

Strathclyde Business School

Principles for Responsible Management Education



L As a leading international business school, knowledge exchange and partnership is a vital activity of and in itself and in supporting and enhancing our teaching and research.

Contents

Principle 1	04
Principle 2	06
Principle 3	08
Principle 4	10
Principle 5	14
Principle 6	16
Future Plans	19

Message From the Dean

This is Strathclyde Business School's (SBS) first report since becoming a signatory to UN Principles of Responsible Management Education (PRME) and is an opportunity to share how we have integrated the PRME principles into our vision strategy and everyday actions.

Strathclyde Business School (SBS) joined the Principles of Responsible Management Education in order to demonstrate to others the importance of being part of a body that promotes corporate responsibility and sustainability.

In line with Strathclyde University's foundation in 1796 as a 'place of useful learning', SBS has a long-established institutional commitment to making the skills, knowledge and resources of Strathclyde's academic and support staff available for the common good both academically and in the form of wider community contributions.

The SBS strategy states that we will deliver:

"Educational programmes that are prized by students, alumni and employers alike for their enterprising high quality learning experience delivering internationally transferrable skills to our graduates"

"High quality research of influence to management practitioners, policy makers and fellow researchers that is published in the best academic and practitioner journals and has high impact"

"Practical insight developed from close engagement with policy makers, professionals and worldwide partner organisations through our portfolio of knowledge exchange activities"

These fundamentals define our identity crafted on principles of international influence, enterprise, engagement and the use of our research and education for the benefit of business and society alike.

SBS continues to support, and is fully committed to the principles of the PRME agenda within the context of a leading, international technological university. SBS participated in a series of groundbreaking university initiatives which led to the University being named UK University of the Year by Times Higher Education.

Professor Susan Hart,
Dean of Strathclyde Business School

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.

To demonstrate to the world that SBS is actively committed to responsible management education, the school signed up to the PRME principles in 2010. This triggered a number of change projects throughout the university, in terms of both curriculum changes and organisational practice.

A number of research and teaching initiatives have resulted in social, environmental and ethical topics becoming more prominent in the curriculum throughout the school. The main vehicle for this has been through a revamped Management Development Programme, a core module that underpins all Undergraduate degrees in the school (discussed in more detail later).

With regard to its own internal practices, the university has recently developed its Environmental Policy into a Sustainability Policy which commits the University to adhere to the principles of sustainability and to seek to become progressively more sustainable through time.

This policy includes:

- supporting students and staff to work and live in more sustainable ways;
- integrating sustainability into all strategies and activities of the University;
- embedding sustainability perspectives throughout the University's research, knowledge exchange, teaching and learning activities;
- contributing to the development of and quality of life in Glasgow, Scotland and internationally;
- engaging with communities to enhance knowledge of sustainable living and engage with debates over sustainability.

This policy builds upon and enhances a number of actions and initiatives within SBS, in terms of the learning context, research and teaching programmes. We recognise that our graduates will apply the knowledge and values developed during their period of study throughout their working and personal life. Therefore issues such as corporate social responsibility, corporate governance, ethical management, professional integrity, social impacts, environmental impacts, sustainable development are taught alongside more conventional management theories and practice.

The university seeks to reduce its environmental impact through various initiatives. For example, the school is part of the Cycle to Work initiative in partnership with Cyclescheme whereby staff are provided with a bike and safety equipment for cycling to work.

The educational contribution to the community by the school can be narrowly defined in terms of scholarship or embody a far broader commitment to citizenship and applied engagement with external organisations on both an individual and institutional basis. In 2010, the university redefined its job level descriptors, incorporating a minimum of a 20% workload allocation for citizenship. This principle is now used as a framework for engagement, defined as: evidence of contribution to knowledge exchange, representation on external bodies; outreach activities; and internal leadership/management/administrative roles.

Turning our purpose into action - Sustainable Glasgow Initiative

The University of Strathclyde is a leading partner in Sustainable Glasgow, a city level strategic initiative intended to help the city reduce its carbon emissions by 30 per cent within 10 years and build a greener and more sustainable future for Glaswegians. This will involve an investment programme of around £1.5 billion.

With regard to its own internal practices, the university has recently developed its Environmental Policy into a Sustainability Policy which commits the University to adhere to the principles of sustainability and to seek to become progressively more sustainable through time.

