Queen Mary
University of London

School of Business and Management

UN Principles For Responsible Management Education

Sharing Information on Progress Report 2018
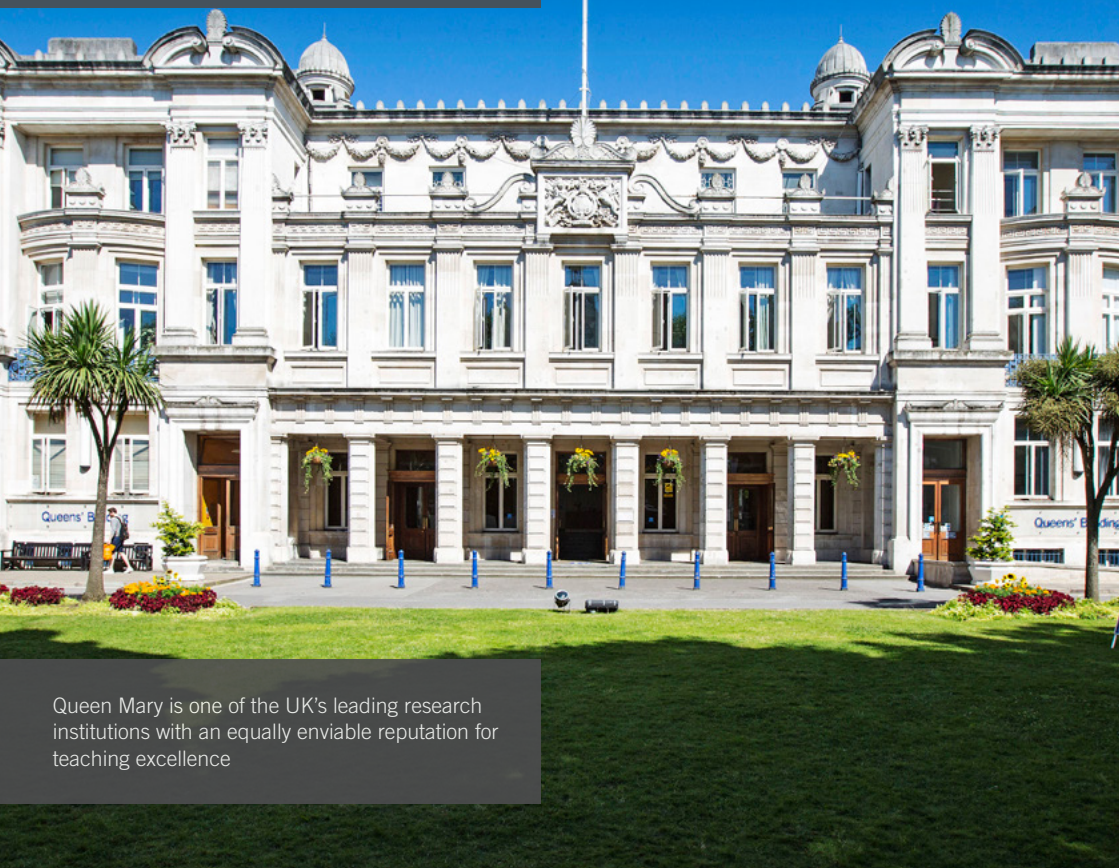
PRME

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Queen Mary is one of the UK's leading research institutions with an equally enviable reputation for teaching excellence

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Letter of Recommitment to PRME Principles

It is with great pleasure that I present our third PRME Sharing Information on Progress Report, covering developments since 2016. The last two years have seen our School and our commitment to the PRME principles continue to flourish. Social injustice, sustainability and responsible management remain dominant themes in our research, teaching, and engagement with organisations in the private, public and voluntary sectors.

