



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

Trinity Business School



First SIP Report

10th January 2020



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Commitment to UN-PRME

Professor Andrew Burke
Dean of Trinity Business School
Chair of Business Studies



Welcome to our first Trinity Business School SIP Report, in which we share information with the PRME community on our progress on the seven PRME Principles of purpose, method, values, research, partnership, dialogue, and organisational practices. We hope that you will find our report informative, and also an inspiration to action within each of the PRME Principle domains. Our Commitment to UN-PRME is illustrated both in our reporting on our progress to date and in our objectives for future progress.

2019 was a year of note for Trinity Business School. The most visible event was our opening, in May, of our new School building, consolidating our position as a research-led School in the heart of world-renowned Trinity College Dublin, at the core of Dublin, our international capital city and hub for global business. Our history as a business school dates back to 1925, but the building opening last year was part of a transformative strategy that involved growing Trinity Business School to over two and a half times its size in 2015 – becoming the fastest growing established business school in Europe over the last three years, and evolving to achieve its international potential commensurate with other eminent business schools of world-class universities and capital cities.

Our School's growth reflects our commitment to the PRME principles of partnership and dialogue. We have come this far due to an exceptional and enabling community collaborative effort encompassing our University's Provost, two Vice-Provosts, the wider leadership of the University, our School Advisory Board, friends and philanthropists, supporters from industry, alumni, students, faculty and professional staff. It is through our extensive consultation, and our work in partnership with this group, that we have the first – if not one of the very few, Irish university buildings that have been funded without a cent of taxpayer's money, financed through a combination of revenue growth and philanthropy. As a community, we delivered our ambitious high-growth strategic plan ahead of time and above target.

Our strategy is aligned with the core purpose enshrined within UN-PRME, and recognition of this alignment brought us to full membership in late 2019. We work to make our commitment to responsible management education increasingly explicit in all our activities. In 2020, as Dean I look forward to working with all our stakeholders as we start the implementation of our next strategy with its focus on an even greater societal impact and international recognition, while also extending the benefits of a Trinity Business School education to a greater number of people from disadvantaged backgrounds. Our PRME membership both reflects our goals and facilitates our pursuit of them.

Our approach to education is unique, high quality and something we are constantly improving. We are driven by a desire to deliver a set of key objectives, at the heart of which is our core value statement - **“put in more than you take out”**. We take a deep and responsible view of the term ‘business performance’ which creates an awareness beyond profit to include the impact of business on the wider economy and society. We expect our graduates to ‘put in more than they take out’ of the economy and society throughout their career.

We are committed to sustainability, in particular to environmental, social, and economic sustainability. Since November 2019, we have adopted a carbon offset policy for all air travel and introduced a ‘veggie first’ food policy for the School. Our commitment infuses both our method and our organisational practices and is physically manifest in our near carbon neutral building.

We welcome the opportunity to speak with PRME community members. We will gladly provide you with any additional information and/or answer any questions that you may still have.

Andrew

January 2020

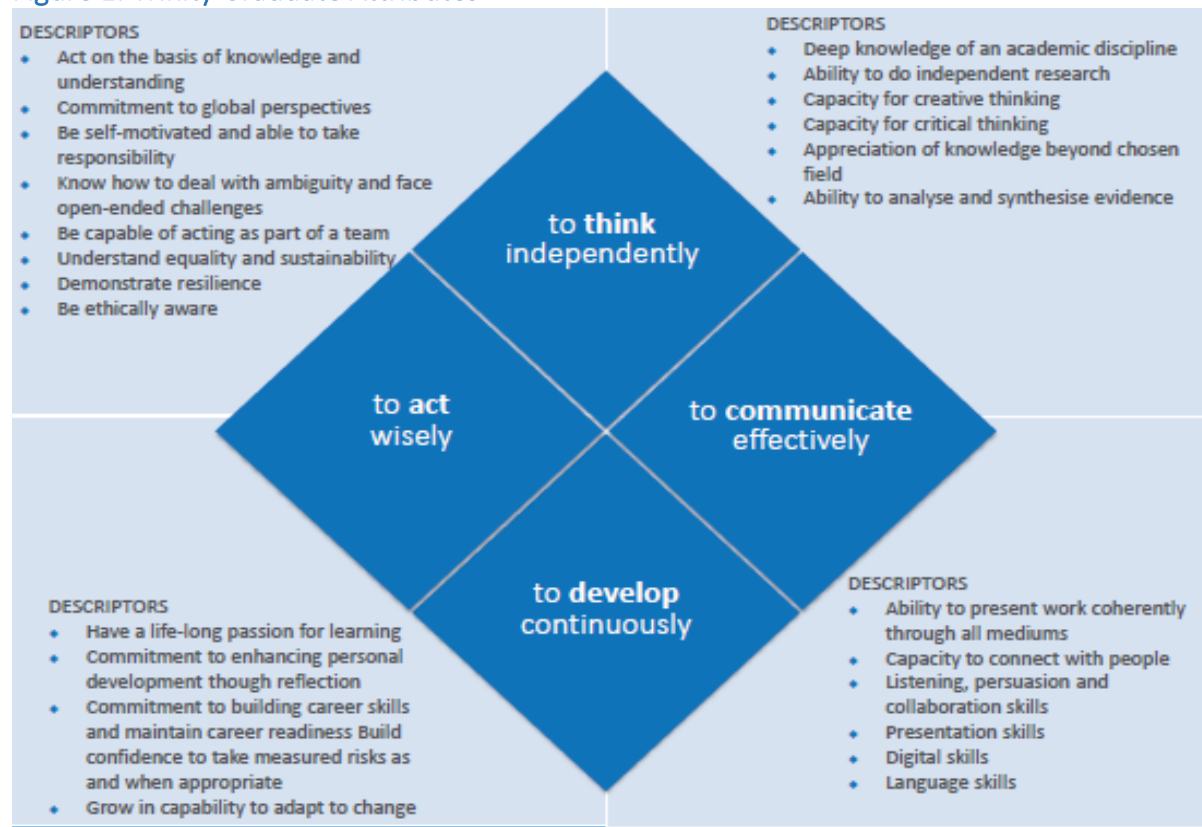
Trinity Business School, Trinity College Dublin

We welcome you Trinity Business School, Trinity College Dublin. The School sits right at the heart of business in the centre of Ireland's capital city. Dublin is thriving and one of the most dynamic technology and business hubs in Europe. Our award winning School building, opened in 2019 is situated on Trinity's stunning university campus as on of Lonely Planet's Top 500 Best Places on the Planet.

