Principles for Responsible Management Education
Sharing Information on Progress (SIP) report 2010
The School of Management at the University of Southampton is ranked among the top management schools in the United Kingdom. We pride ourselves on our international reputation for our academic and teaching excellence. We take our role as educators of future managers seriously which is why we signed up to the United Nations Principles of Responsible Management Education last year. Signing up to the UNPRME has provided a useful framework under which to co-ordinate a series of events and initiatives aimed at integrating issues of sustainability and responsibility into the curriculum. As part of its new strategy 2010-15 the University as a whole is committed to ‘Making an Impact on Society’. At Southampton, we recognise our social responsibility and the capacity of our education and research to improve lives of individuals and society. The University’s mission statement is as follows:

To change the world for the better through our education and research, our innovation and enterprise.
Overview of how we integrate Principles 1 and 2 into our curriculum

Undergraduate Modules
We have a range of teaching on responsible management in the undergraduate courses, including Corporate Social Responsibility, a third year option, and Innovation technology and environment, a core second year option for some programmes and optional for others. We integrate issues of CSR, ethics and sustainability within other undergraduate courses, for example:
- Introduction to management includes one lecture on CSR.
- Introduction to accounting and financial control and accounting and finance for non specialists; both cover corporate governance structures and their rationale.
- Financial accounting 3 covers corporate governance structures and combined code as part of a lecture on the regulatory framework. It also includes CSR reporting as part of a lecture on narrative reports. Students are set an assignment on narrative reporting.
- Corporate governance covers areas such as historical development, comparison of models, board structures, executive compensation, institutional investors etc.
- Auditing covers ethics and independence for auditors.
- Risk management covers risk in relation to corporate governance.

Postgraduate Modules (MSc)
Three modules give good examples of the material in our postgraduate modules:
- Business ethics covers main ethical concepts, moral theory, expectations on business, consequences of unethical behaviour, factors affecting ethical behaviour of organisations.
- Financial accounting 1 covers corporate governance structures and their rationale as part of a lecture on the regulatory framework. Also narrative reports in annual reports. CSR reports are covered briefly.
- Global supply chains and logistics touches on business ethics in purchasing and environmental issues.

MBA
We have restructured our MBA to allow for three themes to run across all units, two of which are in line with the UNPRME. The themes are: Elements of responsible management, Environmental sustainability and Globalisation (See Appendix 1). This is to accommodate contemporary subjects that cut across academic disciplines, and appear in various managerial contexts and roles.

Major achievements

- Since signing up to the UNPRME in February 2009 we have developed a new second year undergraduate module Management ethics which will start in February 2011.
- We have also developed a postgraduate module on social entrepreneurship which will be a core unit for all students taking our MSc in Strategic Entrepreneurship from 2011, and an optional unit for students on other management programmes.

Other educational initiatives:
For the past few academic years, undergraduate students have been able to take a third year module on CSR, and postgraduates could take a module in business ethics. These have both been optional units rather than core, mostly due to timetabling constraints. The challenge therefore has been to avoid ‘preaching to the converted’ and raise awareness of ethical issues for students on other modules who have not chosen these options. There have been five achievements in particular relating to this aim:
1. Giving entrepreneurship students exposure to the culture and values of social enterprise through short-term placements (see volunteering section below).
2. Engaging academics: We raised the issue of integrating issues of sustainability, responsibility and ethics into all School activities at our annual staff briefing day in September 2009. This was preceded by a survey of both students and academic staff to gather views and suggestions relating to this issue. Results were fed back to staff at the briefing day followed by discussion. We followed this up in December with a lunchtime forum which all staff were expected to attend. Staff brainstormed in groups how to integrate issues of sustainability, responsibility and ethics into their teaching. Learning experiences from this session are summarised in Appendix 1.

One module, organisations in context includes a full day specifically on CSR. We also integrate concepts of CSR and sustainability throughout our other MBA modules. See Appendix 3.

Other
A new postgraduate training course in sustainable development is offered to students across all disciplines. The course allows participants to explore the relevance of sustainable development to their research and for applications in business and society. The course comprises lectures, workshops and education for sustainable development.

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.

