



School of Business

Summer Scholarship Research Program 2019

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Project 146: Employability skill development: a comparative analysis of outbound School of Business students undertaking global mobility initiatives, vs in home initiatives

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Project description

Industry stakeholders have (Andrews & Higson 2008) and continue (Jackson 2013) to express concerns about the persistent and wide gap between graduate skills and capabilities and the requirements and demands of contemporary mobile work locales and a borderless world (Gribble 2015). Simultaneously debate continues regarding the role that universities play in enhancing graduate employability outcomes (hard and soft technical and non-technical skills). Notwithstanding definitional complexities, the proposed research recognises that for undergraduate student's global mobility opportunities and internationalised curricula can contribute to the development of employability skills including managing uncertainty, creativity and self-confidence and the capability to communicate and interact with others, either in teams or through networking.

The timeliness and relevance of the research is, in part, underpinned by the:

1. Persistent gap between business degree curriculum, practice and employability (Jackson 2016)
2. Universities are continuing to provide students with opportunities in international contexts as a way to more adequately prepare them for an increasingly globalised world. Outbound mobility experiences are one means to foster independent thinking, cultural sensitivity, and a sense of 'world mindedness' (Jones et al 2016, p.1).
3. Learning abroad enhances the capabilities of graduates to work in culturally diverse contexts thereby improving graduate employability (Crossman & Clarke 2010; Dwyer & Peters 2004; Gribble, C & Tran, LT 2016; Nunan 2006; Potts 2016; Standley 2015).
4. While a robust number of studies have explored the experiences of international students coming to Australia fewer empirical studies have explored Australian students abroad. In combination this lack of empirical research is especially pronounced in the Indo-Pacific region (Tran & Vu 2018). To date research on Australian students' learning abroad has characteristically focused on their experiences in Anglo-European countries (Tran & Vu 2018). This lack of understanding needs to be addressed given the federal governments NCP program and the enthusiastic take up among Australian universities.

This research project also supports WSU's Securing Success objectives as it investigates students' internationalization experiences and provides insights into how such experiences could be adapted to, 'achieving a unique learning experience that is innovative, flexible and responsive to student satisfaction and student centric curricula design as per the Western Sydney strategic plan 2015-2020' (WSU 2015, p.4)

Expected Outcomes:

1. Lessons learned to enhance Australian based institutional (namely university) based efforts for the achievement of best practice international WIL.
2. This study can be seen as a ‘seed project’ and the report outcomes could be used to support and advocate for future government funding for international WIL initiatives (i.e. NCP and allied funding).
3. Understanding the student expectations will lead to improved student employability outcomes for cohorts completing WIL experiences abroad and those completing domestically.

Project Aims

This research is twofold:

1. First, the aim is to identify the ‘nature and extent’ of overall graduate employability skills gained by students who have engaged in an international WIL experience and those students (who have not). That is, students who have completed a domestic WIL unit (engaged project unit).
2. Secondly the student’s experiences and expectations will be explored to gain an understanding of international mobility programs offered within the School of Business.

Building on research by scholars such as Harris et al (2017) and Crossman & Clarke (2010) and their suggestion that ‘although students learn a range of skills and knowledge from their international exchange experience, how this occurs and whether it is part of a comprehensive curriculum remains unclear and requires investigation the proposed research will (1) interrogate how the internationalisation of business degree curriculum (mapped/strategic opportunities to complete WIL projects and allied activities abroad) shape graduate learning, namely employability and their readiness for being global citizens.

Arising from this preliminary understanding the proposed research considers the (2) WIL experiences and employability skill development of a group of business students who did not participate in learning abroad. Through this comparison we can better understand how curriculum embedded international and domestic WIL contribute to undergraduate student employability skill development and internationally focused curriculum development. In addition, (3) the institutional support provided by the International Office will be explored from student’s perspectives to explore how to enhance a short vs long term international mobility experience and whether there are any additional institutional support mechanisms needed.

Project Methods

A qualitative exploratory and interpretative approach will be used in this study. This would be the first study of its kind to review and compare domestic vs international student experiences in undertaking work-integrated learning initiatives. Thus, to capture rich data focus groups and/or in depth interviews with students, academics and the international office are envisaged as part of this project.

Multiple focus groups or/and one-to-one interviews comprising academics and students will be organized in mid-end January, on a voluntary basis to review international mobility experiences.

The sample of students consist of students who are:

- a. domestic students who have opted to undertake a WIL mobility experience (Europe and/or Asia)
- b. domestic students enrolled in a home bound mobility experience

Focus groups and interviews with academics teaching in the WIL program and allied support staff are secondary “subjects” in exploring the curriculum need, design and their overall experience in teaching/delivery for student engagement/employability outcomes.

