

**PRiME**

*an initiative of the  
United Nations Global Compact*



# Sharing Information on Progress 2026

Wellington School of Business  
and Government

October 2026

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## About Wellington School of Business and Government

**Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the university for a better world.**

### **Te whakakitenga—Our vision**

The University's excellence is defined by inspirational teaching, outstanding research, and deep engagement that mobilises understanding and action for a better world.

We are bold and creative, with tolerance for high-risk, high-reward activities with respect to academic investigations and discussion. A high trust culture across the University is pivotal for freeing time and resources to enable all members of our community to focus on whai mātauranga.

We may contribute as individuals but we succeed together, by investing in opportunities that have the potential to create distinctive long-term value for the University and our wider community.

We are responsible kaitiaki for our society and our environment, leading courageous, evidence-based discussion on critical civic and global issues with manaakitanga.

We cherish and care for our students and staff, who experience akoranga that celebrates their diverse identities, provides development connected to employment opportunities, and allows them to enjoy whanaungatanga that supports their success and life-long learning. We manaaki all of our staff in ways that support their wellbeing and acknowledge their own aspirations for themselves, their families and the University.

We are a civic university with our community defining why we are here and who we serve. We are globally excellent by being locally relevant for the remarkable capital city of Wellington. This connection is evidenced by people's motivation to join with our university. Our collaborations advance our reputation nationally, in the Pacific region, and internationally.



## 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.





# Getting Started

This section provides foundational information about Wellington School of Business and Government, including key details and basic institutional data.

## Mission

### Te Koromakinga—Our Mission

We draw on our whakapapa, knowledge and place to shape a better future together.

## Vision

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## Strategy

### VUW Strategy

## Ngā whāinga matua—Our strategic priorities

We foster connection, collaboration and community.

### Connection

We value and understand our diversity. We prioritise:

- our commitment to Te Tiriti o Waitangi and our connection to place to give meaning and influence to the marae at our heart, and support our global distinctiveness
- aspirations that empower, focus, and connect the distinctive strengths of individuals and groups within the University
- learning that excites and supports our diverse students to enable them to confidently contribute to kaupapa that challenges and extends their thinking
- the connection of ideas across academic disciplines to address pressing challenges and transformational opportunities.

### Collaboration

We value and use our strengths together. We prioritise:

- returning time to staff to pursue opportunities by improving economies of scale and consistency in our processes
- enhancing internal processes that transparently encourage resource sharing and collaboration across the University
- trusting our staff to innovate and work in the best interests of the University with a focus on reviewing outcomes rather than requiring prior approvals
- learning from and working with partners nationally and internationally to advance shared kaupapa.

### Community

We create value for our whole society. We prioritise:

- embracing our critic and conscience role in ways that allow current challenges, conflicts, and opportunities to be scrutinised with evidence and respectfully discussed
- engagement activities that enhance knowledge and understanding for all our external communities
- connecting aspiration to opportunity through pathways for Māori and Pasifika success
- empowering students to pursue professional and entrepreneurial experiences that connect ambition with possibility
- ecological thinking that contributes to a sustainable, resilient, and better world.

WSBG strategy on a page 2024-28

View document  Download document 

## Strategy Alignment

### VUW and WSBG Purpose and Values

#### Victoria University of Wellington - Purpose and Values for advancing sustainable development

Te Herenga Waka, He Herenga Tāngata, He Herenga Kaupapa—the university for a better world.

##### Ngā Uara—Our Values

- Kaitiakitanga—we have a duty as guardians to protect and nurture the environment and people entrusted to our care.
- Manaakitanga—we are welcoming and generous and operate in ways that enhance the mana of our staff and students.
- Whanaungatanga—we grow meaningful and long-lasting relationships that benefit our University communities and wider society.
- Akoranga—we value the experience that students and staff bring to the University and recognise that greater understanding grows out of shared learning.
- Whai mātauranga—we nurture intellectual curiosity that pushes the boundaries of knowledge and integrates diverse viewpoints to enhance the world around us.

#### Wellington School of Business and Government (WSBG) - Purpose and Strategic Alignment with advancing sustainable development

1. Teaching and learning that has impact: ensure learning has relevance for, and engages with business, government, and wider communities, make graduates 'work ready' to tackle the grand challenges facing business, government, and society, future orient our Masters programmes and associated shorter programmes, develop and support greater inbound and outbound international student opportunities
2. Research that has influence: build research community within WSBG and beyond to support productivity and amplify impact, further develop research capabilities to tackle complex and emerging grand challenges, recognise and promote staff research activities and achievements for greater impact

3. Whakatipuria ngā mōkehu/ Working towards Māori and Indigenous flourishing in Business and Government: greater incorporation of Indigenous perspectives in our education and scholarship, build international network of capital city university business schools focusing on Indigenous business and government research and education, leverage the Nārua Pacific Partnership and other networks to broaden student exchange opportunities

4. Engagement that builds business and government connections, collaborations and communities: grow staff and student connections to practice and external stakeholders to help students 'get set' for work, leverage The Atom and Taiawa Tech Hub to grow connections with the entrepreneur and innovation community, continue to build alumni relations locally, nationally and internationally, develop and improve international learner pathways into WSBG programmes

## **Institutional History**

### **History**

He hītori | History

Te Herenga Waka—Victoria University of Wellington (VUW), a publicly funded institution, established in 1897 to commemorate Queen Victoria's Jubilee, began teaching and research in 1899 and introduced its first business courses in 1909. Today, the University has six faculties covering architecture and design, business and government, education, health, and psychological sciences, humanities and social sciences, law, and science and engineering, and is rated five stars plus by QS. The University is proudly located in the capital city, place-based in its strategy, relationships, and educational delivery. Ōrauāriki—Wellington School of Business and Government (WSBG) offers a Bachelor of Commerce (BCom) undergraduate degree with a range of majors, including accounting, actuarial science, commercial law, economics, finance, human resource management and employment relations, information systems, international business, management, marketing, public policy, sustainability and the ethics of business, taxation, and tourism management. Flexible pathways allow students to combine commerce with law, languages, politics, and other disciplines through conjoint degrees and minors and majors. Postgraduate offerings include specialist professional Master's (conversion) degrees, a post-experience Executive MBA, embedded Certificates and Diplomas, and a doctoral programme.

