



# Principles for Responsible Management Education

Sharing Information on Progress (SIP) Report  
2017/2018

**PRME**

# Renewal of commitment to PRME

DCU Business School is firmly committed to upholding the Principles for Responsible Management Education (PRME) and we are delighted to set out our recent achievements and future objectives across the six PRME principles in this Sharing Information and Progress (SIP) Report.

At a fundamental level, the principles which underpin PRME are embedded in our mission:

*“to educate and develop business leaders and professionals for the global marketplace. Through our teaching, our research, and our engagement with industry, we contribute proactively to the development of individuals, industry and society.”*

The wider DCU Strategic Plan (2017-2022) places sustainability at the core of the university and reflects not only our commitment to play our part as a responsible organisation but also our realisation of the messages we can convey as an exemplar organisation to both our students and society around us. The embedding of Sustainability as an underpinning ethos in DCU has and will continue to lead to efficiencies and savings not only in our operational management but across teaching and learning, research and innovation activities. In line with these DCU Values, DCU Business School is committed to the attainment of a sustainable DCU. Through every aspect of the School’s operations and strategic development, teaching, research and industry engagement, sustainability is fundamental.

Our graduates leave us equipped to analyse with precision, and think strategically; empowered to solve business problems creatively and to act with conviction and responsibility at senior level in their organisations. As our programmes have become increasingly global in scope and our student body more international, our alumni are networked across the globe making a real contribution to companies and economies in over 60 countries across five continents.

Overall, this report allows us to reflect on what we have achieved to date, whilst helping us to identify our goals going forward. This is particularly important as we embark on an ambitious curriculum review, where we envisage that the PRME principles will be significant in shaping our future teaching and learning experiences for our students.

Kind Regards,



Professor Anne Sinnott  
Executive Dean  
DCU Business School, Dublin City University





## University Background

Dublin City University (DCU) was awarded university status in 1989, nine years after its original founding as a National Institute of Higher Education (NIHE). Since its formation, DCU is widely recognised as a dynamic and innovative institution that is distinguished both by the quality and impact of its graduates and by its focus on the translation of knowledge into societal and economic benefit. Excellence in its education and research activities has led to its ranking in the top 1.5% of universities globally. It is regarded as one of the world's leading young universities (i.e. established in the last 50 years) by virtue of its regular inclusion in the global ranking of such universities (QS Top 50 under 50;

THE 100 under 50). Having grown its student population by more than 50% in the past five years, DCU is Ireland's fastest growing university (with more than 17,000 students across its three academic campuses). DCU has forged a reputation as Ireland's University of Enterprise, through its strong, active links with academic, research and industry partners both at home and overseas. We wish to continue our development in this space and therefore our mission (stated in the DCU strategic plan (2017-2022) entitled 'Talent, Discovery and Transformation') is to transform lives and societies through education, research, innovation, and engagement.



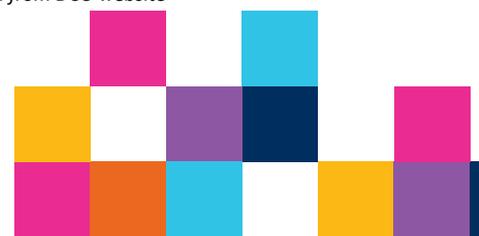
## DCU Business School Background

DCU Business School is an executive Faculty of DCU. In keeping with the vision and mission of the university, DCU Business School has established a strong reputation both for providing high quality degree programmes that are responsive to the needs of the economy and society and for fostering theoretical and applied research across a range of business disciplines with industry engagement being a hallmark of all of our activities. The quality of teaching, research and engagement across DCU Business School was acknowledged by AACSB in 2015, when the School achieved accreditation to their global standards.