Given the projects focus on student and academic experiences undertaking international mobility experiences, student involvement in the data collection process is seen to be especially valuable and in part connects with WSU’s valuing students as curriculum partners. The student nominated to this project will take an active role in the facilitation of the focus groups/interviews and will assist the convening and scheduling thereof. The student will engage in:

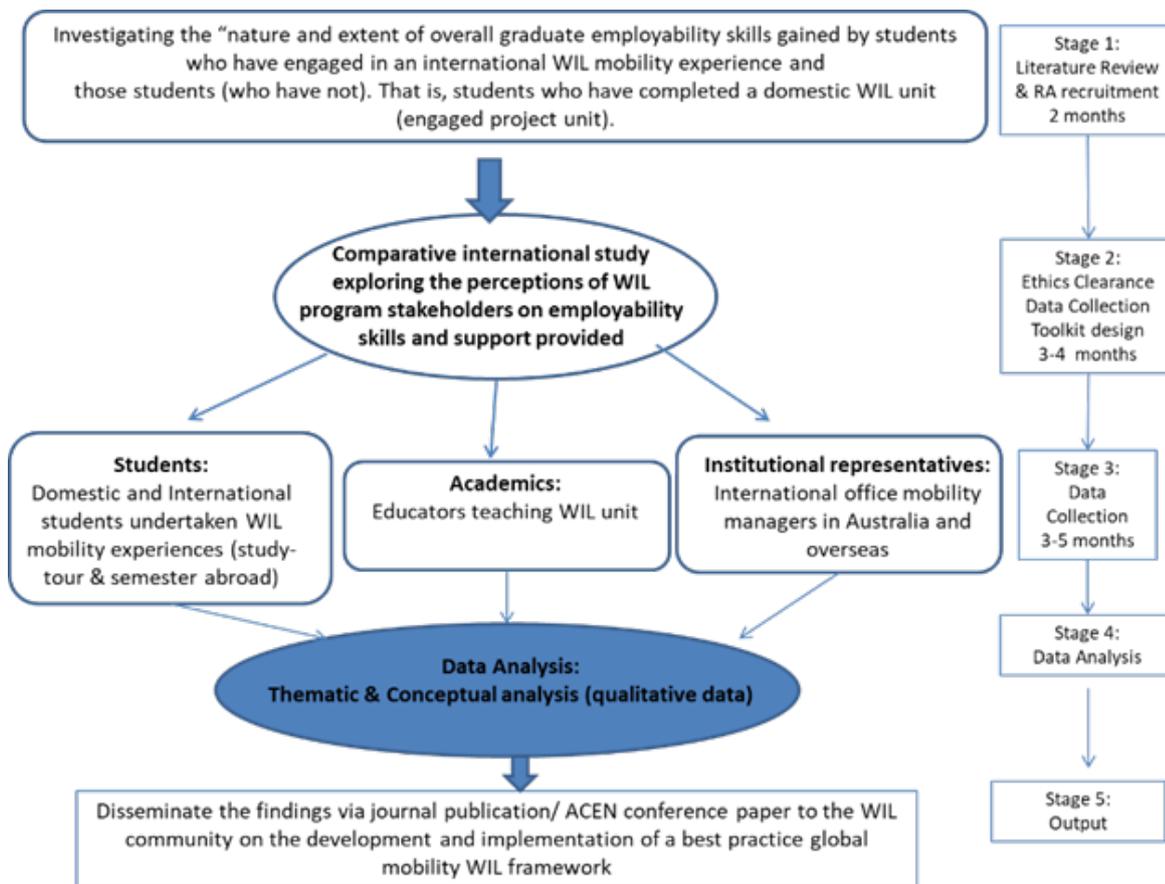
1. Communicating with focus group and in-depth interview participants (students, academics and international office)
2. Completing a review of empirical research: analyzing and reporting key themes emerging from the said review
3. Co-authoring the journal publication as an output from this project

The research design is presented in Figure 1 below.

Research questions

The following questions will guide this study (literature review and primary data collection):

1. What graduate employability skills do students gain through an international WIL experience (learning abroad)? and
2. How are they (employability skills) developed
3. Compared to a group of graduates who didn’t participate in learning abroad, can differences be identified in terms of employability skill development?
4. Is employability skills development impacted depending on program duration, program type and geographical/cultural environment?