Sustainability has to deliver more than environmental targets for Glasgow - it must also bring about economic growth and help tackle social issues.

Sustainable Glasgow is looking at the city through new eyes to develop an integrated approach to energy infrastructure and other projects that will:

Create long term jobs; Develop the clean energy supply chain in Glasgow; Help tackle fuel poverty; Create new revenue streams for the public sector and communities; Improve air quality; Help regenerate communities; Improve the appearance of the city; Make Glasgow a leader in sustainable urban living

Sustainable Glasgow brings together partners from higher education, the public and private sectors to work with local people, communities and businesses and working to a broad definition of sustainability, this project hopes to understand and influence the key social, economic, environmental, commercial and behavioural factors in order to help Glasgow become one of the most sustainable cities in Europe - and one of the best places to live and work.



Principle 2 | Values

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

SBS is one of four faculties that work collaboratively to achieve the One Strathclyde value set. The One Strathclyde values have a core commitment to global social responsibility:

'As a university we educate students and we create, transmit and preserve knowledge. Being a technological university embraces all our academic subjects, from science and engineering to the humanities and social sciences. Fundamentally, our identity as a technological university comes from the principle of using our research and education for the benefit of humankind. We are committed to doing this through partnerships, recognising the mutual benefit achieved by interacting with people who share our ambitions. For our ideal of a place of useful learning to be real, the relationship between our research and education and their application in the broader community must be seamless.'

**University of Strathclyde
Useful Learning Strategy 2011- 15**

This commitment to the values of global social responsibility can be seen at all levels of research, teaching and knowledge exchange throughout SBS. Professor Susan Hart, Dean, SBS, commented:

'The old certainties of business are gone, if indeed they were ever really there, and now we all know that divorcing corporate strategy from corporate responsibility inevitably destroys value. It is for this reason that the Strathclyde MBA programme is designed to develop critical, reflective managers.'

An example of this commitment can be seen in SBS support for the MBA Oath www.strath.ac.uk/business/mbaoath. SBS was the first UK chapter of the MBA Oath, a voluntary pledge for graduating MBAs and alumni to 'create value responsibly and ethically'. The purpose of this 'Hippocratic Oath' for managers is to make a difference in the lives of students who take the oath; challenge other classmates to work with a higher ethical standard, whether they take the oath or not; and to create a public conversation in the press about professionalising and improving management.

MBA student Michael Cooper explained:

'Recent, dramatic events in the business world prompted many in the public and in the press to question whether business schools are successfully executing their missions of educating leaders for society. The MBA Oath is about responsible value creation - moving away from shorter to longer term thinking, and MBA graduates as future business leaders who can do some good in the world. We feel this reflects society's changing expectation of business and business leaders.'

All seven academic departments in SBS incorporate social responsibility in their strategies and visions, post-graduate courses, under-graduate courses, research and knowledge exchange activities.

Turning our values in action

The school has recently revised its MBA curriculum to include Comparative Corporate Governance, which aims to develop the managerial capabilities of students through analysing the importance of structural elements in promoting good corporate management. The class facilitates the development of knowledge in relation to: the nature of organisational governance, the role of directors, the nature and concerns of key organisational stakeholders, international environments and issues relating to the future design of governance strategies. The Hunter Centre for Entrepreneurship offers Creativity and Entrepreneurship Recognition, which facilitates students to develop a business plan with a social aspect. This year, the best idea was taken forward to compete in the Values and Ventures Business Plan Competition in the USA. SBS 'Team Revive's idea to turn used coffee grounds into fertiliser won the 'Founders Award' which recognises bold thinking and breakthrough ideas at the 2013 Values and Ventures Business Plan Competition at the Neeley Entrepreneurship Center at TCU, Texas. Team Revive was chosen to represent Strathclyde from more than 100 students in 20 teams at an event run at the Centre for Entrepreneurship .