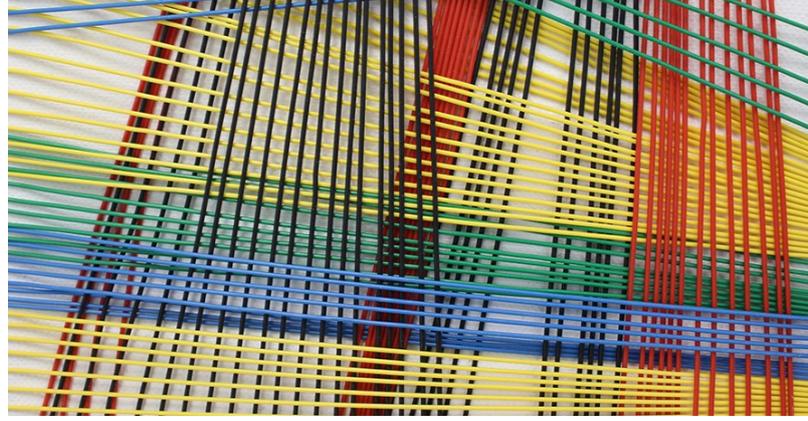
### Did You Know?

- Fastest growing university in Ireland
- Over 50,000 graduates and counting
- 5 Faculties
- Over 120 clubs and societies
- The first university in Ireland to introduce work placement (INTRA) as part of its degree programmes
- 22% of our student population are international students representing over 110 different nationalities
- 92% of DCU graduates are in employment or further study within 6 months of graduation

*\*Statistics above taken from DCU website*



## DCU Sustainability



DCU is committed to reducing our impact on natural resources and adopting sustainable practices in areas of energy consumption, water usage, biodiversity enhancement and waste generation. Areas of green procurement and campus associated transport have been receiving attention in the promotion of sustainable practices.

To date DCU's 'campaign towards a sustainable campus' achieved many successes e.g. the award of a Green Campus Flag, reaching targets of energy consumption, reduction of waste going to landfill, reaching the top 15% of institutions in the UI Green Metric World University Ranking.

DCU strategic plan (2017-2022) entitled 'Talent, Discovery and Transformation' states that sustainability will play a key role in our academic research and activities. With a view to enhancing the insight and commitment of our students, we will integrate principles of sustainability and sustainability literacy into our undergraduate curricula.

This strategic goal in our new strategic plan reflects not only our commitment to play our part as a responsible organisation but also our awareness of the messages we can convey as an exemplar organisation to both our students and society around us.



## Autism Friendly

DCU has become the world's first designated autism-friendly university. We are committed to supporting and celebrating our students and staff who are on the autism spectrum. We are adapting the environment, raising awareness and acceptance, and building initiatives to make it as easy as possible for autistic community members to participate fully in all aspects of university life.

### **Principles of our Autism-Friendly University:**

1. Encourage and enable students to transition into and participate in university programmes.
2. Support and build capacity to equip students with autism to meet academic challenges of everyday university life.
3. Support and build capacity to equip students with autism to meet social challenges of everyday university life.
4. Seek to establish an autism friendly operational environment.
5. Seek to combat the stigma around autism and recognise the diverse experience of those with the condition.
6. Develop understanding and relevant knowledge and skills within the University community.
7. Establish channels so that students with autism can have a voice in various aspects of university life.
8. Increase employability of graduates with autism.



# Small Business Charter



In June 2017, DCU Business School was awarded Small Business Charter status by the Chartered Association of Business Schools. This award is in recognition of the effective role DCU plays in supporting the development of small and medium-sized businesses in Ireland and in promoting entrepreneurship, among its students and within the Irish entrepreneurship eco-system. DCU is the first university in Ireland to receive this prestigious accreditation.

## AACSB



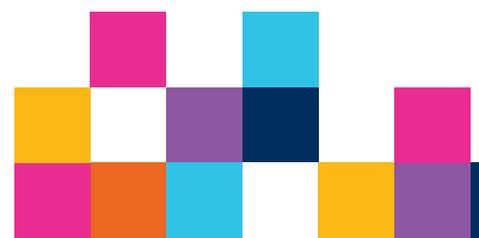
DCU Business School has been awarded accreditation by the Association to Advance Collegiate Schools of Business (AACSB), the world's oldest and most prestigious global accrediting body for business schools. AACSB accreditation is widely recognised as the hallmark of excellence in business education, and has been earned by less than five percent of the world's business schools. Achieving

accreditation is a process of rigorous internal review, engagement with an AACSB assigned mentor, and peer review. During the multi-year process, the school focuses on developing and implementing a plan to align with AACSB's accreditation standards. These standards require excellence in areas relating to strategic management and innovation; student, faculty and staff engagement; learning and teaching; and academic and professional engagement.