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.
3. To integrate responsibility into the curriculum, we added a section in our five year review for each management module which reads, “How do the teaching materials enable effective learning experiences for responsible/ethical leadership and develop the capabilities of students to be future generators of sustainable social, environmental and economic value for business and society at large.”

4. Programmes are also reviewed every five years, and we have added the following question to the review process: “How do the teaching materials enable effective learning experiences for responsible/ethical leadership and recognise the increasing challenges of sustainable development?”

Volunteering:

All students are given the opportunity to volunteer in the community on a selection of projects sourced by the University’s Community Volunteering department. Across the University there are numerous initiatives relating to such community engagement, but this report will focus on those that relate to the School of Management and the UNPRME principles.

Students on the third year undergraduate CSR module were offered the option of volunteering for a charity or social enterprise as part of their assessed coursework and then writing how this affected their view of the practice of employee volunteering by businesses. The aim here is to introduce students to the concept, benefits and rewards of volunteering and, more importantly, to broaden their outlook beyond consideration of pure profit-making activities to appreciate the importance of social and environmental issues. We acknowledge businesses and business schools can develop an organisational culture that prioritises financial outcomes at the expense of social and environmental outcomes. Lectures can cover concepts such as the triple bottom line, but simply being exposed to an organisational culture where social and environmental impacts take priority can have a more lasting effect.

In our undergraduate and postgraduate courses on entrepreneurship in 2009 we offered students the option to work with a social enterprise and use their entrepreneurial skills to help it achieve its objectives as an alternative to the essay-based coursework. In order to promote this alternative, we invited social entrepreneurs to speak to the students about setting up and running social enterprises and how their aims go beyond profit, to achieving social outcomes. Simply hearing successful entrepreneurs talk in terms of values, and social and environmental impacts opened many of the students’ eyes to the possibility that enterprise can be about more than just profit, and feedback from this was unanimously positive. We also captured this initiative in a five minute film – see: www.youtube.com/watch?v=VXv5Tsr-WQU

Further information is given in Appendix 4.
Bringing a fresh perspective.

Students work with social enterprises

Students on the Strategic Entrepreneurship Masters programme are challenged to work with social enterprises, voluntary and not-for-profit organisations to gain an insight into different models of business.

Three of them worked with Southampton Scrapstore to help the charity increase its revenue and plan for the future.

Scrapstore collects unwanted surplus and waste goods from manufacturers in the South and redistributes them on to artists, schools and small businesses. Its 430 members use the materials in working with 49,000 children and 5,700 adults in and around Southampton. A national organisation, Scrapstore is run locally by a committee of volunteers with project worker Becky Williams.

Postgraduates Oscar Demello, Ravinder Singh and Nanthanat Srisawangwong analysed the operation and its Business Plan, spoke to everyone involved and made recommendations on how it could be improved.

“The students were just excellent and a pleasure to work with because they were so professional,” says Becky. “They brought a fresh perspective to our organisation and our members enjoyed working with them. They have left us with many good ideas along with a very useful spreadsheet tool we can adapt for other parts of the business. It was a superb experience for Scrapstore and one we would like to repeat in future.”
Principle 3. Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.

Overview of how we address Principle 3

Many of our activities relating to Principle 3 have been covered under the other sections, so here we have focused on the University’s environmental performance.

The University of Southampton developed an Environment and Sustainability Strategy for 2005 - 2010 to manage its impact on the environment. The strategy commits the University to develop an Environmental Management System (EMS) to ISO 14001 standard.

The University has an Environment Manager and a formal environmental committee, as well as a Green Group open to staff and postgraduates and an Environmental and Ethics group run by the Students Union for the students, all of which actively address current, future, and unforeseen challenges such as energy use, transport etc. There is also a network of environmental champions who aim to promote green behaviour within each academic School.

Further information about green initiatives and good citizenship in the University are given in Appendix 5.

Major achievements

The University of Southampton actively encourages staff and students to use more sustainable transport. Examples of our successes in this area are the uni-link bus service which provides public transport between the university sites and the areas of the city where students and staff live and socialise. All students in halls of residence are provided with a free uni-link bus pass. Annual passenger numbers have risen steadily from ~£0.8m in 2001/02 to nearly 4m in 2009/10. We won a Green Gown award for transport in 2005 for uni-link. Moreover, the results from a recent travel survey are being used to develop an integrated green transport plan with Southampton City Council.

