East Asia and Pacific regions, recognised for our work in transforming business and policy thinking, and promoting the well-being and sustainability of people, business, government, and communities.

We aspire to be one of the region's (South-East Asia and Pacific) leading business schools grounded in a focus on transformative education and research that delivers social impact for people, business, government and communities and strategic partners.

To fulfill our purpose and vision, we seek through our endeavours to:

- Provide a transformational educational experience, driven by equity, engagement, and excellence, enabling our stakeholders to realise their full potential.
- Contribute to business and policy through applied, innovative research that advances the transformation of business and policy thinking and practice.
- Work in partnership with our communities of practice to mobilise and advance responsibly positive social impact and sustainable futures locally and globally.

WE PURSUE OUR PURPOSE AND VISION:

- Through being future focused, applied, innovative and responsible in learning and teaching, and research.
- By engaging with our communities, students, business, government, and academic partners to maximise our social impact.
- By committing to making positive contribution to improving society through authentic and ethical leadership in our fields and being dedicated to creating social impact through all our endeavours.
- By delivering business and policy transformation through our focus on the UN SDGs and PRME in our teaching and research.



Research

We study people, organizations, institutions, and the state of the world to inspire responsible management and education practice.

RME Elements in Research

La Trobe Business School incorporates responsible management education into its research endeavors through 5 different methods:

Regular Research Seminars

Dedicated Research Funding

Research Awards Program

Required Research Reporting



Partner

We engage people from business, government, civil society, and academia to advance responsible and accountable management education and practice.

Partnership Approaches for RME

La Trobe Business School partners with external stakeholders to advance responsible management education through 4 different approaches:

Knowledge Translation and Dissemination

External Community Dialogue

Collaborative Problem Solving

Collaborative Change Action



Practice

We adopt responsible and accountable management principles in our own governance and operations.

RME Policy Implementation

La Trobe Business School has implemented 6 policies to support its commitment to responsible management education:

Greenhouse gas emissions

Water

Employee equity, diversity, inclusion

Student equity, diversity, inclusion

Travel

Local staff/student/faculty transportation

Institutional Aspiration Targets

La Trobe Business School has set aspiration targets in 2 different areas:

- ❖ Employee EDI Targets
- ❖ Student EDI Targets



Share

We share our successes and failures with each other to enable our collective learning and best live our common values and purpose.



Performance Disclosure and Transparency

Regarding transparency in RME performance disclosure, La Trobe Business School operates with the following approach:

Full Transparency Disclosure

LA TROBE

SIGNATORY

La Trobe Business School



Address

La Trobe University, Melbourne, Victoria, 3086
Australia



Website

<http://www.latrobe.edu.au/business>