Trinity College Dublin has a robust reputation as a leading international university which extends over four centuries. Trinity Business School was founded in 1925 and has had an innovative role in management education and research which both serves and influences industry. Over the years, our School has played a pioneering role in bringing the MBA to Europe and has created one of Europe's most sought after undergraduate business degree programmes as well as having a series of top ranked MSc programmes. We also have a vibrant PhD programme with successful graduates working across the globe and generating impact through their research. We are a small school with big ambitions and we are growing. Trinity Business School is currently one of the fastest growing business schools in the developed world.

Our work as a School reflects and influences our university context. Trinity College Dublin is committed to excellence in all of its activities and in education, to distinctive offerings inspired by current research and scholarship and delivered by academics with international reputations in their respective fields. Trinity is committed to providing all its students with opportunities to develop and evidence achievement of a range of graduate attributes that support their academic growth. Graduate attributes can be achieved in academic and co- and extra-curricular activities. The attributes are to think independently, to communicate effectively, to develop continuously and to act wisely, as illustrated in Figure 1 below.

Figure 1: Trinity Graduate Attributes



Our first SIP Report is organised around the seven core principles articulated by PRME. The six principles of purpose, method, values, research, partnership and dialogue have been joined by a seventh principle that addresses organisational practices and their sustainability. We welcome the addition of this principle and reflect in our report on the opportunities and challenges that it presents to business schools.

Executive Summary

This is the first PRME SIP Report prepared by Trinity Business School. It is organised to report on activity and to reflect on progress by the School within each of the seven PRME principle domains. With an overall goal of continuing to make progress in each domain, the report concludes with a set of goals for the next two years of PRME membership.

Under the Principle of **Purpose**, we present our School's mission, vision and values, and discuss the ways in which it is consistent with PRME, and explain how we organise to deliver on our PRME commitment. We identify institutionalisation of funding for PRME-related activities and capacity building as goal focus points for the next SIP.

Under the Principle of **Values**, we illustrate, using the Trinity Business School's matrix, how the School's Mission, Vision, Values and DNA, which address ethics, responsibility and sustainability (ERS) permeate the entire School. We identify finalization of the School's Graduate Charter as our goal focus point for the next SIP.

Under the Principle of **Method**, we present and discuss the School's programmes and personnel dedicated to teaching on PRME-related topics and the way in which they have been organized, developed and delivered. We identify analysis of the integration of ethics and social business modules into our existing courses, in the context of the changing economic, environmental and social contexts in which the School operates as our goal focus point for the next SIP.

Under the Principle of **Research**, we describe the infrastructure for PRME-related research, present recent (2019) PRME-related research publications and discuss the importance of thought leadership in a Business School context. We identify institutional development of thought leadership through our School research centres, and analysis of research student engagement with PRME themes as our goal focus points for the next SIP.

Under the Principle of **Partnership**, we note that we have numerous academic, business and civil society partnerships through which PRME-related topics are pursued. We profile partnerships that build student capacity in domains of responsible management, that widen access to business education and that pursue environmental sustainability goals. We identify further progress on access to business education and engagement in PRME's own partnership mechanisms as our goal focus points for the next SIP.

Under the Principle of **Dialogue**, we detail the kinds of College initiatives and extra-curricular that engage our staff, alumni and students around PRME-related themes. We identify PRME-related internships beyond those offered in the Centre for Social Innovation as our goal focus for the next SIP.

Under the Principle of **Organizational Practices**, PRME urges us to put our own houses in order so that our organizational practices model to students our espoused values and promoted attitudes. We are striving to implement organizational practices that are consistent with what we urge our students to practice, and in this section of the report we focus on steps we are taking to tackle the enormous sustainability challenges we face. We identify carbon offset impact measurement, energy audit and accreditation, and identification of further priority areas for action as our goal focus points for the next SIP.

UN PRME 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.

UN PRME Principle 1: Purpose

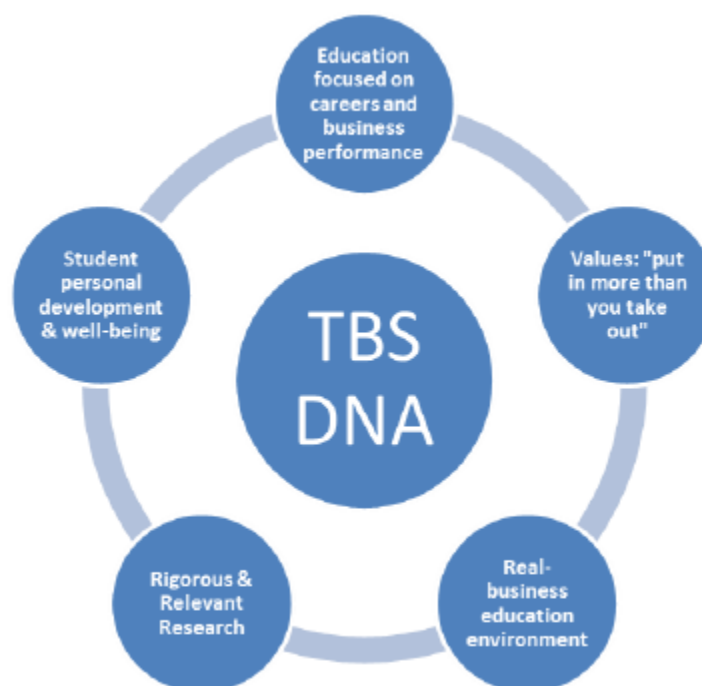
In becoming a PRME signatory and full member, we have committed to ‘promote the role of management education in responsible management locally, nationally, regionally, and/or globally’, and to progress in the implementation of the seven principles which relate to global social responsibility and sustainability. Our School values commit us to a liberal environment where independence of thought is protected and where all in the School community are encouraged to become fulfilled by realising their potential to enhance business and society in a manner which involves ‘putting in more than you take out’. This means that we take a deep and responsible view of the term ‘business performance’ which creates an awareness beyond profit to include the impact of business on the wider economy and society. We expect our graduates to ‘put in more than they take out’ of the economy and society throughout their career.