Since 1999, WSBG has been located at the Pipitea campus alongside the Faculty of Law, adjacent to the New Zealand Parliament, government ministries, courts, and corporate headquarters. This proximity enables strong connections with government and industry, practice-engaged research, and externally funded partnership chairs that enhance WSBG's reputation and societal impact. The School's research performance and international accreditations further strengthen its ability to attract high-quality faculty and research students. Central to these strengths is the mission of WSBG: 'as a young fern frond unfurls, it reveals the qualities of a leader of industry and society'. This mission

directly supports the School's engagement with government and industry, ensuring that research and teaching are relevant to real-world challenges and opportunities. By focusing on both public and private sectors, WSBG leverages its capital-city location to foster impactful collaborations, inform policy and practice, and prepare graduates to contribute meaningfully to diverse contexts.

WSBG became a signatory to PRME in 2014. WSBG has been an active member of PRME since and contributed to the leadership of the AUSNZ Chapter over the last four years. WSBG, through its Director of PRME, has also contributed to the Global Forum and is an active supporter and implementer of the impactful 5 (i5) pedagogical approach. Our local PRME-focused work, with and for our internal and external stakeholder, is documented and illustrated throughout this report.

## Graduates & Enrollment

| 2025 Statistics                                                           | Number |
|---------------------------------------------------------------------------|--------|
| Graduates                                                                 | 989    |
| Faculty & Staff at the University                                         | 2224   |
| Faculty & Staff at the Institution                                        | 151    |
| Student Enrollment at the University                                      | 20577  |
| Student Enrollment at the Institution                                     | 3663   |
| Undergraduate Attendance                                                  | 2762   |
| Masters-Level Postgraduate Attendance                                     | 759    |
| Doctoral Student Attendance                                               | 142    |
| Certificate, Professional Development, or Continuing Education Attendance | 4355   |

## Degrees Offered

### Bachelor Programs

- Bachelor of Commerce
- Bachelor of Commerce (Hons)

### Masters Programs

- Master of Commerce
- Master of Professional Accounting (MPA)
- Master of Business Analysis | Professional Business Analysis (MBusAn)
- Master of Global Business (MGBus)
- Master of Public Management (MPM)
- Master of Actuarial Science (MActSc)
- Master of Information Systems (MIS)
- Master of Public Administration (Executive) (MPA(Exec))

### Doctoral Programs

- 🎓 Doctor of Philosophy (Ph.D.)
- 🎓 Doctor of Philosophy (D.Phil.)

### Additional

- Executive MBA (EMBA)



# Purpose

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

## Letter of Commitment



VICTORIA UNIVERSITY OF  
**WELLINGTON**  
TE HERENGA WAKA

WELLINGTON SCHOOL OF BUSINESS AND GOVERNMENT

ŌRAUARIKI

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September 2026

### **Adoption of the Principles for Responsible Management Education**

To our stakeholders,

I am pleased to confirm that the Wellington School of Business and Government, Victoria University of Wellington reaffirms its support of the following Seven Principles for Responsible Management Education: Purpose, Values, Teach, Research, Partner, Practice and Share. In this annual Sharing Information on Progress (SIP) report, we disclose our continuous efforts to integrate the Seven Principles into our institutional strategy, culture, academic activities, and daily operations, and contribute to United Nations goals, particularly in the Sustainable Development Goals.

Sincerely yours,

Professor Jane Bryson

Dean

Wellington School of Business and Government, Victoria University of  
Wellington, New Zealand

**CAPITAL THINKING.  
GLOBALLY MINDED.**  
MAI I TE IHO KI TE PAE

## Definition of Purpose

Whāinga—Purpose We will develop our students to be kaitiaki (stewards) and generators of sustainable value for business, government, and society at large, while working for an inclusive and sustainable future.

## Institutional Engagement

**26% - 50%**

of faculty at Wellington School of Business and Government actively contribute to our work with PRME, advancing responsible management education, or addressing sustainable development challenges through their work.



# Values

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



## How We Define Values

Whanonga—Values We will design our academic activities, curricula, organisational practices, and leadership practice to value Te Tiriti o Waitangi (constitutional foundation of Aotearoa New Zealand), kaitiakitanga (stewardship), and global social responsibility as portrayed in international initiatives such as the United Nations' Sustainable Development Goals and the United Nations Global Compact.

## Who Champions Responsible Management Education at Our Institution

- ❖ Centralized sustainability office
- ❖ Disciplinary efforts within business school
- ❖ Individual leader
- ❖ Interdisciplinary efforts across business school
- ❖ Interdisciplinary efforts across parent organization

## Student Voices

The following narratives demonstrate how Wellington School of Business and Government has influenced students' academic journey and personal growth.