As presented in this report, our School hosted in 2018 the 5th UK Chapter of the UN PRME conference under the theme of 'Leaving no one behind'. The conference engaged academics and students in the 17 principles of UN PRME, providing an opportunity to discuss pressing issues related to responsible management in higher education. Over the last two years, the School increased the number of undergraduate and postgraduate modules that help our students to engage in topics such as promoting social justice, sustainability and good governance, and accountability in the management of private, public and voluntary organisations. Our School has increased its support for research and dialogue on responsible management subjects. Our Faculty engage with many governmental and non-governmental

organisations such as UK Communities and Local Government (DCLG), Environment, Food and Rural Affairs (Defra), Business, Innovation and Skills (BIS), Foreign and Commonwealth Office (FCO), United Nations Conference on Trade and Development (UNCTD), World Trade Organisation (WTO), the European Law Institute (ELI), Advisory Conciliation and Arbitration Service (ACAS), and the Department of Justice (DoJ). In fact, more than half of our research staff have published in the area of Sustainable Development Goals.

Ours is a truly international School. Nearly half of our academics are non-UK citizens, and our students come from more than 90 countries. This brings a varied range of international perspectives into the classroom and into our research. However, we also have an important local dimension because the School is located in East London and a large proportion of our home students come from the local area. We are committed to providing opportunities for those who, due to their socio-economic backgrounds, are less likely to consider higher education, so we are proud that for our 2017-18 cohort more than thirty per cent of our undergraduate students were identified as coming from disadvantaged backgrounds – this is one of the highest proportions among all Russell Group universities.

We aspire to be recognised as a world-leading, social science-based management school. In the spirit of PRME's continuous improvement, we have set out ambitions in this report for the next two years. We will continue to embed PRME values into our programmes to equip our students as responsible global citizens by challenging them with critical thought and cutting-edge research evidence. We will enhance our student involvement through responsible management competitions. We will gear up our engagement with businesses and alumni members via our Qconsult, and support organisations seeking solutions for sustainability and social challenges. We further commit to promoting PRME across disciplines within our own institution and through academic, professional, educational and student networks. We aim to demonstrate that our School meets the six principles for a PRME educational institution to becoming one of the UK PRME Champions.

I look forward to continuing to support the School's mission to be an agent of positive change for students, Faculty members and the many organisations we engage with through research, consultancy and advisory activities. We will report our progress again in 2020.

Professor Mike Noon, Head of School

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 25 university in the Times Higher Education's European University Rankings (2018) and placed 9th in the UK among multi-faculty institutions in the 2014 Research Excellence Framework. QMUL now has over 24,000 students from 162 nationalities, and 4,500 staff. The profile of our undergraduate students in London is distinctive for a Russell Group university (and any research-leading university across the world) - 91 per cent are from state school; 60 per cent are BAME; 42 per cent are first into Higher Education; and 27 per cent are from households where the annual taxable income is less than £10k.

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 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 the 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 commitment 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 evaluate critically, 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. Our staff are truly international, with 49.3% of our academics are none UK nationals. 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 our support for our students to participate in international competitions (see box case).

SBM supports students participating in national and international competitions

Amongst the 50,000 applicants for the Hult Prize competitions, Queen Mary has two teams that have successfully made it through to the Regional Finals in London and San Francisco. The two cities in the world with the biggest number of entrepreneurial investors.

Natura4's idea is to set up and deliver a scalable and sustainable social enterprise that harnesses the power of energy and will transform the lives of 10 million people by 2025 by creating low-cost high-quality medical supplies made with bamboo such as bamboo balls, gauzes, bandages and buds. These products are usually made with cotton; and with bamboo, Natura4 can get the same end-product in a more sustainable and inexpensive way. The company is composed of three master's students of the School of Business Management, Queen Mary University of London.

Second team, called Rainbow, identified that across different countries, there are more than 70 Million left-behind children in the world. They would like to harness the power of connectivity to better their lives. Their solution is firstly using Apps to connect families across these distances which is shared between the children, their parents, families and volunteers. Secondly, they aim to also provide physical HUBs like a local classroom, Library room, Children's home, tearoom, playground. Volunteers can organize all kinds of activities for children, especially sports. They believe their combination of HUBs and Apps will help to bring colour and hope to their otherwise hopeless situations.