In late 2008, ISO 14001 was implemented in the National Oceanography Centre. Following this, it is intended to extend this to cover the whole institution. The University of Southampton was awarded a 2.2 classification in the 2009 Green League (People & Planet 2007).

The University has a sustainable procurement policy; staff have attended training sessions hosted by the regional development agency SEEDA to bring them up to date. The University took part in a three year Environmental Association for Universities and Colleges / Department for Environment, Farming and Rural Affairs project to change the purchasing behaviour of staff and students by considering environmental and ethical factors.

Future perspectives/Key objectives

In halls of residence, it is hoped to install remote wireless Internet access. Utility companies are being encouraged to put in SMART metering. Sub-metering in halls will allow data to be broken down for each block for comparison and to allow an energy display in each block to be displayed showing progress made in reducing energy in order to encourage students to switch off.

- Setting up of an environment intranet module for use by staff/students
- Improved website for environment matters in University
- Environment and sustainability policy review
- Sustainable buildings policy review
- Developing a strategy to address the issue of attracting overseas students, whilst reducing carbon emissions
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.

Overview of how we address Principle 4

Research:
The University of Southampton has the highest number of staff and PhD students engaged in sustainable development research in England; thus gives us the potential to become a key leader in this area.

There is continuing ongoing research relating to UNPRME themes such as: evaluation of different means of integrating ethics and sustainability into teaching, small businesses and sustainability related behaviour etc. We have also been involved in a University-wide group of academics interested in education for sustainable development, and how to integrate these subjects across the curriculum. This has resulted in several research activities and grant applications.

The University has established University Strategic Research Groups (USRGs) to develop cross-faculty, multi-disciplinary initiatives. Focusing on themes that build on our current areas of expertise, the USRGs address key national and international priority research areas, including climate change, energy, the ageing population, high-tech crime and lifestyle diseases. Much of the research undertaken within the School of Management is carried out within these USRGs.

School of Management staff are engaged in:

- Specialist work on ‘reverse reverse logistics’, ‘reverse supply chains’ and sustainability in the context of supply chain management.
- Cross-case analysis into the degree of corporate responsibility considerations in the procurement processes, along with recommendations for improvements. The research has involved interviewing senior employees in nine large UK/multi-national organisations in both the private and public sectors.
- Understanding human perception of environmental conflict: the case of hydropower schemes and the willingness to pay.

Other relevant research areas include:

- A stakeholder approach to CSR
- Lessons learned from partnerships between businesses and NGOs in the context of CSR
- Changing managerial CSR orientations: A three country comparative analysis of Lebanon, Syria and Jordan
- CSR in conflict-prone areas: An empirical investigation in Lebanon
- Study of social entrepreneurs and social enterprises
- CSR initiatives by multinationals in Pakistan
- Companies’ tax avoidance activities
- Methods of integrating ethics into the curriculum
- Factors underlying unethical behaviour in organisations
- Sustainability practices in SMEs

Academics have attended conferences, workshop and events related to CSR education, and education for sustainable development, and other research-focused conferences and practitioner type events. Examples of events attended by the main UNPRME contact at the School of Management are:

- Sustainable Business Network meetings
- UPEACE Corporate Responsibility, September 2008
- British Academy of Management (BAM) CSR seminar
- When Worlds collide: Contested paradigms of Corporate Social Responsibility, June 2009
- ABS-BMAF-BAM initiative on UNPRME - Responsible Management Education Event, June 2009
- Breakthroughs for the 21st century. July 2009 The Bigger Picture: Festival of Interdependence, hosted by the New Economics Foundation as part of a global day of action on climate change, October 2009
- The transition to low carbon: policy frameworks and community action, November 2009
- Embedding responsible management education, January 2010 focusing on sharing the latest thinking about responsible management education distilled from ‘Beyond Grey Pinstripes’ and the Aspen Institute Centre for Business Education, including how schools are using the UNPRME
- London new business sustainability conference BASE, March 2010
- Social Enterprise Conference (co-hosted with EEUK), March 2010
- Performance Management in Social Enterprise and other Third Sector organisations, June 2010, University of Southampton
- Mainstreaming Corporate Responsibility and Sustainability through Executive Education. EABiS, June 2010
**Major achievements**

We have set up a CSR Community of Practice primarily within the School of Management, and open to other academics as a way of exchanging ideas.

