UN PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

SHARING INFORMATION ON PROGRESS REPORT OCTOBER 2016
I am delighted to present our second PRME Sharing Information on Progress Report, which reports on our progress since 2013. Over the last five years, our school has doubled in size in terms of numbers of staff and students. But even during this period of rapid growth, we have retained our core commitment to researching and teaching responsible management.

Over the next five years, our school aspires to be recognized as a world-leading social science-based management school that leads social change. Our vision is to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education.

As this report outlines, our school has particular strengths in research and dialogue on responsible management topics. Over half of our academic staff published at least one research output addressing Sustainable Development Goals (SDG) topics since 2013. Our school has deep engagement with businesses, public sector organizations, trades unions, the third sector and the professions to generate compelling research questions – and answers – on responsibility and sustainability.

Our school is also highly international. Our community includes academic staff from over 20 countries, and students from more than 90. Many of our people have lived or worked in the Global South, bringing a distinctively dynamic and global approach to our academic mission. Combined with our geographical location in East London, one of the most socially and internationally diverse localities in the world, we are uniquely positioned to use our expertise to bridge local and global social change.

In the spirit of PRME’s continuous improvement, we have set out ambitions in this report for the next three years. We will revamp our undergraduate curriculum with PRME principles in mind, to further inspire and equip our students as responsible global citizens. We will encourage more interaction with alumni and employers to engage them in a conversation about business and managements’ role in society, and to co-create solutions for social challenges. We will maintain and build on our school’s research reputation as a site for critical thinking on the role of business and management in society. We will spread the word about PRME – across disciplines within our own institution, and through academic, professional, educational and student networks.

If you would like further conversation about this report, or our responsible management activities, then please do get in touch. I will look forward to reporting our progress again in 2018.

Professor Frances Bowen
Head of School
Contents

Letter of Recommitment to PRME Principles .................................................................................................................................1

Introduction to Our School ........................................................................................................................................................................3

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. .................................................................5

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. ........................................................................8

Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership. .........................................................................................12

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. .........................................................................................14

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. ........................................................................19

Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. .........................................................................................23

Appendix 1: PRME-related Research Outputs .................................................................................................................................27
Introduction to our School

Queen Mary University of London (QMUL)

Queen Mary University of London (QMUL) is the fourth largest college in the University of London system. It is a comprehensive research university incorporated by Royal Charter within the UK. QMUL is a member of the UK’s elite Russell Group of research-intensive universities, is recognised as a top 100 university in the Times Higher Education’s World University Rankings (2015), and placed 9th in the UK among multi-faculty institutions in the 2014 Research Excellence Framework. The university is growing rapidly through sustained investments in facilities on one of London’s largest campuses (Mile End), excellent research and improving the student experience. QMUL now has over 21,000 students and 4,000 staff.

QMUL is a highly internationalised university, but with deep connections and continuing engagement with East London communities. The university has a rich history in East London with our roots in Europe’s first public hospital, St Barts, which was established in 1123. The university also includes England’s first medical school, The London; one of the first colleges to provide higher education to women, Westfield College; and the Victorian philanthropic project, the People’s Palace at Mile End. This commitment to the local area and public good underpins QMUL’s work today, especially in our collaborations with hospitals, cultural organisations, government, charities, businesses and industry.

School of Business and Management (SBM)

The School of Business and Management (SBM) was established within QMUL in 2003. We are a research-led School that takes a humanities and social science led approach to our scholarship. We are a non-departmentalised school within QMUL’s Faculty of Humanities and Social Sciences (HSS), with its traditional strengths as a site of critical thinking in the humanities, law, history, geography and politics.