### **A Journey into Sustainability: Learning, Experience, and Impact**

By Sammy Harrison – Bachelor of Commerce with Sustainability and Ethics in Business (SEBS) & International Business (IBUS) majors

*"Before studying sustainability at university, I honestly did not see it as something that actually is in our everyday lives and something I would build a career around. MGMT211 (Sustainability and the SDGs in Business) was one of the first subjects that changed that mindset. Learning about the UN Sustainable Development Goals helped open my eyes to sustainability as much broader than environmental action alone; it connects everything I learned in my people-centred work experience and the decisions organisations make every day. TOUR203 (Sustainable and Regenerative Destination Management) expanded that thinking further by showing me just how interconnected tourism really is to New Zealand and internationally. How normal everyday decisions affect the environment, which affects communities, businesses and visitors across different scales and contexts. MGMT211 and TOUR203 gradually revealed that sustainability aligned with something I hadn't realised I always cared about yet had a strong passion for: The people. I love working with people, understanding what matters to them and seeing how organisations and communities' and culture functions because of them. I had never considered that this could translate into real work in the real world that helps improve outcomes for people and places from such a holistic perspective. These courses were something you have to*

*experience and that is what is so valuable about them. They let you leverage something you're passionate about into something that can make meaningful change. Even if you don't have anything particular in mind, MGMT211 especially provides such good insight into the real world of business.*

*My sustainability internship with Third Era Sustainability Consulting and Scenic Hotel Group brought these learnings to life. Contributing my own research to Scenic Hotel Group's refreshed 2026 sustainability strategy took me from learning these passions in a classroom to visiting hotels, speaking with managers, teams and presenting those findings to the CEO himself. Because of my experience in MGMT211 I had the opportunity to research emerging sustainability trends and see the real constraints organisations face when trying to create change. It was extremely eye-opening researching the shift from sustainability towards regenerative tourism, asking and seeing what it would actually mean for hotel supply chains, procurement, communities and destinations. Our research and questions helped create space for the project team to step back from day-to-day operations and consider new approaches and the bigger picture. That experience has significantly shaped my career aspirations. I now want to work in sustainability knowing it is integrated in everyday life. Particularly where stakeholder engagement, tourism and organisational culture intersect, MGMT211 and TOUR203 translated sustainability complexities into real-world examples that aim to genuinely improve outcomes for people, places and future generations."*

## **Creating Career Pathways Through Sustainability Education**

By Christian Donkin – Bachelor of Commerce with Management (MGMT) & Tourism Management (TOUR) majors

*"Through my time at university completing a BCOM in Management and Tourism Management, sustainability learning has been integrated into most if not all the paper's I have completed. A standout example was in TOUR203 (Sustainable Destination Management), where we applied various sustainability frameworks and used a virtual learning tool to apply the tourism stakeholder framework to a real-life sustainability case study. From this, we determined the impacts tourism development would have on that destination.*

*I then was able to apply the frameworks and learnings I gained from my lectures and assignments into a professional setting; a sustainability internship opportunity provided to me through the SEBS and TOUR majors at university. Through this internship, I gained an in-depth understanding into sustainability which had a significant impact on my mindset and how I perceive the world we live in. Before coming to university, I was unaware that working in the sustainability space was an option. Since learning more about it and working alongside industry professionals in sustainability consulting, my career aspirations have changed to include sustainability as a central part of my future employment and professional development goals."*

## Student Awareness

**26% - 50%** of students at Wellington School of Business and Government are aware that we are a PRME Signatory Member.

## Student Engagement

**26% - 50%** of students at Wellington School of Business and Government actively contribute to our work with PRME, advancing RME, or addressing sustainable development challenges through their work.

## Values Voices

### Strengthening Public Service Integrity Champions

In Feb 2026, VUW's School of Government published the very first research project into the role of Public Service Integrity Champions (PSIC). PSICs were created in 2023 by Te Kawa Mataaho Public Service Commission (PSC); there are currently 62 champions, about 40 of whom work for government departments and the rest within selected Crown Entities. The PSIC role is extremely innovative in a number of ways: it does not replace the role of compliance officers within the public sector but is an add-on to existing positions. PSICs work proactively in terms of training and development and retroactively in terms of giving advice and, very occasionally, investigations. The project was led by Professor Michael Macaulay and assisted by researcher Jacquie Van Der Kaay, who found that the PSIC role has brought substantial ethical value to the public service in Aotearoa for barely any additional cost. The quasi-voluntary and informal nature of the role has been a strength so far, but decisions will need to be made as to whether or not it becomes more formalized in the near future. The research also recognises that the creation of PSICs is another example of public service innovation that is not widely known or understood, which is potentially at odds with Aotearoa's reputation for public service integrity.

### Global Handbook on Ethical Leadership

An new project that Professor Karin Lasthuizen, holder of the Brian Picot Chair in Ethical Leadership at WSBG, started in 2025, is the production of the first Global Handbook on Ethical Leadership, which will be published by De Gruyter Handbooks, Berlin in 2027.

Professor Lasthuizen is co-editing this volume with the Chair's Adjunct Professor Alan Lawton with over 30 chapters involving renowned scholars from around the world. The Handbook provides a comprehensive overview of core concepts, theory and methods in ethical leadership. It examines its evolution, exploring its foundations, contemporary themes, and emerging paradigms. With interdisciplinary insights from leading thinkers, the book considers the moral obligations of leaders, whether in public office, business, private, or other institutions. The general focus of the book is on organisations, and, in addition, the book sharpens that focus by analysing leadership ethics in a range of specific sectors and professions. Included as part of that focus, are interviews with relevant practitioners who are invited to discuss the relevance and impact of ethical leadership and ethical leadership theory in practice. Furthermore, ethical leadership is gaining traction around the globe and therefore scholars from different cultural and disciplinary backgrounds are invited to contribute to this handbook in ethical leadership. One of the book sections comprises ten chapters on ethical leadership perspectives from different continents and cultures, including New Zealand.

PUBLICATION: Lasthuizen, K. & Lawton, A. (Eds.) (to be published in 2027). Global Handbook on Ethical Leadership. De Gruyter Handbooks, Berlin.