## AMBA



DCU's Executive MBA is accredited by the Association of MBAs, which assesses the quality of MBA programmes worldwide. Leading national and multinational firms in Ireland have consistently supported employees on the programme. The Association of MBAs is the international impartial authority on postgraduate business education and was established in 1967.



# OVERVIEW OF MAJOR ACHIEVEMENTS IN RELATION TO IMPLEMENTATION OF THE SIX PRINCIPLES

The following pages provide an overview of DCU Business School's highlights in relation to the six principles:



**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.

## Purpose

All students in DCU Business School are assessed in order to ensure they meet our Learning Goal that “Graduates will be adept at critically analysing...ethical issues”. We are proud to report that, in this assessment, the following grades were achieved in 2017:

|               | Below 40% | 40%-59% | Above 60% |
|---------------|-----------|---------|-----------|
| Undergraduate | 0.68%     | 18.24%  | 81.08%    |
| Postgraduate  | 5.26%     | 29.47%  | 65.26%    |
| Masters       | 0.94%     | 15.09%  | 83.96%    |

The Dublin City University ‘campaign toward a sustainable campus’ continues to drive progress on sustainability at DCU Business School. As one example, in terms of infrastructure, we have undertaken a significant upgrading of lighting within the Business School building. The new lighting is highly efficient and significantly more eco-friendly and sustainable than before.

The module **Next Generation Management (NGM)** is shared across most of our full time Masters programmes. It is designed to develop students’ capabilities to work for an inclusive and sustainable economy. The four key themes of NGM are Personal & Career Development, Global & Societal Awareness, Research and Digital Media & Communication. Business and Society is one of four key themes in the Next

Generation management module. The Business and Society theme itself has 5 sub-themes namely: Globalisation, Environment and Community, Enterprise, Corporate Stakeholders and Societal Trends.

DCU Business School plays an active role in building future sustainable and inclusive workplaces, in equipping future responsible employees as well as having a critical role in developing the national capacity for **emergency management**.



Studying subjects like Next Generation Management helps students prepare for their future careers.



# DCU Centre of Excellence for Diversity and Inclusion

DCU believes that a diverse community is among a University's greatest strengths, and that an inclusive Campus enhances the living, learning, and working environment for faculty, staff and students.

DCU's Centre of Excellence for Diversity and Inclusion is a central hub for research, advice and information on diversity and inclusion. It creates a bridge between DCU's talent, industry bodies and groups, helping organisations build cultures of inclusion by providing access to the very latest in academic research, insights and tools on diversity and inclusion. It supports organisations in all aspects of their diversity and inclusion journeys.

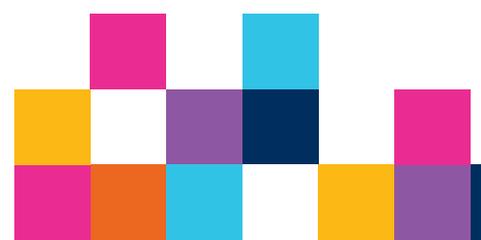
The DCU Centre of Excellence is accessible and affordable, building on the principles of integrity, research excellence and shared learning. The Centre provides expert research, consultancy, advice and support on key topics related to diversity and inclusion in the workplace. It takes a long-term view on diversity and inclusion trends, informed by engagement with industry stakeholders and partners, while facilitating improved knowledge management and communication of intelligence on diversity and inclusion core issues, policy and practice, from an Irish context.

A core element of the Centre is a membership community of academic experts and informed

practitioners, and through forums and networks will research and produce best practices in workplace diversity and inclusion.

Our MSc Emergency Management continues to enhance the national capacity for emergency management. Many of our alumni have acted as change agents within their organisations and others play a national role or lead Irish emergency response agencies. In recent years, three of our graduates have led UN and EU international response teams. The DCU programme has had a huge impact on capacity development and has produced the mentors for the next generation of emergency managers.

