



MASSEY
UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

MASSEY
BUSINESS
SCHOOL
TE KURA WHAI PAKIHI

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PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION (PRME)

SHARING INFORMATION ON PROGRESS REPORT 2016 – 2017

PRME

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

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Massey Business School commitment to the Principles of Responsible Management Education

Massey Business School committed to the Principles for Responsible Management Education (PRME) in March 2011. We remain committed to PRME as we honour our role within society and the global environment through our teaching, research, international consultancy, systems and structures. That commitment is also reflected in our university's vision which respects difference, and looks to a socially and environmentally sustainable future. PRME principles, values and ethics are embedded into Massey Business School's institutional strategy through its four pillars of learning which form the foundation of programme learning goals, teaching, outcomes, and assessments - developing students' leadership, application of scholarship, entrepreneurial thinking and societal contribution capabilities.

We are particularly proud of MBS applied research initiatives many of which are PRME related and values driven in the areas of human rights, labour standards, environment and anti-corruption. I draw your attention to Professor Christoph Schumacher's work on prosperity with KPMG, and Professor Jane Parker and Professor Jim Arrowsmith's work with the International Labour Organisation in Papua New Guinea, Tonga and Nauru as examples of our commitment to the betterment of societies across the world.

This report outlines many of our PRME related initiatives since our last report. For example, the University has appointed Dr Allannah Ryan as our inaugural Director of Sustainability and engaged in PRME community initiatives with our staff and students. Our outreach work includes an Adult Literacy and Communication Research Group; and financial literacy training for Māori and Pasifika women and young people.

PRME thus provides a natural complement and a useful framework for much of the work that we are doing as business educators and researchers. Furthermore, with our AACSB accreditation, it is only fitting that we support the PRME principles, which AACSB helped to develop through the UN Global Compact.

We proudly maintain our commitment to PRME and look forward to continuing to advance responsible management education for our students.

PROFESSOR TED ZORN
Pro Vice-Chancellor and Dean
Massey Business School



Introduction to Massey University

Massey University's unique position and reputation is based on:

WORLD-LEADING pure and applied research, conducted in partnership with industries and the communities we serve;

CURIOUS world-ready graduates with entrepreneurial acumen and capability, who create jobs for others and are committed to making a better world;

A HERITAGE of excellence, high quality and integrity, which ensures authentic leadership in contemporary Aotearoa New Zealand;

ROLE-MODELLING excellent practice as a *Tiriti o Waitangi*-led institution;

A REPUTATION and a commitment to our people and our places.

Our international reputation for strong leadership is well documented. One element of Massey University's strategy is civic leadership, as follows:

CIVIC LEADERSHIP (HEI ARATAKI):

To be known for our leadership on matters of interest nationally and internationally, in particular on the social, economic, cultural and environmental issues faced by Aotearoa New Zealand, including those that affect *Tangata Whenua* [traditional people of the land]. We will do this by:

CONTRIBUTING to a socially progressive and constantly changing Aotearoa;

SUPPORTING academic staff to publicly disseminate research findings and act as "critic and conscience" of society;

PROMOTING leadership and career development that includes communication training;

PROMOTING informed evidence-based and inclusive public debate that respects diversity of opinion, and is grounded in research and scholarship;

PUBLICLY advocating for the value of universities in a mature, democratic society;

FACILITATING discussion and consultation with relevant economic and social development agencies, *whānau*, *hapu* and *iwi*, Pasifika communities and local government to maximise our impact;

ENABLING capability development across New Zealand, the Pacific region and the world to prepare citizens for the changing nature of work and society;

LEADING by example through the promotion of Māori leadership and bicultural leadership models;

BUILDING student ambition to actively participate and lead within our University, their communities and nations; and

PROVIDING all staff with opportunity to actively contribute to civic leadership in the University and in the wider community.

View strategic-plan [HERE](#)

The University's multi-campus structure, unique in New Zealand, and its 60 years of leading distance education capabilities make it singularly well-qualified to meet the needs of the University's regional, national and international communities.

View Massey University Management Profile [HERE](#)





PRME Principle 1 Purpose

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

Massey Business School (MBS) is committed to excellent and accessible research, teaching and engagement that connects to practice and enables leadership, contributing to a thriving, prosperous and sustainable future for New Zealand and beyond. Central to our values are respect for all, real-world relevance, learning without boundaries and research-led thinking.

Massey Business School's Māori name is *Te Kura Whai Pakihi*. The Māori word *kura* has many meanings: originally it meant 'ancient knowledge', 'treasure', 'precious' or can also mean more modern terms such as 'school', heirloom. In this new name we reflect the idea that we have a School (*kura*) where one can pursue (*whai*) aspects of business (*pakihī*).

View about the college [HERE](#)

We are inspired by Massey University's name *Te Kunenga Ki Pūrehuroa*; from inception to infinity. Massey is not simply defined by what we do, but by how we do it. Our revised mission statement, or strategic-plan, is as follows:

Ko Te Kunenga ki Pūrehuroa te kaupapa e tū ngātahi ai tātou hei waihanga i ngā momo mātauranga ki te pae o angitu. He ara putanga tauira, he ara e hua ai ngā tini kaupapa ki Aotearoa puta noa i te ao whānui. Kia toi te mana motuhake o te iwi Māori, kia toi te reo Māori, kia toi te ora o te tangata, te rangi me te whenua mā reira e whakatinana ai te mana o Te Tiriti o Waitangi.

Te Kunenga ki Pūrehuroa is the foundation upon which we stand together in partnership enabling the creation of knowledge that reaches the highest possible levels of advancement and attainment. It provides a pathway for students to embark upon journeys of knowledge acquisition and embraces knowledge relevant to our country and to our wider world. We promote the determination of Māori-led aspirations, the active use of *Te Reo Māori* [Māori language], the vitality and wellbeing of all people and our environment in order to give full and authentic expression to the eminence of *Te Tiriti o Waitangi* [the Māori language version of the Treaty of Waitangi].

View strategic-plan [HERE](#)

MBS's main external accreditations include AMBA, AACSB, Accrediting Council on Education in Journalism and Mass Communication, Chartered Financial Analysts, CIMA, CPA, ACCA, SAS, Chartered Accountants of Australia and NZ, Arbitrators' and Mediators' Institute of New Zealand (AMINZ), The Property Institute of New Zealand, ISO 9001-2008, and Civil Aviation Authority Equivalence Approval. Further MBS is also in the process of applying for EQUIS with EFMD.

View accreditation and professional information [HERE](#)

The School of Accountancy in particular, has accreditation from CPA Australia, Chartered Accountants Australia and New Zealand, Chartered Institute of Management Accountants (CIMA), Association of Chartered Certified Accountants (ACCA) and AACSB Accounting Accreditation.

View accreditation [HERE](#)



Massey receives top QS rating

In 2017, Massey University was awarded a five-plus star rating from educational benchmarking agency Quacquarelli Symonds (QS) for the first time. The rating system provides universities with an overall score, as well as ratings in 11 sub-categories: teaching, research, employability, internationalisation, facilities, online/distance, innovation, arts and culture, inclusiveness, social responsibility and discipline specialisation/accreditations.

Massey University received the maximum QS score in the social responsibility sub-category, the employability sub-category (which evaluates reputation with employers, graduate employment rate, and career services support), and for overall student satisfaction and satisfaction with teaching in the teaching sub-category. In the facilities sub-category, it received full marks for infrastructure, library facilities, medical facilities and student societies. In the internationalisation category, the University received full marks for international research collaboration, international faculty, international students, religious facilities and international diversity.