Future Aspirations

One of the school's key strategic themes in 2018-19 is to 'inspire our students as responsible global citizens' 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.

When I started my degree I was not completely sure about the direction I wanted my career to take. I have enjoyed having so much choice as my module selections have helped me to both identify career aims and develop a range of industry-relevant skills and knowledge, which will be valuable after I graduate.

Mihai Velciu,
BSc Business Management, 2018

I enjoy my degree because it is broad, enriching and highly relevant. Being part of a school which is collegiate, welcoming and always willing to help you succeed, with approachable academic staff, makes the university experience so much more enjoyable.

Arjun Jethwa,
BSc Business Management, 2019

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:

Recently added modules:
Since our last report, the School has introduced six modules that are designed specifically to align with UN PRME Principles.

Responsible Leadership (option, year 2)
This module covers the principles, concepts and practices of Responsible Leadership. It focuses on the long-term 'footprint' of leadership and discusses what 'good' leadership is. The module uses an interdisciplinary approach and connects to discussions in Business Ethics and Philosophy (of Science).

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.

Gender at Work (option, year 3)
T his module examines how gender impacts on management and work, resulting in men's and women's differential participation across occupations and senior positions in the private and public sectors. We will critically analyse modern workplaces and the assumptions we carry into work from an intersectional and feminist perspective. The module will discuss theory as well as empirical evidence seeking to explain and understand the persistence of inequalities in the workplace, and effective strategies for change.

Gender, Management & Leadership (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 different national contexts.

Managing Diversity (option, year 3)

This module examines theories of equality and diversity and the 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.

Continuing modules

Business and Society (compulsory, year 1)

Business environment, organisations, 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.

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.

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.

In 2019, the School launches BSc undergraduate programme in 'International Business', which will tie our undergraduate education even more strongly with the school's mission. The programme addresses business and management decisions explicitly through a responsibility, sustainability and Global South lens. Also, the programme looks at corporate and managerial responsibility the starting point for analysing the influence and impact and influence of managers and companies. The emphasis of the programme is on emerging markets, and are developing partnerships in Indonesia, China, India to host our students

Postgraduate Education - Current Provision

The principles of responsible management education are integrated into our fourteen postgraduate MSc programmes. Since our last report in 2017, we have approved a catalogue of modules that are shared across many of our MSc programmes including:

Recent modules:

- **Social and Sustainable Innovation** looks at global challenges such as environmental pollution, inequality or climate change, have driven an increasing need and demand for products or services that contribute value through enhancing environmental performance or alleviating social issues.

- **Environmental Change: Economics and Policy** The course will analyse the policy tools available to policymakers to tackle environmental degradation and climate change. The course will then discuss the effects of environmental policy on businesses and the barriers to environmental policy implementation with a focus on developing countries and an emphasis on political economy factors such as corruption.

- **Managing Diversity** which examines theories of equality and diversity and occupational segmentation. It explores diversity and equality across the dimensions of gender, race, disability, age and sexual orientation and considers the organisational processes, which produce and reproduce inequalities of outcome among diverse social groups.

- **Comparative Employment Relations**
  which includes topics like the role of trade unions, industrial democracy and social partnerships in different national systems

- **New Product Development and Business Ecosystems**
  An important dimension of this module, is looking at new product development in a cyclic environment rather than the linear environment.

We fully integrate PRME principles into many required modules. Therefore, we continue to provide a variety of modules on specialist aspects of the UN Global Compact themes such as: **Leading Organisational Change, World Economy and Development, Comparative Employment Relations, Global Governance and International Organisations, Economics of Development, Risk and Crisis Management, Social and Political Marketing.**

The School has just started in 2018-19 a new MA Heritage Management degree delivered in partnership with a UK heritage organisation, yet internationally facing and focus on heritages in a variety of contexts. The School has also recruited lecturers in Responsible Leadership, Sustainability and Environmental Management, Leadership Practice, and Heritage Management.

