



# Strathclyde Business School **Principles for Responsible Management Education**

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**

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## Message From the Dean

This is Strathclyde Business School's (SBS) second report since becoming a signatory to the UN Principles of Responsible Management Education (PRME). Strathclyde Business School continues to support and commit to the PRME principles and what follows is an opportunity to share how we integrate the principles into our strategy and everyday actions, from teaching to research and working with industry.

Our way of working with business at all levels – from student projects to large international research projects – allows real benefits to business. We encourage our students to think about responsible management and leadership in business and the impact of their actions in the business world. Through producing socially-aware graduates and working with business and industry in a responsible way, we aim to make a positive social impact beyond our campus and contribute to a better business world.

In line with the University of Strathclyde's foundation in 1796 as a 'place of useful learning', SBS has a long-established institutional commitment to making the skills, knowledge and resources of Strathclyde's academic and support staff available for the common good both academically and in the form of wider community contributions. We are committed to working internally and externally with integrity and in an open and respectful way.

Through this progress report, we have gathered together examples to demonstrate the importance we attach to promoting corporate responsibility and producing responsible management education, and show our commitment to these principles in action.

**Professor David Hillier**  
**Executive Dean, Strathclyde Business School**

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## 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.

As a place of useful learning we are committed to ensuring that our students work closely with private, public and third sector organisations to develop a practical understanding as well as a theoretical framing of challenges and opportunities facing business and society. Throughout their time at Strathclyde students will meet business and civil society representatives in the classroom, through site and field visits, during placements at home and overseas and develop relevant skills to help them identify opportunities and empower them to take on challenges.

### Leadership and inspiration from Alumni

It is important for students to have role models to aspire to and learn from. Many of our prestigious alumni are engaged with the University and committed to sharing their experience and views on how to generate sustainable value for business and society. A prime example of this is entrepreneur and philanthropist Sir Tom Hunter. Sir Tom began his academic career with a *BA (Joint Hons) Economics and Marketing* from Strathclyde in 1982. Debating Scotland's future following the recent independence referendum, Sir Tom gave an inspiring lecture in October 2015 on how Scotland can improve its economic and social standing. As an example of his long term commitment to useful learning at Strathclyde, Sir Tom and the Hunter Foundation gave a generous endowment to found the Hunter Centre for Entrepreneurship at Strathclyde Business School in 2000. He continues his role with the Centre as a visiting Professor.

Sir Tom's lecture was part of a 'New Enlightenment' public lecture programme. The University of Strathclyde was the only Scottish university founded during the Enlightenment, and the principles which inspired it remain strong today. The lecture series captures the spirit of enterprise, renewal and growth which marked the first Scottish Enlightenment and which laid the foundations for the modern age.

### Vertically integrated projects programme

A key initiative to develop the capabilities of students is our Vertically-Integrated Projects (VIP) programme – it was created to support large-scale, long-term, vertically-integrated, often inter-disciplinary, teams that pursue projects embedded in the research efforts of faculty and their graduate students. The undergraduates on these teams earn academic credit for their participation in the projects and benefit from long-term mentorship by

Classes offered by the Department of Economics largely adopt a public policy perspective. They consider the performance of consumers, producers and other organisations in terms of the extent to which they deliver benefit to Society as a whole...

the faculty, graduate students, and more experienced undergraduates on their team.

An example of this during the period was VIP involvement in *The International Roundtable Conference on International Water Cooperation and Transboundary Aquifers* (15-16 October 2013) hosted by the University and CIFAL Scotland. The Conference provided a unique opportunity to discuss transboundary aquifer management from a multi-disciplinary perspective focusing on its scientific-hydrogeological, socio-economic, financial and legal-institutional dimensions. The conference team at Strathclyde University was drawn from three faculties: Business School (Andrea Coulson) Engineering/David Livingston Centre (Robert Kalin) and Humanities and Social Science (Francesco Sindico). While bringing together the world experts in the Scientific, Law/Policy, Accountancy/Banking sectors to develop consensus and ideas, the Conference also gave students at the University the opportunity to experience and learn first-hand about international policy development.

About 50 University of Strathclyde postgraduate students were engaged with the Conference and the outcomes of the conference will be used in partnership by University of Strathclyde and UNITAR (UN Institute for Training and Research) to develop on-line learning for people around the world, and as credit towards Master's programmes in Civil Engineering (MSc Hydrogeology) and Law (LLM) through CL946/CL979 Global Water Policy. In terms of SBS involvement, classes were delivered on how to account for the 'value' of water as a basis for participation in a panel session at the Conference debating this theme and generating practical programme of collaborative research and practice going forward.

### Day to day experience

On a day to day basis, we are keen for students to foster relationships throughout their learning experience with

visiting academics, our partners and business fellows from industry and practice and, as noted previously, our extensive alumni in numerous roles. For example, our fourth year undergraduate students in Accounting and Risk enjoyed a class led by Michael Kelly, Director of Living Wage at KPMG, Chair of the Living Wage Foundation and a visiting Professor in Accounting at Strathclyde. It is a policy within the Department of Accounting and Finance to have a visiting speaker engaged in each class. Mike challenged students to think through how they would seek to alleviate in-work poverty at a local and global level and shared some experience from his varied roles of business and social risk surrounding in-work poverty and current good practice by employers who paid a living wage. This class supports, and is supported by, research and knowledge exchange activities on the Living Wage.