Massey University Vice-Chancellor Professor Jan Thomas says the result demonstrates conclusively that Massey is a world-leading institution, worthy of its international reputation, as follows: “Our results in the QS Stars show that we are delivering a first-class learning experience that is informed by the student voice, to both our New Zealand students and our international students.”

View article [HERE](#)

MBS 2013 to 2015 Successes

The 2013-2015 Principles for Responsible Management Education Sharing Information on Progress Report that MBS submitted in early 2016 included anticipated future actions for the period 2016-2018. That report classified MBS’s strategic priorities into the three key areas of 1) connections, 2) teaching and learning, and 3) responsibility. Next we provide an overview of our successes in those three areas during that period. Our full PRME SIP report provides further details.

Connections

As one of the largest business schools in New Zealand, MBS makes many connections with stakeholders. We have a proud foundation of academic and administrative excellence and are in the top 2% of business schools worldwide. MBS’s research and initiatives are often showcased by the media and our staff are sought-after for their expert opinion. From CEOs to successful entrepreneurial start-ups and international companies, our graduates have gone on to lead the world of business.

View connections [HERE](#)

The 2017 Massey Graduate Destination Survey titled “Transition to employment” revealed MBS students’ remarkable successes in gaining employment: 77% were working full-time (30 hours per week or more), 14% were working part-time (fewer than 30 hours per week), 10% were self-employed, and 9% were not working in paid employment / not in employment (some of whom were engaged in further studies).

Teaching and learning

MBS prides itself on the quality of its teaching and student learning. Since our last report the curriculum has been developed with the PRME principles at its core. The report on the 2017 Massey Graduate Destination Survey titled “Transition to employment” revealed MBS students’ enhanced incomes after graduating with MBS qualifications, as follows:

MBS 2017 Graduate Destination survey, Jobs and earnings

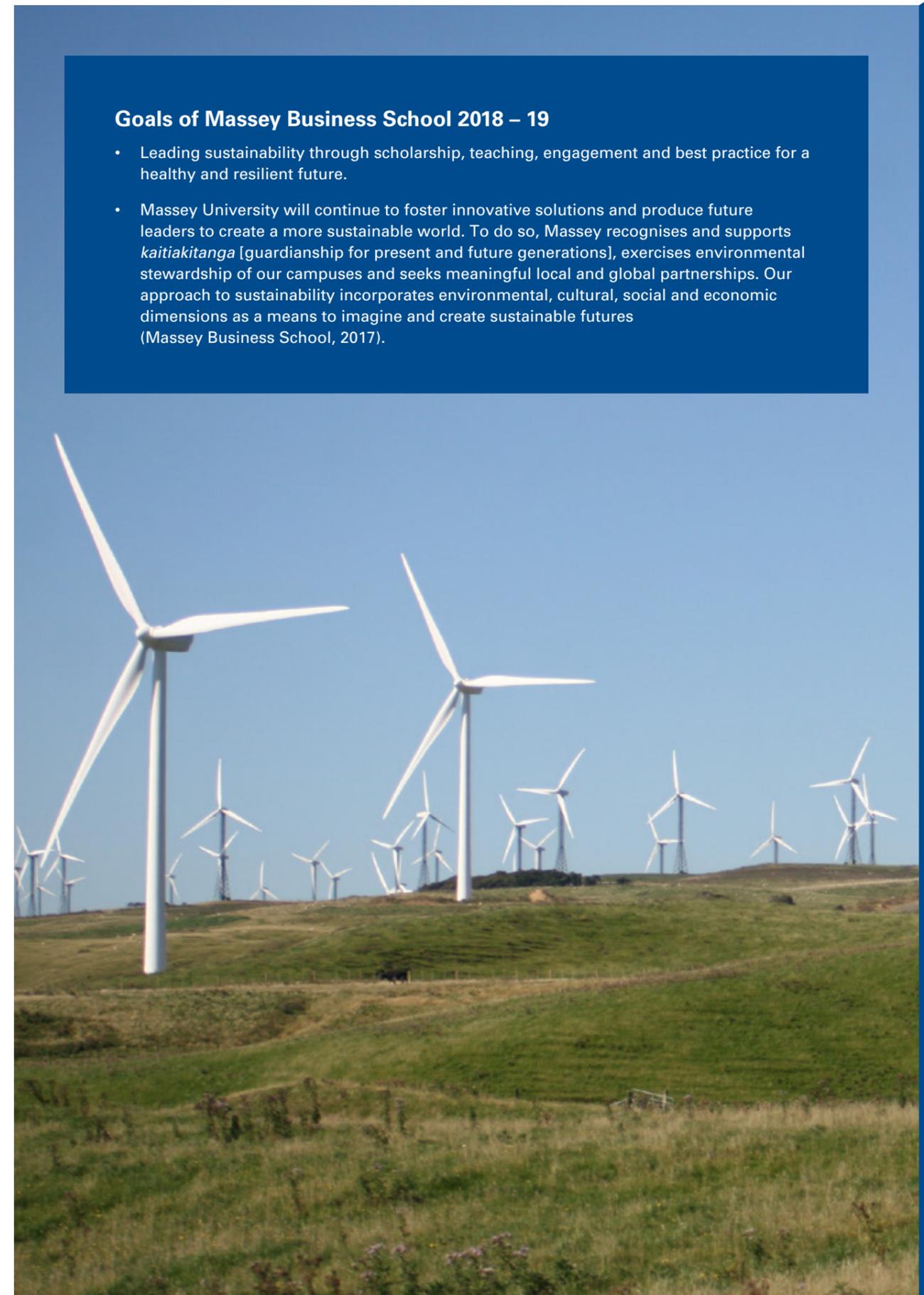
Salary band (SNZ)	Before graduating with the Qualification	After graduating with the Qualification
\$0 to \$20k		
\$21k to \$30k	13%	11%
\$31k to \$40k	18%	19%
\$41k to \$50k	10%	17%
\$51k to \$60k	7%	3%
\$61k to \$70k	5%	9%
\$71k to \$80k	4%	9%
\$81k to \$90k	4%	5%
\$91k to \$100k	2%	5%
\$101k to \$110k	3%	5%
\$111k to \$120k	2%	1%
\$121k+		

Responsibility

MBS takes its responsibility to enhance responsible global citizenship seriously. Our PRME related responsibilities are reflected in the quality, quantity and focus of our staffs’ internationally recognized publications and Ph.D. students’ research. For example, during the period 3 December 2015 to 14 November 2017 nearly forty percent of staff’s and over forty percent of PhD students’ research was PRME related. That work is a direct consequence of MBS’s commitment to PRME, including since the last report. Staff are dedicated global citizens, as is revealed in the following pages.

Goals of Massey Business School 2018 – 19

- Leading sustainability through scholarship, teaching, engagement and best practice for a healthy and resilient future.
- Massey University will continue to foster innovative solutions and produce future leaders to create a more sustainable world. To do so, Massey recognises and supports *kaitiakitanga* [guardianship for present and future generations], exercises environmental stewardship of our campuses and seeks meaningful local and global partnerships. Our approach to sustainability incorporates environmental, cultural, social and economic dimensions as a means to imagine and create sustainable futures (Massey Business School, 2017).