Our mission dedicates us to education and research for students and organisations which instils a mind-set focused on improving business and society based upon creative and critical thinking, ethical awareness and values, cutting-edge knowledge and professional behaviour.

The personal development and well-being of our students is of central importance to us. We provide opportunities for our students to explore and to develop their business and personal potential on our degree programmes as well to prepare them for a healthy career existence in today’s dynamic but often stressful work environment.

The School is committed to delivering impactful programmes which are underpinned by personal development, ethical values, rigorous research and cutting-edge expertise from industry. Our education activities are underpinned by TBS’ commitment to creating and then disseminating research which addresses questions which both serve and critically engage with real-business practice and public policy. Taken together, these elements comprise the “TBS DNA”, as illustrated in Figure 1.

Figure 2: The TBS DNA



Our **vision** is become a business school of greater consequence by growing to a full suite international Business School and deepening our DNA through delivering **five key objectives**;

1. **Education focused on careers and business performance.**
Programmes which create great careers for our graduates and excellent performance for the businesses in which they are engaged. Our graduates learn cutting-edge real world management from both leading researchers and high performance business executives and entrepreneurs.
2. **A set of values – “put in more than you take out”.**
We take a deep and responsible view of the term ‘business performance’ which creates an awareness beyond profit to include the impact of business on the wider economy and society. We expect our graduates to ‘put in more than they take out’ of the economy and society throughout their career.
3. **The personal development and well-being of our students.**
We provide opportunities for our students to explore and to develop their business and personal potential on our degree programmes as well to prepare them for a healthy career existence in today’s dynamic but often stressful work environment.
4. **A real-business educational environment.**
The University is located right in the centre of the vibrant and friendly Dublin City. We are adjacent to: the Irish Financial Services Centre (IFSC), Europe’s digital industries capital, government and public sector management headquarters, city centre retail, professional services industries and Ireland’s cultural industry sectors. Quite simply, we have cutting edge global corporations and high performance new ventures on our doorstep. We are based in a highly entrepreneurial university and provide students with the education which they need to excel in established and new businesses. An entrepreneurial hub will be located at the core of our new business school building and we already provide students with excellent opportunities to develop new ventures.
5. **Rigorous research which serves and critically evaluates business.**
Creating and then disseminating research which addresses questions which both serve and critically engage with real-business practice and public policy.

Trinity Business School became a full member of PRME in 2019. The School’s Centre for Social Innovation (CSI) has responsibility reporting on implementation of strategy and PRME-related activities to the PRME community. The CSI provides both academic representation / participation and administrative support. Funds for PRME-related activities are provided by the School, in response to specific requests for support, for example for student engagement in collection and tracking information on PRME-related activities is carried out by the CSI, through audit of programme and project content, liaison with programme directors about teaching, research and engagement activities, focus group discussions with staff and students and review of documentation, including School accreditation reports.

Goals for Next SIP

In becoming a member of PRME, the School pledged its commitment to implementing the Principles, starting with those that are more relevant to our capacities and mission, Review of the School’s pursuit of Purpose illustrates consistency between our mission, vision and values and PRME purpose. In terms of funding of PRME activity and PRME capacity building programmes, the School is actively supportive in response to requests, but has not institutionalised a fund or funds for PRME activity and capacity building. We identify these as goal focal points for our next SIP.

UN PRME 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.

UN PRME Principle 2: Values

The School's Mission, Vision, Values and DNA, which address ethics, responsibility and sustainability (ERS) permeate the entire School. They were defined following input from all School staff, and are included in post specifications. The School's internal processes (including all committees) operate in line with these principals and the University's codes of conduct. TBS also strategically hired new faculty into related disciplines: business ethics, corporate social responsibility and social entrepreneurship. We illustrate the relationship between our core values, as represented within the 'TBS DNA' (Figure 2), in Figure 3, the Trinity Business School matrix.

Figure 3: The Trinity Business School Matrix

TBS DNA	Undergrad: <ul style="list-style-type: none"> • Pure BBS • Combination degrees, or Inter-School 	Postgrad: <ul style="list-style-type: none"> • MScs • MBAs • PhD • Inter-School degrees • Flexible learning 	Executive Education: <ul style="list-style-type: none"> • Customised • Open • Link with Exec Masters 	Research: <ul style="list-style-type: none"> • Highly ranked • Relevant • Impact 	Network: <ul style="list-style-type: none"> • Events • Community • Culture
Rigorous & Relevant Research	Educating to improve business and society based upon research which promotes creative and critical thinking, ethical awareness and values, cutting-edge knowledge and professional behaviour.			International standard research that is of interest to and influence on business, public policy & students. Worth communicating & featuring at the Trinity Global Business Forum	
Real Business Education	Real projects, internships, industry involvement and experiential learning: commensurate with our location at the core of an international capital city and global business hub		Top tier global clients & partners. Playing our role to support Ireland Inc.	International standard research that is of interest to and influence on business, public policy & students	Promotes and informs the Trinity Global Business Forum, our alumni network and life-long learning
Values: putting in more than you take out	Core and permeating across our all education programmes. A Graduate Charter			A major theme and research centre	A major theme across events, community and culture
Well-being and fulfilment	Courses, Research and events which enable students/delegates to explore their potential and prepare themselves for a fulfilling and healthy career				
Enhance careers and business performance	Courses, research and events which are focused on creating value added for people who want to enhance career and organisation performance that benefits business and society in manner consistent with the values of Trinity Business School				

The TBS Matrix illustrates how our espoused values serve as a guide for action within the School, in our University activities and in our relations with stakeholders.