The School has been undergoing a period of rapid growth, doubling our number of academic staff over the last five years. We presently have around 75 academic and 16 administrative staff, with more appointments in process. We have over 1,000 undergraduate business management students, plus approximately 800 students taking business in combination with other degree subjects within QMUL. At the post-graduate level we have around 450 MSc students and a well-established doctoral programme of 50+ doctoral students.
Our School’s Strategy

SBM Core Purpose

In 2015, we undertook an extensive consultation and developed our school’s overall strategy and mission. These are intended to shape all of our school’s activities, including our commitment to PRME. Our core purpose, which has widespread buy-in and support from our students and staff, is:

To promote social justice, sustainability and good governance in the management of private, public and voluntary organisations through our research and education.

SBM Mission

Our mission is to:

- conduct high quality research addressing the most challenging and pressing issues in business and government;
- focus on problem-driven research bridging disciplinary and methodological boundaries;
- personalise our business education around the values of social justice, sustainability and good governance, and inspire our students to be self-reflective and pursue those values throughout their lives; and
- engage with those in all three sectors to create knowledge in service of our key values.

SBM Strategic Aims & Objectives

Our aims in pursuit of this vision and mission are to:

- create and disseminate high quality, challenging research in the business and management field;
- achieve impact from our academic work through engaging with people in all three sectors;
- educate our students in ways that prepare them for life and work, and support their search for employment, and which draw on our research and innovative approaches to learning;
- strengthen further our unique contribution as an international business school in East London, one of the most internationally and socially diverse localities in the world, by bringing international research expertise to local problems, and preparing students to work in diverse workplaces;
- collaborate closely with other schools and QMUL organisational units to promote joint educational initiatives, combined degree programmes, collaborative research programmes and centres, engagement and entrepreneurial activities;
- develop a community of staff committed to our vision and mission and able to research, teach and support at the highest level; and
- ensure that the School has the financial strength to support its work through a balanced portfolio of educational programmes, research and other revenue-generating activities.
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.
Current Provision

Our aim is to provide students with a rounded education that allows them to critically evaluate, support and responsibly lead contemporary organisations. Throughout their programmes, students explore the private, public and not-for-profit sectors by analysing the way organisations function, the management techniques they use, the effects on their employees, and their impact on wider society.

We strive to produce graduates with in-depth knowledge of contemporary business and management issues who can see the big picture of the relationship between business and society, and who can understand the centrality of sustainability, human development, diversity and accountability in business and management practices. The multidisciplinary education offered by QMUL is one that draws together the many disparate factors involved in business and management, and prepares students well to meet those demands.

SBM’s student body is highly international, with students from over 90 countries. Around 46% of our undergraduates and 88% of our postgraduates come from countries outside the UK to our London campus for their education. A significant number of our students are expected to return to work in – and eventually lead – their family business in their home country. We encourage our graduates to take SBM’s values of inclusion and a broad perspective on the many forms of value home with them after their degrees. Thus our education prepares students to act as future responsible leaders in business, cultures, societies and economies across the globe.

We have received feedback from alumni on how our undergraduate and postgraduate management education has influenced their employment decisions and behaviour as employees and managers in the world of work. Some of our alumni have chosen to work for public or voluntary organisations promoting social justice such as trade unions or governmental organisations. Others have explicitly looked for job opportunities where they can apply specific themes of responsible management they have learned during their studies such as working in HR departments helping to introduce diversity and equality projects or working in the field of corporate governance. Some of our alumni have set up their own social enterprises, such as Rejuce (see box case).

Rejuce, launched by Food Entrepreneur, Thomas Fletcher (BSc Business Management, 2009)

Thomas founded Rejuce (www.rejuce.co.uk) in 2012. Up to a third of fruit and vegetables produced are wasted before getting to the final consumer. Rejuce collects waste fruit and vegetables from warehouses, wholesalers and supermarkets that would otherwise be wasted even though they are still fresh, nutritious and good for eating. Produce may not be sold because it might be slightly bruised, misshapen, damaged in transport, over- or under ripe, past the sell by date, overstocked or not properly labelled.