See attached my annual report with all other interesting news, including two podcast collections, and a special issue on ethics in its cultural context.

Online available at: <https://www.wgtn.ac.nz/ethical-leadership/annual-report/brian-picot-chair-activity-report-2021-2026.pdf>



# Teach

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



## How We Define Teach

Whakaako—Teaching Method We will create and use educational approaches, frameworks, materials, processes and environments that enable effective learning experiences and encourage responsible hautūtanga (leadership).

## Courses that support RME

Wellington School of Business and Government reports 17 courses in 2025 that support responsible management education and sustainable development goals.

### **Ethical Leadership** | MGMT210

An introduction to the theories and practices of ethical leadership with a focus on organisations. Drawing on New Zealand case studies, students will learn about the meaning and importance of ethical leadership for organisations, recognise the role of ethics in organisational decision-making and analyse the actions of leaders from an ethical perspective. Recognised leaders in NZ will share insights about ethical leadership in practice.



### **Sustainability and the SDGs in Business** | MGMT211

The concept of sustainability will be critically examined with reference to different business sectors to establish its role as a foundation for sustainable business development. The 17 United Nations Sustainable Development Goals (SDGs) will be unpacked and critiqued as a framework for a more sustainable future. Throughout the course a range of perspectives on sustainability and the SDGs will be explored including tangata whenua, business, government and third sector.



### **Accounting for Sustainable Decision Making and Control** | ACCY223

Learn how to use an organisation's internal information for making decisions about costing and planning for a sustainable future. Discover how to analyse internal data and how to use it for performance evaluation and organisational and cost control.



## International External Reporting and Business Sustainability | ACCY231

Learn to analyse financial statements of leading international firms and government agencies. Understand what firms should report in their annual reports to inform investors, banks, and creditors. Analyse big financial data and explore environmental, social, and governance reporting.



## The Future of Work | HRER207

Workforces are changing at a rapid pace with various predictions regarding the future nature of work. In this interdisciplinary course, students will critically examine the changing nature of the work and employment from a range of perspectives. The course traces the history of work and employment, and considers the contemporary challenges facing workers and their employers in the context of labour market and wider social changes. Students will critically evaluate a range of views on these changes, and apply their understandings to a specific challenge presented by a Wellington organisation.



## Systems Thinking and Decision Making | MGMT206

An examination of various approaches to understanding and improving managerial decision making, challenging students to think systemically about complex issues that confront managers when managing change, resources or processes, and in general, managing situations where events unfold over time.



## Sustainable Destination Management | TOUR203

Sustainability and climate change pose significant challenges for tourism destinations in developed and developing countries. This course critically examines the positive and negative impacts of tourism on destinations as well as tourism's relationship with climate change as both a consequence and contributor. The concept of Sustainable Tourism will be explored and applied to mitigate the costs and enhance the benefits of tourism-related impacts on the environment, society, and economy.



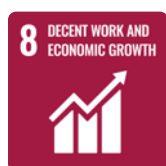
## Accounting for Strategy, Performance, and Value | ACCY302

Learn how to use an organisation's strategic environmental and internal information to add customer, supplier and organisational value for a sustainable future. Find out how to account for strategy using value chain analysis, and to account for sustainability and lean management. Discover how to analyse data to guide capital investment and other decision-making and how to use it for strategic performance measurement, evaluation and management.



## Sustainability and Accountability | ACCY314

The study of accounting in a social and political context. Topics include accounting and the environment, ethics, industrial relations, social responsibility and philosophy.



## Environmental and Resource Economics | ECON340

This course provides economic background to topical questions in environmental and resource economics. Economic methods (eg cost-benefit analysis and static/dynamic efficiency) are applied to economics of pollution control (eg climate change), depletable and renewable resources. Inefficiencies (externalities, market power, property rights) in various resource markets (oil, electricity, fisheries, water, land) are discussed.



## Disasters and Economic Policy | ECON361

The economic aspects of disaster management and policy, including these topics: the economic history of natural disasters; the research literature on the economics of natural disasters; poverty and vulnerability, insurance, risk transfer, cost benefit of mitigation, and other related topics.

Students, once they complete the course, appreciate much more the importance of these topics (disasters and climate change) to their daily lives today, and to public policy more broadly.



## Social Responsibility in a Digital World | INFO312

A critical examination of the relationship between digital technologies and systems and concerns centred on sustainability and social justice. Topics will focus on current issues regarding both sustainability (e.g., clean energy, climate change, innovation, and sustainable cities) and ethics (e.g., inequality, digital divide, privacy, and professional codes of conduct) in the context of organisations, communities, government and society.

Students have a real opportunity to engage with the wider context of the business and government world they will be joining when they graduate their degree. This course encourages that engagement to consider the experiences of all peoples in society and they ways businesses and governments may be responsible (or not) in shaping those experiences.



## Marketing for Social Good | MARK316

Using marketing concepts and techniques, social marketing implements programmes to bring about individual and social change for good. This course introduces students to principles, frameworks and challenges in social marketing including the social marketing toolkit, competitive analysis, and ethical challenges.



## Entrepreneurship in Practice | MGMT307

The course will focus on how to help people and communities generate value by seizing opportunities to solve commercial, social, environmental, or civic problems. It provides an introduction to the concepts and capabilities necessary to develop new ideas into products and services and will emphasise business model development, validation processes and techniques, and design and execution. During the course, student learning is reinforced by students testing out their own new venture ideas.



## Sustainable Operations | MGMT312

The course addresses sustainable operations management as the pursuit of social, economic and environmental objectives, the triple bottom line, within operations of a specific firm and operational linkages that extend beyond the firm to include the supply chain and communities. The course further examines why global business have adopted key strategies and operational tactics for continuously improving the quality and managing the social, environmental, and economic impact and how they operationalise them to achieve long-term sustainability.