SBS Management Development Programme provides an intellectual and experiential spine to the School's undergraduate programme and core for all 1st to 3rd year students. In 2011, SBS undertook a radical redesign of these modules and transformed them from classes designed to provide students with academic and ICT skills, to a series of modules to enhance students' organisational effectiveness and impact through experiential activities. The MDP now incorporates a significant element of corporate responsibility and ethical coverage. The foundational principles of the first year module is now Social, Ethical and Environmental Governance (SEEG). Key learning outcomes of the

module include understanding CSR, organisational ethics and the ethics of marketing and media. This understanding is gained through engagement with theory in parallel with examination of business case studies. In addition, students are afforded the opportunity to enhance their understanding and knowledge of social responsibility and ethical issues in the new format of MDP2 and MDP3. A developmental progress path in relation to these areas is demonstrated through the examination of real-life scenarios in second year and then application of knowledge within the experiential learning environment in third year whereby students gain direct experience of CSR and ethical issues in the working environment.

This social responsibility programme includes working with schools to widen access and engagement with higher education, working with a charity that provides after-school homework clubs and one-on-one mentoring for pupils in areas of social deprivation, and working with Glasgow City Council Leadership Programme providing leadership development activities for senior pupils from a number of targeted schools. The three year Management Development Programme provides all Strathclyde Business School students with a unique opportunity, not only to understand theories relating to sustainability, ethics and social responsibility but to develop an awareness and understanding of these principles in practice through an experiential programme. This programme is supported by a Curriculum for Excellence Award granted by the Higher Education Academy.

Principle 3 | Method

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

As one of the largest institutions of its kind in Europe, with around 145 academic staff and more than 3000 full-time students (undergraduate and postgraduate), SBS's 11 subject departments and specialist units collaborate to provide a dynamic, fully-rounded and varied programme of specialist and cross-disciplinary postgraduate courses. SBS is known for its innovation in business and management education, pioneering developments in undergraduate teaching, the MBA and the Doctorate of Business Administration and we have built upon this strength in creating educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. This section will provide a number of examples of recent innovations that build upon a long tradition of teaching and learning programmes associated with social responsibility and sustainability. For example, since 2000 the Department of Accounting and Finance has offered a ground breaking class in Accounting and Sustainability, which has been used as a model for the development of similar classes across the world, including Victoria University, New Zealand, University of Tampere, Finland and University of Bergamo, Italy.

The one year MSc in Environmental Entrepreneurship is an innovative collaboration between David Livingstone Centre for Sustainability, Hunter Centre for Entrepreneurship, Economics and Accounting and Finance, which aims to create a generation of ecopreneurs with the skills to launch new ventures, strategies, products, and technologies that address society's environmental and natural resource problems. The course aims to develop management, consultancy, business, engineering and technology professionals who have reached a stage in their careers when they are seeking or achieving increasing responsibility, or would like to refocus their career on environmental, or sustainable, entrepreneurship.

The Economics department officially launched its new MSc in Global Energy Management (GEM) at the World Energy Forum in Abu Dhabi last year. The MSc in Global Energy Management is specifically designed to train the next generation of energy professionals. A 12-month taught Master's degree, GEM combines academic rigour with exposure to industry and other experts, plus hands-on training in the management of energy-related issues and problems. It is aimed at producing high flying energy professionals.

The Hunter Centre for Entrepreneurship has developed a class in 'Social and Community Enterprise Volunteering'. The module was developed alongside the Students' Association to provide SBS students with the opportunity to engage with charities, social enterprises and community-based organisations in a volunteering capacity. The aims of the module are to engender students with a sense of civic responsibility through active engagement in their community; a sense of autonomous learning and personal development within a community setting; enable students to understand better the interdependence of the individual, community and society; to develop an appreciation of the different skills and resource requirements of third sector organisations and to appreciate the social and economic needs of local communities and how these are met by third sector organisations. The transfer of knowledge and development of social responsibility are two key outcomes of this class.

Vertically Integrated Projects

A major innovation in our educational framework with enormous potential to deliver effective social responsibility education and research is the Strathclyde Vertically Integrated Projects. These projects give students from first year through to postgraduate level the opportunity to work

with staff and external organisations in multi-disciplinary teams on cutting-edge research and development projects.

By taking part in a VIP project students are able to:

- Learn and practice many different professional skills.
- Make substantial technical contributions to a project.
- Experience many different roles on a large design team.
- Interact and receive support from more senior students and, in some instances, receive mentoring from PhD students involved in the project.
- Contribute to the completion of large-scale design projects that are of significant benefit to the research programmes of staff members.

to link technological and engineering solutions to socio-economic and environmental pressures arising from climate change, population growth, and unsustainable production and consumption behaviours at local and global levels. One example of this collaboration is the MSc in Environmental Entrepreneurship.

