The Southampton Management School 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 in 2009. 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.
I am happy to state the Southampton Management School’s renewed commitment to the UNPRME. We have found the UNPRME provided a useful framework upon which to co-ordinate efforts to integrate the important issues of environmental sustainability, social justice and ethics into our curriculum. We have made great progress since signing up in 2009, in integrating ethics into our curriculum and our research.

With respect to the curriculum, new modules (Management Ethics, Corporate Social Responsibility, Social Entrepreneurship) have been introduced into our curriculum. We made good headway with the challenge of embedding ethics over the last three years, redesigning our MBA programme to allow three themes ‘responsible management’, ‘environmental sustainability’ and ‘globalisation’ to run across all units. In addition, we amended our five year programme and module reviews to incorporate the question of how each module/programme integrates ethical and sustainability issues into the content.

Nevertheless the mind-sets underpinning many of the management theories, papers, and textbooks are still rooted in the paradigm of profit maximisation and economic growth. This inevitably creates expectations amongst students and informs the teachers and thus makes it more challenging to embedding sustainable development as a core discourse in the learning process. However, although it is assumed that many students choose business/management degrees for primarily economic objectives, our feedback from courses such as Corporate Social Responsibility has been very positive and gives good grounds for believing that education can play a key role in helping our society to make the changes necessary for sustainable development in the longer term. From the teaching perspective a recent staff forum exploring ways in which we can integrate ethical issues across the curriculum was well-received and very useful. However there is a long way to go, and I would echo the recommendation of the Rio+20 summit, that for changes to happen on a sufficient scale, the accreditation agencies need to demand a stronger and more consistent focus on ethics and SD, demanding not just elective modules, but scrutinising course content and delivery to ensure it is truly embedded across the curriculum.

Our objective over the next two years is to apply our successes in integrating ethics and sustainability throughout the MBA to our full range of both undergraduate and masters programmes, as well as to introduce a new MSc programme in Leading for Sustainability, and new modules in CSR and green innovation.
Our research activities are detailed in our report, and include working with SMEs to address sustainability issues, exploring ‘dark leadership’ and ‘corporate psychopathy’ and its role in recent ethical scandals, and looking at responsibility and sustainability in the banking sector. The University of Southampton has the greatest number of researchers working in the area of sustainability in England, and so we are well-placed to form fruitful collaborations with colleagues across the university in projects ranging from environmental hazards of freight logistics to stakeholder management in hydropower schemes. The inter-faculty research networks (e.g. Barriers to Sustainability network), and research centres (e.g. CSR Community of Practice and Centre for Banking, Finance and Sustainable Development) established since we signed up to the UNPRME in 2009 provide a platform from which we can continue to deliver new research and partnerships over the next few years.

Following our recent restructuring, the Management School is working on a new strategy to take us forward over the coming decade and incorporated within this strategy will be a public commitment to the PRME. In formulating this strategy we will be emphasising our commitment to educating future leaders to be equipped to behave in an ethical manner and to understand the imperatives of sustainability in a wide range of contexts. We believe that it is important for us to respond to the increasing critiques of management education that have been amplified by the recent financial crisis and the evident role that unethical behaviour and bad leadership have played in damaging the global economy.

Professor Malcolm Higgs
Director of the Southampton Management School
We are a university distinguished by:

– Achieving research excellence in all our disciplines
– Providing an outstanding educational experience for all our students
– Adding value to our education and research through a broad base of academic disciplines
– An international perspective and reputation, responding to issues of global importance
– Engagement and enterprise, leading social, cultural and economic development locally, nationally and internationally

The core values of the University of Southampton reflect our belief in:

– the role of education to transform the lives of individuals, communities and society
– the importance of advancing knowledge through independent research to tackle the major economic, social, environmental and technological challenges of humankind
– valuing, respecting and promoting the rights, responsibilities and dignity of individuals within all our professional activities and relationships
– equality of educational opportunity based on merit, irrespective of background, beliefs and socio-economic context
– pursuing excellence in all that we do
– the freedom to challenge existing knowledge and beliefs through independent critical research and scholarship
– upholding the standards of probity and ethical behaviour required by our legal obligations and the expectations of society
– promoting environmental and economic sustainability in all that we do
– the intellectual independence of universities

The UN Principles of Responsible Management Education consists of six Principles. This document looks at each of the six in turn:
The UN Principles of Responsible Management Education

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.