Graduates from DCU Business School's **Aviation MSc programme** continue to play a key role in Irish aviation and beyond. One graduate is actively involved in the development of a regulatory framework to ensure safe operation of drone activities in Europe, focusing on protection of people and property, in particular, critical infrastructure. They are also participating in the exploration of drones in relation to emergency incident support and coastal protection. Another aviation graduate helped ensure that Dublin Airport managed the impact of a severe weather event as effectively as possible.

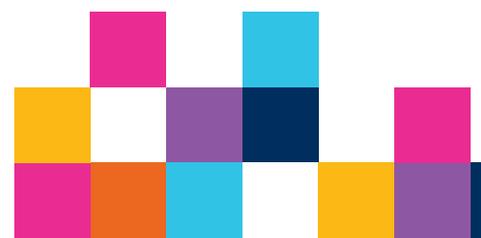




**2. Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the UN Global Compact.

## Values

- DCU Business School is a signatory of the UN Global Compact.
- We have recruited our first **Assistant Professor of Corporate Governance and Ethics** within the Business School. Dr Marta Rocchi research interests are in the field of the ethics of business and finance, and on the methods of teaching ethics in the context of a business school. She was awarded the “Society for Business Ethics Founders’ Award” in 2016 as Emerging Scholar of the Society for Business Ethics and the Rafael Termes prize on Ethics and Finance in 2017.
- DCU Business School appointed its first **Chair in Business and Society**. Professor Caroline McMullan was appointed in 2018 and will lead a research strategy in this important area.
- The values of global social responsibility feature strongly in several modules across programmes at DCU Business School. Business & Professional Ethics (AC402) develops skills such as an awareness of the ethical issues arising in international business. International Trade & Business (EF310) includes theory of international trade and an analysis of world trade flows between developed countries and developing countries. Topics in Applied Economics contains lectures on corruption, poverty, inequality, and gender inequality as a bad thing in its own right and as a factor that leads to other negative outcomes in society. A module entitled ‘Public Choice’ (EF325) covers anti-corruption policy, the dangers of dictatorship and the value of democracy. The postgraduate ‘Economics’ module (EF580) also focuses on good governance.
- Modules on undergraduate programmes that feature values of global social responsibility include International Trade & Business (EF310), which examines distributional consequences of globalisation; Corporate Governance (AC405) and New Enterprise Development Project (EF317) consider sustainable, ethical development and corporate/social responsibility; while ‘Public Finance’ (EF213) covers extensively the trade-off between economic efficiency and fairness.





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

## Method

**Specialised educational frameworks** are embedded into our programmes at undergraduate and postgraduate levels. The module **Digital Innovation Creativity & Enterprise (DICE)** is an undergraduate entrepreneurship module which makes extensive use of innovative learning environments in order to encourage the development of responsible and enterprising students. The module exposes participants to multiple modes of learning including online e-learning, mini-conferences, mobile app building, blogging and research posters. Students work in teams for a portion of the module, which are cross-disciplinary and supported by postgraduate business students. Undergraduate students are given the opportunity to complete the module 'Business and Society' (MG334) which is delivered on-line through the DCU's distance education centre DCU Connected. The key theme of this module is developing sustainability

**Next Generation Management (MT5113)** which is taken by most of our full-time Masters students, includes a theme on business and society. This theme incorporates guest speakers, many of whom are from a sustainability background. A key feature of the module are the student chosen learning activities.

Practical projects carried out by students under the Business and Society theme include:

- Providing Technology and Digital workshops to senior citizens in through The Age Friendly University Initiative in DCU.
- Working with 100Minds Fundraising Project
- Suas Global Issues Course
- Active participant in the DCU Green Society

The other key assignment in the Business and Society theme is a case study on a student chosen organisation which examines the paradoxical tensions imposed by business and societal demands.

Dr Rob Gillanders runs an **extracurricular reading group** in political economy for our advanced undergraduates that further explores issues of governance and equality. This exercise in formative assessment, or assessment as learning, has proven very successful in terms of helping our students develop and apply their core skills and think about the role of economics and economists in society. Informative assessment, or assessment as learning, has proven very successful in terms of helping our students develop and apply their core skills and think about the role of economics and economists in society.