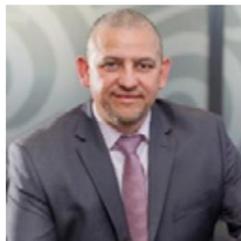
PRME Principle 2 Values

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

PRME principles and values are embedded in Massey's institutional strategy through its four pillars of learning. The four pillars form the foundation of programme learning goals, teaching, outcomes, and assessments; they include developing students' leadership, application of scholarship, entrepreneurial thinking and societal contribution capabilities, as follows:

- **Develop leadership capabilities:** Recognising organisations as diverse, dynamic, political environments, graduates will be able to develop appropriate relationships and communication strategies, in order to work constructively with others.
- **Connect scholarship to enterprise:** Graduates can apply and enhance theoretical understanding as they engage with business practice.
- **Develop entrepreneurial thinking:** Graduates are able to think entrepreneurially, identifying and evaluating new opportunities to create value.
- **Integrate business into societal context:** Graduates will integrate their knowledge into local, global and cultural contexts and be socially and environmentally responsible and ethical.

Massey's institutional values and principles are clearly evident in our successes, our missions and our aspirations, including supporting Māori, respecting cultural differences, and taking responsibility for environmental stewardship. Massey's staff and students are driven by their values and deep commitments to make the world a better place. The following comments provide an insight into those diverse values.



Please share your insights around PRME and its fit with your work with indigenous entrepreneurship and Māori in particular?

"It is great that Massey has signed up to the PRME initiative. Fortunately, we at Massey are building on things that we have been doing for some time. Māori language and culture, for staff and students, builds on a commitment by Massey to the development of Māori people, families and communities. Māori people are interested in Massey's efforts to provide for a Māori perspective, including Māori aspirations. One view of PRME is that it can be seen to be about helping give corporations a broader outlook, one that considers things other than money, that is, the environment and people. The danger with this is that what counts as a good thing to be doing according to PRME can make the process more about appearing to be good rather than doing good. I don't believe that is an approach we are taking at Massey. I think we're genuinely interested in PRME and our commitment to Māori achievement as students, staff and stakeholders reflects this. However, we have to be honest about how we're doing with PRME and where we are with respect to providing for Māori, in order to keep progressing. We're doing some good things, but 'are we there yet?' In short, not yet, but we're making progress. Massey Business School has two approaches. First, the Māori development approach around supporting Māori staff and students; and supporting staff to bring a Māori perspective to our teaching. Second, *Te Au Rangahau*, the Māori Business and Leadership Research Centre, is encouraging and supporting research that benefits the Māori economy, which is more than just making money. It incorporates indigenous values, cultural, economic, social, environmental and spiritual elements. One of the tendencies is to assume indigenous economies are entirely social and customary in nature, but Māori are interested in material and nonmaterial wellbeing, and our research focuses on indigenous theories and methods, which serve both."

Dr. Jason Mika (2017).



What does being Treaty led mean for you?

"I think that Massey University is on the right track with that change, that is my personal view. We need to let a *Te Tiriti o Waitangi* model emerge. Together, we need to develop a good understanding of what 'Treaty led' means by facilitating discussions with all staff. We all need to explore our own understanding of the Treaty and come to a shared view. Attending workshops to learn about *Te Tiriti o Waitangi* and pronunciation of *Te Reo Māori* words and phrases would be an excellent start".

Dr. Shirley Barnett (2017).



I see that as a Senior Lecturer at Massey you are an incredibly influential leader, mother, educator and researcher regarding race, gender, leadership in sport management and much more. What drives you?

"I have always been a person with an underlying sense of [what is] right and just. I have always stuck up for people that are 'the underdogs'... To give people opportunities to be agents of their own lives, while also knowing that we are doing that within a system that is omnipresent. For me, as Chair of *Te Ohu Whai Pakihi*- Massey Business School Māori Working Group, it is about providing agency and structure and how research, teaching and engagement can impact. I am driven by how our research can influence our communities and groups that we are invested in – women and Māori are the two areas that drive me. My present research into Māori business initiatives explores the value proposition of Māori sport engagement – the value of Māori culture to business – using sport as an example. I think we are doing a good job here at Massey Business School. Just now being *Te Tiriti o Waitangi*-led, our work is even more of a priority."

Dr. Farah Palmer (2017)



Self-critique:

Massey University is a somewhat traditional university in terms of the deliberative and operational decision-making processes and supporting culture privileging the academe and faculty. This is a strength in that the research focus and curriculum design at Massey University are very much still academic domains with decision making that reflects academic autonomy. However, while such attributes make for a rich and diverse set of views it offers more challenges than a less traditional / more management oriented university might have in respect to gaining insight into how / where concepts implicit in PRME might find their home. We have made some progress in these areas through the adoption of Assurance of Learning procedures as part of AACSB good practice. But as Massey University adopts new curriculum management processes and Massey Business School seeks accreditation from EQUIS we can expect even greater levels of insight into curriculum inputs.

Massey University is also within a period of substantial cultural change at present, with a new Vice Chancellor in post and a new University Strategy published in October 2017. This has brought to the fore a range of debates and institutional self-reflections which have yet to settle and conclude. So for instance, relevant to PRME Massey University's new strategy highlights commitments to being a critic and conscience of New Zealand, civic leadership, public good commitments, and the area that has engendered the most engagement: being a Treaty-led University [i.e. The Treaty of Waitangi / *Te Tiriti o Waitangi*]. As an institution we are yet to fully understand and adapt to what these tenets mean for us but the open and inclusive debate will only benefit our self-awareness and commitments to matters relevant to PRME.

Goals of Massey Business School 2018 – 19

- Supporting *kaitiakitanga* – we will continue to value and support the unique *kaitiaki* [guardian] responsibility of Māori in *Aotearoa* New Zealand
- Respect – we will continue to value cultural differences and recognise that they provide a range of pathways to pursue sustainability goals
- Responsibility – we will continue to strive to be active environmental stewards of our campuses and to demonstrate care for our staff and students (Massey Business School, 2017)



Mātauranga i roto i te Whenua

The overall horizontal layering of the window composition depicts the fundamental elements of our world: sky (upper section), and land (lower middle section), and water (lower section). A section containing Māori imagery is located between the sky and land sections.

The sky section includes references to *kōwhaiwhai*: Māori painting denoting the pursuit of the humanities and expressive arts. This section includes the abstract profile Rangitoto and as such the Auckland area, home of the Albany campus.

The section containing Māori Imagery embraces the *tangata whenua* dimensions within the University. This section includes three different Māori patterns; *Kōiri*, *Rauru*, and *Kōwhai Ngutukākā*. In this instance the *Kōiri* represents the father/ male element and denotes progress and the future. The *Rauru* represents people and denotes flexibility, co-operation, collaboration and the present.

The *Kōwhai Ngutukākā* represents the mother/ female element and denotes origins, beginnings and the past.

The land section includes references to *raranga*: Māori weaving denoting the pursuit of the sciences and knowledge about our natural resources. This section includes the abstract portrayal of the Manawatū landscape, home of the Palmerston North campus.

The water section includes references to *whakairo*: Māori carving patterns denoting the pursuit of community service, civic and social professions. This section includes the abstract portrayal of the waters of *Te Whanganui-a-Tara* and as such the Wellington region, home of the Wellington campus.

Artist: Ross Hemera,
Head of Department, Art and Design
Studies, Wellington campus.

September 7th 2002.



PRME Principle 3 Method

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

Massey has been a signatory to PRME since 2011. Responsible management education principles are fundamental to who we are and what we do. Consequently, they are embedded in our research, teaching and engagements.

Since our last Sharing Information on Progress (SIP) report 2013 - 15, our university has revised our mission statement to include 'standing together in partnership' and being *Tiriti o Waitangi*-led, our nation's foundational agreement with Māori (the first nation people of New Zealand). We have also established a new Director of Sustainability position, PRME initiatives organized by staff and students and a recycling programme.