Classes offered by the Department of Economics largely adopt a public policy perspective. They consider the performance of consumers, producers and other organisations in terms of the extent to which they deliver benefit to Society as a whole (rather than just to some stakeholders in society) using as a reference point principles taken from the "welfare economics" theoretical foundation of economics. This leads students to consider, for example in our microeconomics classes, how the existence of market power can lead to losses of social well-being compared with a competitive economy benchmark, and then to investigate possible regulatory responses to address this (and other) form of market failure. In our macroeconomic classes, students learn how governments can use policy interventions to manage the economy to mitigate excessive levels of unemployment and to reduce the volatility of business cycle fluctuations. Put another way, students of economics systematically adopt the perspective of responsible and principled agents and study the institutional and regulatory approaches available to promote social wellbeing.

## 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.

Across the business school our academics are engaged in research which has a sustainable and inclusive focus; work with industry partners on issues relating to global social responsibility; and we incorporate into our teaching programmes the idea of business with value for all.

### Ensuring a curriculum of Global Social Responsibility

Since our last submission, we have introduced various academic activities that support the Global Social Responsibility agenda, providing our students with increasing opportunity to engage with these critical issues. Examples of this are outlined below:

- Our collaborative Iberdrola MBA in the Global Energy Industry welcomed the second cohort start in February 2015. We work with our partners at Comillas to deliver a customised programme for Iberdrola and this most recent cohort heard from Senior Executive Iñigo Elorriaga, Director of Corporate Governance in Iberdrola, who opened the session and provided participants with an overview of the topic. This comprehensive lecture set the scene for the remainder of the class which had contributions from Allan Fyffe, Internal Audit and Juliet Farquhar, Compliance & Ethics, both from Scottish Power, as well as SBS staff. The session on Finance and Financial Management was co-taught by SBS and Comillas staff.
- The Department of Accounting and Finance works with Michael Kelly, Director of CSR and Head of the Living Wage at KPMG. In his role as visiting professor, Mike plays a key role in class development and presentation and supporting students' dissertation research and lectures on the role of financial services in sustainable development with an emphasis on environmental accounting.
- The Hunter Centre educates students in social awareness from the start of their curriculum. Students in first year participate in the Value Challenge – a group assignment that gives students real-life experience of creating value through entrepreneurial activity. The groups invest £20 and the aim is to add as much value as possible over a six to eight week period. All proceeds are given to a nominated charity, currently Yorkhill Children's Foundation.
- The Economics Department offers a series of classes, at both Undergraduate and Postgraduate levels, that deal with issues relating to energy and the environment. These classes include the Undergraduate class Natural Resource, Energy and Environmental Economics, and two Postgraduate classes Environmental Economics

Many of the Business Enterprise students come from family businesses and on graduation will join and eventually lead these organisations...

(which is also taken as a core class in some Civil Engineering masters degrees) and Energy Economics. These classes analyse the underlying (rather than proximate) causes of environmental problems, consider how targets can be set to ensure that socially beneficial outcomes are obtained, and what policy instruments are available to bring about efficient and sustainable use of our natural resources. In both classes, a central element of the syllabus is an investigation of international collaboration regarding climate change.

- The Hunter Centre for Entrepreneurship has recently developed an online module for MBA students in the area of Social Entrepreneurship. The module addresses the need for MBA students to engage with complementary perspectives on entrepreneurship, which include the consideration for society, community, social innovation, social impact, the environment, as well as ethical governance and management in the ways in which those constitute the topic of 'social entrepreneurship'. Social entrepreneurship is a very relevant approach to building and developing enterprise for the 21st century, considering contemporary global business challenges and the sustainable impact that businesses are asked to make in the wider society as well as the specific community in which they operate.

- The Institute of Future Cities, which sits within Strathclyde Business School's department of Economics, works to improve the quality of human life in cities across the world. The Institute is a centre for research and teaching on smart sustainable cities that integrates and catalyses expertise and research across sectors and multiple disciplines, and addresses major challenges, seizes opportunities and informs decisions that make future cities across the world better places to live, work, learn and invest.

Key themes for the Institute are: Sustainable city planning and implementation; Risk and resilience in

cities; Urban health and e-health; Business models, finance and economic analysis for cities; Urban data analytics; and evidence-based public policy and public service innovation.

The Institute encompasses the City Observatory, the Pan-European STEP UP project, ESRC Predictive Crime project, and AHRC Design in Innovation project.

- The Hunter Centre for Entrepreneurship delivers a Family Business Elective to Honours level students, designed to bring together theory and practice in family business through a combination of practitioner insights, theoretical instruction and practical experience of working with family businesses. Using a mixed learning approach of workshops, simulations and video with guest lectures from family business experts and practitioners, the class is designed to help students understand what family businesses are, how they operate and how they contribute to the economy. Students engage with real life family businesses on their project, helping both them and the family business understand issues relevant to sustaining and growing family enterprises. This class is unique in Scotland and is regularly endorsed by the Scottish Family Business Association (SFBA) as a leading example of better understanding family business and their importance to wider society. In recent years the class has worked with the SFBA, Family Business Solutions and a variety of domestic and international family businesses providing companies engaging in the course with a real benefit to their operations. Many of the Business Enterprise students come from family businesses and on graduation will join and eventually lead these organisations. Thus this class helps to 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.





Many of our programmes have reflection built into them, allowing our students to think critically about the business world and responsible leadership.