Our students are strongly encouraged to participate in Enactus events. Enactus aims to develop future talent by enabling third level students to create and implement social entrepreneurial projects which positively impact our local and global communities. Students are trained, guided and supported by educators and business leaders. As well as using their innovative and creative energies to positively change the lives of others, students also develop the leadership, interpersonal and practical skills necessary for the workplace. An annual national competition between institutions in Ireland showcases the students' social entrepreneurial projects, and adds a competitive element. Each year, a national champion goes on to represent Ireland at the prestigious Enactus World Cup.

EnactusDCU has been a prominent leader in recent years, winning the national title three years running, and representing Ireland in 2017 (London) and 2016 (Toronto). This year (2018), DCU students are working on three main projects which necessitate their interaction with their faculty advisors (DCU staff), industry mentors, associated charities/ advocacy groups, and most importantly, members of the social group they are attempting to help. The projects are:

- Giveback.ie - A software solution using the power of affiliate marketing to raise funds needed to support the care and support of homeless and at-risk individuals.

- Threads – Attempting to provide craft-working and literacy skills training to a community of asylum seekers (adults and teens), using recycled fabrics and materials to produce saleable craft items.
- Second Scoop – A training programme which provides asylum seekers with business, sales and general cultural socialisation (transport, history, cultural awareness) skills to asylum seekers, using a mobile pop-up vending business as an experiential platform and revenue generation tool.

As part of the process, students fill out multiple 'needs assessment' reports based on interviews held with stakeholders involved in each project. In addition, regular budgets and business plans are compiled. Each project receives multiple mentoring and strategy meetings with advisors and mentors throughout the year.

The EnactusDCU team at the Enactus Ireland National Competition 2018





**4. Research:** We will engage in conceptual and empirical research that advances our understanding about role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.

## Research

- At university level, DCU's vision is to be a *research-intensive university* of enterprise with a focus on translating knowledge into benefits for society and for the economy. Building on academic excellence, four research and enterprise hubs will develop research that will have impact on important priority areas for the economy and society. These activities will be reinforced by additional expertise in the three cross-cutting platforms.
- DCU Business School hosted an Irish Academy of Management event exploring themes from the white paper '**A Vision of Responsible Research in Business and Management: Striving for Credible and useful Knowledge**'. The white paper was developed by the community for Responsible Research in Business and Management (cRRBM), a group dedicated to the advancement of responsible science. A keynote address was delivered by author Professor Peter McKiernan.
- DCU hosted 2017's **European Aviation Conference**, which reviewed the lessons of the last three decades of air liberalisation in Europe to propose an agenda for the future, against the background of geopolitical and macroeconomic challenges, and the emergence of new technologies disrupting the development of the industry. Additionally, DCU's aviation faculty is an active contributor to and participant in a number of European research groups which focus on issues and likely future trends in a collaborative manner.
- During 2016/2017 **research outputs** relevant to this principle included:
  - ⇒ Brady, M., Kumar, V., Byrne, P. J., Conyngham, G., Liston, P., & Gilligan, P. (2017). Towards a model of emergency department congestion. *International Journal of Healthcare Technology and Management*, 16(3-4), 303-318.
  - ⇒ Breen, Michael, Robert Gillanders, Gemma McNulty, and Akisato Suzuki (2017), "[Gender and Corruption in Business](#)", *Journal of Development Studies*, Volume 53, Issue 9, Pages 1486-1501
  - ⇒ Clinton, E., Craig, J. B., Diaz-Moriana, V., & Faherty, C. M. (2016). Big boots to fill—the next generation continuing differently. *The International Journal of Entrepreneurship and Innovation*, 17(2), 133-139.
  - ⇒ Collings, D. G., & Isichei, M. (2018). The shifting boundaries of global staffing: integrating global talent management, alternative forms of international assignments and non-employees into the discussion. *The International Journal of Human Resource Management*, 29(1), 165-187.
  - ⇒ Collings, D.G, Freeney, Y., Van der Werff, L. (2018). How Companies Can Ensure Maternity Leave Doesn't Hurt Women's Careers. *Harvard Business Review*
  - ⇒ Cullinane, S. J., Bosak, J., Flood, P. C., & Demerouti, E. (2017). Job crafting for lean engagement: The interplay of day and job-level characteristics. *European Journal of Work and Organizational Psychology*, 26 (4), 541-554.
  - ⇒ Deeney, P., Cummins, M., Dowling, M., & Smeaton, A. F. (2016). Influences from the European Parliament on EU emissions