Inaugural Director of Sustainability



The head of the School of People, Environment and Planning, Dr Allanah Ryan, has been appointed as Massey University's inaugural director of sustainability. Dr Ryan led the Challenging Sustainability Living Lab project, a partnership with the Wellington City Council, the Hawke's Bay Regional Council and the Palmerston North City Council, as well as the Taranaki "living lab" Sharing the *Waiwhakaiho* [river]. Together they form a partnership initiated by Massey with Intercreate, an international network of people interested in art, science, culture and technology, the National Institute of Water and Atmospheric Research, and the Taranaki Regional Council.

Dr Ryan has taught environmental sociology and has an interest in developing stronger collaborations across academic disciplines, within the university and externally to explore new ways of living sustainably. She says, "Sustainability for me is connected to living well as diverse humans, with an eye to regenerating the natural and built environments that sustains us, but at the same time recognise the social inequalities that mean that the challenges of climate change, resource depletion and environmental degradation are experienced unevenly by the world's population."

Dr Ryan also encourages "a view of sustainability that focuses on how we can harness knowledge, technology, and the social capital of humans to live more fully, with pleasure, joy, and environmental care – rather than viewing sustainability as solely about limits and deprivation."

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View article [HERE](#)

Sustainability at Massey University [HERE](#)



PRME initiatives and Citizenship Days

In 2017 Massey Business School initiated Citizenship Days to engage students in a range of sustainable and responsible activities. Associate Professor in Business and Sustainability Gabriel Eweje developed the idea with a group of students as a part of Massey's commitment to the Principles of PRME. The aim of the initiative is to encourage students to become tomorrow's sustainable leaders. The group's activities align with PRME principles and the UN's Sustainable Development Goals.

The first Citizenship Day was supported by ASSA ABLOY New Zealand Ltd and Bigstreet Bikers. It included presentations, spot prizes and opportunities to try electric bikes, but the main objective was to launch a series of events developed by the students for rollout in 2018. Under the banner of 'Massey Business School Responsible Futures', the events include a Women in Leadership Day; a local community clean-up programme; community engagement days, including students visiting elderly residents in local retirement villages; and financial empowerment seminars for students. The student coordinators hope the initiatives will better prepare Massey students for the future by evolving their way of thinking, encouraging better use of resources and increasing awareness of what it means to be a sustainable leader.

Dr Eweje says the students have been developing their ideas since the start of the academic year. "Globally, we do face ethical, social, economic and environmental challenges," he says. "I strongly believe that success in coping with these complex issues depends on education creating awareness and engaging students around these concerns. "This initiative demonstrates the Massey Business School is committed to PRME principles, and clearly illustrates our commitment to actively engage in sustainable and responsible activities."

View article [HERE](#)



Goals of Massey Business School 2018 – 19

- Develop graduates who are environmentally aware and actively contribute to a sustainable future
- Incorporate interdisciplinary, transdisciplinary and other knowledge systems, including *mātauranga* Māori [Māori knowledge], into the curriculum
- Ensure that the delivery of, and resources used in, teaching and learning are environmentally sustainable.
- Support and encourage curriculum innovation that engages students with questions of sustainability through novel approaches.
- Use our campuses as living labs to connect teaching and research to regenerative environmental management of Massey's built and natural environment (Massey Business School, 2017).

PRME Principle 4 Research

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

Next we provide an overview of MBS's research strategy for the period 2016 to 2018, including links to information about our key research centres and research groups. That material is followed by an overview of MBS's external research funding received within the period in recognition of our research excellence. We also provide analysis of PRME related staff publications classified under the headings of human rights, labour standards, environment and anti-corruption. Impressively, PRME related staff publications make up 39.87% of total publications for the period. That material is followed by information about the numbers of our students PRME related PhDs – over 41% PRME related; insights into staff and students' PRME related research motivations and MBS's goals for the next period. Thus, we illustrate Massey Business School's commitment to PRME related research.



Research Strategy 2016-2018

Vision: Massey Business School aspires to produce research that is credible internationally and relevant to our stakeholders. We aim for our research to be impactful: to be of interest, influence, and benefit to business and government decision makers.

As part of a research university, we value research excellence; it is the first of the University's big goals. In Massey Business School, we prioritise research of the highest standard, which makes a difference in the domains in which we research. We aspire to have research published in high quality publications as well as research with clear pragmatic value, that is, research that solves problems for organisations, adds constructively to public dialogue, and shapes policy and practice in New Zealand and internationally.

Mission: Massey Business School provides a supporting and encouraging environment for all its staff and PhD students to engage in impactful research of highest quality and value.

One of the key foci of the 2016-18 research strategy is PBRF preparedness and performance which requires a greater attention to 2016 and 2017 initiatives and actions.

Objectives: The MBS research strategy 2016-18 is built upon four key objectives which form a mutually reinforcing dynamic:

- Objective 1: **Enhance Research Quality and Researcher Productivity**
- Objective 2: **Build Researcher Capability and Support**
- Objective 3: **Enhance Impact and Engagement**
- Objective 4: **Increase Funding (Massey Business School Research Strategy 2016-2018:4).**

Research Centres

The Centre for Advanced Retail Studies (CARS) is the only research centre in New Zealand focused on this exciting, diverse, dynamic and growing industry. CARS serves as a mechanism to help realise the University's strategic priorities around the themes of AgriFood Business (particularly at Massey's Albany campus), creativity, innovation, sustainability, health and wellbeing, and society.

View [HERE](#)

The Financial Education (Fin-Ed) Centre works to help New Zealanders become more financially savvy by improving their knowledge, attitudes and behaviour towards money. The Fin-Ed Centre is globally unique for the breadth of its work around financial literacy, covering education, research and consultancy.

View [HERE](#)

The Te Au Rangahau (Māori Business and Leadership Centre) is based within the Massey Business School [*Te Kura Whai Pakihī*] at Massey University. *Te Au Rangahau* [translating as 'a pathway to Māori research in business'] aims to advance business and leadership knowledge that benefits the Māori economy.

View [HERE](#)

The Social Innovation and Entrepreneurship Research Centre (SIERC) is dedicated to providing a hub for interdisciplinary, academic research in social innovation and entrepreneurship. The purpose of the Centre is to conduct, support and disseminate research that contributes to advancing social innovation and entrepreneurship in New Zealand and internationally.

View [HERE](#)

Research Groups

MPOWER is the Massey People, Organisation, Work and Employment Research group. The term MPOWER indicates a research focus on the management of people in workplaces and organisations, with a view to empowering people and organisations to perform.

View [HERE](#)

The Massey University Real Estate Analysis Unit (MUREAU) is a research centre supported by sponsorship from The Property Foundation - a fund for the advancement of property teaching and research in policy and practice. Academic-led research is of particular focus and expertise within the centre.

View [HERE](#)

The Healthy Work Group is interested in all forms of workplace safety and health issues with the aim of promoting healthy work. Our current focus is on workplace bullying, workplace violence, information overload, musculoskeletal disorders and organisational safety culture.

View [HERE](#)

The Adult Literacy and Communication Research Group conducts research into adult literacy, including the impact of adult literacy upon employment, and demographic factors that impact upon literacy.

View [HERE](#)

Overview of PRME related staff publications 2016 – 17

Many of Massey Business School's staff are researching and publishing in PRME related areas. During the period 3 December 2015 to 14 November 2017 staff published 1156 items, 441 (39.8%) of which were clearly PRME related. We classified the PRME related articles under the United Nations Global Compact four sub-headings as follows:

- Human Rights 132 (11.4% of total publications),
- Labour Standards 101 (8.7% of total publications),
- Environment 95 (8.2% of total publications), and
- Anti-Corruption 133 (11.5% of total publications).