In a small warehouse in East London, Thomas’s company is extracting the juice from the fruit and vegetables, bottling and distributing the juice to markets, events and festivals. Since 2012 Rejuce has 'saved' 50 tons of fruit and vegetable surplus from waste. Thomas’s vision is to close the cycle and – one day – to sell the juice back to the supermarkets that scrapped the fruit and vegetables in the first place.
Future Aspirations

One of the school’s key strategic themes in 2016-17 is to ‘inspire our students as responsible global citizens’. Indicators and targets that we intend to improve in this area include:

- embedding PRME principles across our curriculum;
- increase the proportion of modules and programmes with international, sustainability, responsibility and diversity content;
- increase the number of students with a study abroad component to their studies (summer schools, exchanges, field trips);
- ensure that all academic staff who educate our students have international experience, and an awareness of global responsibility issues.

“I definitely feel that having come from QMUL, I think differently from others on my current course. The programmes at QMUL are very interdisciplinary, and as a result I am able to approach things from a social or political perspective. I don’t just ask: ‘How does this make profit for us?’, I ask: ‘How can we do something more with this? How can we make it more sustainable, and how can we take it to another level?’ I have recently started going to networking events and meeting people from industry, and I have always felt that I had both the confidence and knowledge to contribute to the conversation, no matter the topic. I think that what we had during our time at QMUL, aside from the chance to study so many subjects, were professors who didn’t just teach us theory, but also how to think about theory. And that, I think, differentiates us as QMUL students.”

Barbara Nemethova, Business Management BSc, 2015
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.
SBM is a business school that is different – we are not only a school with a strong commitment to the highest quality of research and outstanding teaching and learning, but we are also one with an innovative, multidisciplinary, mindful and responsible approach to business and management. Our teaching is research-led – students are taught by internationally renowned experts who will not only offer intriguing insights into various fields of business and management, but who will also challenge their assumptions and help them to build rich and robust knowledge that will be highly beneficial for their future career.

We draw on a long history of human thought, working on the principle that a truly practical business education teaches students to think beyond textbooks, management fads, and memorised formulas for success.

Responsible management education at SBM is a cornerstone of our teaching identity and not a stand-alone set of modules, electives or add-ons. Our mission ‘to promote social justice, sustainability and good governance in the management of private, public and voluntary organisations’ is an underlying theme in many of our modules. We also continuously adapt and adjust the content of existing modules to better fit the PRME principles and keep up with current developments in this area.
Undergraduate Education - Current Provision

Our three BSc Programmes, Business & Management, Accounting & Management and Marketing & Management each offer compulsory and elective modules with responsible management themes webbed into the curriculum at all three year levels. To highlight a few:

**Business and Society (compulsory, year 1)**
Business environment, organizations, work, and governance are presented through a responsible management lens to discuss a variety of outlooks on the social, political and ethical role of business in society.

**Economics for Business and Society (compulsory, year 1)**
Concepts of micro- and macro-economics are introduced to help students apply the insights of economics to understanding business decision making, and consequently, consumers, other companies and society. This integrated approach to economics allows students to see the economic drivers behind responsible and irresponsible business behaviour.

**Organisational Behaviour (compulsory, year 1)**
The core aim of the module is to facilitate a critical understanding of organisations as lived and living entities. Students learn to critically assess theories/concepts of behaviour in organisations and to make sound judgements on the social dimensions of organisational behaviour.

**Ethics & Business (option, year 2)**
This module introduces students to different ways of thinking about business practice, in which the enactment of ethical and moral codes of conduct by business agents integrates with day-to-day business decision-making and actions.

**Corporations and Social Responsibility (option, year 2)**
This module introduces students to the specialised management field of Corporate Social Responsibility (CSR) as well as develops their skills in applying ethical theories, theories of social justice and theories of corporate responsibility to contemporary management issues.

**Psychology of Leadership (option, year 2)**
This module introduces students to different leadership theories including theories and practical reflections on the role of women in leadership, ethics & leadership and exploration of newer leadership theories such as authentic leadership and servant leadership, which reflect many of the PRME principles.