We continue to develop ways to ensure that espoused values are reflected in the actions and behaviours of our community. Together with Business School Colleagues, the School's Centre for Social Innovation has developed a draft Graduate Charter. The aim in this process was to communicate the values that are inherent in the 'TBS DNA' and introduce the students to these from their arrival in Trinity.

The draft charter informs students that the Business School is an integral part of Trinity College Dublin, is committed to providing excellence in education and research for the public good, and has an unshakeable commitment to learning, to encouraging students to achieve their full potential and to take on leadership roles. The charter explains how School values are rooted in the ideals and values of the university. It explains the School's dedication and research and defines five core community values. Further work is needed to finalise the charter and launch it for our undergraduate, MSc, MBA and postdoctoral research students, and to our community of School graduates..

The School's values are consistent with those of the university and all staff are supported to be fully informed. All new staff members, by signing their contracts of employment, agree to read the University's policies and procedures. All TBS staff, including professional staff, are expected embody the School's values, by being ethically aware and behaving professionally. The University also has a range of HR policies which apply to all TBS staff – including the Dignity & Respect Policy, Equality policy, Recruitment policy, and a Strategy for Diversity and Inclusion. Workforce diversity is addressed in the University's recruitment procedures, which state that "Selection committees must represent both genders and as far as possible should reflect the diversity of the University's staff".

Reflecting on the extent to which PRME-related topics are integrated across the institution, and what is being done to address this, we note that they are integrated via their inclusion in the School's Mission, Vision and Values; and the TBS DNA:

<https://www.tcd.ie/business/about/mission-values-vision.php#values>). From there, the key element "an awareness beyond profit to include the impact of business on the wider economy and society" feeds into all of the School's programmes.

Goal for Next SIP

The Graduate Charter in development will be a focus for development under the PRME principle of Values. In the period leading up to the next report, we will finalized the Charter, make it available to current students and alumni, and survey to determine student and staff awareness of the values espoused in the Charter.

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

UN PRME Principle 3: Method

TBS is committed to a set of ethical values and seeks to provide its students with a moral compass which can help guide their decision making in life. We are dedicated to creation of education frameworks, materials, processes and environments that are consistent with the PRME Method principle. Across the School, we have programmes and personnel dedicated to teaching on PRME-related topics. Their organisation and delivery is coordinated at programme level, under the guidance of School strategy and support of the School's Centre for Social Innovation. Additionally, much work has been carried out in the past two years as part of our accreditation activities, articulating our existing frameworks and processes and identifying gaps to be addressed.

PRME-related modules are available across the Business School. The School has embarked on a strategic objective of having a compulsory ethics course on every degree offered by the School. In the undergraduate Global Business degree programme an ethics spine runs through each year of the programme. An Ethics Committee and committees for all undergraduate and postgraduate programmes feed in, as appropriate, to the Undergraduate and Postgraduate Teaching & Learning Committees. While their presence is strongest in the undergraduate Global Business degree programme and postgraduate MBA programmes, all of our undergraduate, postgraduate certificate and MSc degree programmes offer at least one course in social or ethical business.

At undergraduate level, our Global Business students take business ethics courses from the first year. In upper years, all business students have access to modules in Business in Society, Social Entrepreneurship, Social Innovation and Social Impact. The 'spine' of Business and Society courses for our Global Business undergraduate students is illustrated in Figure 4.

The Trinity MBA includes: A one week TBS-designed Sustainability & Management residential elective module hosted by Stellenbosch University, South Africa. Sustainability receives particular focus in the MBA, as one of the three themes of the Trinity MBA is that of sustainable and enlightened leadership. This theme is incorporated across a range of MBA modules and projects including Business & Society, Organisation Behaviour & Design, Strategic Human Resource Management, MBA Personal and Professional Development, Negotiating for Value (European residential week) and the Social Entrepreneurship Project.

Our MSc Students in International Management also take a course in Social Entrepreneurship. All of our postgraduate students have access to a course in Business Ethics. It is a required module in every MSc programme except the MSc in Finance.

For the first time, in 2019-20, our School will offer a module in Social Innovation for students who are not part of the Business School. This outreach to students who would otherwise not have contact with the School is part of the Trinity Education Project. The aim of the TEP project is to facilitate development of the Trinity Graduate Attributes through modules that are deliberately cross- or multi-disciplinary.

In summary, the School has incorporated ethics modules to all programmes, has appointed four additional faculty in the broad area of Business Ethics and operates within a comprehensive set of ethics committees at University, Faculty, and School levels.