Further details of Strathclyde VIP are available at www.strath.ac.uk/vipprojects/

David Livingstone Centre for Sustainability (DLCS)

SBS is involved in the management and delivery of post-graduate courses in the David Livingstone Centre for Sustainability (DLCS) which acts as a centre of sustainability research and studies, and operates as a bridge between the various discipline Departments within SBS and Engineering and across other Faculties in the University, with the aim to promote cross-disciplinary teaching and research. The activities in the Centre are based on the recognition that the 'sustainability' agenda, which seeks to address the needs of the present without compromising that of the future, is primarily people-focused. As such, the Centre's programmes are designed

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.

SBS creates and disseminates knowledge from across a range of business subjects, each of which in its own right demonstrates international thought leadership. In keeping with the University's mission as 'The Place of Useful Learning', we carry out research which is both theory-driven and relevant for policy and practice. This section summarises some of our on-going research related to social responsibility and sustainability. A much fuller account of the research and publications of SBS can be seen at pure.strath.ac.uk/portal/ and www.strath.ac.uk/business/research/research/casestudies/

Examples of SBS Social Responsibility and Sustainability Research Projects

■ Scottish Trade Union Congress Skills Utilisation Project

Effective skills utilisation is crucial to releasing untapped potential within workplaces. It has the potential to generate beneficial outcomes to business – improving productivity, innovation and competitiveness; to employees – providing skills acquisition, career development and progression and more satisfied, motivated and engaged employees; and to society – creating the conditions for national economic performance. Through a series of conceptual papers and illustrative empirical case studies, this research has provided insight into what works in, and who gains from, effective skills utilisation.

■ Carbon Capture and Storage Project

This joint project with University of Edinburgh for the Global CCS Institute and the Scottish Government created a toolkit for governments to assess their regulatory processes for Carbon Capture and Storage projects - thus helping both governments and the commercial sector develop CCS projects that deliver environmental benefits, are safe, and meet wider strategic planning needs.

■ Heat and the City

This joint project with University of Edinburgh is researching the development of low carbon heating solutions for European cities - including the assessment and development of appropriate business, regulatory and financial models.

■ Personalisation and its impact on the voluntary sector

This research evaluates the impact of new policy measures designed to give people who use social care more choice about the support they receive and whether these new measures could destabilise Scotland's voluntary sector, impacting the workforce and service quality.

■ Multiple Capitals and Integrated Reporting

This report explores how multiple capitals (financial capital, manufactured capital, intellectual capital, human capital, social and relationship capital, and natural capital) can be used in an integrated report to represent an important picture of an organisation's value creation. Key to this research is the recognition that all organisations depend on various forms of capital for their success, including ones they do not own, and the different capitals should be part of the organisation's business model and strategy.

■ STEP UP

This 3.7 million euro project is led by the University of Strathclyde - working with the cities of Glasgow, Gothenburg, Riga, and Ghent, and commercial partners in each city, to develop improved models for the planning and implementation of sustainable cities -including the assessment of business and financial models, and promoting joint working between academia, business, and government.

■ Mathematical tools for improving the understanding of uncertainty in offshore turbine operation and maintenance

This project looks at how to resolve the problems of uncertainty in availability estimates for offshore wind turbine. This project is a collaboration between the Department of Management Science and the Department of Electronic and Electrical Engineering of the University of Strathclyde and aims to address the issue of timely offshore availability growth, through the modelling of uncertainty involved in offshore wind farm operation. The research is funded by EPSRC under the programme Mathematics Underpinning Digital Economy and Energy (EP/I017380/1). The project commenced in April 2011 and has a duration of 2.5 years.

■ Centre for Charitable Giving and Philanthropy

The Hunter Centre has been awarded a £500K grant to investigate entrepreneurial philanthropy. The ESRC in collaboration with the Office of the Third Sector, Carnegie Trust and the Scottish Government have established the UK's first independent, multidisciplinary and academically based Centre for Charitable Giving & Fund Raising. The mission of the Centre is to build a better understanding of charitable giving and philanthropy which is of relevance to donors, charities and policy makers. The Centre is committed to promoting the strategic role of philanthropy in meeting today's social needs.