PRME related MBS staff publications, conferences and presentations: 3 December 2015 to 14 November 2017



Many of the items presented above, address more than one sub-heading. In such cases we identified the primary focus of the work and assigned it accordingly. For example, Professors Parker and Arrowsmith's work in Papua New Guinea could be classified under 'labour standards' or 'human rights'. We classified it under labour standards.

View [HERE](#)

PRME related PhDs 2016 – 17

One hundred and sixteen students (116) were engaged in various stages of PhD progress during the period 2016 to 2017, forty-eight (48) or 41.3% of which are PRME related research topics. This high percentage, across the full range of subject areas taught within MBS, is tribute to Massey's dedication to PRME principles.

Research motivations



What draws you to conduct research into social entrepreneurship?

"Values. It is an emerging area with historical antecedents - a new narrative. Something that I buy into very much, as I am a heterodox economist. I am not a neo-classical economist. I believe there has to be concern for employment creation at local and community levels. Collaborative social innovation and social enterprise are very much part of that and fit with PRME goals."

Professor Anne de Bruin (2017).



What draws you to research science communication?

Dr. Doug Ashwell is conducting research to enhance understanding of how people define differences between "rubbish and real" information. In particular he asks, "Is public engagement in science a form of compliance/ tokenism, or is it a genuine attempt to engage the public in science endeavours?" Doug has a "genuine interest in peoples' points of view and genuine engagement. I would like to discover how people talk about science in natural environments?"

Dr. Doug Ashwell (2017).

Aviation PhD thesis gains international attention



School of Aviation graduate Tahlia Fisher's doctoral thesis entitled "Cleared to Disconnect? A Study of the Interaction between Airline Pilots and Line Maintenance Engineers" is gaining increasing international attention. Dr. Nina K. Duncan, Aviation MX Safety Officer, NASA Johnson Space Center, is the latest person to comment on Tahlia's research. Dr. Duncan describes herself as "a fan" she thinks "will touch the industry!" Dr Duncan advises that she has summarized Tahlia's findings for her own classes and forwarded Tahlia's research findings to the FAA Chief Human Factors scientist in the USA, Dr. Bill Johnson, and some major airline safety representatives (Te Rongo Massey Business Bulletin, March 2017).

Tahlia, what drew you to study and research at Massey University?

"I always wanted to fly, since I was about 10 years old. As an adult, I felt it would be good to fly and to get a degree as well... At that time, Massey was the only University offering that kind of degree. After my first degree, I trained at Massey as a flight instructor and worked both at the School of Aviation and Kaikoura Aero Club. I then went back to Massey... Perhaps I am a study geek at heart. I thought, you know what, I want to be an Air Safety Investigator... I got a job at Air New Zealand and now I also have a PhD on improving both flight safety and cost efficiencies too" Dr. Tahlia Fisher (2017).

MBS External Research Funding – received in recognition of research excellence:

GROW NORTH INITIATIVE
(Sponsorship by BNZ and ATEED)
– Professor Ted Zorn
2016 \$65,000
2017 \$100,000

SCHOOL OF ACCOUNTANCY
Financial reports of New Zealand tier 2 entities:
Users information and assurance needs
– Professor Fawzi Laswad
Funding from External Reporting Board
2016 \$50,699.97
2017 \$15,300.03

SCHOOL OF ECONOMICS AND FINANCE
Is short selling associated with greater real earnings management International Evidence – Dr. Yafeng Qin
Funding from CPA Australia
2016 \$6,261.97
2017 \$9,716.99.69

Demand and Uptake Survey – Dr. Sue Cassells
Wellington Regional Council
2016 \$36,511.98

Franchising New Zealand 2017 Survey
– Dr. Susan Flint-Hartle
Franchise Association of New Zealand
2016 \$2,500
2017 \$2,500

To assist the project team to develop a package of external facing documents to assist the sector to implement the new building financial capability services – Dr. Pushpa Wood
Ministry of Social Development
2016 \$30,000

We help New Zealanders to help themselves to be safe, strong and independent – Dr. Pushpa Wood
Ministry of Social Development
2016 \$35,000

The design and delivery of an Ethnic Community Leadership Programme pilot – Dr. Pushpa Wood
Ministry of Internal Affairs
2016 \$20,000

SCHOOL OF MANAGEMENT
Intelligent digital environment for wellbeing and healthcare – Dr. Dick Whiddett
HRC (Health Research Council)
2016 \$29,959.50
2017 \$91,417.00
2018 \$28,623.50

SCHOOL OF COMMUNICATION, JOURNALISM AND MARKETING
Improving RN's cross cultural communication in culturally diverse team or work settings
– Dr. Margaret Brunton
Nursing Education and Research Foundation
2016 \$19,000

Page Legacy Grant – Dr. Flora Hung-Baesecke
Pennsylvania State University
2017 \$5,542.87

Activism, technology and organising:
Transformations in collective action in Aotearoa NZ
– Professor Shiv Ganesh
Marsden Fund
2016 \$43,858.26

Goals of Massey Business School 2018 – 19

- Continue to develop a productive inter- and trans-disciplinary research culture
- Continue to support research that actively works with *matauranga* Māori [Māori knowledge] and other cultural knowledge systems
- Continue to produce innovative research that can generate transformative sustainable solutions
- Continue to actively support the development of future sustainability research leaders (Massey Business School, 2017).



PRME Principle 5 Partnership

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

The following outlines MBS's business and community engagements, cross-disciplinary partnerships and student engagement partnership activities for the 2016 -17 period. Summary highlights include MBS contact with 96 schools, engagement with 82 companies, interaction with 1,569 high-school students, facilitating co-curricular opportunities for 795 MBS students, while delivering three substantial MBS Awards Ceremonies, 29 recruitment/engagement activities, and formulating formal agreements with two key external stakeholders.

Examples of Business Engagement

SINGAPORE AVIATION ACADEMY

MBS's School of Aviation has an agreement with Singapore Aviation Academy (SAA) to provide undergraduate and postgraduate courses in aviation management to students in Singapore and surrounding regions. The MBS's School of Aviation has received an appreciation award from the SAA for the partnership and for promoting excellence in aviation education and training.

QATAR AIRWAYS

MBS's School of Aviation has delivered a Master of Business Administration (MBA) programme, with an aviation focus, to Qatar Airways staff members at Doha, and Qatar. School of Aviation lecturers travel to Doha every 45 days to deliver contact courses. The students come to New Zealand for two paper deliveries, including a study tour.

APPLICATION OF BIODIESEL TO PISTON-POWERED GENERAL AVIATION AIRCRAFT

Dr. Rose Davies of MBS's School of Aviation (SoA) is conducting research to enhance the introduction and uptake of biodiesel in the general aviation sector. An aviation diesel engine manufactured by Austro was purchased through contestable Massey University Capital equipment funding. Subsequently, Davies is working in partnership with Aeromotive Ltd, an aircraft engine overhaul and maintenance organization, to conduct further biodiesel experimental testing. The engine is currently located at the Aeromotive facility in Hamilton.

BIG ISSUES IN BUSINESS

Big Issues in Business series (BIBS), conducted across all campuses twice a year, provides thought leadership and reputation building, while bridging MBS with business. Business partners included BNZ, ANZ, HP, and MYOB. Topics for the BIBS series highlight MBS research capacity, which is both relevant and of interest to a broader community. The evenings also provide important networking opportunities for developing business relationships.

Memorandums of Understanding have been signed or are in final draft with two significant organizations, Wellington Loop Ed Trust and Vodafone Retail. The Wellington Loop members comprise 14 schools across greater Wellington and Kāpiti Coast, representing some 12,000 students. MBS has also initiated discussions with a select group of teachers, examining challenges faced across the secondary-tertiary sectors.