## Principle 3 | Method

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

A review of our programmes is carried out annually to ensure we are teaching best practice in terms of business ethics, CSR and responsible management/leadership. This is reflected in the content of both undergraduate and postgraduate programmes, with a particular emphasis on increasing the experiential elements. Many of our programmes have reflection built into them, allowing our students to think critically about the business world and responsible leadership.

### Examples of how we create Educational Learning Experiences:

- SBS actively encourages its student community to apply for involvement in the G20 Youth Forum, an initiative which aims to bring people together to discuss issues and solve world problems. Three students, representing our UG and PG communities, attended the G20 Global Youth Forum in Germany in 2014. It is the largest, international event for young leaders, which attracts 1200 young leaders, parliamentarians, academics, students and representatives from the business world. MBM student Yanjie Yang was awarded the Silver Angel Award for her involvement in an environmental protest in her home town in China.
- Each year, a group of undergraduate SBS students visits Dubai as part of an international study tour organised by Strathclyde. This was introduced to provide the undergraduate students with a different business perspective. Supported by Ammar Shams, HSBC Middle East's Regional Head of Corporate Sustainability and Diversity and SBS UAE Advisory Board Member, this opportunity allowed those students, who do not have a compulsory semester abroad as part of their studies, the chance to get an international perspective and visit overseas. The feedback from participants indicated that the experience had definitely broadened their outlooks, with consideration now being given to international job and internship opportunities.
- As described in our inaugural PRME report, the Management Development Programme continues to be the main platform to provide undergraduate students with opportunities to consider the PRME agenda in the curriculum. In 2014/15 all students in the third year of the programme were required to complete a social responsibility element to their programme. These have been designed to provide support to the Curriculum for Excellence and the Widening Access



The course provides high calibre graduates with the skills and understanding to become the next generation of leaders in the design and delivery of ambitious sustainable city strategies.

to Higher Education programmes within the institution which addresses the recruitment, retention and progression of students from a wide variety of groups traditionally under-represented in higher education. These include people from ethnic minority groups, from disadvantaged communities, people with disabilities and those from families with no previous experience of higher education. An example of a project that students participate in is The Children's University, which recognises achievement and celebrates learning that takes place outwith normal school hours. Children aged 7 to 14 gain credits for taking part in activities such as after-school clubs, drama groups, sports teams or learning experiences at museums, parks and community centres. School pupils get a stamp in their Passport to Learning each time they visit one of these 'Learning Destinations'. Participating MDP students will design, coordinate and deliver a brand new learning destination for the Children's University based on encouraging young people to think about the possibility of studying Business at University in the future. Their event will be based on campus and feature engaging and interactive activities that fit the ethos of the Children's University while providing a focus on future educational opportunities.

#### **Examples of how we create Educational Frameworks:**

■ Strathclyde Business School launched a new Masters programme, the MSc Global Sustainable Cities, with the first students due to start in 2015. This innovative programme has a focus on tackling major urban opportunities and issues. The course provides high calibre graduates with the skills and understanding to become the next generation of leaders in the design and delivery of ambitious sustainable city strategies. Uniquely, the MSc Global Sustainable Cities is based on real world experience gained from sustainable city projects undertaken by Strathclyde and its partners,

in the UK and across Europe. The Masters is created and coordinated by the new Institute for Future Cities at University of Strathclyde.

- A faculty-wide teaching initiative to deliver joint classes on risk perspectives was delivered as part of Strathclyde Business School's Spring School, where Postgraduate students can choose a 10 credit elective outwith their discipline. This multidisciplinary class includes presentations by academics from each department along with colleagues from industry to raise social and environmental awareness and provide practical insights into risk management practices. For example in March 2015 Christopher Bray, Head of Environmental Credit Risk at Barclays Group presented to a combined risk class. In preparation, Dr Andrea Coulson from Accounting and Finance engaged in the production of a hypothetical lending case with Barclays which formed the basis of a written assignment.
- Events Management and Working in the Third Sector delivered by the department of Strategy and Organisation comprises one part of our offering for third year undergraduates. This class aims to raise money for charity while at the same time providing students with the opportunity to add something on their CV in line with the experiential nature of third year here at SBS. Industry has highlighted the need for students to be more aware of the third sector, while the market in Hospitality and Tourism is putting emphasis on events and their delivery. This class is innovative as it embeds undergraduate students with charities, but most unique of all it challenges students to find their own resources, create relationships and networks in an attempt to run an event of their conception for charity. This class is geared towards equipping students with the knowledge and theory to understand the process of managing events. It also allows students to participate in the various stages of planning events with research into selecting the right event; contacting sponsors;

...students get the opportunity to experience the third sector, and gather information on the charity they will run an event for, and that adds an additional consulting element to the class...

event themes; site selection; task and responsibility checklists; budgeting and finance; advertising and promotion; and event administration. Alongside these, this class also equips students with the necessary skills of managing in a complex environment and it prepares them to enter the profession with an understanding of the industry. The other exciting element of the class is that students get the opportunity to experience the third sector, and gather information on the charity they will run an event for, and that adds an additional consulting element to the class. Students in fourth year take 'Being an Ethical Manager'.

- On our MSc Global Energy Management course, we work with a range of organisations in the energy sector to shape and contribute to our course design and organisation. One class, the Global Energy Forum (GEF), is taught entirely by external speakers. This provides, with some guidance from us, the opportunity for speakers involved in the energy sector (for example, Wood Mackenzie, BP, ARUP, GE Oil & Gas, Scottish Power, DECC, SSE, etc) to talk to students about the energy sector challenges they are currently facing. This enables students to put the theoretical and academic knowledge they are learning into a practical context.