■ Disadvantaged Consumers

This research focuses on low-income consumers and coping strategies employed in response to consumer culture. The key themes relate to stigmatization and family poverty and also consider methodological issues in relation to researcher vulnerability (i.e. how research involving vulnerable groups and sensitive topics can impact the researcher). SBS staff co-organise an ESRC seminar series on "Vulnerable Consumers" which aims to firstly, provide a space to critically engage with the

notion of consumer vulnerability in order to promote dialogue between researchers, practitioners and policy makers; and secondly, to create a supportive forum through which to foster methodological good practice and encourage collaborative research projects on health, poverty, wellbeing and social exclusion issues.

■ Measuring wellbeing in Scotland – the Oxfam Humankind Index

The research was based on interview evidence with around 3,000 people in Scotland and sought to determine what people believed contributed to a high quality of life. Significantly, the research found that having a high income ranked below other elements such as being in good health, being part of a community, feeling safe in your local community and living in a clean and healthy environment.

In fact, the quality of life Index developed by the FAI indicated that prosperity had increased in Scotland in recent years despite the onset of recession in 2008. It also compared the quality of life in deprived communities in Scotland with Scotland as a whole and found a significantly lower level of happiness in deprived communities. The same quality of life measure for local authorities in Scotland found that people were happiest in island areas, with Orkney, Shetland and the Western Isles reporting the highest quality of life.

Oxfam Scotland says the Humankind Index for Scotland is more useful than traditional economic benchmarks like Gross Domestic Product because it focuses on people's real priorities.


■ Job Quality

A series of research and knowledge exchange activities around job quality, and the problems of bad jobs in particular, has been undertaken by the Scottish Centre for Employment Research and the Department of Human Resource Management. These activities have focused on generating better conceptualizations of job quality as well as analysing how job quality can be improved in ways that benefit individual, firm and national well-being. Job quality encompasses issues of pay and benefits, job security, job design and skills deployment, satisfaction and engagement and employee relations with management. Improving job quality can impact positively on individual, social and economic outcomes. The department has also been involved with external colleagues in an ESRC Seminar Series with the objective of 'Making Bad Jobs Better' that has examined ways of improving job quality.

PhD Programme

SBS has an active PhD programme and many PhD students are undertaking a range of research projects across the academic department that are investigating topics related to social responsibility and sustainability. These include:

- Value co-creation in the environmentally proactive logistics service provider - customer B2B relationships.
 - Impact of micro-credit programme on poverty alleviation and empowerment of women in Bangladesh.
 - Providing a social account of care and carers in Scotland
 - Analysing the development of innovation capabilities by social enterprises and the utilisation of open innovation networks by social entrepreneurs.
 - Promoting sustainable development through educating, entertaining and making people aware of sustainability and biodiversity.
 - Inequality, vulnerable and precarious occupations in the employment relationship of New Labour Migrants and UK Managers.
 - Socio-cultural & economic experiences of Kenyan migrant workers in the UK.
 - Corporate Social Responsibility, Stakeholder Engagements and Accountability Relationships in Malaysian Unit Trust Companies.
 - The development of networking methods in Small Medium Enterprises (SMEs) in the context of the Scottish craft industry.
-



[For our ideal of a place of useful learning to be real, the relationship between our research and education and their application in the broader community must be seamless.

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.

As a leading international business school, knowledge exchange and partnership is a vital activity and of in itself and in supporting and enhancing our teaching and research. We involve those working in the private, public and voluntary sectors across all our disciplines and activities, for instance in providing guest lectures and in commissioning student projects so enhancing our students' learning experiences, as we develop our research projects and programmes, and as we undertake consultancy. We plan to develop our relationships much further as we seek to enhance learners' experiences of our teaching programmes, the economic and cultural impacts of our research.

This development is supported by the Strathclyde Business Fellow Network, an exclusive club of industry leaders from a range of business backgrounds who work closely with SBS. The Network aims to enhance connectivity between industry and SBS through collaboratively addressing issues such as how to best shape the next generation of business leaders and how to strategically connect industry and SBS.