- prices. *Energy Policy*, 88, 561-572.
- ⇒ Flynn, A., & Davis, P. (2017). Investigating the effect of tendering capabilities on SME activity and performance in public contract competitions. *International Small Business Journal*, 35(4), 449-469.
- ⇒ Fox, G., & Connolly, R. (2018). Mobile health technology adoption across generations: Narrowing the digital divide. *Information Systems Journal*.
- ⇒ Fu, N., Flood, P. C., Bosak, J., Rousseau, D. M., Morris, T., & O'Regan, P. (2017). High-Performance work systems in professional service firms: Examining the practices-resources-uses-performance linkage. *Human Resource Management*, 56(2), 329-352.
- ⇒ Billon, S., & Gillanders, R. (2016). State ownership and corruption. *International Tax and Public Finance*, 23(6), 1074-1092.
- ⇒ Gillanders, R., & Neselevska, O. (2016). Public Sector Corruption and Trust in the Private Sector. *Journal of International Development*.
- ⇒ Gillanders, R. (2016). The effects of foreign aid in Sub-Saharan Africa. *The Economic and Social Review*, 47(3, Autumn), 339-360.
- ⇒ Harney, B., O'Gorman, C., & Kidney, R. (2017). Building to grow or growing to build: insights from Irish high-growth SMEs (HGSMES). *The Irish Journal of Management*, 36(2), 65-77.
- ⇒ Kelly, E., Heanue, K., O'Gorman, C., & Buckley, C. (2016). High rates of regular soil testing by Irish dairy farmers but nationally soil fertility is declining: Factors influencing national and voluntary adoption. *International Journal of Agricultural Management*, 5(4), 106-114.
- ⇒ Kirrane, M., Breen, M., & O'Connor, C. (2017). A qualitative study on the consequences of intensive working. *Human Resource Development Quarterly*, 28(2), 227-268.
- ⇒ Liston, P., Conyngham, G., Brady, M., Byrne, P. J., & Gilligan, P. (2017). Growing old in the emergency department.
- ⇒ McDermott, A. M., Conway, E., Cafferkey, K., Bosak, J., & Flood, P. C. (2017). Performance management in context: formative cross-functional performance monitoring for improvement and the mediating role of relational coordination in hospitals. *The International Journal of Human Resource Management*, 1-21.
- ⇒ Mellahi, K., Frynas, J. G., & Collings, D. G. (2016). Performance management practices within emerging market multinational enterprises: the case of Brazilian multinationals. *The International Journal of Human Resource Management*, 27(8), 876-905.
- ⇒ Sinclair, G., & Green, T. (2016). Download or stream? Steal or buy? Developing a typology of today's music consumer. *Journal of Consumer Behaviour*, 15(1), 3-14.
- ⇒ Green, T., Sinclair, G., & Tinson, J. (2016). Do they know it's CSR at all? An exploration of socially responsible music consumption. *Journal of Business Ethics*, 138(2), 231-246.
- ⇒ van der Werff, L., & Buckley, F. (2017). Getting to know you: A longitudinal examination of trust cues and trust development during socialization. *Journal of Management*, 43(3), 742-770.
- ⇒ Wang, S., & Gao, Y. (2016). What do we know about corporate social responsibility research? a content analysis. *The Irish Journal of Management*, 35(1), 1-16.