Figure 4: Global Business Undergraduate Curriculum Map

Year 1		Year 2		Year 3		Year 4		Business Theme
JF1	JF2	SF1	SF2	JS1	JS2	SS1	SS2	
Economics for Management (BUU11520 or ECU11031/2)			Intro to Finance (BUU22550)	Fixed Income (BUU33620)	Corp Fin (BUU33630)	Int'l Finance (BUU44640)	Derivatives (BUU4464X)	Economics & Finance
				Fin Mgmt (BUU33XX)	Investments (BUU33680)			
		Intro to Accounting (BUU22530)		Financial Accounting (BUU33530)		Financial Reporting & Analysis (BUU44530)		Accounting
				Management Accounting (BUU33520)				
				Taxation 1 (BUU33720)	Taxation 2 (BUU33730)	Audit & Assurance (BUU44XXX)	Company & Bus Law (BUU44XXX)	
Fundamentals of Management & Organisation (BUU1150)		Organisational Behaviour (BUU22510)			Org. Theory & Analysis (BUU33660)	*Exploring Organizational Experience (BUU44520)		Organizations & People
						Managing People and Leading Change (BUU44XXX)		
Fundamentals of Philosophy, Ethics & Social Science (BU11540)			Business Ethics (BUU22580)	Business & Society (BUU33600)	Social Entre. (BUU33690)	*SISI Dissertation (BU44620)		Business & Society
						Social Innovation (BUU44621)	Social Impact (BUU44XXX)	
Well-being in Organisations (BUU11560)			Principles of Marketing (BUU22520)	Contemporary Marketing (BUU33700)	Consumer Behaviour (BUU33710)	Strategic Management (BUU44500)		Strategy & Marketing
						Advances in Marketing Theory (BUU44550)		
		Creativity, Innov & Entrepreneurship (BUU22570)			Innov. Entre & Bus. Model (BUU33600)	New Product Development (BUU44580)		Innovation & Entrepreneurship
	Introduction to Info Systems & Data Mgmt		Introduction to Operations (BUU22560)	Services Management (BUU33640)	Digital Tech. in Operations (BUU33650)	Global Supply Chain Management (BUU44XXX)		Operations Management & ICT
						International Business & the Global Economy (BUU44510)		International Business
						Cross-cultural Mgmt (BUU44XXX)		
						*Economic Policy & Business History (BUU44630)		
Qualitative Methods for Business (BUU1530)			Personal & Career Dvlpmnt (BUU22590)	Mgmt Exp. & Reflection (BUU33610)		*Strategic Mgmt Business Project (BUU445XX)		Skills Development
						*Business Dissertation SISI (BUU44XXX)		

In terms of faculty development, we have reviewed within EQUIS accreditation processes the integration of ethics, responsibility and sustainability into staff training and development. We note that there is much collaborative work between School and University to develop faculty frameworks.

All new staff are provided with a TCD Induction Booklet, which provides details of the University's 'Green Campus' sustainability initiative and makes them aware of the University's Sustainable Development Policy.

Staff who participate in TCD/TBS interview panels must complete the online 'LEAD' training course, which was developed by the Irish Universities Equality Network to provide staff with an awareness of the key equality and diversity issues in a university context.

Within the School, TBS's Professor Mary Keating has developed a Cross Cultural training course for professional staff. Additionally, a range of ethics courses are available to professional staff on the LinkedIn training platform.

Goal for Next SIP

While we have made significant progress on the provision and mandating of ethics and social business modules on all our courses, and in our Global Business undergraduate programme there are some gaps that we wish to address. Further, the School needs to continue its scale-up of resources in this area. In addition, the societal context within which TBS is educating and researching is changing, with continuing implications for ethics, responsibility and sustainability. With these factors in mind, we look to set the following goal for our next SIP.

We will analyse the integration of ethics and social business modules into our existing courses, in the context of the changing economic, environmental and social contexts in which the School operates.

UN PRME 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.

UN PRME Principle 4: Research

Research in Trinity Business School is both a collective and individual endeavour. The basic element of research is the inquisitive individual mind, seeking answers to managerially relevant questions.

In terms of organization and ethical oversight of research, TBS has an Ethics Committee, which provides ethics approval or oversight. Any research which involves surveys, interviews or other forms of data collection involving human subjects requires ethical approval, from the Ethics Committee. The Ethics Committee does not act as a research quality evaluation committee, concerned only with whether or not there are the dilemmas to be more fully worked out. Rather, the Ethics Committee can refer to a higher level University committee any proposals which deal with vulnerable persons, or which may involve experiments where degrees of deception or psychological distress may be caused. The Director of Research is *ex officio* member of University Research Committee, a subcommittee of which is the highest level University ethics committee. In this role, the Director of Research provides regular email updates to faculty on trends and issues in research ethics and integrity.

Themes that contribute to knowledge about and creation of sustainable social, environmental and economic value cross the Business School. Of particular relevance to these themes is the Centre for Social Innovation, established by the School and launched in 2018, whose mission is “to create a space that fosters social innovation and social entrepreneurial action; generating opportunities to study impactful engagement in society.”

CSI activities include fostering community-engaged research initiatives to tackle the most demanding social issues of our era, delivering social innovation, and growing social enterprise. Led by Professors Donnelly-Cox and Rhodes, core TBS faculty engaged include Professors Cannon, Cullinane, Jain and Silver. TBS has appointed Adjunct Prof. Lawlor, an internationally recognised thought leader and human rights activist to the Centre.

The CSI's collaborative research projects have included collaboration with Trinity Haus (School of Engineering) which focuses on innovative solutions for buildings, neighbourhoods and cities collaboration with the School of Natural Sciences in the Connecting Nature (H2020) project. Connecting Nature is developing sustainable models for Nature Based Solutions (NBS) to urban development. Prof. Rhodes and Siobhan McQuaid-Cullen are researchers on this project and manage two of seven work packages between them looking at economic indicators, sustainable business models for NBS and the nature and dynamics of innovation eco-systems in NBS urban development.

Our expert faculty researchers from across the School work in close collaboration with industry and enterprises of all hues. Their thought leadership reflects the point where theory meets practice. We include on our website a thought leadership section in which all academic staff publish the practical applications of the research. In addition, academic staff use *The Conversation* platform for dissemination of thought leadership.

In published research presentations and publication in ABS 3- and 4-star journals, a selection of illustrative work for 2019, from staff from across the Business School, is listed below.