## Environmental Policy and Governance | PUBL307

This course examines key aspects of environmental policy-making, implementation and governance. It applies interdisciplinary perspectives to the analysis of environmental problems, actors and the design of policy objectives. Students learn how to scope of policy interventions with the help of key decision-making principles and how to assess policy mixes from implementation and effectiveness perspectives.



## Building Tourism Resilience | TOUR307

Tourism in Aotearoa New Zealand and globally is acutely sensitive to the impact of crises and disasters. In this course students will examine different types of crises impacting tourism and learn about effective and sustainable strategies for managing crises and building resilient tourism futures. In doing so we will examine the critical role of stakeholders in crisis management and resilience building, including tourists, mana whenua, governments, local communities, private and third sector organizations.



## Educator Recognition

At Wellington School of Business and Government, we recognize educators for quality of teaching in the following ways:

- ❖ Annual teaching excellence awards
- ❖ Faculty promotion and tenure consideration
- ❖ Pedagogical innovation grants
- ❖ Student-nominated teaching awards

## Teaching Voices

The following statements demonstrate ways in which educators at Wellington School of Business and Government support sustainability and responsible management in their classrooms.

### Advancing the Sustainable Development Goals Through Marketing Education

Dr Janet Davey (School of Marketing and International Business) discusses her learning and teaching approach:

*"We offer a 300-level course on Marketing in a Sustainable Era, which is specifically designed to offer students an opportunity to learn how marketing can lead to a better and more sustainable world. This course explores how marketing and marketplace exchanges can align with the UNSDGs to contribute to*

*meeting the societal needs in a changing environment. It applies a marketing mindset to the UNSDGs including how marketing can manage resources for all humans through marketing of goods and services in a fair and sustainable manner. Course modules draw on the 17 UNSDGs organised into seven service research themes as a way forward for improving human and planetary life. The course modules blend marketing contributions to environmental sustainability topics around responsible consumption and production, circular economy and product design, with how marketing can contribute to service design for inclusion, wellbeing, equity in consumption and service access, and behaviour change for sustainability. The teaching strategy is to make this student-relevant and societally-impactful by using a lectorial format where classes are always a combination of lectures followed by small group workshops leading to shared presentations. We include practitioner-led lectorials and have welcomed guests from the Climate Change Division of the United Nations Environment Programme (UNEP) and a marketing practitioner involved in Pacific climate and environment protection behaviour change programmes. The workshops scaffold towards individual case analyses and presentations on local Australasian organisations – this semester these organisations have come from the sectors of sustainable production/consumption, food waste/security and service inclusion/wellbeing.”*

## **Questioning Assumptions: Teaching Business Ethics Through Dialogue and Debate**

Dr Rebecca Downes (School of Management) discusses her learning and teaching approach:

*“My 300-level business ethics course aims to produce graduates with considered views on how business affects society and a deeper understanding of what responsibilities businesses owe, and why. We think about the broader implications of business decisions beyond the bottom line. Its discussion based. We start with big questions about the relationship between business and society and critically evaluate implicit assumptions underpinning common viewpoints, to unsettle taken for granted beliefs. Ethical theory is introduced as a set of tools for evaluating what’s right and wrong, which we apply to five organisational case studies worked through together in class. Students argue positions out loud, test them against each other, and are expected to back their conclusions with sound reasoning. I emphasise the class as an opportunity for students to examine and deepen their individual ethical perspectives.*

*The assessments follow the same path. The first asks students to examine their own perspective on the business–society relationship. The second asks them to make a reasoned case about the moral justifiability of a business model whose social licence is debatable. The exam draws it all together. Throughout, the goal is not for students to adopt a particular view of business responsibility but to develop an awareness of the broader impacts of business decisions, how those relate to the kind of society they want to build, and the ability to form and defend a thoughtful position.”*

## Industry-Engaged Sustainability Education in Accounting

Dr Yinka Moses (School of Accounting and Commercial Law) discusses his learning and teaching approach:

*"In redesigning EMBA 504, Fundamentals of Financial and Management Accounting, and MMPA 502, Sustainable Decision Making and Control, I embedded sustainability and responsible management across traditional accounting topics. Students move beyond purely financial measures in budgeting, investment and performance evaluation to consider how accounting decisions contribute to the Sustainable Development Goals and long-term organisational performance. Case-based assessments, group presentations and practical activities enable them to apply these ideas to contemporary organisational challenges.*

*A key landmark in my teaching innovation is my use of specialised panels featuring leading sustainability experts and accounting professionals. In EMBA 504, panellists included Mathieu Hemery of Mosaic FSI, Andrew Wilks of Te Herenga Waka—Victoria University of Wellington, and Amelia Sharman of the External Reporting Board. Other panels included senior professionals from Grant Thornton, KPMG and industry. These engagements bring current professional insights into the classroom, connect accounting theory with practice, and expose students to the challenges and opportunities of embedding sustainability within organisations."*

## Making Environmental Costs Visible: Environmental Management Accounting in the Classroom

Dr Isabella Li (School of Accounting and Commercial Law) discusses her learning and teaching approach:

*"In both my undergraduate course (ACCY 302) and postgraduate course (MMPA 512) within the management accounting discipline, I teach sustainability through the lens of Environmental Management Accounting (EMA). Students are first introduced to the broader concept of sustainability accounting, using real-world cases such as Air New Zealand's sustainability reporting and New Zealand's mandatory climate-related disclosure regime before moving into two complementary frameworks for classifying environmental costs. The first, the Five Tiers model (conventional, hidden, contingent, relationship/image, and societal costs), helps students see how environmental costs move from being "easy to find" in conventional accounting systems to "hard to find" as they become less tangible and more externalised onto society. The second, the Total Environmental Quality (TEQ) model, extends Total Quality Management logic into an ecological context through four categories — prevention, detection, internal failure and external failure, giving students a decision-tree-style tool to classify any cost by asking whether it was incurred before or after an environmental event, and whether it relates to internal systems or external impacts. Working through applied exercises, such as classifying the environmental and social costs of a fictional mining company's toxic waste incident, or interpreting a*

*sample ecological cost report showing environmental costs as a percentage of total operating costs, students learn to move from abstract classification to genuine managerial decision-making, including how these costs feed into strategic management accounting decisions around supplier selection (e.g. ISO 14001 certification) and customer-facing pricing strategies.*

*My course design reflects the different needs: In ACCY 302, I introduce the core content through lectures and then use purpose-built fictional case studies in tutorial to help students apply the EMA framework to realistic problem-solving scenarios. This module is assessed through a term test (25%) structured similarly to these tutorial cases.*

*In MMPA 512, postgraduate students take on the role of industry consultants, working in groups to analyse a case and deliver both a seminar presentation and a written report (15%), which pushes them to translate the environmental cost framework into practical recommendations for a business audience.”*

## Continue telling your story

Bachelor of Commerce Alignment with  
Sustainability and RME

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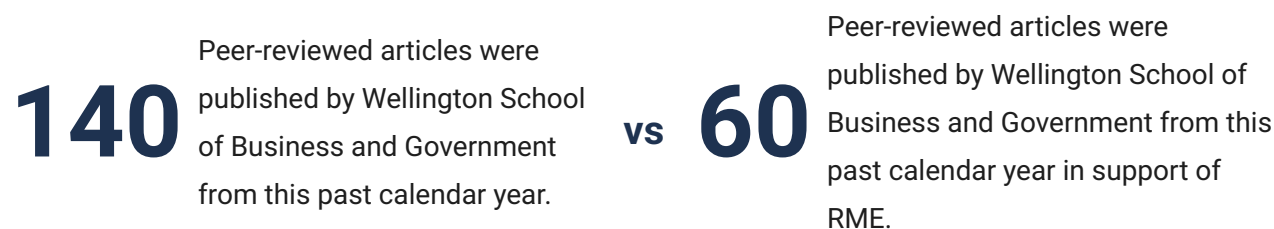
# Research

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

## How We Define Research

RANGAHAU—RESEARCH We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of organisations, governments, and communities in the creation of sustainable social, cultural, environmental, and economic value.

## Research vs Research for RME/Sustainable Development



## Research Funding

In 2025, Wellington School of Business and Government was awarded funding for research that is:



**Institution  
Specific**



**Local**



**International**



**National**



**Regional**

## Socializing Research

In 2025, Wellington School of Business and Government contributed research findings to:

- ❖ Open-access platforms
- ❖ National media
- ❖ Local media
- ❖ International media
- ❖ Industry and business networks
- ❖ Government and policy makers
- ❖ Community organizations

## Research Projects

In 2025, Wellington School of Business and Government reported 5 research projects that implemented responsible or sustainable activities.

### Children, Ethics, and the Future of Tourism Research

**Period Covering:** August, 2025 - September, 2026

**Department:** Management | Tourism Management

Dr Eliza Raymond (School of Management) reports on one of her current Research Projects:

*"Despite increasing recognition of children as key tourism stakeholders, tourism research has largely prioritised adult perspectives, leaving children's experiences underexplored and under-theorised. In 2026, Eliza Raymond from the Wellington School of Business and Government participated in a collaborative autoethnography with child-centred researchers from the University of Otago and Southern Cross University, Julia N. Albrecht, Shiraani Fathimath and Antonia Canosa. Their findings highlight a strong sense of responsibility to ensure that children are represented ethically and authentically, while simultaneously navigating institutional ethics processes, adult-centred research norms and complex power relations. Rather than acting as barriers, however, these challenges were often understood as opportunities for critical reflection and professional growth. As such, they suggest that child-centred tourism research is not merely a specialised field but offers valuable insights for reimagining tourism scholarship through ethical, relational, and reflexive approaches."*



### Liability, Attribution, and Climate Counterfactuals

**Period Covering:** September, 2026 - N/A

**Department:** Economics | Finance

Professor Ilan Noy (School of Economics and Finance) reports on one of his current Research Projects:

*"The basic question behind this project is about 'backward-looking' climate change tort liability cases, where the claimed liability is associated with extreme weather events. These increasingly rely on quantifications developed by the climate science methodology of Extreme Event Attribution (EEA). EEA methods compare the contemporary state of the climate with a historical (counterfactual) climate. That counterfactual climate is almost always the pre-industrial climate, with its corresponding levels of greenhouse gases (in 1850-1900). However, from a legal liability perspective this may not be an*

acceptable counterfactual. Liability may have started only later, so the legally-acceptable counterfactual may be a more recent one – ranging from the 1850s (when the first paper on the greenhouse effect was published), to the 1930s (when the first comprehensive report was published), to the 1960s (possibly 1965), or 1990 (First IPCC report), 1995 (Kyoto Agreement), or possibly the latest possible is 2015 (Paris Agreement). Each one of these possible counterfactuals will imply that the quantification obtained by the EEA will be very different. More recent counterfactuals mean less climate-change-attributed liability. The project aims to identify the legally relevant thresholds for various legal uses and in diverse jurisdictions and quantify their relevance using economic modelling. The project members are Ilan Noy (WSBG), Catherine Iorns (VUW Law School), Elbert de Jong (University of Utrecht), Noah Walker-Crawford and Joanna Setser (London School of Economics), and Samuel Becher (City University of Hong Kong)."