Input is also provided from industry more formally through the Department of Economics advisory board (the MSc GEM degree is based in the Economics department). Recently, we have appointed Mr Murray Douglas from Wood Mackenzie to the advisory panel. Our MSc GEM degree is also accredited by the Energy Institute, the only energy management masters to be accredited by this body. The accreditation and review process for the Energy Institute involves an assessment of the curriculum and course structure and content with the assessors, to ensure that it meets the standards of the Energy Institute and also the needs of the energy sector.

In addition, we support our MSc GEM students in organising an exchange workshop with the students of the Energy, Carbon and Finance Programme at Dauphine University, Paris. This initiative is student-led, supported by university staff, and involves two workshops in Glasgow and one in Paris. The aim of this initiative, at least in part, is to expose both groups of students to different perspectives on the current challenges in the energy sector. Expert speakers contribute to both workshops and the two workshops provide competing cultural perspectives on the global energy sector, allowing students to explore different solutions to common problems. The students who help organise this conference gain significantly in terms of their own personal development and leadership skills.

- Strathclyde Business School has twice now offered a Business MOOC (Massive Open Online Course) which is open to those with any education background working in business. The course seeks to help learners develop their perspectives of the world of business today in which all modern organisations work – and, as much as it is possible, prepare them for a better understanding of this world as it will be tomorrow. Four themes are considered which provide different perspectives on the lives of modern organisations in the world of business: Knowledge, Technology, Globalisation, and Ethics.





## 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.

We carry out research that is both theory-driven and relevant for policy and practice. This section highlights some of our research related to social responsibility and sustainability. The Research Excellence Framework 2014 rated us highly for Impact - how our research impacts on practise on business - and we were also rated highly for Research Environment which looks at 'vitality and sustainability'.

### How we create research with impact:

- An SBS faculty-wide risk research group is engaged in interdisciplinary research and doctoral supervision, and enjoys strong international links with academia and practice. A partnership development grant from SSHRC co-funds research with Dalhousie University - SSHRC Critical Infrastructure Project, CA\$200,000 Risk Governance in Theory and Practice: Connecting Canadian and UK Risk Networks to Improve the Resilience of Critical Infrastructure. Strathclyde and Dalhousie academics have used the online virtual world Second Life to engage in research internationally, thus reducing the impact of distance and time zones and reducing financial and carbon costs. This project involves industry collaboration with Co-op Atlantic while four full time PhD candidates are currently being supervised between SBS departments on topics including "Twitter as a means of communication during a health risk event" and "stranded assets and environmental credit risk".
- Research commissioned from the Universities of Strathclyde and Oxford regarding the 2014 referendum on Scottish independence found that the referendum debate had a significant impact on workplace and employment relations in Scotland. In a report published by the Work, Employment, Skills and Training: Where next for Scotland? (WEST) project, the findings indicated that Scotland was taking a radically different direction to the rest of the UK in improving important employment relations policies. The research suggested that the referendum debate had provided a valuable opportunity for stakeholders in Scotland to review and reflect on policy. Research was carried out by Patricia Findlay, Jo Commander and Colin Lindsay of the Scottish Centre for Employment Research, Human Resource Management department.

- A research proposal by Dr Pratima Sambajee (Strategy and Organisation), Professor Tom Baum (HRM) and Dr Alia Weston (Strategy and Organisation) won the 'highly commended winner of the 2013 Emerald African Management Research Fund Award'. The title of the research is 'From informal to small and medium enterprise sector: an analysis of management practices employed by SMEs in Mauritius'. Applications for this research fund award should address the dissemination of knowledge for the social good with a specific orientation toward benefit for Africa.
- Our Human Resource Management department has led the Changing Employment research project since 2012. Themes of this research include inclusion and exclusion, and employee wellbeing and work life quality. The project recently extended its research and institutional links into Latin America with a two year initiative; while a Changing Employment Network research Paper Series has been recently launched. The team has just been notified that the RCUK-CONFAP ESRC bid with Brazil was successful, with funding of £98,000 awarded (£47,000 directly paid to Strathclyde).
- Dr Kostas Tomazos, of Strategy and Organisation department, was awarded a grant from the Carnegie Trust to support his trip to Cambodia to investigate the commoditisation of children in orphanages. Volunteer tourism is a very controversial phenomenon that is one of the most hotly debated topics in tourism research today. It involves untrained, in most cases, individuals travelling across the world to assist in different projects. One of the most popular types of projects is childcare at orphanages and children's refuges. There are certain reports in the media that children are vulnerable, exploited or even rented from their families and placed in such 'care' and kept under conditions that aim to encourage donations from the well-intended volunteers. This project aims to deconstruct the orphan tourism experience looking at the screening process, disclosure and any training provided to participants; management of the volunteers, how the children are used by the projects, conditions, how the volunteers feel about the conditions the children live in; and what happens after the participation - are the volunteers encouraged to make continuous contributions and what happens to the children once they are older and cannot remain at the orphanage. He has also secured £30,000 in ESRC funding as co-principal investigator for a seminar series on international volunteering.
- The Workplace Innovation Consortium (WIC) is an ongoing inter-departmental project, carried out by SCER in the department of Human Resource Management, Management Science and Hunter Centre, to support change and innovation in SMEs. Twelve case studies are being designed with companies who are particularly open to innovation. WIC provides industry-facing support for organisational change and innovation in SMEs and works with Scottish Enterprise, Scottish Funding Council and Scottish Trades Union Congress in identifying workplace challenges and evaluating alternative ways of working to establish how productivity can be improved alongside enhancements to people's working lives.
- Dr Kathy Hamilton (Marketing) continued her research into vulnerable consumers (2012-2014), and Strathclyde hosted the fifth in the ESRC seminar series which focused on issues relating to poverty. The seminar series involved Dr Hamilton, Susan Dunnett, University of Edinburgh, and Maria Piacentini, University of Lancaster. The series has looked at social exclusion, vulnerability, and poverty. The central aims of the series are to provide a space to critically engage with the notion of consumer vulnerability in order to promote dialogue and interchange between researchers, practitioners and policy makers; and to create a supportive forum through which to foster methodological good practice.