MBS EVENT COORDINATION

The Academic Excellence Awards evening (AEA) represents the signature MBS student event for the year, both in terms of impact and organization. In 2017, AEA was held again across all campuses, with awards presented to 246 students and prizes presented by 38 companies. The event serves to highlight the importance MBS places on academic achievement by recognizing student success. Additionally, AEA strengthens MBS business relationships, while connecting top achieving MBS students with practice.



MPOWER

MPOWER is the Massey People, Organisation, Work and Employment Research group. Its mission is to connect and focus research activity and output from academic staff and post-graduate researchers in broad themes within the field of people management at work. MPOWER is a cross-campus, cross-college and cross-institution initiative to enhance, promote and build on Massey's expertise in the management of people in the workplace and organisations. It is sponsored by The Warehouse Group and SA Partners. MPOWER consists of an executive board; advisory group; research group affiliates; and a wider membership of 650+ from industry, HR, employer, trade union, community and academic groups.

View [HERE](#)

Examples of Cross-Disciplinary Partnerships

NEW SOUTHERN SKY INTER-AGENCY PROGRAMME

The CEO of MBS's School of Aviation, Ashok Poduval, is a member of the New Southern Sky Stakeholders' Working Group (NSSWG) representing the flight-training sector of the aviation industry. New Southern Sky is an inter-agency programme led by New Zealand's Civil Aviation Authority and supported by partners including MetService, Airways and the Ministry of Transport. The aim of the partnership programme is to develop a radical new National Airspace and Air Navigation Plan for New Zealand to improve efficiency of air traffic movements, more accurate navigation, reduced reliance on ground based systems, and improved communications (Te Rongo Massey Business Bulletin, June 2017).

2018 GENDER, WORK AND ORGANISATION CONFERENCE

MPOWER, together with the Massey School of Management's new Women@Work Special Interest Group, the Centre for Labour, Employment and Work (Victoria University Wellington) and an Australian academic colleague, made a successful submission to run a stream on women and employment at the 2018 Gender, Work and Organization conference in late June in Sydney. Stream organisers include Professor Jane Parker, Dr Jo Bensemann, Dr Nazim Taskin (all from Massey School of Management), Dr Noelle Donnelly (VUW) and Jane Halteh (Labour and Industry journal, based in Australia) (Te Rongo Massey Business Bulletin, Sep 2017).

MARSDEN FUND FOR CROSS-DISCIPLINARY MASSEY RESEARCH TEAM

A cross-disciplinary research team at Massey has been awarded \$845,000 funding from the Marsden (RSNZ) fund. The team comprises Professors Jane Parker and Jim Arrowsmith (both School of Management) as co-primary investigators. Other co-PIs are Professor Stuart Carr, Professor Darrin Hodgetts and Dr Siatu Alefaio-Tugia (all School of Psychology), and Professor Jarrod Haar (AUT). The team will also include research assistants. Their three-year project, "Living wages: Transforming lives, transforming work?", will involve survey, organisational case, interview and focus group fieldwork with various stakeholders (Te Rongo Massey Business Bulletin, Nov 2017).

Student Engagement Partnership activities

BUSINESS BOOT CAMP (BBC)

BBC represents a flagship MBS recruiting, business engagement, and brand building event, which in 2017 brought together 48 high schools, 23 businesses, and 8 Gold and Silver Sponsors, contributing in excess of \$25k for another successful event. A number of current high-profile MBS student leaders are BBC alumni, including Ezekiel Raui, who features prominently in current MBS promotions. Over the week, students visited a total of 23 companies, raising BBS profile and ultimately student employment opportunities. Financial sponsorship includes high profile companies, such as BNZ, Jucy, HP, Countdown, Sovereign Insurance, Tower Insurance, NZX, Chartered Accountants, Drake Consulting, Restaurant Brands, and McDonalds.

YOUNG ENTERPRISE – ENTERPRISE IN ACTION WEEKENDS (EIA)

Young enterprise (YE) and MBS have established a close and mutually-beneficial relationship, resulting in co-branding and sponsoring varied events, including the Young Enterprise Scheme (YES) and flagship Entrepreneur in Action (EIA) Weekend. In 2017, EIA was held for the first time at both Auckland and Albany campuses, where previously it was just held in Auckland. 2017's EIA included 128 top business students, selected from 187 high schools and 3,662 students who participated nationally in the YES Dragon's Den program. The 2017 Massey University Innovators Challenge addressed the global problem with food wastage. Supporting those students, were 16 companies, such as HP, Zero, MYOB, Fonterra, Air NZ, and NZTE, among other notables and start-up companies.

FINANCE FESTIVAL (FF)

Eleven high schools and 289 students attended Finance Festival 2017, hosted at the Albany campus. The event was co-founded in conjunction with the Retirement Commissioner and the North Harbour Sorted Schools Cluster (NHSSC). The event is designed as an experiential day out. Students engage in a variety of activities, including senior high students participating in a challenge incorporating instruction by MBS staff centred on the Albany Trading Room. Event organization entails extensive teacher involvement, over a period of months, serving to strengthen relationships and programme support.

ACCOUNTING, ECONOMICS, AND FINANCE DAY (AEFD)

AEFD 2017 attracted 26 high schools, 330 students, and leading practitioners to the Albany and Manawatu campuses for a day-long event designed to apply learning with practice. Its success is due to a close relationship with regional NZ Commerce and Economics Teachers Association groups, who co-designed the programme, which supports the corresponding NCEA curriculum and NZQA Accounting Scholarship exam. The primary focus is to motivate student interest in perusing related MBS degrees through learning contextualization. Additionally, the day closely aligns with the CFA curriculum, of which MBS are both undergraduate and postgraduate Program Partners. Presenters on the day are both from within the University and well-respected analysts and economists, providing relationship building.

BUSINESS STUDIES DAY (BSD)

BSD 2017 attracted 487 students, 21 high schools, and 18 businesses across all three campuses. Similar to the AEFD, program inception grew from a request by teachers to construct an event supporting student understanding of NCEA business studies standards. The programme closely follows the business studies curriculum, providing a context for enhanced student learning and motivation to pursue further business studies at MBS. Noted NCEA textbook author, David Farquhar, moderates the day, with participation by notable national and local companies, such as Fonterra and Xero, sharing anecdotal experiences, to bring alive the excitement/opportunities of international business. The day concludes with a wrap up by New Zealand Trade and Enterprise (NZTE), the government entity tasked with developing international business.

MBS ROADSHOW

The Roadshow targets regional high schools and related business programmes. Regions visited in 2017 include Northland, Bay of Plenty, Hawke's Bay, Taranaki, and Nelson, targeting 17 high schools and an estimated 510 students. Relationships with the schools and teachers visited are strong due to previous participation in events hosted on campus and Young Enterprise activities. The focus of talks related to business careers generally and MBS programmes, particularly highlighting specialized programmes, such as the BRBM, Aviation, and Communication.

Goals of Massey Business School 2018 – 19

- Seek active collaborative partnerships with *tangata whenua* [traditional people of the land], other universities, businesses, local, regional and central government, NGOs, and community groups around critical real world challenges
- Communicate and showcase sustainability solutions developed through collaboration with internal and external partners
- Overarching Collaboration goals – we aim to work with our staff, students and partners in ways that emphasise cooperation and co-creative approaches to our sustainability goals (Massey Business School, 2017).



PRME Principle 6 Dialogue

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

MBS and its staff are fully engaged in initiating and supporting PRME related dialogue and debate. The following examples of that dialogue is presented under the following sub headings: Corporate social responsibility, critical dialogue, and dialogue with industry.