## Balancing Rules and Results: The Influence of Role Allocation on Ethical Decision-Making

**Period Covering:** October, 2025 - September, 2026

**Department:** Economics | Finance

Dr Yigit Saglam (School of Economics and Finance) reports on one of his current Research Projects:

*"In Choosing Roles in Ethical Dilemmas, co-authored with Professor Eberhard Feess, Dr. Thomas Schilling, and Azra Sena Saglam, we investigate how participation in assigning decision-making roles affects the trade-off between honesty and welfare improvement. In an online experiment conducted in February 2026, participants could misreport a lottery outcome to increase the probability of a charitable donation without any personal financial benefit. We find that inviting participants to express a preference over whether they report first or second, as opposed to randomly assigning them to these roles, increases such "white lies", even among those who did not receive their preferred role. First movers (those who make the decision first) report more honestly than second movers, despite having the same (financial) incentives. Our findings suggest that the way organisations allocate responsibilities can influence ethical decisions. The project contributes to responsible management research by demonstrating the relevance of procedural design to ethical behaviour, with potential implications for organisations in which employees exercise discretion and must balance rule compliance against benefits to others."*



## The Indigenous Insurance Map

**Period Covering:** October, 2025 - September, 2026

**Department:** Management

Professor Rebecca Bednarek (School of Management) and Dr Jesse Pirini (School of Management) report on one of their collaborative Research Projects:

*"During 2026, our project into insurance and marae-centred communities produced the Indigenous Insurance Innovation Map, a digital platform that identifies, documents, and shares Indigenous-led insurance innovations from Aotearoa New Zealand and around the world. Hosted by Te Matarau, the map provides an accessible resource for communities, policymakers, industry stakeholders, and researchers seeking to understand innovative approaches to managing risk, resilience, and uncertainty. The map sits within a broader programme of research examining the challenges and opportunities facing Māori communities within insurance systems. Drawing on extensive engagement with hapori Māori, iwi, insurers, brokers, policymakers, and resilience practitioners, this research has documented both the barriers Indigenous communities face and the diverse innovations being developed in response. These insights are helping build a richer understanding of how a more equitable and effective insurance system for Aotearoa might be built. The Indigenous Insurance Innovation Map aligns strongly with the Principles for Responsible Management Education (PRME) by translating research into a practical public resource that promotes sustainability, social responsibility, and inclusive innovation. By elevating Indigenous knowledge and leadership and supporting more socially just approaches to escalating climate risk, the project contributes to positive societal impact while advancing responsible and ethical approaches to managing future risk"*

Website: <https://tematarau.co.nz/resources>



## Sustaining Protected Areas: Democracy, Development, and Environmental Stewardship

**Period Covering:** October, 2025 - September, 2026

**Department:** Government

Dr Valentina Dinica (School of Government) reports on one of her current Research Projects:

*"Since 2025, my research has examined the governance of protected areas and nature-based tourism in New Zealand and Tasmania, with a focus on sustainability, public accountability, and intergenerational stewardship. The project investigates how changes to conservation regulations, planning systems, and public participation processes affect who can influence decisions about biodiversity protection and tourism development. The findings highlight growing tensions between development objectives and democratic governance, showing how public influence over conservation decisions may be reduced even where consultation opportunities remain. By analysing the environmental, social, and institutional implications of these reforms, the research contributes to Sustainable Development Goals relating to strong institutions, sustainable communities, and the protection of terrestrial ecosystems."*





# Partner

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

## How We Define Partner

MAHI TAHI—PARTNERSHIP We will interact with members of society, policymakers, and managers of organisations to extend our knowledge and help develop joint responses to the challenges of meeting our social, cultural, economic, and environmental responsibilities.

### Institutional Partnerships

- ❖ AACSB (Association to Advance Collegiate Schools of Business)
- ❖ AMBA (Association of MBAs)
- ❖ EFMD (European Foundation for Management Development)
- ❖ Local institutions and associations
- ❖ Quacquarelli Symonds (QS)
- ❖ Times Higher Education (THE)
- ❖ Ministries of Education, Higher Education, or similar national bodies
- ❖ University Councils
- ❖ ACCA (Association of Certified Chartered Accountants)
- ❖ RIMPA (Records and Information Management Practitioners Alliance)

### Student Organization Partnerships

- ❖ Beta Alpha Psi
- ❖ Victoria University Student Commerce Association (VicCom)
- ❖ Victoria University Entrepreneurship and Start-up Association (VESA)
- ❖ Victoria Human Resources and Management Society

### Partner Voices

The following statement from our partners demonstrates ways in which our collaborations at Wellington School of Business and Government support sustainability and responsible management education.

#### **Partner Voice – Annabel Burgess (Director of Third Era Sustainability Consulting)**

**Partner Voice – Annabel Burgess (Director of Third Era Sustainability Consulting)**

*"In 2024 Annabel Burgess (Director of [Third Era Sustainability Consulting](#)) attended a Wellington International Leadership Programme (WILP) course on the UNSDGs hosted by Dr Christian Schott. The session sparked a new collaboration between Te Herenga Waka and Third Era Sustainability Consulting, offering two students from the School of Management the opportunity to complete a combined internship and for-credit course in the final year of their degrees.*