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 ‘Management Ethics’, a 2nd year option, ‘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 reporting. 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
– Individual and organization includes a lecture on CSR/sustainability and a lecture on business ethics.
– Our marketing modules at UG and PG level include material on ethics and social responsibility as part of the marketing responsibility. In teaching the concepts of PESTEL, the social and cultural values related to CSR are reviewed, with detailed examples.

Postgraduate Modules (MSc)

Three modules give good examples of the material in our postgraduate (MSc) 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
– MSc International Banking and Financial Studies programme makes future finance industry professionals aware of the unethical and unsustainable aspects of standard banking practice, and teaches students the requirements for an ethical, sustainable and social useful banking and monetary system.
– Pre-sessional students are now all given a double lecture in CSR – this means that even those who don’t choose to take the Business Ethics module now are exposed to issues of business responsibility right at the start of their programme of study..

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 (Figure 1). This is to accommodate contemporary subjects that cut across academic disciplines, and appear in various managerial contexts and roles.

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 2).
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.

**Major achievements over the last 24 months**

- Since our last report we have launched a new second year undergraduate module Management Ethics which started in February 2011.
- We have also developed a postgraduate module on Social Entrepreneurship which is a core unit for all students taking our MSc in Strategic Entrepreneurship, and an optional unit for students on other management programmes.
- Dr Denise Baden has built on the success of the social enterprise placements to provide opportunities for students who have taken a management ethics module to work with companies and other organisations on ethics-related activities (e.g. developing codes of conduct, doing stakeholder analyses etc.) as part of their dissertation.
- The School has a new postgraduate module ‘Accounting and Society’ which is an option for MSc students on accounting 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. Staff brainstormed in groups how to integrate issues of sustainability, responsibility and ethics into their teaching. Learning experiences from this session are summarized in Appendix 1.
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 recognize 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 Southampton Management School 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 organizational culture that prioritizes 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 organizational culture where social and environmental impacts take priority can have a more lasting effect.

In our undergraduate and postgraduate courses on entrepreneurship last year 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 3

Many Management students are part of SIFE (Students in Free Enterprise) which creates economic opportunities for others. Teams of students compete in an international business competition by developing socially and environmentally sustainable projects which help the disadvantaged. Their projects are then judged against 1600 universities all around the world. SIFE is a not-for-profit organisation, dedicated to nurturing the entrepreneurial skills of university students in a way that is effective in developing their future careers and meaningful to the community. The students, guided by university and business advisers, form a student-led SIFE team to develop sustainable projects which create economic opportunity for others. Projects encourage the development of skills and knowledge in enterprise, entrepreneurship, personal financial skills and business ethics.

Future perspectives/Key objectives

- As part of our new Curriculum Innovation Programme, from October 2012, undergraduate students from all schools will be able to take a new module in their first year: ‘Sustainability in the Local and Global Environment’.
- A new MSc module ‘Sustainable and Responsible Innovation’ is due to start 2013/14.
- A new postgraduate module in CSR, which will start in 2013/14 and be core for our MSc Management students.
- We are also putting forward a proposal for a new Postgraduate programme – a full MSc ‘Leading for Sustainability’ which we hope will start in 2013/14.
- Building on learning outcomes from the recent UNPRME forum at the Rio+20 Earth summit as outlined in ‘The future we want: A roadmap for management education to 2020’ we plan to hold another staff forum to review what progress has been make in embedding sustainability issues across our curriculum, and in particular where our teaching may be in tension with responsible business and sustainability goals.
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.”

See our five minute film:
www.youtube.com/watch?v=VXv5Tsr-WQU
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 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.