SBS has an impressive track record of knowledge exchange over many years. Our departments of Accounting and Finance and Marketing actively engage with specific areas of professional and managerial practice locally and internationally. The Hunter Centre for Entrepreneurship leads a number of initiatives to support small businesses and new starts, for instance by hosting the Strathclyde Entrepreneurial Network.

The Fraser of Allander Institute has for many years undertaken applied research in close association with the Economics Department, and publishes its influential Economic Commentary (in association with PricewaterhouseCoopers), analysing trends in the Scottish Economy. The Scottish Centre for Employment Relations has done likewise within the Department of

Human Resource Management; the Risk Consortium draws together companies and researchers across the Departments of Management Science, Human Resource Management and Accounting and Finance. The Strathclyde Institute for Operations Management is a cross faculty initiative, bringing together colleagues in the Engineering Faculty's Department of Manufacturing and Engineering Management and SBS's Departments of Management Science, Management and Marketing, with notable success in leading a series of Knowledge Transfer Partnerships with companies and large projects funded by the European Union's Framework 7.

SBS is intensifying its focus on knowledge exchange and partnership as a school as well as in its departments and centres. Examples of this include the appointment of a vice-dean with specific responsibility for Knowledge Exchange, departmental directors of knowledge exchange and the creation of the Strathclyde Centre for Corporate Connections.

Strathclyde's Technology and Innovation Centre offers great opportunities to develop multi-disciplinary applied research and knowledge exchange with our colleagues across the university, focusing on a range of technologies, such as power and energy, health and advanced manufacturing. The Technology and Innovation Centre gives significant impetus to a general Strathclyde way of working, which is interdisciplinary, involves those working in the private, public and voluntary sectors as collaborators, co-developers, clients and user groups, and extends to a wide range of business, organisational and social technologies, policies and practices.

At SBS we seek to extend our knowledge exchange engagement to include public and third sector partnerships with organisations that contribute to the development of socially responsible and sustainable organisations.

Examples include:**■ Social Innovation Scotland Partnership**

The Hunter Centre for Entrepreneurship has been awarded a £5000 Scottish Funding Council Innovation Voucher to produce a feasibility study examining possible operational models for a Scottish Centre for Social Innovation, working with partners in the Third Sector including CEIS (Community Enterprise in Strathclyde) and Social Value Lab.

■ MUSE: Models for University-Schools Engagement

The MUSE project will build on an existing strong commitment to public engagement at the University of Strathclyde by extending this work to secondary schools in Glasgow and specifically by actively involving pupils, teachers and local communities associated with the schools in live research projects that support their curricular and extra-curricular development. Our research community is committed to public engagement, and engagement with schools in particular, as part of our dedication to widening access and participation to raising aspirations and to extending the reach of our research. We already have staff and students with substantial experience of working with schools. The MUSE project provides us with the opportunity to co-ordinate this work and to develop a systematic approach, in collaboration with schools, with the goal of developing a sustainable model which is integral to our future public engagement practice and may be replicated by others.

■ Students in Free Enterprise (SIFE)

SIFE is an international non-profit organisation that works with leaders in business and higher education to mobilize university students to make a difference in their communities while developing the skills to become socially responsible business leaders. It is dedicated to nurturing the entrepreneurial skills of students in a way

that is both effective in developing their future careers and meaningful to the community. Working in teams, and mentored by a university adviser, SIFE students make a difference by taking what they learn in the classroom, and teaching it to others. Their real-world projects must hit at least one of the SIFE Criteria, which includes Market Economics, Personal Success Skills, Entrepreneurship, Financial Literacy, Business Ethics and Environmental Sustainability.

■ The Saltire Foundation

The Saltire Foundation is an independent charitable organisation, it represents a new vision for Scotland, providing invaluable opportunities through experience, learning and business networking. Strathclyde takes part in the Undergraduate Internship programme, giving students with huge potential and ambition - who may not otherwise have access to such opportunities - the chance to experience the working environment of highly successful firms or high growth entrepreneurial companies at home and abroad. Various case studies available here www.strath.ac.uk/careers/workexp/whattypesofjobsareadvertised/summerinternships/saltirefoundationinternshipprogramme/

Principle 6 | Dialogue

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

SBS has an active programme that facilitates and supports dialogue and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. This section will provide examples of these programmes.