**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.

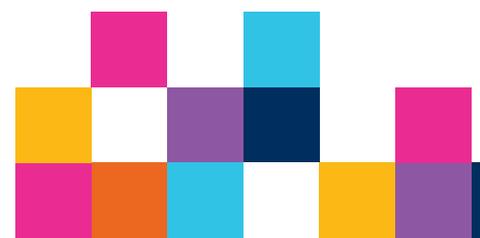
## Partnership

- DCU Business School engages with business corporations at all levels of our programmes. We are proud to declare that industry engagement is a hallmark of our activities. Industry Projects include playing a key role in **PLATO Dublin** which is a business support network for owner managers of SMEs. A facilitator from DCU Business School is assigned to this group. This person plays a vital role in helping SMEs to address challenge facing them in the corporate world. Many of these challenges are of a social and environmental nature.
- DCU Business School's **Centre for Executive & International Education** has demonstrable company experience of managing executive education programmes for SME's focused on engaging with academic leads from Dublin City University. DCU Business School Centre for Executive & International Education led the Management for Growth (M4G) Programme for Enterprise Ireland SME Clients. The programme was designed to help SME participants to actively develop their own knowledge, expertise, and behavioural competencies so that would grow their businesses domestically and internationally. Breakout groups, peer networks and the online portal supported an active approach to learning that delivered a dynamic, energetic learning context, inculcated by a spirit of inquiry, group learning and participation. The exceptional impact of this programme reflected not only the quality of the content but also the seamless three way partnership which operated between the DCU Business School team, Enterprise Ireland and a business advisor-coaching panel who were IMI-based.
- The overall evaluation of the M4G programme conducted by an independent firm of assessors summarised participant evaluation with "the M4G model is a considerable success. The data from the four programmes highlights a consistent set of patterns and strengths". The report evidenced average firm growth of over 10% as a result of programme involvement. The feedback from the programme participants has been equally positive.



DCU Business School's Centre for Executive & International Education develops customised courses for SMEs.

- Our **Go Global for Growth Programme (GG4G)** for Enterprise Ireland also commenced in 2017 and will run until 2023. Upon conclusion, this programme aims to support over 600 Irish SMEs and 1,800 managers by 2023. To-date this programme has run 3 cycles during 2017 and 2018, so far supporting 58 SME's and 202 SME owners and managers. The programme designed by DCU Business School CEIE builds firm excellence. GG4G employs a sophisticated blend of live case studies, gamified simulations, re-useable on-line learning objects, as well as personal and team coaching and traditional face-to-face classroom workshops. The face-to-face classroom workshops, facilitated by DCU Business School faculty, are process driven with participants spending most of their time working on diagnosing or applying insights and approaches to their firm. Most workshops conclude with a number of firms sharing their work (diagnosis, plans, reviews).
- Within DCU Business School, Prof. Edel Conway and Dr. Yseult Freeney partnered with the Central Statistics Office and the Department of Public Expenditure and Reform to design and implement the inaugural **Civil Service Employee Engagement Survey**. The second survey was carried out in September 2017 and completed by over 21,000 civil servants (17% point increase on 2015) from across the Civil Service. The report informs the future management of employees within the Civil Service, with a particular emphasis on sustainable working modes that support employee well-being and engagement.
- At both undergraduate and postgraduate levels, and across a range of modules, we aim to develop students' understanding of responsible management. We seek to enrich their understanding of the relevant challenges encountered in practice by embedding into the curriculum guest lectures by industry experts. For example, in our Corporate Governance (AC405) and Business and Society (AC500) modules in 2017/18, students engaged in discussions with guest speakers from major professional services firms and from regulatory authorities (e.g. PwC, Deloitte, KPMG, EY, Office of the Director of Corporate Enforcement, Irish Auditing and Accounting Supervisory Authority). These guest lectures addressed a broad range of topics such as: environmental reporting, fraud and forensic investigations, corporate responsibilities, the future of auditing and assurance, 'the public interest' and professional responsibilities.
- DCU has entered into a research partnership with a major regional airport in which one of its doctoral students will explore, in conjunction with key stakeholders, the role they play in supporting social cohesion and economic development in the European Union. This research will focus on emerging regional airport business models that help underpin this objective.
- One of our goals for the year ahead is to develop a better system to capture and report on our industry engagement (bi-directional) activities related to our responsible management/PRME objectives.





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

## Dialogue

Debate and dialogue features on our programmes with guest speakers appearing regularly for students.