Opportunity for Skill Development

Through the guidance and support of the supervising academics students will develop skills which enable them to:

1. Organisational and research skills:
 - a. Critically engage with empirical research (i.e. using online research data bases to inform the research focus)
 - i. Convening and facilitating the focus groups / interview discussions
 - ii. Interaction with peers and academics in a leadership capacity
 - b. Data analysis skills and reporting back the findings in a professional capacity
 - i. Synthesize and analysis emerging themes and ideas (through engagement with the relevant literature and supervisor support)
2. Communication skills (crafting email and other correspondence dissemination to research participants and supervisors)
 - a. Written communication skills:
 - i. Report writing skills
 - ii. Summarising the focus group/ interview findings
 - iii. Co-authoring a journal publication
 - b. Verbal communication skills:
 - i. Communication with the academics running the project
 - ii. Through observations of the focus groups
 - iii. Interviewing and the discussions in the focus group/ interviews
 - iv. Final presentation

Students are required to have the following skills/meet the following pre-requisite(s) to apply

We are seeking a motivated student with interest in a research project and who is capable of both written and verbal communication. The student should be looking to improve their transferable skills and be part of a research team.

Project 147: The dynamics of gender diversity in bank director board from developing countries

Supervisor(s): Dr Linda Wu (Principal Supervisor)
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Project description

Since the global financial crisis (GFC) triggered by the collapse of Lehman Brothers, board gender diversity has attracted growing attention among academia and policy makers.

Writing on the IMF blog ahead of the 10th anniversary of the US investment bank's collapse "As I have said many times, if it had been Lehman Sisters rather than Lehman Brothers, the world might well look a lot different today", the head of International Monetary Fund (IMF) alarmed that the male domination of banking could lead to another financial crisis, and urged more reform on gender diversity in finance leadership. Currently, a number of countries have imposed the policy of mandatory female board representation; however, it's still controversial whether this policy works effectively or not.

This project is to investigate the dynamics of female representation in the director board of banks from developing countries. The student will be given a number of banks listed in developing countries, be guided to collect the information on board gender diversity from publicly available resources, construct the proxy for board gender diversity and do the basic analysis.

Project Aims

The aims of the project are: 1) to collect the information on board gender diversity for a designated number of banks; 2) to construct the proxy for board gender diversity; 3) to do the basic analysis on the changes in bank board gender diversity over time; 4) for the student to develop the basic research skills and obtain the knowledge about the topical issue on bank governance.

The raw data collected by the student could be used for future research.

Project Methods

The students will be given a few papers to get the background knowledge, then be guided to collect the data, pool all the data into the Excel spreadsheets, and do the basic statistic analyses.

Opportunity for Skill Development

The student will learn how to collect finance data from publicly available resources, how to construct the proxy for board gender diversity, and how to do basic data analysis. After completing this project, the student will obtain knowledge about the topical issue on bank corporate governance, and develop basic research skills.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

The student needs to know how to effectively use the internet, how to use the basic functions of Excel spreadsheet and have some basic statistic knowledge. Students from finance/economics major are preferred.

Project 148: The changes of gender diversity in bank director board from developed countries

Supervisor(s): Dr Linda Wu (Principal Supervisor)
Supervisor(s) contact information: l.wu@westernsydney.edu.au

Project description

Since the global financial crisis (GFC) triggered by the collapse of Lehman Brothers, board gender diversity has attracted growing attention among academia and policy makers.

Writing on the IMF blog ahead of the 10th anniversary of the US investment bank's collapse "As I have said many times, if it had been Lehman Sisters rather than Lehman Brothers, the world might well look a lot different today", the head of International Monetary Fund (IMF) alarmed that the male domination of banking could lead to another financial crisis, and urged more reform on gender diversity in finance leadership. Currently, a number of countries have imposed the policy of mandatory female board representation; however, it's still controversial whether this policy works effectively or not.

This project is to investigate the changes of female representation in the director board of banks from developed countries. The student will be given a number of banks listed in developed countries, be guided to collect the information on board gender diversity from publicly available resources, construct the proxy for board gender diversity and do the comparison.

Project Aims

The aims of the project are: 1) to collect the information on board gender diversity for a designated number of banks; 2) to construct the proxy for board gender diversity; 3) to do the basic analysis on the changes in bank board gender diversity over time; 4) for the student to develop the basic research skills and obtain the knowledge about the topical issue on bank governance.

The raw data collected by the student could be used for future research.

Project Methods

The students will be given a few papers to get the background knowledge, then be guided to collect the data, pool all the data into the Excel spreadsheets, and do the basic statistic analyses.

Opportunity for Skill Development

The student will learn how to collect finance data from publicly available resources, how to construct the proxy for board gender diversity, and how to do basic data analysis. After completing this project, the student will obtain knowledge about the topical issue on bank corporate governance, and develop basic research skills.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

The student needs to know how to effectively use the internet, how to use the basic functions of Excel spreadsheet and have some basic statistic knowledge. Students from finance/economics major are preferred.