Brydon-Miller, M. & Coghlan, D., First - second- and third-person values-based ethics in educational action research: Personal resonances, mutual regard and social responsibility., *Educational Action Research*, 27, 2, 2019, 303 – 331.

Cannon, S.M. Legitimacy as Property and Process: The Case of an Irish LGBT Organization, *VOLUNTAS: International Journal of Voluntary and Nonprofit Organizations*, 2019.

Coghlan, D. Coughlan, P. Abraham, B. (Rami) Shani, Exploring Doctorateness in Insider Action Research, *International Journal of Action Research*, 15, 1, 2019, 47 – 61.

Coghlan, D. *Doing Action Research in Your Own Organization*, 5th, London, SAGE, 2019, 218.

Di Pietro, F. Spagnoletti, P. & Prencipe, A. Fundraising Across Digital Divide: Evidences from Charity Crowdfunding, in Lazazzara, A., Nacamulli, R.C.D., Rossignoli, C. and Za, S. (Eds.), *Organizing in the digital economy. At the interface between social media, human behaviour and inclusion*:1-10. LNISO - Springer., 2019, 111—124.

Friedland, J. Cole, B.M. From Homo-Economicus to Homo-Virtus: A System-Theoretic Model for Raising Moral Self-Awareness, *The Journal of Business Ethics*, 155, 1, 2019, 191 – 205.

Friedland, J. Activating Moral Agency by Design: A Model for Ethical AI Development, *MIT Sloan Management Review*, 2019.

Fu, N., Flood, P., Rousseau, D., & Morris., Line Manager HRM Implementation and Employee Wellbeing: The Mediating Role of HRM System Strength, the 19th EAWOP Congress, Turin/Italy, 29th May - 1st June, 2019.

Grouse, F. Browne, S. Campbell, N. The efficacy of voluntary codes of practice in relation to the advertising and marketing high fat, salt and sugar foods to children, *World Social Marketing Conference*, Edinburgh, Scotland, 4 June 2019.

Goals for Next SIP

Our research goals for the next SIP reflects the crucial role of thought leadership in ensuring practice-relevant research is disseminated widely, and the place of our graduate research students in our PRME focused activity.

To build on our existing website and Conversation engagement with communities of practice, we will develop the ‘thought leadership’ dimension of our School research centres, with particular reference to thought leadership in the domains of economic, social and environmental sustainability

We will document the extent to which the PhD programme incentivizes graduates to focus on PRME-related research themes and explore approaches to encourage more work in these domains.

UN PRME Principle 5: Partnerships -- 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.

UN PRME Principle 5: Partnerships



Trinity Business School is one of the oldest Business Schools in Europe and has a strong reputation both at home and abroad. That excellent reputation is in large part due to the quality of our global network of alumni, business partners, faculty and students.

Framing and guiding our strategy for stakeholder engagement and partnerships is our School's dedication to education and research relevant for students and organisations which instil a mind-set focused on improving business and society based upon creative and critical thinking, ethical awareness and values, cutting-edge knowledge and professional behaviour. This carries through to the School's corporate connections where the terms of engagement must be consistent with the School's values. The School has rejected offers of industry engagement which while financially attractive, failed to meet these standards. We work closely with our Advisory Board <https://www.tcd.ie/business/people/advisory-board.php> whose members include participants chosen for their expertise in ethical business, human rights, environmental, social, and economic sustainability .

In 2019, we joined the Council on Business and Society, an Alliance of six global business schools in Asia, Europe, South America and the United States. We report on our business and society related teaching, engagement and research through the CoBS publication, *Global Voice*.

We have numerous academic, business and civil society partnerships through which PRME-related topics are pursued. Some of the most dynamic are those that engage our undergraduate students in pursuit of academic excellence and social value. On the following page, we give examples of how our students, in competing for within the Trinity Business Student of the Year, the Global Undergraduate (Business) Awards and the Fowler Global Social Innovation Competition have created greater social value.

Trinity Business Student of the Year 2018

Our Business Student of the Year Competition is supported by the Bank of Ireland. The shortlisting and selection process are guided by criteria that reflect PRME principles. Arthaud Mesnard graduated recently from the Business and French programme and is a Trinity Scholar and winner of the Trinity Business Student of the Year award in 2018. During his time as an undergraduate, Arthaud was part of a student led team to develop a social enterprise 'KeepAppy', a mental wellness app which he and his fellow students developed while taking undergraduate modules Social Entrepreneurship, and Social Innovation and Social Impact.



Global Undergraduate Awards

Joseph Lanzillotta, Bachelor of Business Studies (BBS), Trinity Business School, studied the module 'Social Innovation and Social Impact' in his final year, delivered by Prof. Mary-Lee Rhodes. At the The Global Undergraduate Summit, held in Croke Park Joseph presented his research paper entitled "Pollen Panic, How can social innovation best be used to address the wicked problem of pollinator decline?"



Joseph was highly commended in the Business category. He commented that he is "incredibly passionate about pollinators and how social innovation can be used to reverse the wicked problem of pollinator decline".

University of San Diego Fowler Global Social Innovation Challenge (GSIC)



In 201 and 2019, TBS students in the Social Innovation & Social Impact module competed in the 'Global Social Innovation Challenge' run by the University of San Diego Center for Peace & Commerce. This competition provided a global stage for student-run teams to propose their ideas to change the world and address the UN sustainable development goals through social innovation. In 2019, the School was represented at the competition by Nathan Misichi. Nathan won the Qualcomm Wireless Impact Award and was commended by the GSIC organizers for his ambassadorship qualities. Nathan is founder of Sensibin, an innovation that makes recycling easy. He found that only one third of what we intend to recycle actually makes the grade, due to contamination of recycling bins with non-recyclable materials, and up to 60% of the items that end up in the general rubbish bin could actually be recycled.