Some of our **guest speakers** include:

- Professor Jeff Cunningham, Arizona State University “**Corporate Reputation in an Era of Chaos and Anxiety**”
- David Nyaluke, Social Entrepreneur, “**Proudly Made in Africa**”
- Fiarchra O Brolchain, DCU Institute of Ethics, “**Business Ethics**”
- Dr. Cara Augustenborg, Director of Friends of the Earth in Ireland
- Ellen Drumm, North Dublin Chamber of Commerce
- Niamh Roddy, IDA, “**Foreign Direct Investment**”
- Dr Nuala Whelan, Ballymun Job Centre (focus on unemployment and supporting people to get back to work)
- Aoife Lyons, Public Appointments Service (best practice in fair and transparent recruitment and selection)

Our staff are regular contributors to the national media, including the Irish Examiner, Irish Times and RTE Radio.

Some examples include:

- Dr Rob Gillanders (Corruption, Regulation) - RTE
- Dr Gary Sinclair (Consumer Behaviour) - RTE, The Irish Times
- Mr Tony Foley (Sovereign Debt; Tax for Services) - Irish Examiner, RTE
- Professor Theo Lynn and Dr Pierangelo Rosati (Crowdfunding, GDPR, Digital Business) - Silicon Republic, Today FM
- Professor Edgar Morengroth (Air Pollution, Foreign Direct Investment, Brexit) - The Irish Times, Today FM, Newstalk
- Professor Patrick Flood & Dr Janine Bosak (Burnout) - The Irish Times,
- Dr Yseult Freeney (Sustainable Productivity Workplace Practices) - The Irish Times, RTE
- Professor Maura McAdam (Entrepreneurship, Women in Family Business) - The Irish Times, Dublin FM, The Irish Independent, The Business Post

## Dialogue

DCU Business School continues to deliver three programmes in Princess Nourah Bint Abdulrahman University (PNU), the largest female only university in the World. Engagement with PNU and their colleagues and students allows us to contribute to the education of women for leadership roles and to make a positive contribution to their society.

Dr Yseult Freeney, Dr Lisa van der Werff and Prof David Collings partnered with HR Search & Selection to conduct a significant piece of research on retaining talented women post maternity leave. In March 2018, they launched the findings of the research at a major event for industry. The event was attended by over 200 practitioners from organisations across Ireland. It presented best practice on supporting women during this critical transition and sparked much discussion and debate across various national print, radio and social media platforms.



*From Left: Professor David Collings, Dr Yseult Freeney, Dr Lisa Van der Werff and Caoilinn Taylor (HR Search)*

Led by Dr Yseult Freeney, Dr Lisa van der Werff and Professor David Collings of the DCU Leadership and Talent Institute, and sponsored by HR Search, it is the first study of its kind in Ireland to explore the perspectives of mothers, managers and organisations.

# Key objectives for the next 24-month period with regard to the implementation of the Principles

- **Purpose & Values:** We will continue to embed ethical awareness in all of our programmes. We will endeavour to maintain our students' performance, aiming to have over 90% students 'above standard' in this learning outcome. In line with the DCU Strategic Plan (2017-2022), we will place sustainability at the core of the school. It reflects not only our commitment to play our part as a responsible organisation but also our realisation of the messages we can convey as an exemplar organisation to both our students and society around us.
- **Method:** As we embark on a curriculum review, we will ensure that innovations to our programmes are cognisant of the importance of responsible leadership. This will be supported through the redesign of the learning experiences for our students.
- **Research:** In line with the wider DCU Strategic Plan (2017-2022), we will advance our reputation for world-class research. We recognise the complexity of the major research challenges facing the world and understand that we must support international collaboration in order to make significant and sustained advances.
- **Partnership:** Through our research centres and the Centre for Executive and International Education, we will engage with other organisations and companies to educate responsible global leaders. Industry engagement will be further embedded in our programmes as we implement our curriculum review.
- **Dialogue:** We will increase the number of staff members who contribute to dialogue in the national media on critical issues related to sustainable and responsible work and business practice. We will continue to include guest speakers in each of our undergraduate and postgraduate programmes in order to "facilitate and support dialogue and debate among educators, students, business, governments, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility.

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ALIVE WITH  
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