Future Aspirations for Postgraduate Education

For our postgraduate students, the School will continue to engage students in ethical and environmental subjects. This engagement will take the form of local, national, and international competitions and in many cases linked to their modules. We will also continue to engage students in UN PRME conferences on annual bases alongside the internal UN PRME competition the School runs. We believe the format of our postgraduate programmes helps our engagement in variety of accreditation programmes, including Athena Swan and the AACSB. We are also working on turning some of our optional modules that are UN PRME themed into core subjects.

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 organisational life. These skills are also required to reap the strengths that multicultural teamwork can offer.

In the last two years, we have redesigned our undergraduate programmes to even more strongly reflect the school's mission adding significantly more responsible management themes built into the curriculum. As mentioned under Principle 2, we have followed the PRME principles to shape a curriculum with an even clearer focus on ethical issues, developing social and cultural capital, entrepreneurial and international experiences adding several new undergraduate modules and continuing to maintain a further five modules. Most of our curriculum is currently influenced by UN PRME principles.

For example, in year 1 we now have 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 are now 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 are deepen and broaden their pathway learning and, for example, apply their entrepreneurial skills in virtual company projects, explore and experience how responsible leadership are used to coach and mentor employees and peers, or empirically work with evidence of responsible management practices in a dissertation setting. We have also introduced a Social Enterprise Project experiential module that encourages students to develop their own social enterprise business plan. This will help us to educate and inspire our students to become responsible global citizens.

Over the last two years, we have also explored 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. However, we went further to support this curriculum development with more opportunities for our MSc students to experience responsible management in practice. We updated our guidelines on in-company dissertation projects to provide a platform to expand our provision of in-company responsible leadership projects.

Future Aspirations

Our overall aim is to incorporate PRME elements in all our taught modules. Contributions to PRME will become a mandatory cornerstone for all modules and scrutinised by the respective quality assurance processes and committees in the school. The school will be using the AACSB programme review and Assurance of Learning process to review all existing modules and to work with the module organisers to establish strong links to responsible management aspects in all subject fields. To support this review, the school will be establishing a specific PRME module development training. In addition, we will seek to invite external contributors who are leading authorities in the field of responsible management to work with our students on developing their 'ethical compass' and how to give voice to their values. Given the high level of ethnic diversity in the school, we are also planning to establish more discussions about responsible management from different ethnical lenses and to discuss a global management responsibility we have beyond national borders

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.

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 18 academic staff and community of 25 PhD researchers 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. CRED members closely collaborate with local, national and international NGOs, public bodies, corporations and practitioner's organisations.

CRED research is multi-disciplinary, comparative and international with completed projects on both developed and developing countries/regions: e.g. China, Germany, France, Nigeria, Norway, Pakistan, Romania, Sri Lanka, South Africa, Taiwan, Turkey, UK, US, Latin America, Middle East, and South Asia. 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 include employment relations policies and practices; women and organisations (including women and trade unions, women on boards, women in management); income inequality, labour market and sectoral studies; international development, subaltern knowledge and migration; accountability, CSR and governance; and work-life balance, leadership and career studies.

Current Research Themes and Activities

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 a 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 concerning:

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.

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Illustrative SBM Research Group:
Business Ecosystems Research Group (BERG)

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 organisational 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 continue to develop a critical mass in researching several PRME-related research themes – including diversity, globalisation 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 emphasises 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 Dr Manuela Perrotta, Investigator Award (Wellcome Trust, 2016); Dr Elena Doldor, Female FTSE Board Report (KPMG LLP, 2016); Dr Sadhvi Dar, The Verbatim Formula (A.H.R.C, 2017); Professor Pedro Martins, CoBExt (Commission of the European Community, 2017); Professor Danae Manika, Sedentary time in the Workplace (CRUK, 2018); Professor Gill Kirton, SG: Public Service Trade Unions & Employment Relations (British Academy, 2018); Dr Manuela Perrotta, Research Enrichment - Public Engagement (Wellcome Trust, 2018).