Project 149: How do clinicians' professional bodies use social media to promote interprofessional care? An international study

Supervisor(s): A/Prof Ann Dadich (Principal Supervisor)
Dr Stephanie Best (Second Supervisor)

Supervisor(s) contact information: A.Dadich@westernsydney.edu.au
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Project description

Interprofessional healthcare, whereby 'different professional groups work together to positively impact healthcare'², represents international best practice^{3,4}. This follows the associated benefits, including improved: organisational processes; teamwork; job satisfaction; medication dosages; as well as patient safety and wellbeing⁵⁻⁸. Despite evidence of what works to promote it, like 'a shared purpose; critical reflection; innovation; and leadership'⁹⁻¹¹, interprofessional healthcare does not always occur, or is rigorously evaluated^{2,12}. This might be partly because much of the research to date has a myopic focus, examining healthcare teams, the services they represent, and/or education – be it for university students or practicing clinicians. To the applicants' knowledge, research is yet to expand this focus by considering, for instance, the role of clinicians' professional bodies – the organisations that represent, advocate for, and promote the professional development of particular healthcare professions. This study addresses this void by examining how clinicians' professional bodies promote interprofessional care. Specifically, this international study – spanning, Australia, Canada, France, New Zealand, the United Kingdom, and the United States – will consider how professional bodies that represent the five disciplines that have a key role in community-based healthcare – namely, general practice, nursing, pharmacy, physiotherapy, and social work – use social media to encourage members to 'work together to positively impact healthcare'².

Furthermore, and perhaps more importantly, this project aligns with the Western Sydney University Research and Innovation Plan (2018 - 2020). Specifically, and as per the School of Business research plan:

- Following this international study, this project will culminate with evidence that serves to 'Externalise the School's research focus... and activity as a means of supporting higher quality and impactful research'
- This project was conceived following a 'targeted linkage' between the School of Business and scholars who collectively represent six esteemed institutions with a view to 'generat[e]... research... income' via external, competitive schemes – these institutions include:
 - Macquarie University
 - Massey University
 - Swansea University
 - The KEDGE Business School
 - The University of Auckland
 - The University of Texas

- The project represents ‘leading edge research [to]... create... new knowledge... foster... social and economic outcomes and contribute... to important local, national and international issues’
- The project focus ‘tackle[s] contemporary real-world problems using an interdisciplinary approach’
- The supervisory team represents a ‘Research collaboration... between the University and external parties... [to foster an] enduring [connection between research,]... policy and practice’

Project Aims

The overarching aim of this study is to promote interprofessional care. This will be achieved by addressing the following objectives:

1. Identify professional bodies, across six nations – namely, Australia, Canada, France, New Zealand, the United Kingdom, and the United States – that represent the five disciplines that have a key role in community-based healthcare – namely, general practice, nursing, pharmacy, physiotherapy, and social work – and hold an official Twitter account
2. Extract: tweets from the official Twitter accounts of the aforesaid professional bodies; and mentions of the official Twitter accounts of the aforesaid professional bodies
3. Analyse the data to examine how the aforesaid professional bodies: use social media to promote inter-professional care; and are mentioned by others
4. Report on the findings for the purpose of a manuscript for a refereed academic journal

Project Methods

1. The supervisory team, including the student, will:
 - Identify the relevant professional bodies
 - Extract:
 - i. Tweets from the official Twitter accounts of the aforesaid professional bodies
 - ii. Mentions of the official Twitter accounts of the aforesaid professional bodies
 - iii. Analyse the data to determine how the aforesaid professional bodies:
 - iv. Use social media to promote inter-professional care, with particular reference to:
 - International comparisons
 - Disciplinary comparisons
 - v. Are mentioned by others, with particular reference to:
 - The official Twitter accounts of other professional bodies
 - The official Twitter accounts of government departments
 - Individuals (that is, not official, organisational Twitter accounts)
 - International comparisons
 - Disciplinary comparisons
 - Identify key lessons that can enable professional bodies to promote inter-professional care
 - Contribute to a manuscript for a refereed academic journal
2. The student will:
 - Develop a review of relevant literature
 - Clean and analyse the tweets
 - Contribute to a manuscript for a refereed academic journal

Opportunity for Skill Development

Supported by the supervisory team, the student is expected to develop the following skills through the course of this project:

- Superior analytical skills to conduct a systematic review
- Improved writing skills to report on research findings for an academic audience

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is suitable for a student who:

- Is in their final-year of an undergraduate degree
- Is studying, has studied, or has an interest in the discipline(s) of: management, health and/or social policy, social science, psychology, sociology, the humanities, health science, medicine, and/or nursing
- Has excellent communication skills and confidence in their basic writing skills

Project 150: What does value-based healthcare mean?