In 2008/2009, we ran a series of seminars and workshops on Barriers to Environmental Sustainability which have been open to academics across the university and have given rise to some fruitful research collaborations between academics in the School of Management and academics in other schools relating to themes of responsibility and sustainability. This has led to joint research activities such as grant applications and joint papers.

The School of Management works with and supports a range of public and third sector organisations to stimulate sustainable social enterprise development within the area of wellbeing for individuals receiving self-directed support. The work is built on the premise of knowledge exchange, whereby the University of Southampton supports particular initiatives through its academic expertise, whilst the community partners share their expertise with staff and students. To date the project has been successful in bringing together the public, private, and third sector at a large event, as well as engaging with local authorities and community partners in the decision making about the project. [www.secc-hants.co.uk/southampton.html](http://www.secc-hants.co.uk/southampton.html)

In 2008 the University of Southampton, in collaboration with eight other Universities in the South East region, was awarded a HEFCE grant to engage in a community-university knowledge exchange programme, The South East Coastal Communities (SECC) project. The funding aims to build economic capacity in deprived areas and support regeneration along the south coast.

**Future perspectives / Key objectives**

- Researchers in the School are launching a new study on Gauging the resilience of Corporate Responsibility in organisations undergoing transformational change: a purchasing perspective.
- We have a grant application in to work with the Sustainable Business Partnership on projects aimed at encouraging sustainability in SMEs.
- Several other grant applications are awaiting approval, in particular a £1.6 million application to ESRC/EPSRC as part of their Energy and Communities call.
- Research ideas, PhDs, grants and papers in areas related to ethics, sustainability and responsibility are continuously being developed and progressed by Management academics.
Emergency procedure. Bringing new practices to a leading US hospital

Our analytical expertise is making a difference to a major American hospital. Children’s Hospital of Wisconsin, located in Milwaukee, worked with our specialists in Management Science to improve healthcare quality and outcomes in the paediatric intensive care unit and operating theatres.

The three-year partnership with Southampton’s Professor Terry Williams and Professor Sally Brailsford involved extensive analysis of existing practices and the use of simulation techniques to model alternatives.

The hospital’s emergency department and trauma centre in Milwaukee is one of the busiest in the United States, treating almost 60,000 patients every year.

Dr Ramesh Sachdeva believes the collaboration with School of Management academics was extremely valuable: “We now have a much better understanding of the flow through our ICU and operating rooms,” he says. “The experience has been very, very positive for us as we plan for the expansion of our hospital. Many of the recommendations from the University of Southampton have been included in our strategic planning.”

He particularly appreciates Southampton’s approach to the challenge: “Management science in the US concentrates on hard science; British colleagues integrate softer techniques such as cognitive mapping which is key in a healthcare setting.”
Management Scientists are joining colleagues across the University of Southampton in a unique piece of research into the future supply and demand of health and social care for the UK’s ageing population.

Professors Sally Brailsford and Terry Williams are working with social scientists and computer scientists in the five year £3.3 million project supported by the Engineering and Physical Sciences Research Council (EPSRC) as part of a larger initiative to develop the application of ‘complexity science’ to real-world problems. Professor Brailsford says: “This is a really exciting opportunity to develop new approaches for modelling complex systems and to apply them to one of the most critical problems facing society in the 21st century.”

Older people are the major users of health and social care services and their numbers are growing. In 2001 people aged 65 and over formed one in six of the UK population, this figure is predicted to rise to one in five by 2031.

“This is leading to a two-way pressure on care services. Demand is increasing, while the supply of care workers is decreasing, as the workforce gets older,” says Professor Jane Falkingham, Director of the ESRC Centre for Population Change.

“This will be the first piece of research to deal comprehensively with both the supply and demand sides of both health and social care. Our world class interdisciplinary team recognises that these two elements are intrinsically linked.”

Researchers from the Centre for Operational Research, Management Science and Information Systems (CORMSIS) at the Schools of Management and Mathematics and three of the University’s other leading international research centres (Centre for Research on Ageing; ESRC Centre for Population Change; and Institute for Complex Systems Simulation) will work together for the first time. They will collate and analyse data on a range of factors influencing health and social care, including population, ageing, disability, disease, new technologies, income and wealth. The findings from the resulting models will be used to inform policy makers and help make decisions about future social care provision.
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.