**Gender, Leadership & Management (option, year 3)**
This module discusses how gender impacts on management and leadership roles, resulting in men and women’s differential participation in senior positions in the private and public sectors and in different national contexts.

**Managing Diversity (option, year 3)**
This module examines theories of equality and diversity and of labour market and occupational segregation and segmentation. It explores diversity and equality across the dimensions of gender, race, disability, age, religion and sexual orientation and considers the organisational processes that produce and reinforce inequalities of outcome among diverse social groups.

**Global Supply Chains (option, year 3)**
This module brings together operations management theory on supply chain management and theory from development studies on global value and commodity chains. The module emphasises the power dynamics of outsourcing, the role of global institutions, and the implications for producers of raw materials in developing countries.

**Social Reporting and Accounting (option, year 3)**
The aim of this module is to critically discuss why and how companies report their social impacts, and NGOs, charities and public sector organizations are held to account by their donors.

Future Aspirations for Undergraduate Education

We are currently planning to launch a new BSc undergraduate programme in ‘Global Business and Sustainability’ in 2018, which will tie our undergraduate education even more strongly with the school’s mission. The programme would address business and management decisions explicitly through a responsibility, sustainability and Global South lens. This significant curriculum development will make corporate and managerial responsibility the starting point for analysing the influence and impact and influence of managers and companies. It will fully integrate sustainability concerns at the core rather than the periphery of our business curriculum.
Postgraduate Education - Current Provision

The principles of responsible management education are integrated into our eleven postgraduate MSc programmes. Examples of modules that include responsible management themes include:

- **Leading Organisational Change** which analyses leadership through an ethical lens
- **World Economy and Development** which focuses on the global responsibility of management and corporations
- **Comparative Employment Relations** which includes topics like the role of trade unions, industrial democracy and social partnerships in different national systems

We also provide a variety of modules on specialist aspects of the UN Global Compact themes such as:

- **Global Governance and International Organisations**
- **Economics of Development**
- **Managing Diversity**
- **Risk and Crisis Management**
- **Social and Political Marketing**

We fully integrate PRME principles into many required modules. For example, in 'Organisational Behaviour in the Public Services' we expose students to the links between institutions, cultures and different styles of ethical reasoning. This allows students to develop professional judgment on which institutions and cultures are particularly vulnerable to different types of unethical behaviour, such as corruption and organizational vice.

Future Aspirations for Postgraduate Education

The School is currently considering new MSc programme proposals that will link our postgraduate education more strongly with the School’s mission, for example an MSc in Environmental Management (with the School of Geography), and MSc in International Business and Development, and an MSc in Development Finance (with the School of Economics and Finance). Joint programmes not only combine the specific areas of expertise of the respective schools involved, but in addition allow us to bring other social science schools within the university into contact with PRME principles.
Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.
Current Provision

Our educational provision aims to provide learning experiences for students to broaden and deepen their responsible leadership skills. For example, reflective thinking and teamwork skills both better prepare students for the complexities of organizational life. These skills are also required to reap the strengths that multicultural teamwork can offer.

We are currently in the process of redesigning our undergraduate programmes to even more strongly reflect the school’s mission. QMUL recently launched a new model of undergraduate education to educate students to ‘not just get a job, but to get the right job or in other ways make a societal impact befitting a QMUL student experience’. We are planning to use PRME as the overarching umbrella for this new and more personalized approach to undergraduate education. More specifically, we will follow the PRME principles to shape a curriculum with an even clearer focus on ethical issues, developing social and cultural capital, entrepreneurial and international experiences. This will help us to educate and inspire our students to become responsible global citizens.

Future Aspirations

We envisage using a suite of different modules during each year of our undergraduate students’ journey as cornerstones of our responsible management education. In year 1 we will use a compulsory management skills module built on the PRME principles to provide a shared base of responsible management to all students. One of the aims of this module is for the students to learn, experience and probe in small group seminars what skillset managers need to develop an ethical compass, to be authentic and fair, and to understand and respect others perspectives.