*The students supported Third Era and their client Scenic Hotel Group with their 2026 Sustainability Strategic Refresh. Scenic has partnered with Third Era for the past five years building their [sustainability practices](#) and in 2026 they are going through a refresh to elevate their impact through until 2030. Through the internship the students researched and presented on regenerative tourism practices. They also attended site visits, fieldwork and spoke directly with teams from Scenic Hotel properties across the West Coast including some of NZ's remote locations such as Haast and areas that are most impacted by climate change such as Fox Glacier and Franz Josef. For Annabel: "Having Sammy and Christian as part of the team offered a fresh perspective and brought a new energy to the work we have been doing over the last few years. It was great to work with Te Herenga Waka to provide a place-based and practical work experience so the students could get hands-on leading change on the ground." One of the awardees Sammy Harrison shares that "Seeing and hearing about operations on the ground, from waste systems to day-to-day decision-making, has been an eye-opening experience that not enough people get to have alongside their degrees. It's shown me how different sustainability looks in reality compared to theory, and how much of it comes down to the many factors at play from governmental to individual levels. To start the conversation around sustainability and explore the bigger question of what regenerative tourism actually means for the tourism and hotel sector is something I'm proud to be contributing to".*



# Practice

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

## How We Define Practice

WHAKAMAHI - PRACTICE We adopt responsible and accountable management principles in our own governance and operations through care for our students, staff and campuses.

## Institutional Policies and Practices

- ❖ Accreditation body recommendation documents
- ❖ Buildings/real estate
- ❖ Campus operations guides
- ❖ Carbon reduction or offset commitments
- ❖ Climate action plan
- ❖ Environmental stewardship policies
- ❖ Ethical data sourcing guides
- ❖ Faculty hiring, tenure, and promotion guidelines
- ❖ Greenhouse gas emissions
- ❖ Local staff/student/faculty transportation
- ❖ Ministry of education recommendation documents
- ❖ Open-access guides
- ❖ Professional training opportunities
- ❖ Student equity, diversity, inclusion
- ❖ Sustainability strategy or strategic plan (school or university level)

## Policy Documents Related to RME and/or Sustainability

Te-Parahia-sustainability-outcomes-framework

View document  Download document 

## Practice Voices

The following statement from stakeholders at Wellington School of Business and Government demonstrates our commitment to sustainable and responsible practices.

### VUW Sustainability Office Update 2026

Te Herenga Waka is continuing to integrate sustainability across its operations through a whole-of-institution approach grounded in kaitiakitanga and informed by mātauranga Māori. A major milestone has been the ongoing operation of **Ngā Mokopuna**, the University's sustainable marae precinct, which was developed to meet the Living Building Challenge standard. During its first full year of occupancy, the building operated using harvested rainwater, treated wastewater onsite, and generated more

renewable electricity than it consumed. The University's sustainability governance has also been strengthened through the integration of the Sustainability Office within the Deputy Vice-Chancellor (Māori and Kaitiakitanga) portfolio, supporting the embedding of sustainability principles throughout institutional decision-making.

The University continues to make progress in reducing the environmental impacts of its operations while working toward its Zero Carbon Plan targets. Energy efficiency initiatives delivered a reduction in electricity consumption compared with the previous year, and further decarbonisation has been achieved through the electrification of heating and hot water systems in several major buildings. Sustainable transport remains a strength, with the vast majority of staff and students using low-carbon commuting modes. The University is also investing in long-term ecological restoration through its Growing Our Futures programme, planting 5,300 native trees in 2025 and working with local government and community partners to establish new urban forest areas that support biodiversity, research, teaching, and climate action. Gross greenhouse gas emissions remain below the 2017 baseline, although rising air travel continues to present a significant challenge. The University is therefore exploring additional measures, including renewable electricity procurement and climate adaptation planning, to support its long-term climate goals.

Sustainability is also embedded in campus culture and student engagement. Through programmes such as Green Impact and the Kītea Impact Programme, students and staff are supported to take practical sustainability actions, volunteer in their communities, and participate in conservation activities including tree planting, food rescue, and beach clean-ups. Student volunteer hours increased again in 2025, and participation in Green Impact reached a record level. New sustainability-focused scholarships and work-integrated learning opportunities continue to support students who wish to contribute to environmental and social change, while initiatives such as reusable “boomerang bag” schemes in student residences demonstrate how sustainability is being incorporated into everyday campus life.

At an institutional level, the University strengthened its leadership in sustainability by becoming the first university in Aotearoa New Zealand to achieve a Gold rating under the Sustainability Tracking, Assessment and Rating System (STARS), an internationally recognised framework that assesses sustainability performance across governance, operations, teaching, research, and engagement. This recognition reflects ongoing efforts to integrate sustainability into operational practices, strategic planning, and organisational culture while continuously identifying opportunities for further improvement.



# Share

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



## How We Define Share

WHAKAWHITINGA—SHARE We will facilitate and support dialogue, wānanga (sharing/reflection), and debate among educators, students, mana whenua (Indigenous groups), business, government, consumers, media, civil society organisations, and other interested groups and stakeholders on critical issues related to global social responsibility, ethics, and sustainability.

## Engagement Opportunities

Wellington School of Business and Government offers transparent engagement opportunities for members of our institution and community to contribute to our sustainability and responsibility efforts in the following ways:

- ❖ Boards and advisory committees
- ❖ Annual reports
- ❖ Community events and consultation forums
- ❖ Partnerships with local organizations
- ❖ Public events and panel discussions
- ❖ Publicly accessible sustainability data and dashboards
- ❖ Student and staff volunteer programs

## Communication Audiences

Wellington School of Business and Government communicates its policies and progress on sustainable development and responsibility with:

- ❖ Accreditation bodies
- ❖ Alumni and donors
- ❖ Boards and advisory committees
- ❖ Business and industry partners
- ❖ Chamber of commerce and local communities
- ❖ Faculty and staff
- ❖ Prospective and current students



SIGNATORY

# Wellington School of Business and Government

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New Zealand



## Website

<https://www.wgtn.ac.nz/business>