Overview of how we address Principle 5

A key strategic objective of the School of Management is to interface with business in teaching, research and extra-curricular activities. Speakers from businesses and other organisations have regularly contributed to our taught courses. During 2009/2010 the following speakers addressed students on Management courses:

- Arnie Bawden, Supply Chain Manager for O2, discussing issues of sustainability in the supply chain
- Dr Alan Knight, sustainability advisor to the Virgin Group, giving examples of how businesses have addressed issues of human rights, and sustainability
- Vicky McAllister from ACCA on social and environmental reporting
- Leo Martin from Good Corporation on what makes a ‘good company’
- David Newton ex-CSR manager for the Body Shop and current director of a not-for-profit organisation
- Khalid Aziz on CSR communication
- Patrick Andrews from River Simple on alternative business structures and issues of governance
- Becky John – social entrepreneur on setting up social enterprises
- Nat Hart – serial entrepreneur on how he moved from commercial entrepreneurship to social entrepreneurship

Academics in the School of Management interface with business regularly as part of their research activities as well as in the organisation of work placements for students, internships, Knowledge Transfer Partnerships etc. For example, Dr Baden worked with SMEs and public sector organisations as part of her research into sustainability and ethical procurement, which consisted of interviews, questionnaires and a workshop on CSR and SMEs. She also contributed to a round table discussion with a group of 12 directors to consider issues relating to CSR for Decision Magazine, June 2008.

Future perspectives / Key objectives

Dr Baden hopes to build on the success of the social enterprise placements (see principle 1 section) to provide opportunities for students who have taken the Management ethics module to work with companies and other organisations on ethics related activities (eg developing codes of conduct, completing stakeholder analyses etc.) as part of their dissertation.

Each research active academic builds on links with business to develop ongoing research ideas, many of which relate to UNPRME themes. For example, following on from a dissertation on sustainability in the hairdressing sector, one research proposal being developed is to involve hairdressers in developing their own benchmark of sustainability practices and disseminating it among their colleagues and clients.
Principle 6. Dialogue: We will facilitate and support dialogue and debate among teachers, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

Overview of how we address Principle 6
These values are reflected in our new University strategy with a key strategic aim being: significant social impact locally and globally through public debate, community outreach and cultural engagement and Making an Impact on society and the economy - recognising our social responsibility and the capacity of our education and research to improve the lives of individuals and society.

Major achievements
The University of Southampton took part in the Higher Education Community Engagement Model (HECEM) which was created in 2003 by several Russell Group universities in collaboration with the Corporate Citizenship Company. It is based on the London benchmarking model which is used by many large companies to measure their contributions to the community and has been adapted for use by any higher education institution.

Future perspectives/Key objectives
Our School is part of the ongoing debate into CSR. We are holding a workshop at the next British Academy of Management conference where we will put CSR ‘on trial’ and seek input from academics in the CSR special interest group to offer their views on the effectiveness of the concept in meeting the challenges of sustainable development. As part of this process we plan to put together a wiki-paper based on contributions of all academics who attended the workshop. This will present a snapshot of where we are now in terms of the CSR debate in academia.
## Appendix 1: MBA Themes

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### Globalisation

- Language can frame an issue. For example, the term ‘energy efficiency’ has implications of being able to use more energy for the same amount of money, whereas the term ‘energy saving’ implies an actual reduction in energy use. Similarly, Management students are taught to use words such as efficiency, profit, etc. as denoting what is good, and can feel that personal values and notions of morality have no place in business. By simply using words such as fairness, just, ethical, etc., students are empowered to consider such aspects.

### Environmental sustainability

- Examine our terminology and outcomes, for example we can measure success by production, profit, consumption, or by other outcomes such as job satisfaction, motivation, conservation, etc. These have implications for how sustainable our decisions will be, and how they impact upon stakeholders.