Supervisor(s): A/Prof Ann Dadich (Principal Supervisor)
Dr Rebecca Haddock (Second Supervisor)

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RHaddock@ahha.asn.au

Project description

There is increasing interest in ‘value-based healthcare’^{2,3}. For instance, of the 169 articles catalogued in the academic database, PubMed, which noted the term in the title and/or abstract, approximately ninety percent (or 152 articles) were published in the last five years. Additionally, the Queensland Clinical Senate⁴ called for it, recommending ‘resources [move] away from low-value to high-value models of care... [to] generate a large amount of health benefit for individuals and the community’ – while the NSW Ministry of Health⁵ has made a clear commitment to it, ‘aim[ing]... to provide value based healthcare centred on what matters most to patients’. Similarly, the Australian Healthcare & Hospitals Association^{6,7} recently launched the Australian Centre for Value-Based Health Care.

Despite growing reference to value-based healthcare, the concept is plagued by ambiguity. Although generally understood as a ‘model’ to guide the delivery of healthcare⁹, there is limited clarity on: what it is, exactly; how value is (or should be) defined; who or what defines value; when and how they define it; how value-based healthcare differs from other seemingly similar concepts, like lean healthcare⁷; and whether it is feasible, particularly in Australia. Relative to its international counterparts, the Australian population has different health and mental health needs, and different expectations about the care that should, and can be delivered. As such, there is a need to clarify what value-based healthcare means, and the associated implications for the Australian health system. Towards this aim, this project will involve a systematic review of extant literature to clarify:

- What it is and how it differs from similar concepts
- How value is defined, who or what defines value, and when and how they define it
- The associated implications for the Australian health system

Furthermore, and perhaps more importantly, this project aligns with the Western Sydney University Research and Innovation Plan (2018 - 2020). Specifically, and as per the School of Business research plan:

- Following a systematic review of academic databases, this project will culminate with evidence that serves to ‘Externalise the School’s research focus... and activity as a means of supporting higher quality and impactful research’
- This project was conceived following a ‘targeted linkage’ between the School of Business and the Australian Healthcare and Hospitals Association, with a view to ‘generat[e]... research... income’ via external, competitive schemes
- The project represents ‘leading edge research [to]... create... new knowledge... foster... social and economic outcomes and contribute... to important local, national and international issues’
- The project focus ‘tackle[s] contemporary real-world problems using an interdisciplinary approach’

- The supervisory team represents a ‘Research collaboration... between the University and [an] external part[y]... [to foster an] enduring [connection between research,] ... policy and practice’

Project Aims

The aim of this project is to clarify value-based healthcare. This will be achieved by addressing the following objectives:

- Develop and pilot-test search strategies to systematically scour relevant academic databases for publications pertaining to value-based healthcare
- Identify publications that meet inclusion criteria
- Extract and analyse pertinent content from the identified publications, with reference to:
 - What value-based healthcare is and how it differs from similar concepts
 - How value is defined, who or what defines value, and when and how they define it
 - The associated implications for the Australian health system
- Report on the findings for the purpose of a manuscript for a refereed academic journal

Project Methods

1. The supervisory team, including the student, will:
 - Develop, pilot-test, and deploy search strategies tailored for relevant academic databases
 - Determine the inclusion criteria
 - Develop an extraction tool to aid the analysis of pertinent content from the identified publications
2. The student will:
 - Cull the identified publications
 - Extract pertinent content from the identified publications
 - Contribute to a manuscript for a refereed academic journal

Opportunity for Skill Development

Supported by the supervisory team, the student is expected to develop the following skills through the course of this project:

- Superior analytical skills to conduct a systematic review
- Improved writing skills to report on research findings for an academic audience
- Enhanced capacity to communicate research findings to policymakers towards knowledge translation and meaningful change

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is suitable for a student who:

- Is in their final-year of an undergraduate degree
- Is studying, has studied, or has an interest in the discipline(s) of: management, health and/or social policy, social science, psychology, sociology, the humanities, health science, medicine, and/or nursing
- Has excellent communication skills and confidence in their basic writing skills

Project 151: How to promote Indigenous health and wellbeing using eHealth

Supervisor(s): A/Prof Ann Dadich (Principal Supervisor)
Dr Michelle O'Shea (Second Supervisor)

Supervisor(s) contact information: A.Dadich@westernsydney.edu.au
m.oshea@westernsydney.edu.au

Project description

The health and wellbeing of Indigenous peoples, worldwide, is far from ideal². For instance, national data suggest:

- 'about 3 in 5 (61%) Indigenous adults living in non-remote areas reported that they were sedentary or had only exercised at low intensity in the previous week'³
- 'Indigenous people aged 15 and over... were 1.6 times as likely as their non-Indigenous counterparts to be obese'
- 'Rates of obesity among Indigenous people aged 15 and over were significantly higher in non-remote (38%) than remote (34%) areas'
- 'Indigenous adults had 1.2 times the rate of measured high blood pressure as non-Indigenous adults'
- 'Indigenous children were significantly more likely than non-Indigenous children (6.5%) to be obese (1.6 times as likely)'
- 'Indigenous adults were... 2.7 times as likely as non-Indigenous adults to have... [high or very high] levels of psychological distress'
- '7% of Indigenous adults (an estimated 26,500 people) reported avoiding seeking health care because they had been treated unfairly by doctors, nurses or other staff at hospitals or doctor surgeries'