■ The Centre for Health Policy was launched in April 2014, and draws upon the University of Strathclyde's expertise in public health and management, child and migrant health, behaviour change and health communications. The Centre's focus is on three fundamental health policy challenges: equality, affordability and demography. Professor Sir Harry Burns, previously Scotland's Chief Medical Officer and now with the University of Strathclyde, made the inaugural address in April 2014 as part of the official launch of the Centre. The Centre produces high-quality analyses of current health policy issues and supports the development of policies to enhance the effectiveness and sustainability of public health systems. The focus of the Centre for Health Policy is on three fundamental health policy challenges:

- **Finance** – how to fund healthcare delivery, set against increasing expectations and demand
- **Inequalities** – how to reduce health inequalities while improving overall population health
- **Demography** – how to design and deliver healthcare to meet the needs of key groups

The Centre for Health Policy leads research and innovation programmes under two, broad themes: Health Systems and Services, and Public Health and Inequalities and draws on expertise across the University in Engineering, Humanities and Social Sciences, Science and Strathclyde Business School to help inform the development of effective and affordable public health policies.

An example of this research is 'Process improvement for hospital services' with Gillian Anderson (Management Science department) working in the public healthcare sector supported by Dr Robert van der Meer (Management Science department) and Professor Alec Morton (Management Science department), funded by the Quality and Efficiency

Support Team (QUEST) of the Scottish Government. The project will increase the evidence base for orthopaedic process re-design to inform decision making at a health board and government level. This will be achieved by using discrete event simulation as a way of modelling natural and random variation within the processes. By allowing us to model variability at different parts of the process we gain a clear picture of how resources are utilised and budgets spent. Being able to explore 'what if' scenarios allows hospitals to identify efficiencies and tackle capacity and capability issues within their service.

- The Centre for Charitable Giving and Philanthropy (CGAP) at Strathclyde Business School held an event in partnership with ESRC (Economic and Social Research Council) entitled 'Social investment for the 21st century' as part of the Festival of Social Science 2012. It provided an opportunity for social entrepreneurs, social enterprises, social investors and supporters of social enterprise including policy-makers and researchers to discuss new and emerging forms of social investment and to consider the relevance of current practice, research and policy in social investment, entrepreneurial philanthropy and wealth redistribution for social purposes, including social innovation. The event gathered social entrepreneurs, social investors and supporters of social enterprise - including policymakers and researchers - to discuss new and emerging forms of social investment and on questions such as:

*How can we improve the environment and support for social investment, entrepreneurial philanthropy, social innovation, and social entrepreneurship?*

*How can the sustainability and impact of third sector organisations be improved through social investment?*

The event was intended to develop recommendations for better support, and to encourage and foster entrepreneurial philanthropy and social investment.



## Case Study | Transboundary Aquifer Management

The International Roundtable Conference on International Water Cooperation and Transboundary Aquifers (15-16 October 2013) provided a unique opportunity to discuss transboundary aquifer management from a multi-disciplinary perspective focusing on its scientific - hydrogeological, socio-economic, financial and legal-institutional dimensions.

The conference team at Strathclyde University was drawn from three faculties: Business School (Andrea Coulson) Engineering/David Livingston Centre (Robert Kalin) and Humanities and Social Science (Francesco Sindico).

Fellow conference organisers were CIFAL Scotland. Partners (sponsors) included: DIFD (Department for International Development); Dundee Centre for Water Law and Policy (under auspices of UNESCO); Glasgow City Council; IAEA Water Resources Programme (International Atomic Energy Association); IAH (International Association of Hydrogeologists); Scottish Government; South African Water Energy and Food Forum; UNESCO-IHP (United Nations Education Scientific and Cultural Organisation - International Hydrogeology Programme); UNITAR (United Nations Institute for Training and Research)

Speakers included: UNECE (United Nations Economic Commission for Europe); World Bank; British Geological Society; Institute for Sustainability Africa; South African Council for Scientific and Industrial Research; ACCA Global Sustainability Forum (Association of Chartered Certified Accountant); KPMG; Water for People; Water Stewardship Council of South Africa; University College Cork; University of St Andrews.

Not only did we bring together the world experts in the Scientific, Law/Policy, and Accountancy/Banking sectors to develop consensus and ideas, but we also gave students at the University the opportunity to experience and learn first-hand about international policy development. About 50 postgraduate students were

engaged with the conference and the outcomes of the conference will be used in partnership by University of Strathclyde and UNITAR (UN Institute for Training and Research) to develop on-line learning for people around the world, and as credit towards Master's programmes in Civil and Environmental Engineering (MSc Hydrogeology) and Law (LLM) through Global Water Policy.