 Professors Geraldine Healy and Pedro Martins' study of the gender pay gap (European Commission 2013-15); 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 'Female workers at bottom of global value chains: agency and resistance across production and reproduction activities in Senegalese export horticulture ' (Dr Elena Baglioni, £5,000 2017); 'Corporate responses to water security: Justification strategies and reporting processes (Dr Sam Tang & Professor Frances Bowen, £4,066 2017); 'The Political Economy of Toxic Waste Dumping' (Dr Caterina Gennaioli, 2018); and 'Western business ethics and accountability systems meet multinational business ethics and accountability systems in corporate Nigeria workplace' (Dr Bakre Owolabe , £3,700, 2018).

Future Aspirations

The School continues to prioritise the research themes of corporate social responsibility, sustainability, business ethics, social injustice, good governance and diversity. The School aspires to be at the cutting edge of research developments on these themes and has several strategies in place to ensure that we achieve this, including a strong research infrastructure comprising established Centres and Groups as well as Clusters in emerging areas that cut across our research themes, such as African Business and Society. As well as encouraging new and innovative research topics, the School aims to provide an enabling environment for the most established flagship Research Centres (Centre for Globalisation Research and Centre for Research in Equality and Diversity) and to achieve

this the School invests financially in these centres. In addition, demonstrating our commitment to continually developing these research themes, in the past months, the School has invested in new posts that incorporate these research themes in the subject areas of economics, entrepreneurship, marketing, leadership, and accounting. Academics appointed to these posts bring their varying disciplinary perspectives to bear on research topics embedded in these themes such as environmental economics, social entrepreneurship, moral identity and charitable giving, responsible leadership, corporate governance. These new academics join already strong research groups around these themes and topics and an additional benefit is that they enable the School to continue to deliver innovative research-led teaching in all the main business and management

subject areas in addition to some niche ones such as diversity management, cultural industries and museum studies. Our aspiration is to achieve the highest quality research that has the highest possible social impact and to enable this the School offers a range of supports (both developmental, such as research mentoring and financial such as seed-corn research funds, impact-seeking awards, research excellence awards among others). The School aims to increase its visibility both within and beyond academia and to develop meaningful engagement with research users and stakeholders around our research themes.

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 for 2018 include:

Kay Ali
Head of Global Partnerships, Youth Business International

Dr Veronique Bouchet OBE
Founder Director of Novudel Associates, formerly Director of Corporate Strategy at AstraZeneca PLC

Phil Eames
Phil Eames is chief executive at NDP

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)

Leor Franks
Managing director at FTI Consulting.

Michael Hayman MBE
Entrepreneur, author, broadcaster and campaigner.

Dr Ulrike Hotopp
Director Analysis and Chief Economist, Department for Environment Food and Rural Affairs

Professor Vanessa Knapp OBE
An expert in company law and corporate governance (formerly partner, Freshfields Bruckhaus Deringer LLP)

Ian Parkes
Chief Executive of the East London Business Alliance (ELBA)

Anne Sharp CBE
Chief Executive, ACAS and CCMI Companion

Dr 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

Commonwealth Secretariat policy development

SBM provides a limited range of bespoke executive education programmes in our core areas of strength. Our Masters in International Business and Politics is a programme designed to provide a critical, research led approach to the study of the politics of international business from various intellectual perspectives in mainstream business studies approaches, through to more critical approaches which engage with questions of power and resistance. For their dissertations, students have the option to work with non-profit organisations in formulating their independent research projects that include key principles of the UN PRME (see box comment).