In year 2 students will be able to choose different pathways such as Entrepreneurial Learning, Responsible Leadership and Evidence-based Management, all critically discussed and analysed through a responsible management lens. In the final year of their studies, students will deepen and broaden their pathway learning and, for example, apply their entrepreneurial skills in virtual company projects, explore and experience how responsible leadership can be used to coach and mentor employees and peers, or empirically work with evidence of responsible management practices in a dissertation setting. We also plan to introduce a Social Enterprise Project experiential module that will encourage students to develop their own social enterprise business plan.

Over the next year we will explore how the PRME principles can best be incorporated into our suite of postgraduate MSc programmes. As mentioned under Principle 2, all our postgraduate programmes already include a variety of modules that are designed with a responsible management perspective. We aspire to support this curriculum development with more opportunities for our MSc students to experience responsible management in practice. We have recently updated our guidelines on in-company dissertation projects to provide a platform to expand our provision of in-company responsible leadership projects.
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.
Our school was created with a clear remit to build an outstanding, unique approach to research in which scholarship of international quality can flourish. Our internationally-excellent researchers strive to unearth the connections between economic, social, political and cultural life along with modern business and management forms. Our academics are engaged in high-quality research with particular focus on the relationship between business and society as a whole.

SBM has a high level of national and international research activity with our academics undertaking innovative research, publishing in leading journals and producing ideas with high impact. In the 2014 UK national REF, SBM's research was rated in the top quartile for the impact of our research on society and economy, and 50% of our research outputs were deemed world-leading.

We seek to sustain a distinctive research profile emphasising the interconnected nature of business with respect to:

1. Societal and historical context
2. Social justice issues
3. Governance in the private, public and third sectors

This aim is achieved through the distinct identities of the School’s research centres and groups, which provide vehicles for engaging with partners beyond the university sector through research collaborations, workshops, public events and community engagement. Several of our research centres and groups focus on responsibility and sustainability themes, including the Centre for Research in Equality and Diversity (CRED) and the Business Ecosystems Research Group (BERG) – see box cases below.
Illustrative SBM Research Centre: Centre for Research in Equality and Diversity (CRED)

CRED was established in 2005 and is a prominent international research centre at the leading edge of equality and diversity research. CRED’s 15 academic staff and community of PhD students are committed to principles of social justice and inclusivity.

In the contemporary political and economic context, research on equality, inequalities and diversity is vital to moving forward theoretical and practical understanding of the impact of contemporary business and management internationally, nationally, at the level of the organization and individual. Research topics include intersectional analysis of inequalities, the value of capitals (social, cultural and economic), the nature of diversity management, the contested nature of career constructs, the role of legislation and social movements in challenging inequalities. Specific research topics have related to employment relations policies and practices, women and organisations (including women and trade unions, women on boards, women in management), discrimination, income inequality, labour market and sectoral studies, international development, subaltern knowledge, migration, career studies and organisational policies.
BERG was established in 2013. BERG researchers emphasise that all management decisions are made within a web of economic and social relationships. Producers are linked with customers, project teams with their clients, managers with remote knowledge workers, product developers with marketers, and factories with their suppliers.

These ecosystems can stretch far beyond firm boundaries. Decisions can interact in unpredictable ways across the ecosystem, at different organizational levels and over time. BERG’s research challenge is to understand how value is created, distributed and captured across ecosystems surrounding particular projects, technologies, innovations and production processes.
Current Research Themes and Activities

We have developed a critical mass in researching several PRME-related research themes – including diversity, globalization and sustainability - through both mentoring and growing our own academic experts, and our hiring strategy as academics have joined us from other institutions. Our mentoring strategy emphasizes that high-quality research on responsibility, social justice and sustainability topics is highly valued as a contribution to the research strategy of the school. When hiring from outside, we have prioritised appointing individuals who can both teach core business topics, and where possible, have at least some research streams that contribute to our core research themes.