All of the major delegates from 26 countries commented specifically and positively on the University and its vision. The International Association of Hydrogeologists (IAH) has recommended that the university team plays a key role in the international commission on transboundary aquifer. The University and Scottish Government was applauded for hosting this meeting as it is the only meeting across the globe that addressed this issue in 2013, the UN International Year of Cooperation, and as such placed Strathclyde in the unique position of having set up this very important event.

## Principle 5 | Partnership

We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.

We are committed to working with industry partners to provide bespoke solutions to their business needs and challenges, such as the need to look at sustainability in the hospitality and tourism industry, and, via knowledge exchange, we work on projects with sustainability at their heart.

### How we work with Industry to meet Social and Environmental responsibilities:

- The establishment of the International Public Policy Institute (IPPI) signals our commitment to invest in order to create a step change in the level and impact of our policy engagement, both nationally and internationally. IPPI's focus is on major global challenges in health, energy, economic development, government and public sector delivery, education and social policy. It draws together expertise from across Strathclyde – in the Humanities and Social Sciences, Strathclyde Business School, Science and Engineering – and takes an interdisciplinary approach to public policy challenges. Established senior practitioners play a vital role in IPPI's work and it has engagement from a range of Visiting Professors with a wealth of leadership experience of government, business and the media. They bring a vital, real world experience to IPPI and its work. IPPI draws on Strathclyde's extensive range of international partners to help inform and develop policy. For example, IPPI's Centre for Health Policy has established strong links to New York University, the Wagner School of Government and the McSilver Institute, seeking to learn the lessons of different approaches to shared challenges. Using Scotland as a 'policy laboratory', IPPI channels Strathclyde's expertise to help policy makers to develop, deliver and measure their policy outcomes on the lives of citizens – and to bring its international experience and networks to bear to help identify effective public policy.
- The Institute of Future Cities' City Observatory is an innovative information system which collects, manages and interprets diverse data related to the urban environment. It will allow city governments, businesses, communities, citizens and consumers to see and understand their city, and its possible futures, in new ways. Social media and mobile apps will be

**We take a technology neutral approach, invite speakers working with a range of energy technologies, and encourage students to ask questions and challenge the speakers about their position...**

integrated into the observatory programme to deliver a wider reach for the Observatory by allowing businesses (including SMEs), communities, citizens and consumers to play an active role in identifying the city's key problems, objectives, and novel opportunities - and proposing original solutions, research programmes, and innovative services. It will demonstrate and develop key approaches to aid the future sustainability of cities nationally and internationally. Glasgow and partner cities will act as living labs for testing new approaches to urban problems, providing real-time feedback. This will help facilitate sustainable urban development by allowing businesses, researchers, developers and policy makers to see how the city responds to new systems; identify optimal solutions and uncover future possibilities.

- Dr Lucrezia Casulli from the Hunter Centre for Entrepreneurship set up the Strathclyde Business Clinic aimed at providing small and new businesses, both from the commercial and third sector, with consultancy solutions tailored to their business needs. Academics and SBS Business Fellows guide multidisciplinary teams of Strathclyde Business School students in diagnosing the root cause of the issues and designing a plan of action. A total of 23 organisations and over 100 students have taken part in the SBS Business Clinic (2014-15). With this input, these micro businesses in Glasgow will hopefully benefit from sustained growth, leading to wider benefits for the economy as a whole.
- The Hunter Centre for Entrepreneurship has teamed up with Start Up Grind, a networking event to support the Scottish entrepreneurial ecosystem, with monthly meetings taking place on the university campus. Each month a well-known entrepreneur speaks to a group of about 40 people about their experiences. A new initiative to Glasgow, the Hunter Centre first hosted the event in October 2014.
- The MSc Global Energy Management has a high level of engagement built into its core programme. One 20 credit class (the Global Energy Forum, or GEF) is taught entirely by external parties from industry, government and elsewhere. Many of these speakers are senior officials in their organisations and this class brings practical and current real world issues and challenges into the classroom and allows students to understand the kinds of issues that they will be facing when they enter or return to professional careers. The GEF also provides a forum for students to hear and debate competing ideas and visions for the energy sector. We take a technology neutral approach, invite speakers working with a range of energy technologies, and encourage students to ask questions and challenge the speakers about their position. This format encourages independence of thinking and other skills essential to developing the leaders of the energy sector for the future. In addition, we also include an industry placement as part of this class, providing the opportunity for students to spend a minimum of six weeks in a relevant industry organisation. The students engage with serious and important work while they are with these organisations, and it further enhances the industry awareness and personal skills of our students.
- Strathclyde Business School and Santander Corporate and Commercial have put together a programme aimed at helping SMEs develop a strategy for growth. The Growth Advantage Programme complements Santander's existing Breakthrough Programme, and will provide a unique opportunity for leaders of fast-growth SMEs to take a step back from the day-to-day demands of scaling their businesses to develop a robust strategy for growth combined with a practical action plan to deliver sustained growth. Participants benefit from: access to a dedicated Growth Advantage learning environment which will support real time interactivity, discussion and debate amongst Growth Advantage

participants and academics; dedicated Strathclyde and Santander learning materials and marketing intelligence; attendance at 'Pinnacles of Growth' - a regular feature of all Growth Advantage workshops where leaders of high-growth firms will present and discuss their own experiences, in an informal and relaxed setting, providing both memorable inspiration and practical guidance.