One of our most important partnerships is *Pathways to Business*, a joint project within the university. Trinity Business School is committed to increasing recruitment of undergraduate students from underprivileged sections of society. Specifically, the School would like to ensure that the population of UG students in TBS more accurately represents the environment within which both the School and the Business Community operate.

Since 2017, under the umbrella of the School's Centre for Social Innovation, TBS has stepped-up its efforts to increase social inclusion. The initial focus has been on establishing deeper linkages with the University's Trinity Access Programme (TAP), which exists to promote programmes to encourage higher levels of participation from second-level and mature students in disadvantaged areas. This has resulted in three initial *Pathways to Business* initiatives:

1. **Community Mentoring:** Community Mentors are undergraduate students who volunteer to visit disadvantaged schools and explain life as a student in Trinity. TAP runs this programme in TCD and also coordinates the participation of other Irish Universities. In 2018/19 TBS/CSI has actively encouraged wider participation from the School's undergraduate population in this programme.
2. **TAP Summer School - Business option:** The TAP Summer School aims to encourage disadvantaged students from second-level schools to aspire to third-level courses in Trinity. Since 2018 TBS/CSI has delivered a new Business module at the Summer School and this has been extremely well-received.
3. **TAP Foundation Programme - Business module:** This is a year-long programme managed by TAP that prepares young adults and mature students for entering College. Starting in 2018/19, the TBS/CSI delivers a business module on this programme.

At the end of 2019, Trinity Business School made a commitment in its upcoming strategy to embark on an ambitious programme to not only recruit a more diverse student body, but to ensure that all students have access to the skills and resources to succeed in their business careers. In summary, the direction proposed incorporates: (1) increasing the levels of Participation by students from disadvantaged groups, (2) ensuring that the Progression of these students is actively supported throughout their undergraduate careers, and (3) ultimately ensuring that when they graduate they may contribute to Promotion of the programme with future UG candidates and with businesses. The School plans to raise between €3 and 5 million over the next 4 years to support student bursaries and programme management costs.

We have many joint university projects that focus on PRME-relevant themes, including projects with a direct environmental sustainability focus. They include Prof. Paul Coughlan's participation in funded research in the area of water and energy. The projects are collaborative with industry and across disciplines, institutions and borders. For example, the ERDF Ireland-Wales Co-operation Programme project *Distributing our Water Resources: Utilising Integrated, Smart and low-Carbon Energy* runs from 2016 through 2021. As part of that project, Professor Coughlan is part of a team of researchers from Trinity College Dublin and Bangor University leading the project in partnership with the National Trust. On 21 November 2019, that team, in partnership with the National Trust, launched a small hydropower installation from the nearby Afon Wybrnant at the 16th century historical farmhouse of Tŷ Mawr Wybrnant. The hydropower installation has been installed to demonstrate project objectives of improving the long-term sustainability of water supply, treatment, and end-use in Ireland and Wales.

Goals for Next SIP

Working in partnership is a key element of our School's pursuit of PRME-related objectives. For our next SIP, we will focus on two partnership goals.

We will move to formal launch of Pathways to Business and secure the resources necessary to sustain this partnership.

We will establish a framework for engagement with PRME networks and become active in one or more of them.

UN PRME 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.

UN PRME Principle 6: Dialogue

Our School strategy to foster dialogue on PRME-related topics across the organisation and externally is largely implemented through the Engagement activities of the Centre for Social Innovation. In addition to established programmes of research and teaching, the Centre acts as a test space for academic social innovation, giving participants an opportunity to test out new ideas and to engage with all the stakeholders who might have an interest in the area.

One of the recent CSI test projects was the Corporate Human Rights Benchmark, and whether it could be applied to assess Human Rights reporting performance of Irish companies. In On November 8th 2019, the Centre for Social Innovation welcomed Eamon Gilmore, EU Representative on Human Rights, as key note speaker for the launch of the first report on Irish business compliance with UN Guiding Principles on Business & Human Rights (UNGPs).

In the report, 22 of the largest companies in Ireland are assessed using the Corporate Human Rights Benchmark ([CHRB](#)) methodology. The benchmark looks at policies, due diligence and access to remedies found in publicly available documents produced by the companies assessed. Companies were contacted about the research and invited to provide further documentation if they so wished. Read more [here](#) and access the [full report](#). A large part of the work of the project was completed by Benn Ó hÓgáin, a Trinity Business School graduate who worked as an Intern in the Centre for Social Innovation while he completed a Masters degree in Development Practice elsewhere in the University.

Among academic and professional staff in the School, there is an appetite to participate in PRME-related extra-curricular activities. On December 7th 2019, a number of School Staff took part in the World's Big Sleepout campaign raising just under 6,000.00 euro.

Our student body has access to the University's Student Societies, with over [100 societies in college](#), covering a huge variety of interests including PRME-related themes. For example The [Trinity Entrepreneurial Society](#) is primarily focused on enterprise and social enterprise speakers, competition and skills workshops. [Foresight](#) is a student-run organisation that was founded over 30 years ago to help foster strong relationships between Trinity College undergraduates and leading members of the Irish business community. [Dublin University Business and Economics Society](#) further the academic and social interests of our members. [AIESEC](#)'s global exchange programme gives Trinity students a chance to travel and to gain international work and experience. The society most explicitly oriented to PRME is [Enactus](#) are a social entrepreneurship society. They create projects that help to tackle issues such as homelessness, poverty and injustice. They are always on the lookout for new projects and are open to any ideas that members might have on solving social problems.

Alumni engagement on PRME-related issues is facilitated through Trinity Business Alumni, a membership grouping of Trinity graduates, and various School events during the year. The largest annual event is the School's Business and Technology Forum. The Forum brings the Trinity Business and Technology communities together to tackle the issues facing business, as well as to network, explore new technology and make things happen.