Over half of our academic staff have published at least one paper on some aspect of the Sustainable Development Goals (SDGs) in the last three years – see Appendix 1 for an illustrative list. Topics include our core research themes of social justice, sustainability and good governance. Our researchers have also published findings on issues at the frontier of responsible management and typically marginalised in business schools such as irresponsible management, imperialism, transgender workers, the economics of drug cartels, fraud in carbon markets, and power in global supply chains.

Examples of recent externally funded research projects on SDG themes include Professors Geraldine Healy and Pedro Martins’ study of the gender pay gap (European Commission 2013-15); Dr Cathrine Seierstad’s research on women on corporate boards (British Academy 2015-16); Professor Ahu Tatli’s Association of Chartered and Certified Accountants (ACCA) commissioned research on the business case for diversity (2014); Professor Almudena Sevilla’s study on parental time investments and inequality funded by ESRC (2012-13); Professor Frances Bowen’s Tri-Council National Centre of Excellence (Canada) project on how large energy companies collaborate on environmental innovation in the Canadian oil sands (2011-2014); and Dr Liam Campling’s Economic and Social Research Council funded study on international labour standards (2014-16).

SBM continues to encourage academic staff to apply for grants in areas that have a strong focus on the public good, such as through the UK government’s Global Challenges Fund. The school has also directly supported a wide range of smaller-scale, pilot research projects on responsibility themes, such as ‘Rising or falling inequality? The dynamics of relative, intermediate and absolute inequality measures’ (Dr Sanghamitra Bandyopadhyay, £4,800 2015); ‘The role of corporate governance on firm performance’ (Dr Deven Bathia, £6,500 2015); and ‘The dark side of white lies: Understanding consequences of inaccurate feedback for women in the workplace’ (Dr Lily Jampol, £3,300, 2014).

Future Aspirations
We are currently undertaking a review of the school’s research groups and centres to better coordinate our critical mass of research expertise in key areas. In September 2016 we founded the Centre on Labour and Global Production in collaboration with the School of Geography, which focuses on the changing position of workers and labour in the world economy. We will seek to continue to develop and explore responsibility-related research opportunities, particularly in collaboration with other QMUL schools to strengthen our cross-disciplinary research in this area.
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.
Current Partnerships

SBM External Advisory Board
The school formed an External Advisory Board in 2014 to act as a bridge between managers in the private, public and third sectors and our responsible management education expertise. The board’s remit is to advise on the overall strategy and direction of the school, facilitate partnerships with businesses and other organisations, support fundraising activities and help shape the future direction of the school's activities in the light of potential opportunities and issues of contemporary relevance.

Members of the board since 2014 include:

Sir Nicholas Montagu, Chair, QMUL Council  
Kay Ali, Head of Global Partnerships, Youth Business International  
Dr Veronique Bouchet, Founder Director of Novudel Associates, formerly Director of Corporate Strategy at AstraZeneca PLC  
Peter Fanning, Chief Executive, Chartered Institute of Taxation  
Leor Franks, Marketing Director, FTI Consulting (EMEIA) Services  
Sinead Finn, Affinity (formerly Director of Commercial Revenue, Ryanair)  
Dr Ulrike Hotopp, Director Analysis and Chief Economist, Department for Environment Food and Rural Affairs  
Professor Vanessa Knapp OBE, expert in company law and corporate governance (formerly partner, Freshfields Bruckhaus Deringer LLP)  
Simon Linnett, Executive Vice Chairman, Global Financial Advisory, Rothschild  
Anne Sharp, Chief Executive, ACAS and CCMI Companion  
Peter Young, Chair, Aldersgate Group, leading companies for a sustainable economy

Mentoring, consulting, coaching
Our educators and students interact with managers through a variety of mentoring, coaching and consulting projects. In 2016, SBM contributed to the Guardian Employability Award-winning QConsult programme, which places teams of high-calibre students from low-income families into East London businesses to conduct mini consultancy projects.