Corporate social responsibility

THE SUSTAINABILITY AND CORPORATE SOCIAL RESPONSIBILITY (CSR) RESEARCH HUB

Massey is very proud to advise that on 11 December 2017 a collaboration agreement was signed between Massey University and Guangdong University of Foreign Studies in China. That collaboration has initiated the formation of a Sustainability and Corporate Social Responsibility Research Hub. The collaboration is in its infancy stages at present.

SUSTAINABILITY AND CORPORATE SOCIAL RESPONSIBILITY GROUP

The main objective of the Sustainability and Corporate Social Responsibility (CSR) group is to foster and facilitate exchange of knowledge, debate and consultancy regarding sustainability and CSR between academics and practitioners from both the private and public sectors. Several staff and PhD students engage with the group by leading research, workshops, seminars and roundtable discussions. The theme of the most recent roundtable was "Responsible Management Education: 21st Century Challenges". The speaker at that seminar was Tracy Wilcox from the University of South Wales, Sydney, Australia.

View [HERE](#)

AGRICULTURE AND HUMAN DEVELOPMENT IN INDIA CONFERENCE

In 2017 Dr. Jagadish Thaker from MBS's School of Communication, Journalism and Marketing was invited to present his research at the international 'Agriculture and human development in India' conference, organized by Indian Institute of Technology (IIT), Guwahati and Indira Gandhi National Open University, in Assam, India (Te Rongo Massey Business Bulletin, April 2017).

LIVE WEBINAR BROUGHT TO UNIVERSITY OF CENTRAL PUNJAB

A live question and answer session was held via Skype to the University of Central Punjab (UCP) by Business School postgraduate students and staff on 31 May 2017. UCP Business School is one of the largest business schools in Lahore, Pakistan, with over 3,000 students. Associate Professor Paul Toulson and PhD student Lynn McCurdy (both School of Management) spoke on the topic "human resource management (HRM), research methods, and valuing people in organisations". The event was a successful follow-up of the first webinar conducted in March, which was a research lecture on the topic "Making sense of demonstrating the added value of HRM to organisations" by Associate Professor Toulson. Both webinars have been extremely successful and future activities are planned (Te Rongo Massey Business Bulletin, June 2017).

Critical dialogue

CRITICAL ORGANISATION AND MANAGEMENT STUDIES

The Critical Organisation Studies Group is engaged in a wide range of projects that aim to interrogate, challenge and change organisations. A particular feature of a critical approach is a concern to question what is otherwise taken-for-granted, seen as normal, respectable and appropriate, and to prioritise issues of justice, fairness and equality in our analysis of organising practices. The group focuses on a broad range of topics, including PRME related topics, by drawing from various critical and radical social theories.

View [HERE](#)

Goals of Massey Business School 2018 – 19

- Empower staff and students to be proactive sustainability problem solvers, communicators and agents of change (Massey Business School, 2017).

ENGAGEMENT WITH INTERNATIONAL UNIVERSITIES

Dr Matt Roskrige, School of Economics and Finance, has travelled with a group of academics and health providers to Seattle as part of his role in the Health Research Council (HRC) funded Honour Project Aotearoa. The trip involved working with the Indigenous Wellness Research Institute (IWRI) at the University of Washington and visits with health providers. He also met with several Native American tribes from the Washington area, including the Samish, Snohomish, Snoqualmie and Stillaguamish tribes. While in Seattle, Dr Roskrige presented as part of an invitational keynote panel at the 16th Annual Symposium of Native and Indigenous Scholarship (NOIS) hosted by the University of Washington. His presentation was titled "The economic contribution of te reo Māori". Dr Graham Squires, also School of Economics and Finance, will be visiting Delft University (Holland) as a scholar (Te Rongo Massey Business Bulletin, May 2017).

Dialogue with industry

THE CIVIL AVIATION AUTHORITY DIRECTOR'S AWARDS

The Civil Aviation Authority Director's awards are presented at the annual Aviation New Zealand conference organised by the Aviation Industry Association. At the 2017 conference in Hamilton the Director's Award – Organization was awarded to the Massey University School of Aviation in recognition of 'the School's unique profile, outstanding performance and significant contribution to aviation education and training.' (Te Rongo Massey Business Bulletin, July/ August 2017).

BENEFITS OF EDUCATION AND INDUSTRY COLLABORATION

On the 15th August 2017, Professor Jonathan Elms and Debbie Gregory, Talent Consultant, the Warehouse Group, led a Human Resource Institute of New Zealand (HRINZ) seminar which focused on the benefits of education and industry collaboration in producing the next generation of talent. The event was attended by members of HRINZ and generated a lively discussion. (Te Rongo Massey Business Bulletin, July/ August 2017).

WORKING ON NEW ENVIRONMENTAL STANDARDS

Dr. Sue Cassells (School of Economics and Finance) is part of an international team creating two new environmental standards for organisations and firms as part of the International Organization for Standardization (ISO) suite of standards. As New Zealand's technical contributor, Dr Cassells was one of 15 attendees at the working group meetings in Halifax (Canada) in mid-June 2017. They worked through submissions on the draft standards made by some of the 69 member countries involved in the development of these standards (Te Rongo Massey Business Bulletin, July/ Aug 2017).



PRME Principle 7 Organisational Practices

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

Massey is in a unique position to make an exponential impact through our focus on individual, community and workplace wellbeing. We conduct teaching and research in relation to health and wellbeing aspects that affect our communities and society as a whole. We have the opportunity to affect the lives of more than 3300 staff and their families as well as 30,000 young people who are connected with Massey University. As outlined in the Okanagan Charter, health promoting universities and colleges transform the health and sustainability of our current and future societies, strengthen communities and contribute to the well-being of people, places and the planet. Health promoting universities and colleges infuse health into everyday operations, business practices and academic mandates. By doing so, health promoting universities and colleges:

- enhance the success of our institutions;
- create campus cultures of compassion, well-being, equity and social justice;
- improve the health of the people who live, learn, work, play and love on our campuses; and
- strengthen the ecological, social and economic sustainability of our communities and wider society (Massey Wellbeing Strategy).

Environmental sustainability

At Massey, we recognise the critical role the workplace environment plays in the wellbeing of individuals by how they feel (secure, safe, protected). The layout, design and architecture of the workplace and campus environment have a profound impact on the wellbeing, sense of engagement and belonging. The health of people must also be recognised in relation to the life supporting ecosystems of the planet upon which we rely and which are made possible by biodiversity and the products and services derived such as oxygen, clean water, food, habitable climate, aesthetic and spiritual experience, livelihoods and recreation (Massey Wellbeing Strategy).

Massey University is a Strategic Partner Member of the Sustainability Business Council (SBC). We are working with the SBC and other organisations to help develop leadership in sustainable practices and education in the tertiary sector. Massey University has commissioned Energy Technical Services Ltd to undertake an initial audit of all three of our campuses, covering electricity, gas fuel (petrol, diesel, aviation fuel), waste, and business travel.

Massey University is a member of Australasian Campuses Towards Sustainability (ACTS) and the New Zealand Green Building Council who work in partnership with their membership organisations. Overall the council works to accelerate the development and adoption of market-based green building practices.

Massey staff and students have initiated a recycling project in their Palmerston North student cafeteria that has significantly reduced their wastage. The initiative was coordinated by the Campus Operations Manager Kerry-Lee Probert and a working group. A Masters student undertook research in the dining hall and made recommendations to minimize food waste and increase recycling. Subsequently, biodegradable food packaging is now used in the Palmerston North student dining area. Produced by KiwiGreenPak, the fibre-based toxin-free product range is made from renewable plant materials and can be composted. The packages take about a month to completely decompose to a natural state, causing no harm to the environment. Food Services director Alan Shannon, says that approximately 400 units are distributed each day with meals.