Our students complete course projects that have social and environmental as well as strategic economic value for organisations. This is most common in our undergraduate and postgraduate modules in Social Entrepreneurship and our undergraduate modules Social

Innovation and Social Impact, but focus on PRME-related themes may be found across all of our course offerings in. For example, in the autumn of 2019, students of the MSc in Digital Marketing Strategy course were tasked with reviewing citizens' experience of online government services. The students investigated life stage events such as 'becoming an Irish citizen', or 'entering the higher education system' or some more specific issues such as 'making a civil claim via the small claim court'. They made recommendations to improve delivery of state e-services. Minister for State with responsibility for e-Government said Minister O'Donovan said: *"This research on our citizens' experiences of using digital services is a key step to improving our delivery of Government services."*

Goals for Next SIP

In our undergraduate and postgraduate programmes, we are committing to the implementation of career placement programmes. For our next SIP, we will work to develop and report on other career resources and opportunities, specifically around PRME-related topics, that extend beyond the PRME-related internships offered by the Centre for Social Innovation.

UN PRME Principle 7: Organizational Practices -- We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

UN PRME Principle 7: Organizational Practices

PRME Principle 7 urges us to put our own houses in order so that our organizational practices model to students our espoused values and promoted attitudes. We strive to implement organizational practices that are consistent with what we urge our students to practice.

In May 2019, we moved into a new building. On the College campus and one of only four College buildings to have a main entrance from the street, it physically represents School priorities of inclusion, student focus and sustainability. The building is near zero energy, built to the standards of the University's Sustainable Development policy and beyond. The new building was designed to the Near Zero Energy Buildings (NZEB) requirement. It has a predicted 'A2' Building Energy Rating (BER) (A2 is the second best rating on the 15 point BER scale) and a BREEAM 'Excellent' assessment for sustainability. Demolition of the old building on the site was carried out in accordance with national guidelines, which includes the recycling of materials.

The School won "Education/School Building Project of the Year" in the Irish Building & Design Awards 2019 (<http://irishbuildinganddesignawards.com/2019-winners/>).

Usage of the building reflects the School's full adoption and augmentation of the TCD Policy on Waste Management and Recycling. No filing cabinets were installed in the new building and individual printers are not permitted. Print centres discourage more printing than is absolutely essential. The School established a policy of no single use plastics within the building. The building's restaurant is required to comply with this policy as are all users of the building. Students were provided with reusable water bottles and there are water stations on each floor. The School has adopted a 'vegetarian first' policy meaning that all event catering is vegetarian unless a special order is placed for a meat dish. Waste disposal facilities include bins for composting as well as recyclables.

In November 2019 we adopted a carbon offset policy for air travel. All staff and student travel from that date is offset at a rate that includes a percentage of the social cost of carbon. The new School Strategy, to be launched in 2020, includes sustainability as a priority focus in all of our activities.

Goals for Next SIP

Our organisational practices are consistent with our espoused sustainability values but even as we implement new policies, we are conscious there are and will be important factors that have not yet been considered. Our priority goals for the next SIP are consistent with 'putting our own house in order' around the sustainability priorities we have identified in this SIP, so as to establish a firm foundation for future work.

We will work to fine tune our carbon offset policy so that when we next report on progress, we can specify carbon offset to date and with that, the impact of adopting the policy.

We will audit our energy use, select an appropriate sustainability accreditation for carbon neutrality and pursue that accreditation with the same vigour that we work for business school accreditation.

We will identify the additional measures we need to take to ensure our organizational practices are as sustainable as we can achieve.

Key Objectives for the Next 24 Months

Our key objective for the next 24 months is to pursue the goals identified within each of the PRME Principle reviews. They are:

Purpose

In becoming a member of PRME, the School pledged its commitment to implementing the Principles, starting with those that are more relevant to our capacities and mission, Review of the School's pursuit of Purpose illustrates consistency between our mission, vision and values and PRME purpose. In terms of funding of PRME activity and PRME capacity building programmes, the School is actively supportive in response to requests, but has not institutionalised a fund or funds for PRME activity and capacity building. We identify these as goal focal points for our next SIP.

Values

The Graduate Charter in development will be a focus for development under the PRME principle of Values. In the period leading up to the next report, we will finalized the Charter, make it available to current students and alumni, and survey to determine student and staff awareness of the values espoused in the Charter.

Method

We will analyse the integration of ethics and social business modules into our existing courses, in the context of the changing economic, environmental and social contexts in which the School operates.

Research

To build on our existing website and Conversation engagement with communities of practice, we will develop the 'thought leadership' dimension of our School research centres, with particular reference to thought leadership in the domains of economic, social and environmental sustainability

We will document whether the PhD programme incentivizes graduates to focus on PRME-related research themes and explore approaches to encourage more work in these domains.

Partnership

We will move to formal launch of Pathways to Business and secure the resources necessary to sustain this partnership.

We will establish a framework for active engagement in one or more PRME networks.

Dialogue

We will work to develop and report on other career resources and opportunities, specifically around PRME-related topics, that extend beyond the PRME-related internships offered by the Centre for Social Innovation.

Organizational Practices

We will work to fine tune our carbon offset policy so that when we next report on progress, we can specify carbon offset to date and with that, the impact of adopting the policy.

We will audit our energy use, select an appropriate sustainability accreditation for carbon neutrality and pursue that accreditation with the same vigour that we work for business school accreditation.

We will identify the additional measures we need to take to ensure our organizational practices are as sustainable as we can achieve.



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

PRME Principles for Responsible
Management Education
an initiative of the United Nations Global Compact

Trinity Business School

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Tuesday 8:00 am–10:00 pm

Wednesday 8:00 am–10:00 pm

Thursday 8:00 am–10:00 pm

Friday 8:00 am–10:00 pm

Saturday 9:00 am–5:00 pm

Sunday Closed

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