Initiatives over the last year:

– The environment team organised a University of Southampton ‘Blackout’ - we think it is the world’s first student led energy audit. Over 200 students and 50 members of staff worked together in teams turning off non-essential electrical equipment to achieve a 6% saving.
– Achieved EcoCampus bronze award and Uni-cycle and the waste partnership were shortlisted for Times Higher Sustainability and Green Gown awards, respectively;
– Concerted effort to raise awareness with staff and students. Over 300 staff sent in suggestions for improving the University’s carbon footprint;
– Uni-link bus service continues to grow; carrying almost % (190,000) more passengers compared to the same period in 2010/11;

The SUSU Ethics and Environment Committee has delivered an excellent programme of events to engage with the staff and student body, these include:

– 38 staff from academic and professional services attended a Behaviour Change workshop to discuss appropriate actions to embed energy efficiency across the campuses;
– Over 300 staff sent in ideas to help cut our carbon. All have received a reply and some ideas are now being developed into projects;
– Faculty and Professional Services road show delivered by Professor Judith Petts and Dr Neil Smith. About 340 staff heard first-hand about the University’s strategy and what they can do to reduce their impact on the environment;
– Ethical Shopping Week in late November 2011 to highlight to students more ethical and environmentally friendly ways of shopping.
– The Green Labels initiative was launched in SUSU establishments, as a systematic way of highlighting the ethical/environmental credentials of products. The University Catering Manager is considering introducing the Green Label scheme in 2012/2013.
– In February 2012 the 6th annual Waste Audit was held with over 90 student volunteers taking part. 38% of the general waste could have been recycled showing that more work is needed to encourage recycling.
– In April 2012 Ethics & Environment (E&E) Week was held to demonstrate the different ways students can make a positive difference at the University and highlighted the achievements of the E&E;
– The 3rd annual Recycling on your Doorstep project in mid-June aimed to reuse unwanted student goods from houses and halls of residence by donating them to the British Heart Foundation to sell in their stores. Last year we collected just under a tonne of unwanted goods. To date about 1.5 tonnes has been collected.
– The first AGM for the Ethical and Environmental Committee was held in June and new students were elected to represent the growing interest in this area from students.

Priorities for 2012/13

There has been a determined effort to develop and implement strategic and operational changes over the past year and the priority for 2012/13 is to maintain this momentum and build on our successes:

– Continue to identify projects as part of the £1M pa investment and deliver carbon savings;
– Continue to ensure carbon management is delivered within the capital and LTM programmes;
– Achieve EcoCampus Silver;
– Further develop the staff and student engagement programme to promote sustainable behaviours;
– Engage with staff and students with the Green Academy programme and deliver CI modules and prepare for the 2013 UK Blackout;
– Continue to deliver improvements in sustainable procurement and waste management; in particular introducing the two bin recycling scheme across campuses and halls to help achieve the 60% recycling target;
– Continue to deliver the Travel Plan and in particular prepare for the upgrade of the Uni-link fleet in 2013;
– Assess business travel arrangements and potential for contribution to sustainability objectives;
– Review the way we report on progress against targets and how we compare to other organisations.

The University’s full environment and sustainability annual report is accessible via the following link; http://isoton.wordpress.com/2012/07/11/environment-and-sustainability-annual-report-a-year-of-progress-with-much-more-to-come/
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 Southampton Management School is carried out within these USRGs.

Other relevant research areas which Southampton Management School staff are engaged in include:

- Exploration of ‘dark leadership’ and ‘corporate psychopathy’ — research that is of current interest considering the recent global financial crisis and spate of business scandals in the banking and media industry.
- 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.
- 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

Research:

- 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.
- Stakeholder management in the oil industry in the developing countries

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.

Major achievements

We obtained funds from the ESRC for an exciting and innovative research project ‘Engaging hairdressers in pro-environmental behaviours’

The CSR Community of Practice (primarily within the Southampton Management School) and the cross-faculty group ‘Barriers to Environmental Sustainability’ we set up in 2009 have provided useful networks that have enabled collaborations between researchers interested in these areas.