Future Aspirations

The School continues to develop its interaction with business through several avenues including Qconsult. This year, the school has started a mentor programme to support students with their project. We recently introduced 'live projects' to several of our projects to reach out to local businesses. To continue our to support our interaction with businesses, we have created the position of Business Development Officer with specific role of building relations with businesses where our School through our faculty and staff can positively contribute to local, national, and international businesses.

Principle 6

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

Current Dialogues

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.

In July 2018, SBM hosted the fifth UN PRME UK and Ireland Conference under the theme of 'Leaving no one behind' - inclusive responsible management education in an era of precarity'. It is in sync with the School's ethos of inclusive, responsible management being part of an east London university serving a diverse and international cohort of students. Over the three days, the School used this opportunity to promote the global engagement opportunities for PRME signatories and UKI chapter members. The conference included a keynote panel, papers session, workshops, and showcasing students' engagement with responsible management education.

In total, 80 delegates attended the conference an opportunity to developing future leaders with the skills needed to balance economic and sustainability goals while at the same time, drawing attention to Sustainable Development Goals (SDGs) and aligning academic institutions with the work of the UN Global Compact.

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), United Nations

Conference on Trade and Development (UNCTD), World Trade Organisation (WTO), and the Department of Justice (DoJ). For example, Professor Colin Haslam, a fellow of the European Law Institute (ELI) and member of the Business and Financial Law (SIG) based in Vienna was invited by the House of Common Public Administration and Constitutional Affairs Select Committee in 2018 to report on lessons learned from the collapse of Carillion. Also in 2018, Dr Andromachi Athanasopoulou, Lecturer in Organisational Behaviour at the School of Business and Management, published a study on Female CEO's resulted in her article presented in Forbes and CNN Money.

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 academicpractitioner 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:

- School's ESRC-funded research into labour standards in EU free trade agreements has fed into European Commission reform processes in 2017-18, and the analysis has contributed directly to the work of the European Parliament Subcommittee on Human Rights, International Labour Organisation, and a public meeting involving UK civil society and Government representatives on role of labour standards in a post-Brexit trade policy. (Dr Liam Campling).

- Given evidence to the Commons Select Committee Report into Women in the Workplace (Dr Tessa Wright).

- Conducted an experimental visual ethnography in an east London market leading to an art exhibition, workshops and seminars (Dr Amit Rai)

- Worked with the Romanian Embassy on the issue of Romanian migration to the UK (Dr Elena Doldor.)

- 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).

- In 2018, Dr Liam Campling contributed to a report for the Trade, Oceans and Natural Resources Division of the Commonwealth Secretariat looking at the socio-economic impacts on the Solomon Islands of its forthcoming graduation from Least Developed Country (LDC) status.

- 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)

- 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).

- 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:

- 6, P. (2017). 'Opportunistic decision-making in government: concept formation, variety and explanation'. International Review of Administrative Sciences, 83(4), 636-657.

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- Antonetti, P. and Anesa, M. (2017). 'Consumer reactions to corporate tax strategies: The role of political ideology'. Journal of Business Research, 74, 1-10.

- Antonetti, P. and Maklan, S. (2016) 'An extended model of moral outrage at corporate social irresponsibility', Journal of Business Ethics, 135(3): 429-444.

- Antonetti, P. and Maklan, S. (2016) 'Hippies, greenies and tree-huggers: How the 'warmth' stereotype hinders the adoption of responsible brands', Psychology & Marketing, 33(10): 796-813.

- Antonetti, P. and Maklan, S. (2016) 'Social identification and corporate irresponsibility: A model of stakeholder punitive intentions', British Journal of Management, forthcoming.

- Atewologun, D. (2015) 'Sites of intersectional identity salience', Gender in Management: An International Journal, 29(5): 277-290.

- Athanasopoulou, A., Moss-Cowan, A., Smets, M. and Morris, T. (2018). 'Claiming the corner office: Female CEO careers and implications for leadership development'. Human Resource Management, 57(2), 617-639.