- Strathclyde Business School's engagement with SMEs has recently been recognised by the silver award of the Small Business Charter in recognition of our work supporting start-ups and growing small businesses. Recipients have all shown exceptional dedication to helping improve links with, and support for, the small business community in their respective regions. Strathclyde's support for small firms involves consultancy, advice and specialist support.
- Established in 2013, Social Innovation Scotland is a new not-for-profit centre established to encourage, nurture and support social innovation in Scotland, and is a partnership between Community Enterprise in Scotland, the Hunter Centre for Entrepreneurship at Strathclyde Business School and Social Value Lab. The Centre conducts insightful policy research, explores complicated social challenges from new angles, brings people together to learn and apply their expertise to the big issues of the day, and together work towards a radical blueprint for public services and social wellbeing in Scotland. During 2013, the centre delivered a Seminar Series, which included a number of social entrepreneurs and a government official working to reshape public services.
- The Enterprise Research Centre (ERC) was established in February 2013 to answer one central question, 'What drives SME Growth?' The Centre aspires to become the international focal point for research, knowledge

and expertise on SME growth and entrepreneurship. ERC brings the evidence base on SMEs and enterprise together, drives out new research insights and works with policy makers and practitioners to ensure research shapes better policies and practices to help SMEs to grow. Professor Sara Carter from the Hunter Centre for Entrepreneurship leads the Diversity Research theme, focusing extensively on entrepreneurship policy, gender, entrepreneurship and finance; and rewards and lifestyles within the entrepreneurial household.



ways to get out high debt:  
 - raise taxes / cut spending  
 - sell bonds to central bank  
 - negotiate - cancel debt (whole / part)

experience of some countries eg. Greece very high debt to EU, Greece ✓  
 EU they went ✓  
 high spending + not paying taxes.

Greece is politically unstable  
 ⇒ fiscal policy cannot be used

It is easier to reduce high debt if an economy is growing.

**HIGH DEBT**

A bond is a <sup>debt</sup> security you must pay interest back on at the end of year, t.

→ debt increases when the government runs a deficit

→ A government can finance its debt in 2 ways:  
 ① sell bonds to the central bank ✓  
 ② sell securities to private investors ✓

The debt to GDP ratio shows the health of a country. It is the ratio of ... ?  

$$\left[ \frac{B_t}{Y_t} - \frac{B_{t-1}}{Y_{t-1}} = (r-g) \frac{B_{t-1}}{Y_{t-1}} + \frac{G_t - T_t}{Y_t} \right]$$

The first term shows:  
 The second term shows:

Countries with a very high debt to GDP ratio - eg. over 100% run the risk of entering a vicious circle... ✓  
 ↑ primary surplus (a must ↑ T = unpopular, increases risk premium = higher (r-g))

This can lead to a debt crisis ✓

## Principle 6 | Dialogue

We will facilitate and support dialog 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.

We host an active programme of seminars, guest speaker events, and debates which facilitate dialogue between the business school and its key stakeholders. Our academics are involved in consultancy and called on to impart their knowledge to private, public and not-for-profit organisations, contributing to the debating of issues related to global social responsibility and sustainability.

### Examples of how we facilitate discussion amongst society:

- The Hunter Centre for Entrepreneurship hosted a 'Diversity and Enterprise in Scotland' event where ideas and issues raised in the discussion informed the future research agenda of the Enterprise Research Centre as well as the Scottish Government's drive to increase entrepreneurship and business formation. The interactive panel discussion looked at whether Scotland, with an increasingly ethnically diverse population, sees that reflected in its business base; whether women are still under-represented in enterprise and how to support the increasing numbers of people with disabilities starting businesses.
- The Strathclyde Dialogues series is now in its fifth year with events held in Abu Dhabi, Dubai and Oman. The key objective of the Dialogues initiative is to bring together panels of experts who, by exchanging views and perspectives, promote the sharing of knowledge in various fields of contemporary interest globally, and with particular application to the Gulf. For example, taking its lead from the recently launched UAE and Dubai Innovation Strategies, a recent Strathclyde Dialogues event explored the current trends taking place in the UAE, and globally, within the dynamic arena of collaborative innovation. The series has also addressed climate change, renewable energy and the impact of technology on society.
- A new study for the Offshore Renewable Energy Catapult, located in Glasgow, has estimated the economic impact on the UK of offshore renewable energy developments to 2020. The report (published in March) was carried out for the Offshore Renewable Energy Catapult by the Fraser of Allander Institute and BVG associates – an independent consultancy with considerable experience in renewable energy.



■ Research carried out by Pauline Anderson (HRM) in collaboration with Caledonian University and the Equality Challenge Unit looked at occupational segregation in Scottish HEIs focusing on disability, gender and race, and has generated recommendations for institutions to encourage a positive culture change. This was a truly collaborative project involving a numbers of HEIs at various stages of the research process. The recommendations for policy and practice were 'road tested' at a practitioners' workshop and they will help support HEIs in their ongoing work to tackle occupational segregation and related pay gaps, applying knowledge with impact.

■ Professor Patricia Findlay from the Department of Human Resource Management was the sole academic appointed by the Scottish Government to the review of workplace policies set up to create better working environments, which was chaired by Jim Mather, alongside employer and trade union representatives. The independent review, titled *Working together: progressive workplace policies in Scotland*, identified four key themes for action and 30 recommendations and reported them to the Scottish Parliament in July 2014.