Following technological advancements, eHealth represents an opportunity to improve health(care), effectively and efficiently. For instance, a recent meta-analysis concluded that eHealth tools can increase the consumption of fruits and vegetables, relative to interventions that do not involve these tools⁴. Similarly, systematic reviews suggest eHealth can: 'maximize patient care and effectiveness of treatment'⁵; improve physical activity among people diagnosed with breast cancer⁶; and help to improve 'depression, anxiety, and psychological well-being among college students'⁷. Such evidence might partly explain government interest in eHealth, locally and abroad^{8,9}.

Despite growing interest in eHealth, there is a relative dearth of scholarship on its role in improve Indigenous health and wellbeing. This project addresses this void. Furthermore, and perhaps more importantly, this project aligns with the Western Sydney University Research and Innovation Plan (2018 - 2020). Specifically, and as per the School of Business research plan:

- This project will culminate with evidence that serves to 'Externalise the School's research focus... and activity as a means of supporting higher quality and impactful research'
- This project was conceived following a 'targeted linkage' between the School of Business and the Sydney Partnership for Health, Education, Research and Enterprise (SPHERE) Aboriginal Health and Wellbeing (AHW) Clinical Academic Group

- The project represents ‘leading edge research [to]... create... new knowledge... foster... social and economic outcomes and contribute... to important local, national and international issues’
- The project focus ‘tackle[s] contemporary real-world problems using an interdisciplinary approach’
- The supervisory team will use this project to forge a ‘Research collaboration... between the University and external parties... [to foster an] enduring [connection between research,] ... policy and practice’

Project Aims

The overarching aim of this study is to promote Indigenous health and wellbeing using eHealth. This will be achieved by addressing the following objectives:

- Develop and pilot-test search strategies to systematically scour relevant academic databases for publications pertaining to Indigenous health and wellbeing and eHealth
- Identify publications that meet inclusion criteria
- Extract and analyse pertinent content from the identified publications, with reference to:
 - Interventions and approaches with demonstrated value for Indigenous peoples
 - Research questions that warrant (further) attention
 - The associated implications for policymakers, managers, practitioners (sensu lato), and recipients of health services – be they patients or carers
- Report on the findings for the purpose of a manuscript for a refereed academic journal

Project Methods

1. The supervisory team, including the student, will:
 - Develop, pilot-test, and deploy search strategies tailored for relevant academic databases
 - Determine the inclusion criteria
 - Develop an extraction tool to aid the analysis of pertinent content from the identified publications
2. The student will:
 - Cull the identified publications
 - Extract pertinent content from the identified publications
 - Contribute to a manuscript for a refereed academic journal

Opportunity for Skill Development

- Superior analytical skills to conduct a systematic review
- Improved writing skills to report on research findings for an academic audience – previous students supervised by this supervisory team have submitted their research findings to high-quality journals
- Develop a better understanding of:
 - Indigenous health and wellbeing
 - Global health(care) inequities
 - Decolonising methodologies and research methods

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is suitable for a student who:

- Is in their final-year of an undergraduate degree
- Is studying, has studied, or has an interest in the discipline(s) of: (sports) management, marketing, health and/or social policy, social science, psychology, sociology, the humanities, health science, medicine, and/or nursing
- Has excellent communication skills and confidence in their basic writing skills

Project 152: The Sharing Economy: Is it Really a Pathway to Sustainability? Stage 2

Supervisor(s): Dr Hugh Pattinson (Principal Supervisor)
Associate Professor Maria Estela Varua (Second Supervisor)

Supervisor(s) contact information: h.pattinson@westernsydney.edu.au
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Project description

A broad definition of the sharing economy (SE) includes activities or platforms which facilitate the sharing of material, products, product services, space, money, workforce, knowledge, or information based on for-profit or non-profit transactions in a variety of different market structures (Plewnia & Guenther 2018). Our research reveals that by 2015, sharing start-ups had raised more than \$15 billion in venture capital and are employing more than 60,000 people. Furthermore, it is estimated that key businesses in the most developed collaborative economy sectors in NSW have contributed a combined value added of around \$504 million per year to the states' economy and around 45,000 users have earned an income on collaborative economy platforms (Deloitte 2015). The recent study by Munoz and Cohen (2018) indicated that SE is growing faster than Facebook, Google, and Yahoo combined.