Often these projects address responsibility topics, and lead to co-creating a shared understanding of responsibility-related challenges and potential solutions. For example, in one project supervised by SBM academics, students mapped CSR activities by companies in our local London Borough of Tower Hamlets, and prepared a CSR toolkit to influence corporate investment and activity.

Research partnerships
Our research frequently involves interacting with managers, professional bodies, unions, and public sector organisations such as the Chartered Institute of Personnel and Development, the Institute of Chartered Accountants, the Trades Unions Congress, the Asian Investment Bank, Barclays, Ernst & Young, BBC and Network Rail. For example, one recent research project explored the links between diversity and innovation in one of the world's largest IT services providers (Professors Gill Kirton and Maxine Robertson). Another project created a network of academics, policymakers and practitioners and examined the Olympic Park legacy of the ‘Women into Construction’ project, leading to recommendations for the construction industry and government (Dr Tessa Wright).

Working closely with managers as we conduct our research not only helps us answer research questions on social and environmental challenges, but is also a valuable source for understanding which new research questions to ask.
Executive education

SBM provides a limited range of bespoke executive education programmes in our core areas of strength. Our Masters in Public Administration (MPA) attracts senior practitioners from government and the public service from across the world to our campus in London. We have also engaged with practitioners through custom programmes aimed at civil servants, such as the FCO Fellowship programme (see box for details).

Foreign and Commonwealth Office (FCO) Fellowship Programme for Emerging Leaders

During 2013-16, the School worked very closely with the Foreign and Commonwealth Office (FCO), to run a Fellowship programme for emerging leaders from each of the communities in Bosnia-Herzegovina, on the theme of public leadership. In that still divided country, a central challenge for social responsibility for managers in all sectors is to develop and to sustain sufficient trust across communal boundaries to enable common institutions to thrive.

We worked closely with embassy staff to design a programme of three weeks’ duration in London in which emerging business, media, voluntary and public sector leaders from Bosnian Muslim or Bosniak, Bosnian Serb, Bosnian Croat and other communities could work together. Fellows reflected on and honed their understanding of the informal institutions by which sufficient trust for collaborative working can be sustained. As a result of the six cohorts of Fellows with which we worked, an extensive network of younger leaders has developed across the communities in Bosnia-Herzegovina, most members of which remain in touch with each other, many of whom keep in contact with us, and many of whom are now engaged in collaborative projects in each part of that country spanning the communal boundaries.
Future Aspirations
We aspire to deepen our engagement with managers in businesses and other organizations, including non-profits and social enterprises, through our research and teaching. We will achieve this by forming a PRME Leaders Group within the school, with a remit to scan the school’s activities for opportunities to deepen partnerships and dialogue on responsibility issues both inside and beyond the curriculum. We will continue to facilitate students’ interactions with managers on responsibility issues, and will aim to find new spaces for these interactions to take place. Through the curriculum development mentioned under Principle 3 above, we will aim to systematize connections with practitioners in our undergraduate and postgraduate curricula. We will continue to fund and support partnership-oriented research on responsibility and sustainability topics.
Principle 6 | Dialogue: We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.
Dialogue among researchers and educators

Our academics play a central part in the wider research community through their roles on some 44 editorial boards, as visiting fellows to numerous national and international universities and their international collaborative research. We influence academic dialogue in these areas through our strong presence at relevant international academic conferences. This has included leading professional associations devoted to researching responsibility and sustainability themes, such as one of our academics (Professor Frances Bowen) serving as Chair of the Organizations and the Natural Environment (ONE) Division of the Academy of Management (2013-14).

SBM founded and co-hosts the Group for Research on Organizations and the Natural Environment (GRONEN) reading group, that provides a regular forum for feedback on pre-publication research on sustainability issues. Since 2013, our Centre for Globalization Research (CGR) has hosted three annual international workshops on ‘Inequality, Poverty and Mobility’, which provides a space for theoretical and empirical dialogue between economists in business schools and development studies departments.