The Strathclyde Dialogues

Inspired by the Principle of Dialogue within the wider community, Strathclyde Business School UAE regional centres (Abu Dhabi-Dubai) commenced the Strathclyde Dialogue Series in 2010. The initiative aimed at enhancing the outreach of the Business School to the general community, by bringing together in a 'triple helix' format, the private, public and academic side of dialogue on contemporary topics. The Strathclyde Dialogues focus on exchanging views and transferring knowledge between the stakeholders involved and the wider community.

Several Dialogues have already taken place since the beginning of the Series. The events are usually well attended with audiences ranging from 30 to 120 participants per event. The Dialogues have sparked the interest of students and alumni, and have resulted in networking and deeper connections with regional and local stakeholders. Three of the most recent Dialogues have focused on issues of global responsibility and sustainability.

Most recently, the December 2012 Dialogue focused on Human Capital in the Gulf region, as an important focal point which plays a central role in the future development of the GCC economy. The alignment between human capital, labour policy, HR practices and CSR initiatives were highlighted as important components of sustainability, scalability and capacity-building.

Strathclyde Solutions Exchange

SSE is an innovative opportunity for inter-disciplinary interaction and knowledge exchange between organisations from a range of different sectors, including charity, government, industry, and researchers from the University of Strathclyde.

Colleagues from across the university - including SBS's Departments of Accounting and Finance, and Marketing - invited people from companies, the health service

and the voluntary sector to present problems to multi-disciplinary groups of researchers, then over an intensive week worked with these groups to develop analysis and recommendations. The dialogues started in SSE have led to a number of collaborative projects, involving research staff and students.

The Centre for Corporate Connections (CCC)

The CCC was formed in 2010 as the hub for the management of the industry interface. The activities of CCC focus on the following:

- Integration of current corporate activity within the business school into a more transparent and coherently managed portfolio
- Growth in the knowledge exchange activity carried out with industrial, organisational and policy-related partners.

In relation to the first point the focus of activity has been in the creation of The Strathclyde Business Fellow Network (SBFN) that was launched in early 2012 and is an association of senior industry leaders from a range of business backgrounds who work closely with SBS. The network seeks to enhance connectivity between industry and SBS through collaboratively addressing issues such as how to best shape the next generation of business leaders and how to strategically connect industry and SBS.

The network currently has 20 Business Fellows who work in senior business roles from a variety of sectors including engineering, finance, retail and tourism. The network facilitates greater practitioner participation in undergraduate, post-graduate executive taught programmes providing guest lectures, student projects and placements. Further, it allows greater collaboration between academics and companies enabling exchange of best practice.

Each Business Fellow has an academic mentor from SBS who work individually with them and Business Fellows have provided professional expertise on course content which has resulted in changes in course content, whether it be marketing, accounting and finance, or marketing from social ethical and environmental perspectives.

International Network of Street Papers

Strathclyde Business School has an established working relationship with the Glasgow-based charity the International Network of Street Papers (INSP). Founded in 1994, INSP supports and develops over 100 street paper projects in 40 countries, in 24 languages, with a combined readership of 6 million per edition. Street publications are independent newspapers and magazines that provide unique employment opportunities for people experiencing poverty and homelessness. During November and December 2012, INSP worked with Strathclyde to deliver a two part conversation series featuring First Minister Alex Salmond and Alistair Darling focusing on independence and its implications for Scotland and the UK. All proceeds from the events went towards INSP's work alleviating poverty in Scotland and around the world.

Scotland PLC Awards

Strathclyde Business School is the research sponsor for the Scotland plc awards which recognise the achievements of the country's corporate community. Launched in 1998 by Scottish Business Insider and PricewaterhouseCoopers to celebrate and publicise outstanding achievements by the Scottish plc community, the awards recognise not only strong performance but a wide range of other attributes with categories which continue to evolve to reflect the changing business landscape.

Strathclyde's independent research provides impartial data for the judges to make their decisions, with site visits carried out for the digital excellence, innovation, global reach and sustainability awards. The detailed research

and analysis of all Scottish plc's which is carried out enhances the overall credibility of the awards process and allows the opportunity to enter into constructive dialogue with plc's on a number of areas critical to social responsibility and sustainability. SBS led the development of a new category of award in sustainability, thereby working with the PLC community to influence the agenda of what should be measured beyond traditional financial performance indicators.