### Responsible management/ethics

- Personalise abstract, mathematical models, so students are aware that, while elegant models are appealing, they can give the illusion of knowledge and are only as good as what is put in, and the use they are put to (see Ghoshal, S., 2005). ‘Bad management theories are destroying good management practices.’ Academy of Management Learning & Education 4(1): 75-91. Consider how models are used and what their impact is on real people. Remind students of the human face of these outcomes.

### Appendix 2: Learning experiences from the December 2009 session

Stand-alone sustainability courses can be driven from the top down, but, to embed sustainability within the curriculum more holistically, we need to engage the hearts and minds of the lecturers who design the courses and set the coursework. The extent to which lecturers do this is a product not just of their attitudes towards sustainability issues, but also their perceived efficacy (Ajzen, 1991) i.e. how well they feel able to embed sustainability issues within their courses. The experiences of trying to embed sustainability within the School of Management curriculum revealed some useful insights. In a survey of the academic staff with teaching responsibilities, most thought they already addressed sustainability issues within their courses. However, a survey of third year students showed an inconsistency. In a specific lunchtime forum to discuss and share ideas about ways in which this could be addressed, conversation immediately took a negative turn focusing on barriers to including sustainability issues rather than sharing positive ideas. However, once lecturers were offered specific examples of innovations and ideas that fit easily within their course, they immediately became more positive. Many of the negative reactions to embedding sustainability are due to a lack of confidence, knowledge and/or time to work out how to do it. Given concrete examples, the lecturers became energised. Attitudes became much more positive and, most importantly, sustainability issues began to be integrated in a much more embedded way as they realised they were not necessarily being asked to lose chunks of their core material in order to insert sustainability. Here are some examples to illustrate:

- Make use of assessed coursework. Social enterprise placements raised entrepreneurship students’ awareness of social, environmental and community issues (see volunteering section).
Appendix 3 Examples of how responsible management/ethics and sustainability have been integrated within specific MBA modules are offered below:

Organisations in context – eight hours are devoted to the following topics within this module:
- CSR
- Stakeholder theory
- UN Global Compact
- Sustainability – challenges of sustainable development for business
- Examples of business responses to these challenges e.g. M&S Plan A
- Partnerships between non-Governmental organizations (NGOs) and business
- What’s happening in carbon trading and carbon footprints
- Globalisation - issues of lack of effective international regulation, rights abuses, environmental degradation and poverty and race to bottom in terms of social and environmental standards
- Extract from film by John Pilger – new rulers of the world
- Visiting speaker: In 2009 the Supply Chain Manager from O2 talked to students about managing CSR in the supply chain, working standards etc

Accounting - managing and measuring performance - two-three hours on:
Ethical issues in accounting such as creative accounting and half a day devoted to Corporate Social Environmental Reporting (CSER) eg stages of sustainability reporting, historical development of CSER practices, CSER and financial performance and the future of CSER.

Strategy
Discuss responsibility and ethics of top and middle managers in strategy formulation
Decision making and implementation and address CSR in Strategy. Illustrate with case examples eg Lufthansa, Amazon. Discuss how sustainability can influence strategy and strategic decisions with examples taken from the pharmaceutical and oil industries.

Corporate finance
Responsibility and ethics are discussed in the context of case studies such as
China’s apple juice exports, Enron and Burmah Oil. Sustainability is also discussed in the context of Toyota’s R&D.

Managing people for performance
Attention to matters of ethics and social responsibility is discussed in the following contexts:
- The shift from personnel to strategic human resource management (HRM).
- Critical assessment of balanced scorecard approaches
- Boxall and Purcell’s ‘irreducible goal domains’ (multiple bottom lines)
- Significance of a productivity focus, particularly for operational managers
- Considering conflicts between objectives, and conflicts between organisational groupings, and contexts in which shared objectives are most likely to be pursued
- Identifying best practice in HRM
- Social sustainability

Effective leadership
Responsibility and ethics is covered in the context of team working.

Project management
The issues of sustainable development and environmental sustainability feature in the delivery of this module within the themes of: managing complexity of international projects, risk appraisal and management, and challenges of collaboration. The question of ethics (CSR) is also addressed implicitly within the mentioned topics.

Logistics management
Half a day is spent on CSR in the context of logistics including:
- Ethical, environmental, social and economic issues (the triple bottom line)
- Special aspects of CSR in supply chains and networks
- Triple bottom line
- Reverse logistics for value recovery

Supply management
Topics such as: Law of Contract and Intellectual Property, Sustainability
- Global sourcing and outsourcing eg Ethical Trade Initiative (ETI Forum.