Working with government and civil society

We have worked with numerous policy-making bodies to inform dialogue on a variety of responsibility topics based on our research. These have included international agencies, such as the European Union, the EU Agency for Fundamental Human Rights, the European Finance Research Advisory Group, the International Monetary Fund, and the governments of Portugal and India. Our researchers have also consulted and provided expert advice on diversity and sustainability themes to a range of UK government departments including Communities and Local Government (DCLG), Environment, Food and Rural Affairs (Defra), Business, Innovation and Skills (BIS), Foreign and Commonwealth Office (FCO), and the Department of Justice (DoJ).

For example, Professor Colin Haslam was appointed to the United Nations Environment Programme (UNEP) / World Resources Institute ‘Carbon-Risk’ technical working group which published its report in 2015 ‘Carbon-Asset Risk: Discussion Framework’. This report summarised the approach taken to evaluating carbon-asset risk by SBM’s research team. Professor Haslam is also working with the UNEP Portfolio Decarbonisation Coalition on non-financial disclosure metrics and sustainable corporate governance.

We have also facilitated dialogue on critical responsibility issues with local authorities, including Enfield, Leeds, Devon, and Tower Hamlets. Furthermore, we have found that working with non-governmental bodies such as the Advisory Conciliation and Arbitration Service (ACAS) and the Equality and Human Rights Commission has been very effective in indirectly influencing and informing policy dialogue on responsibility challenges.

Reaching a wider audience

Our academics reach out to audiences well beyond academia. We organise academic-practitioner workshops and exhibitions, and have written for newspapers including The Economist, Guardian, Observer, Daily Telegraph, Financial Times, Wall Street Journal, El Mundo, Público, as well as Bloomberg, the BBC, ABC Canberra and Reuters Italia. The school has two blogs that focus on Globalization (qmulcgr.blogspot.co.uk) and on Government and Leadership (qmulcgl.blogspot.co.uk).
Examples of our impact

Below are just a few examples of how our research has had an impact on society by generating dialogue with non-academic audiences on issues related with social, cultural, environmental and economic responsibility. We have:

- Conducted an experimental visual ethnography in an east London market leading to an art exhibition, workshops and seminars (Dr Amit Rai)
- Collaborated with the Pacific Islands and Seychelles fishing agencies, EC and UN to ensure that the international tuna trade operates more fairly for developing economies (Dr Liam Campling).
- Investigated the links between cultural factors and recruitment at the BBC (Professors Geraldine Healy and Mike Noon)
- Researched essential medicines in rural Indian villages, which informed an intervention that led to a significant reduction in the neonatal mortality rate (Professor Brigitte Granville)
- Given evidence to the Commons Select Committee Report into Women in the Workplace (Dr Tessa Wright)
- Worked with the Romanian Embassy on the issue of Romanian migration to the UK (Dr Elena Doldor)
- Helped develop more sustainable environmental regulations through a work placement at the Better Regulation Team in the UK’s Department for the Environment, Food and Rural Affairs (Defra) (Professor Frances Bowen).
- Provided consulting help to local businesses via QConsult and mentoring of entrepreneurs (Professor Stephan Henneberg and Dr Panos Panagiotopoulos).
Future Aspirations

We aspire to be a world-leading school for the quality of our engagement and advice on social justice, sustainability and governance issues as they affect business and management decisions. We aim to convene evidence-informed conversations on difficult social, cultural or environmental challenges in our local East London setting, but informed by a global perspective.
Appendix 1: PRME-related Research Outputs

Selected illustrative examples of recent publications by SBM academic staff (in bold) addressing SDGs and PRME themes:


• Wright, T. (2015) ‘Can ‘social value’ requirements on public authorities be used in procurement to increase women’s participation in the UK construction industry?’, Public Money and Management, 35(2) 135-40.