Leading by Example

The University of Strathclyde has a vision to be a leading international technological university and that, through research, education and knowledge exchange; we remain engaged with public life globally as a place of useful learning. The university's strategic plan, within which SBS plays a critical role is divided into three core and six supporting strategies: Research, Education and Knowledge Exchange; and Finance, Staff, Students, Engagement, Infrastructure and Governance.

Key features of the Strategic Plan are:

- Financial sustainability in a challenging global economic climate.
- An international perspective in all that we do.
- Focusing on the issues of global importance.
- Collaborative and global research and knowledge exchange.
- An innovative, stimulating and challenging educational experience.
- A fresh approach to student recruitment and support.
- Commitment to the development of all our staff.
- Increased support for our staff in research, education and knowledge exchange.
- Commitment to clear communications.
- A flexible, adaptive and responsive organisation.
- An attractive, dynamic and digital campus.

Full details of this strategy are available at www.strath.ac.uk/strategicplan/ Throughout this strategic plan are programmes and actions that are intrinsically linked to social responsibility and sustainability. An example of this is in the University's sustainable development policy (www.strath.ac.uk/sustainablestrathclyde/) which identifies six principles to be addressed when planning, designing, constructing and managing the built environment on the University Estate:

Managing the Process - manage the design and construction process in order to ensure successful delivery of buildings that fully meet user needs and expectations, are healthy and resource efficient, respect biodiversity and minimise pollution and long-term liability.

Use Resources Effectively - ensure buildings do not consume a disproportionate amount of money, energy, water, materials or land during construction, use or demolition. Buildings and environments should be affordable, manageable and maintainable in use.

Minimise Pollution - minimise future risks and liabilities by minimising dependence on polluting energy and transport and take a precautionary approach to products and materials that may be difficult or expensive to dispose of.

Support Communities - identify and meet the real needs and aspirations of communities and stakeholders and involve them in key decisions.

Enhance Biodiversity - do not use materials which threaten species or habitats and commit to improving natural habitats where possible through appropriate planting, water use, and avoidance of chemicals.

Create Healthy Environments - enhance living, leisure and work environments through sustainable design and not endanger the health of the builders or users, or others, through exposure to pollutants or toxic materials or harmful organisms.

Future plans

SBS' plans for the future implementation of the Principles for Responsible Management Education is the intensification and further dissemination of important themes as outlined in this report. We seek to build on the successful initiatives already undertaken and explore new ways of integrating social responsibility and sustainability into all aspects of SBS.

These include:

- Building on the successes and momentum from the new Management Development Programme first year class to transform Management Development Programmes in years two and three
 - Developing new social responsibility themed Vertically Integrated Projects for SBS students, for example in providing accounting services to social enterprises
 - Reviewing and revising our class offerings to ensure their relevance and alignment with developments in global social responsibility and sustainability discourses
 - Further developing our knowledge exchange networks and partnerships
 - Continuing to promote and support research on topics on social responsibility and sustainability within SBS
 - Engaging with other disciplines within the University to promote the importance of social responsibility and sustainability
 - Reducing the environmental footprint of SBS operations and activities, Strathclyde Business School is investing in a £21.2 million project to enable all Business School departments and staff to be co-located and creating shared student and staff areas, including dedicated space for Executive Education, MBA and visiting staff, and research students. This will both reduce our operational impact and create greater capacity for inter-department co-operation on teaching, research and knowledge exchange.
 - More active engagement with the wider UN PRME network.. SBS is a relatively recent signatory to UN PRME and will look to more actively engage with the wider PRME community. There are many important lessons to learn from others and many important mistakes that can be avoided. In terms of what PRME can do for SBS, we would encourage the development of effective knowledge sharing mechanisms that communicates best practice and enables cross-institution learning. The formation of the UK PRME Chapter is seen as a welcome development within which SBS will seek to play an active role.
-

PRME

For general information on the PRME programme or any of our other activities please contact us at:

**University of Strathclyde
Business School**

199 Cathedral Street,
GLASGOW G4 0QU

email: sbs.marketing@strath.ac.uk
www.strath.ac.uk/business