■ Economics Professor Robert Wright has been awarded the President's Medal of the Scottish Economic Society (SES) for: "Contributions to economics in Scotland". The objectives of the SES are to promote the study and teaching of economics on the widest basis, and to provide a forum for the discussion of Scottish economic problems and their relationship to political and social life in Scotland.

■ A network of Business Fellows has been developed as an exclusive club of industry leaders from a range of business backgrounds who work closely with SBS to discharge its mission. The Network aims to enhance

connectivity between industry and the School through collaboratively addressing issues such as how to best shape the next generation of business leaders and how to strategically connect industry and SBS.

Working directly with our students allows Business Fellows to play a critical role in directly shaping the next generation of business leaders to ensure that they have the skills and experience to succeed in industry. Importantly, it also allows Business Fellows the opportunity to address gaps and strategic issues within their own organisations, often at no, or very little, cost to the organisation. Such examples of how our fellows work with students are: as guest lecturers, providing MBA projects, providing internships.



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## Case Study | The Living Wage

### New evidence of a business case for adopting Living Wage

A new report reinforcing the business case for employers to adopt the Living Wage was published in January 2015. The report highlighted clear evidence demonstrating how UK employers paying the Living Wage benefit from improved staff morale, retention and productivity – resulting in long-term business benefits.

The knowledge exchange project, carried out by the University of Strathclyde and the Living Wage Foundation – and commissioned by Barclays – used case studies demonstrating business benefits and examples of how to mitigate associated costs.

#### Key findings included:

- Implementing the Living Wage encourages businesses to re-evaluate their approaches to staffing and payment [or similar] in the UK, leading to more effective and efficient working patterns in the long term
- Implementing the Living Wage encourages businesses to re-evaluate their business model, leading to more effective and efficient working patterns in the long term
- Increased skills development among existing staff
- Increased staff performance and job satisfaction
- Increased staff retention
- Long-term reputational benefits for Living Wage employers

The study included evidence from five major accredited Living Wage employers, covering more than 327,000 staff, and a member of the Living Wage Foundation's Service Provider Recognition programme.

**Mike Kelly** Chairman of the Living Wage Foundation and Director of Living Wage at KPMG, said:

*“There are many businesses in Scotland who would like to pay the Living Wage but feel they are unable to do so due to perceived associated costs. While the report accepts initial costs of implementing the Living Wage can be an issue for companies, it clearly demonstrates the business benefits of becoming a Living Wage employer and provides working examples of how businesses can mitigate those additional costs.”*

**Deputy First Minister John Swinney MSP**, commented:

*“Tackling low pay is a key priority of the Scottish Government and we fully support the living wage campaign.”*

*“We recognise the real difference the Living Wage makes to the people of Scotland which is why we are the first Scottish Government ever to pay the living wage to all employees.”*

*“The knowledge exchange project, carried out by the University of Strathclyde and the Living Wage Foundation – and commissioned by Barclays – gives evidence of the business benefits of paying the Living Wage. It isn't simply good for individuals, it is also good for companies. It helps to increase staff retention, reduce absenteeism and enhance businesses reputation.”*

## Case Study | The Living Wage

**Dr Andrea Coulson Senior Lecturer of Accounting at Strathclyde Business School** and primary author of the report, said:

*“Reducing in-work poverty is a serious challenge for business and there is no doubt that paying a Living Wage and improving employee working conditions is an important step in the right direction.”*

*“The report highlights detailed case study evidence of how costs of adopting the Living Wage are being mitigated and value created for employers, their employees and on-site contract staff.”*

Since rolling out the Living Wage to all full-time staff and suppliers, including on-site contractors, KPMG has seen an increase in employee motivation, higher employee retention, and reduced absenteeism. This in turn has resulted in lower recruitment costs, more opportunities for staff development and the opportunity for KPMG to mitigate costs by broadening responsibilities of current staff. The firm has also seen improvements in bottom line performance in both financial and non-financial indicators such as employee engagement and overall customer satisfaction levels.

**Jenny Stewart Head of Infrastructure and Government at KPMG**, said:

*“KPMG has been firmly committed to the Living Wage principle for many years. We have been paying the Living Wage to our own staff since 2006 and ensuring it is paid by sub-contractors since 2007. We have seen the benefits. Facilities Management staff satisfaction levels are higher than before and as a result the business has become more efficient. During the first year of implementation, turnover in our cleaning staff dropped from 44% to 27%. Absenteeism has also since dropped by 10%. Our suppliers are also benefiting from being associated with Living Wage and are now experiencing greater numbers of applicants to fill vacancies than previously.”*

Other case studies featured in the Living Wage report include Barclays, Aviva, Penrose Care, Enhance Office Cleaning and SSE.

**Dominic Johnson Employee Relations Director at Barclays**, commented:

*“Not only is paying people who work on our behalf a wage that supports a decent standard of living a responsible thing to do, there are also clear business, societal and economic benefits to doing so.”*

*“We are pleased to support this knowledge exchange project conducted by the University of Strathclyde and the Living Wage Foundation which investigates further the qualitative and quantitative benefits to businesses of paying the Living Wage, and hope that the Living Wage continues to gain increased support from the business community.”*



## PRME

**For general information on the PRME programme or any of our other activities please contact us at:**

**University of Strathclyde  
Business School**

199 Cathedral Street,  
GLASGOW G4 0QU

email: [sbs.marketing@strath.ac.uk](mailto:sbs.marketing@strath.ac.uk)  
[www.strath.ac.uk/business](http://www.strath.ac.uk/business)