Before initiating its recycling project the Palmerston North Student Cafeteria generated around 83 kilograms of rubbish and recycling a day. Most of that (92%) went to landfill; now most goes to composting as a result of the recycling project.

View [HERE](#)

Social sustainability

Massey University is dedicated to the protecting and enhancing of the health of our staff through a range of initiatives including providing five days holiday leave over and above legal requirements, unlimited sick leave, staff development and training, robust health and safety practices, an employee assistance programme, a smoke free environment, and subsidized medical insurance.

Since 2010, the percentage of women in senior roles (Heads of Department and above) has increased from 35% to 47%. Staff turnover is down significantly to 4.41% overall compared to 7.72% in 2016. Initiatives to increase gender balance in senior roles include:

- NZ Women in Leadership Programme
- Massey Women in Leadership Programme
- Senior Leadership Programme (2015, 2016 & 2017)
- Academic promotion outcomes for women are reported annually at year end (Report to Massey University Council, July 2017).

The Employee Assistance Programme was used in the first half of 2017 at similar levels to 2016, 68% of referrals were for personal (i.e. non-work) issues. Work-related issues “workload” and “career” were the most cited work reasons for accessing the programme (Report to Massey University Council, July 2017).

Massey University employs 3536 staff, of which MBS employs 340 across its three campuses. Many positions are part time/ job share to accommodate the needs of staff, thus the differences between FTE (full time equivalent) and actual headcount figures in the following table.

Massey Business School – Staff Demographics (Nov 2017)

	Academic	Professional	Total
FTE	213	100	313
Headcount	230	110	340

Looking Ahead

In line with our longstanding commitments in the areas of curriculum and research, and based on the new Massey University strategy, the Massey Business School remains committed to the aims and aspirations of PRME.

Over the next two years MBS seeks to:

- Continue to maintain current PRME related practices, especially in relation to curriculum, research and partnership
- Be particularly engaged in social good and sustainability debates in New Zealand.
- Explore training opportunities and to deepen relationships with stakeholders to further ensure PRME principles can be implemented at all levels of the College.
- Deeply embed an understanding of the PRME related commitments in the new University Strategy including an understanding of what the civic leadership and Treaty-led themes mean through implementation.

Goals of Massey Business School 2018 – 19

- We will develop a Carbon Management Plan that, over time, will reduce Massey’s GHG emissions
- Over time we will develop environmental sustainable action plans in each of the areas of water, transport, IT, procurement, grounds and facilities management, waste and resource recovery, and large capital projects to contribute to a regenerative sustainability agenda for the university (Massey Business School, 2017).

Thanks

MBS's management team would like to thank those that contribute to making Massey a place that we can be proud of. In particular we would like to thank the following people for assisting in the development of this UN PRME SIP report for the period 2016 to 2017.

Doug Ashwell
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 Stephen Kelly
 Rebecca Lambert
 Fawzi Laswad
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 June Lincoln
 Terry Macpherson
 Yvonne Macpherson
 Claire Matthews
 Lynn McDougal
 Jason Mika
 Farah Palmer
 Jane Parker
 Ashok Poduval
 Malcolm Rees
 Allannah Ryan
 Alan Shannon
 Jeff Stangl
 Mackenzie Taylor
 Linda Twiname
 Martin Young



Source Material

Massey University, (2017). *Massey Graduate Destination Survey: Transition to employment.*

Massey University, (2017). *Web pages.*

Massey University, *Massey Wellbeing Strategy.*

Massey Business School, *Research Strategy 2016 – 2018.*

Massey Business School, *Draft Sustainability Strategy.* Revised 11 July 2017.

Report to Massey University Council Audit and Risk Committee. (July 2017). Key Human Resources Information for the period January to June 2017.

Te Rongo Massey Business *Bulletin* (2017).

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Hyperlinks in full

Massey University Strategy

http://www.massey.ac.nz/massey/about-massey/university-management/strategic-plan/strategic-plan_home.cfm

University Council and management

http://www.massey.ac.nz/massey/about-massey/university-management/profile_home.cfm

About the Massey Business School

http://www.massey.ac.nz/massey/learning/colleges/college-business/about-the-college/about-the-college_home.cfm

Massey Business School accreditations

http://www.massey.ac.nz/massey/learning/colleges/college-business/about-the-college/accreditations/accreditations_home.cfm

Accreditation and Professional Information

http://www.massey.ac.nz/massey/learning/colleges/college-business/school-accountancy/accreditation-and-professional-information/accreditation-and-professional-information_home.cfm

Massey Receives Top QS Rating

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=ADDDEE74-F301-4EFF-8D0C-18BEC55E0808

Connections

http://www.massey.ac.nz/massey/learning/colleges/college-business/graduate-profiles/graduate-profiles_home.cfm

Massey Business School – Te Kura Whai Pakihi

http://www.massey.ac.nz/massey/learning/colleges/college-business/college-business_home.cfm

Massey Appoints First Director of Sustainability

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=6EE74338-CBED-35A6-3F19-3B0E9030B87A

Sustainability at Massey University

http://www.massey.ac.nz/massey/initiatives/sustainability/sustainability_home.cfm

Students Work Towards a Sustainable Future

http://www.massey.ac.nz/massey/about-massey/news/article.cfm?mnarticle_uuid=50F855CE-5567-4C04-AE22-13CC5BB2BED8

Centre for Advanced Retail Studies (CARS)

https://www.massey.ac.nz/massey/learning/colleges/college-business/research/centre-for-advanced-retail-studies/centre-for-advanced-retail-studies_home.cfm

The Financial Education (Fin-Ed) Centre

https://www.massey.ac.nz/massey/learning/colleges/college-business/school-of-economics-and-finance/research/fin-ed_centre/fin-ed_centre_home.cfm

Te Au Rangahau (Māori Business and Leadership Centre)

https://www.massey.ac.nz/massey/learning/departments/centres-research/te-au-rangahau-maori-business-research-centre/te-au-rangahau_home.cfm

The Social Innovation and Entrepreneurship Research Centre (SIERC)

<http://sierc.massey.ac.nz/index.html>

MPOWER

https://www.massey.ac.nz/massey/learning/colleges/college-business/research/mpower/mpower_home.cfm

Massey University Real Estate Analysis Unit (MUREAU)

http://www.massey.ac.nz/massey/learning/colleges/college-business/school-of-economics-and-finance/research/mureau/mureau_home.cfm

The Healthy Work Group

https://www.massey.ac.nz/massey/learning/colleges/college-business/school-of-management/research/healthy-work-group/healthy-work-group_home.cfm

The Adult Literacy and Communication Research Group

<https://www.massey.ac.nz/massey/learning/departments/centres-research/adult-literacy-and-communication-research-group/alcr.cfm>

Labour Standards - A better future for Nauru

http://www.massey.ac.nz/massey/research/research-articles/21st-century-citizenship/a-better-future-for-nauru/a-better-future-for-nauru_home.cfm

Sustainability and Corporate Social Responsibility Group

http://www.massey.ac.nz/massey/learning/colleges/college-business/school-of-management/research/sustainability-and-csr/csr_home.cfm

Critical Organisation and Management Studies

http://www.massey.ac.nz/massey/learning/colleges/college-business/school-of-management/research/coms/coms_home.cfm

Campus Network of Recycling Clusters

<http://www.massey.ac.nz/massey/fms/Colleges/College%20of%20Sciences/INR/AgHort/AgHort%20Images/ZWA%20images/MU%20waste%20sustainable%20campus%20program.pdf?4438D640188DCC40E91348527B3DD179>



www.rainbowtick.co.nz

PRME

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