The Southampton Management School 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

With respect to research governance, this year we launched a new system ERGO (Ethics and Research Governance Online)

Future perspectives/Key objectives

- Research ideas, PhDs, grants and papers in areas related to ethics, sustainability and responsibility are continuously being developed and progressed by Management academics. For example, we have a funded PhD student starting in 2013 looking at how organisations are integrating sustainability through HR processes.
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 Southampton Management School 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 2011/2012 the following speakers addressed students on Management courses:

- Arnie Bawden, Supply Chain Manager for O2, discussing issues of sustainability in the supply chain
- Ian Gearing from National Grid on how they integrate sustainability through their HR processes
- Richard Ellis, CSR manager from Boots on how CSR is embedded in their organisation.
- Peter White from Proctor & Gamble talked on sustainable consumption.
- 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
- Anthony Ruback from Good Corporation on ethical reporting and social audits.
- 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
- A representative from the regional co-operative group — SACDA
- Nat Hart – serial entrepreneur on how he moved from commercial entrepreneurship to social entrepreneurship
- Mark Lippiett from Lloyds on sustainability and CSR management

Academics in the Southampton Management School 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 is working with hairdressers and industry bodies as part of her research into sustainability in the hairdressing sector.

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 all students to work with companies, social enterprises and other organisations on ethics related activities (e.g. developing codes of conduct, completing stakeholder analyses etc.) as part of their dissertation.
Principle 6. Dialogue: We will facilitate and support dialog and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organizational 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
Our school is part of the ongoing debate into CSR. We held a workshop at the 2011 British Academy of Management conference where we put CSR ‘on trial’ and sought 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. A paper arising from such discussion is now being considered for publication by the Journal of Business Ethics.

We hold regular seminars and events relating to issues of sustainability, ethics and responsible business. Examples over the last year include:

- Our Centre for Banking, Finance and Sustainable Development hosted a European Conference on Banking and the Economy, in September 2011 and is focusing increasingly on issues of sustainability.
- Head of the Centre for Banking, Finance and Sustainable Development, Professor Richard Werner is chairing the start-up committee of the Green Investment Bank and advising on key aspects of its business plan. This also involves participating as panellist in various public debate events and conferences, as newspaper opinion-piece writer, and research report author.

- Our strategic innovation group held a seminar in March on “Can motorsport drive us green?” which invited business practitioners and academics to look at sustainability innovations within the motor sport industry.
- As part of our Fairtrade fortnight we host speakers from the Fairtrade Foundation.
- The Centre for Research in Accounting, Accountability and Governance holds regular ethics-related seminars such as to “The Economic Sociology of Responsibility Accounting: A Field Study in a Chinese State-Owned Enterprise” and “Determinants of International Variation in the Quality of Corporate Responsibility Reporting”.
- The University hosts an energy and climate change lecture series open to business practitioners and academics:
- Dr Alan Knight OBE presented ‘The green challenge: How Southampton can create a sustainable economy’.
- Rt Hon Chris Huhne MP, Secretary of State for Energy and Climate Change talked on UK government policy on energy and climate change.

Future perspectives/Key objectives
The Management School will host the 2nd International Conference in Socially Responsible and Sustainable Entrepreneurship and Innovation in October 2012:
Finally, the Strategy and Innovation Group plans to set up a new Centre of Excellence (as part of a plan for the new Business School) called SIEC (Sustainable Innovation and Enterprise Centre).

Dr Denise Baden co-ordinates the School’s response to the UNPRME
Appendix 1 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 Southampton Management School 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:

- 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 like 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.

- 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.

- Provide positive role models e.g. by using case studies or inviting visiting speakers.

- 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.

- Make use of assessed coursework. Social enterprise placements raised entrepreneurship students’ awareness of social, environmental and community issues (see volunteering section)

Appendix 2 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) e.g. 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 e.g. 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 organizational 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 e.g. Ethical Trade Initiative (ETI Forum. Purchasing Practices: Case Studies. February 2008)

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
- 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 3 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=VXv5TsWQU

Students got a lot out of these placements. Typical comments 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.”

I would encourage lecturers 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.