- Baglioni, E. (2017). 'Labour control and the labour question in global production networks: exploitation and disciplining in Senegalese export horticulture'. Journal of Economic Geography, 18(1), 111-137.

- Baglioni, E. and Campling, L. (2017) 'Natural resource industries as global value chains: Frontiers, fetishism, labour and the state', Environment and Planning A, 49(11), pp.2437-2456.

- Doda, B., Gennaioli, C., Gouldson, A., Grover, D. and Sullivan, R. (2015) 'Are corporate carbon management practices reducing corporate carbon emissions?' Corporate Social Responsibility and Environmental Management, 23(5): 257-270.

- Bowen, F. (2017). 'Marking their own homework: The pragmatic and moral legitimacy of industry self-regulation'. Journal of Business Ethics, 1-16.

- Gennaioli, C. and Tavoni, M. (2016) 'Clean or Dirty: Evidence of corruption in the renewable energy sector', Public Choice, 166(3).

- Ghasem, Z., Najafi-Tavani, Z., Henneberg, S. and Naude, P. (2016), 'Do supplier perceptions of buyer fairness lead to supplier sales growth?' Industrial Marketing Management, 53:160-171.

- Gutiérrez-Romero, R. (2015) 'Estimating the impact of Mexican drug cartels and drug-related homicides on crime and perceptions of safety', Journal of Economic Geography.

- Gupta, P., Mallick, S. and Mishra, T. (2018). 'Does social identity matter in individual alienation? Household-level evidence in post-reform India'. World Development, 104, 154-172.

- Hackley, C., Bengry-Howell, A., Griffin, C., Szmigin, I, Mistral and Hackley, R. A. (2015) 'Transgressive drinking practices and the limitations of prospective alcohol policy messages', Journal of Business Research, 68(10: 2125-2131.

- Hanlon, G. (2015) 'The Dark Side of Management: A Secret History of Management Theory', Routledge.

- Heirati, N. and O'Cass, A. (2016) 'Supporting new product commercialization through managerial social ties and market knowledge development in an emerging economy', Asia Pacific Journal of Management, 33(2): 411-433.

- Hudson, M., Netto, G., Noon, M., Sosenko, F., de Lima, P. and Kamenou-Aigbekaen, N. (2017). 'Ethnicity and low wage traps: favouritism, homosocial reproduction and economic marginalization'. Work, employment and society, 31(6), 992-1009.

- Ibrahim, Y. and Howarth, A. (2017). 'Communicating the 'migrant' other as risk: space, EU and expanding borders'. Journal of Risk Research, 1-22.

- Ibrahim, Y. and Howarth, A., (2018), 'Calais and its Border Politics from Control to Demolition', Routledge: London.

- Ibrahim, Y. and Howarth, A.(2018), 'Review of Humanitarian Refuge in the United Kingdom: Sanctuary, Asylum, and the Refugee Crisis. Politics and Policy', 46: 348-391. doi:10.1111/polp.12254

- Kakabadse, N. K., Tatli, A., Nicolopoulou, K., Tankibayeva, A., and Mouraviev, N. (2017). 'A gender perspective on entrepreneurial leadership: female leaders in Kazakhstan'. European Management Review.

- Kemeny, T. and Cooke, A. (2017). 'Spillovers from immigrant diversity in cities'. Journal of Economic Geography, 18(1), 213-245.

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- Koumenta, M. (2015) 'Public service motivation and organizational citizenship', Public Money and Management, pp. 341-348.

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- Noon, M. (2018). 'Pointless diversity training: Unconscious bias, new racism and agency'. Work, employment and society, 32(1), 198-209.

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- Panagiotopoulos, P., Barnett, J. (2015) 'Social media in union communications: An international study with UNI Global Union affiliates', British Journal of Industrial Relations, 53, 3, 508–532.

- Rai, A. (2015) 'The effect of Jugaad: Frugal innovation and postcolonial practice in India's mobile phone ecology', Environment and Planning D: Society and Space, 33(6): 985-1002.

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