Although a number of studies have been conducted on SE, extensive review of the literature by Leung et al (2019) however uncover the lack of a theoretical framework that explains the underlying structure and mechanisms of the sharing economy. Notwithstanding its immense impact on several sectors such as tourism, transport and finance, there is no holistic and detailed understanding of the relationships among the diverse parties involved.

We thus, propose to undertake a study to investigate the major players or actors in the sharing economy arena. We aim to understand why consumers, property (e.g. home, car, office space, machine tool) owners engage in sharing and why some participate more or perform better than others. We want to know whether their resources, operant and otherwise have any bearing on their sharing and whether or not their well-being is enhanced. In addition, we are interested in deciphering the linchpin role of the platform provider and more importantly, we are keen to also address the question of sustainability. Most importantly, we would like to investigate whether SE really contribute towards sustainability and if it does, ascertain what government and the community can do to promote and support the actors individually and collectively for a more sustainable future.

The first stage of this research project commenced in 2017 and will be completed in 2020 focusing on the consumer/customer perspective of using ridesharing and home sharing services with focus on AirBnB and Uber, using a Service-Dominant Logic (SD-Logic) academic framework. This project was funded through School of Business Research Project funds for 2017.

A School of Business Priority Research Initiatives (PRI) 2019-2021 Proposal was submitted for this project based on 3 stages beyond the initial consumer/customer-focused first stage project. Stage 2 will be focused on the Peer Producer (or Operator) within a ride share or home share context. Stage 3 will focus on Business-to-Business (B2B) relationships with Peer Providers. Stage 4 of the overall research project will be focused on Platform Providers.

The PRI Proposal was not successful in 2019, but the Collaborative Consumption Group within the School of Business is planning to continue with the overall research project.

The research approach for Stage 2 will consist of the following:

- Review of literature to identify theories that will help understand peer providers, and the specific issues they face in performing their roles.
- Develop a framework that may include among others constructs such as entrepreneurship, market orientation and performance measures
- Data collection through a survey of accommodation and ride sharing providers
- Data analysis, model building & testing using econometric, SEM or negative binomial models

The expected output of this phase will include a PRJ review article that will synthesise the fragmented findings on peer producers, PRJ publications (1-2) on model building results and business industry reports. This research phase will also serve as foundation study to support the ARC Linkage grant application described below.

One student is sought under the Summer School Scholarship Program to undertake a substantial and updated literature review on operators within ridesharing and homesharing sectors, and on related research strategy aspects for researching Peer Producer (or Operator) within a ride share or home share context.

For SoB and WSU, the proposed studies will contribute towards enhancing its image and reputation in supporting a fast growing industry and securing success in environmental sustainability research. Specifically, the proposed research will contribute to publications in FOR Codes 1402, 1501, 1503, 1505, 1506. Furthermore, it will address SDGs 12 Responsible Consumption and Production, 13 Climate Action, 10 Reduced Inequality as well SDG 8 Decent Work and Econ Growth, 5 Gender Equality and 1 No Poverty.

Project Aims

The overarching aim of this part of the study is to conduct the literature review to identify theories that help understand peer providers, and the specific issues they face in performing their role. This will be achieved by addressing the following objectives:

- Identify the motivations of home and car owners to list on the sharing economy platforms (profit vs mission or hybrid model)
- Pick out questions relating to the impact of sharing on the future of work and employment
- Uncover the entrepreneurial and marketing orientations of peer producers, their capabilities, financial literacy and resources in the literature
- Discover the possible effects of regulation and professionalising the sector in the literature

Project Methods

The student will conduct an in-depth literature review mainly using Library and Online Resources and will compile a report which will be translatable into a research publication.

The student will deliver a presentation on their literature review.

Opportunity for Skill Development

Supported by the supervisory team, the student is expected to develop the following skills through the course of this project:

- Superior analytical skills to conduct a systematic literature review
- Improved knowledge on how to narrow down articles for inclusion
- Enhanced skills on meta analysis
- Improved writing skills to report on research findings for an academic audience
- More exposure to research strategy and methods associated with the research project

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This project is suitable for a student who:

- Is in their final-year of an undergraduate degree
- Has good research skills
- Has excellent referencing skills
- Has good communication skills and has confidence in their writing skills

Project 153: Motivating factors for choosing a career in financial planning

Supervisor(s): Dr Michelle Cull (Principal Supervisor)
Csilla Skultety (Second Supervisor)

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Project description

The last decade has seen much change in the financial planning environment and recent regulatory reform in Australia has assisted in financial planning developing further as a profession (ASIC 2018). The regulatory reform has also been aimed at providing greater consumer protection and encouraging more participation in the economy through more Australians seeking financial advice. With this renewed interest in financial planning comes a new generation of financial planners who are and will be subject to more stringent educational and ethical requirements (O'Dwyer 2015). However, the reform presents many challenges for financial planning professionals that have been widely debated in the media, including a potential increase in demand for financial advice and a limited supply of qualified advisers. With one-third of advisers predicted to be leaving the profession in the next five years (Robertson 2018), the recruitment of new advisers and retention and progression of existing advisers is of significant concern to the profession.