Application of management skills
- Half day on social networking and network ethics. Readings: Using Web 2.0 in education: privacy and integrity in the virtual campus
- Discuss responsibility and ethics of investors, government, managers in renewing organisations
- Discuss responsibility and ethics of employing consultants and consultants’ behaviour and actions
- Examination of ‘Dark-Side’ leadership and the causes and consequences of unethical leadership behaviours. How to avoid the ‘Dark-Side’
- Discuss how sustainability influences the choice of consultants and the consultancy process - Provide example from current business affairs
- Discuss how sustainability issues influence investors’ decisions
- How ‘heroic’ leadership models result in a short term focus and actions that can result in a lack of sustainable performance
Appendix 4 Learning experiences from our social enterprise placements

Exposing entrepreneurship students to the culture and values of social enterprise through short-term placements as part of their assessed coursework - see volunteering section earlier and our film on www.youtube.com/watch?v=XVzSfr-WQU

Students got a lot out of these placements. Typical comments were on their feedback forms were: “After volunteering for such a brilliant company, I have come to a conclusion that any business that I will start in the future should perform at least some social function, so that sustainable development could be realised.”

Lecturers are being encouraged to take a chance and give this kind of activity a go, on a ‘learn by doing’ basis as simple exposure to alternative cultures achieved so much in instilling a sense of the importance of social and environmental values. Staff thinking of trying this is are advised to manage expectations. Students were told that this was an ‘entrepreneurial’ option in that it required pro-activity and initiative as the social entrepreneurs are busy people with many more important things to do than look after the students, and might well not be as available to help as desired. Also the placement option is high risk, in that it might be brilliant with lots of opportunities to network, learn new skills and contribute to something important, or it may be a damp squib, with little input from the social enterprise, and not much interesting work to do, so only those who are happy with that risk and are prepared to take the initiative in making it work should choose the placement option. Similarly, the contacts at the social enterprises should be told that they may get bright and capable students, but they may also end up with some of the weaker students who might not make a useful contribution. Almost all of the placements in the end turned out to be successful, but two were disappointing. As expectations had been properly managed, there was no bad feeling on either side.

Appendix 5 Further information about green initiatives and good citizenship in the University

Staff and students at the University are kept up to date with various initiatives via regular notices and an annual green e-bulletin www.soton.ac.uk/susdev/annualreport/index.html

The University of Southampton won a Green Gown award in 2007 for Energy, for the Combined Heat and Power (CHP) district heating system, which was commissioned in 2005, and reduces carbon emissions by about 2,000 tonnes compared to conventional gas fired boilers. Further information is available on www.soton.ac.uk/susdev/energy/index.html.

The University has adopted a sustainable buildings policy which includes the use of recycled materials in construction and implementing construction and refurbishment to a BRE Environmental Assessment Model (BREEAM) standard of at least very good. The George Thomas Building incorporates various environmental features, such as photovoltaics and lime-based cement, and was runner up in the Green Gown Sustainable Buildings category in 2006.

The Students Union (SUSU) is actively involved in supporting sustainable development as demonstrated by its Environment and Ethics policy. SUSU runs an environmental champions scheme and holds annual environment weeks which promote environmental ideas to students. SUSU is also involved with the restoration of the Valley Gardens, a green open area in the University. Student volunteers are involved in gardening and local schools have been invited to use the garden. This reflects Southampton’s aim of working with the student body to promote environmental behaviour.

More generally the University is an active contributor to the community with cultural and sporting facilities. We support the Turner Sims Concert Hall, Nuffield Theatre Trust, and the Winchester and John Hansard art galleries; local residents get a discounted membership fee for the Jubilee Sports Centre on campus. The University has a policy of being a good neighbour both as an institution and also for students as individuals. Students are encouraged to volunteer and 1250 students are actively involved with the local community, for example giving music concerts in care homes and hospitals, volunteer sports coaches and partnership work with local community groups particularly to create sporting activities to divert young people from anti-social behaviour. Students are recruited, trained and placed to act as ambassadors and associates in diverse community, voluntary and education sectors.