This study seeks to assist the profession in attracting new financial planners and progressing existing ones by examining the motivating factors for choosing a career in the financial planning profession. While career choice theory (Bandura et al 2001; Brown and Lent 1996; Ginzberg 1972; Holland 1959; Lent 2013; Lent et al 1994; Lent et al 2008; Roe 1957; Super 1953) identifies a number of variables influencing the career choice process, there are no studies that empirically test the impact of these variables on the decision to pursue a career in financial planning. As a result, this study fills a large gap in the literature while also assisting consumers and the profession to increase the supply of qualified financial advisers.

The research will consider how/if regulatory reform has affected the motivating factors of those seeking a career in financial planning and determine if demographic factors influence the motivation of an individual to pursue a career in financial planning.

While this study involves interviewing tertiary financial planning students in Australia about what has motivated them to study financial planning, it forms part of a larger study which also involves an online questionnaire in addition to current financial advisers as participants.

Project Aims

The project aims to:

- determine the motivating factors for students to choose to study financial planning
- investigate if demographic factors influence the choice of financial planning as a career
- test if there is a link between personality and choosing to study financial planning
- determine if/how regulatory reform has influenced the choice to study financial planning

Project Methods

While the full research project involves an online survey and interviews, the student will be engaged with facilitating interviews with financial planning students nationwide and conducting a thematic analysis of these interviews. The student will also be engaged with reviewing the literature on career choice theory to assist in analysing the interview results.

Opportunity for Skill Development

A number of outcomes are anticipated in terms of skill development:

- Knowledge and skills in conducting a literature review
- Knowledge and skills in organizing primary research data;
- Skills and experience with software programs such as word, excel.
- Analytical skills, specifically thematic analysis.
- Experience working collaboratively and professionally with academics as part of a research team.
- Development and mentoring regarding how to communicate research in meetings, presentations and in academic publications;
- Skills and experience facilitating interviews.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This study will suit students who have completed units in accounting, financial planning or human resource management. Students can be in any year of their program, but should have a keen interest in the future of the financial planning profession, have a high GPA, be competent in the use of Microsoft Word and Microsoft Excel and be interested in developing their research skills with a view to considering further research in the future (e.g. Masters Research, Master of Philosophy or PhD).

Project 154: Tax Law Curriculum Review

Supervisor(s): Dr Michelle Cull (Principal Supervisor)
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Dr Connie Vitale (Third Supervisor)

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Project description

This project aims to address an identified need to improve the structure of the taxation curriculum for accounting and financial planning students who are required to meet Taxation Practitioner's Board (TPB) accreditation requirements to become a registered tax agent and/or a tax (financial) adviser. The project involves an analysis of secondary data related to taxation curriculum both at WSU and at benchmarked universities and an analysis of primary data collected through co-facilitation of student focus groups in order to provide recommendations for future taxation curriculum structure that meets both student and TPB requirements.

Project Aims

The project aims to:

- Benchmark WSU against other TPB accredited universities
- Obtain feedback from students as to their learning experiences of taxation law
- Provide recommendations as to the most appropriate curriculum structure for taxation law to best meet TPB accreditation requirements and student learning outcomes.

Project Methods

The research methods include:

- Literature review – student will be engaged by accessing and critically analysing relevant literature.
- Analysis of secondary data – student will engage in the analysis of SFUs for WSU taxation units, current taxation curriculum at WSU and publicly available taxation curriculum of at least 8 other Australian Universities in conjunction with TPB curriculum requirements.
- Assistance with facilitation of student focus groups
- Thematic coding of focus group data.

Opportunity for Skill Development

A number of outcomes are anticipated in terms of skill development:

- Knowledge and skills in conducting a literature review
- Knowledge and skills in organizing secondary research data;
- Skills and experience with software programs such as word, excel.
- Analytical skills

- Experience working collaboratively and professionally with academics as part of a research team.
- Development and mentoring regarding how to communicate research in meetings, presentations and in academic publications;
- Skills and experience facilitating focus groups.

Students are required to have the following skills/meet the following pre-requisite(s) to apply

This study will suit students who have completed units in accounting, financial planning, and taxation law. Students can be in any year of their program, but should have a keen interest in taxation/taxation law, have a high GPA, be competent in the use of Microsoft Word and Microsoft Excel and be interested in developing their research skills with a view to considering further research in the future (e.g. Masters Research, Master of Philosophy or PhD).