



QUEEN'S MANAGEMENT SCHOOL

# SHARING INFORMATION ON PROGRESS REPORT

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INAUGURAL REPORT OCTOBER 2019

WORKING TOGETHER TO MAKE GLOBAL  
GOALS LOCAL BUSINESS



QUEEN'S  
UNIVERSITY  
BELFAST

MANAGEMENT  
SCHOOL

**PRME** Principles for Responsible  
Management Education

*an initiative of the United Nations Global Compact*

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## CONTACT INFORMATION

**DR LAURA STEELE**

PRME CHAMPION,  
QUEEN'S MANAGEMENT SCHOOL  
LAURA.STEELE@QUB.AC.UK

**QUEEN'S MANAGEMENT SCHOOL**

RIDDEL HALL  
185 STRANMILLIS ROAD  
BELFAST  
NORTHERN IRELAND  
BT9 5EE

**WWW.QUB.AC.UK**

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## A LETTER FROM THE HEAD OF SCHOOL, PROFESSOR NOLA HEWITT-DUNDAS

In July 2017, Queen's Management School became a signatory to the United Nations-supported Principles for Responsible Management Education (PRME). PRME aims to transform management education, research, and thought leadership globally through innovative educational frameworks, deep learning communities, and by raising awareness of the United Nations Sustainable Development Goals (SDGs).

While this represents our first Sharing Information on Progress Report, our commitment to addressing ethics, responsibility, and sustainability within our teaching, research, and societal engagement extends back to the formation of the School. PRME helpfully allows us to review, reflect upon, and refine our approach, while engaging with a vibrant and ever expanding global community.

At Queen's Management School, responsible management means striving to balance the interests of multiple stakeholders, fostering a culture of dialogue and partnership, and actively participating in building a future where both people and planet can flourish. We are delighted to share the progress we have made towards achieving these aims over the last two years, as well as the challenges we are working to overcome, with you.

### **Our Commitment**

As an institution of higher education committed to the development of current and future managers, Queen's Management School is committed to the implementation of PRME's Six Principles throughout our institution. We will report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

### **Professor Nola Hewitt-Dundas**

Head of Queen's Management School







## AN INTRODUCTION TO OUR SIP REPORT

### Working together to make global goals local business

The United Nations Sustainable Development Goals (UN SDGs) represent a blueprint for achieving a better and more sustainable future for all. The 17 SDGs encompass themes such as '4: Quality Education', '8: Decent Work and Economic Growth', '9: Industry, Innovation, and Infrastructure', and '10: Reduced Inequalities', which are central to our aims at Queen's Management School.

In many respects, however, it is the final SDG, '17: Partnerships for the Goals', that resonates most. For without active collaboration, critical reflection, and open dialogue it will not be possible to achieve these ambitious targets by 2030. As a result, we have - and will continue - to place an emphasis on working across institutional, sectoral, and geographical boundaries to advance PRME and the UN SDGs.

The report is structured in accordance with the Six Principles of PRME, specifically:

- 1. Purpose**
- 2. Values**
- 3. Method**
- 4. Research**
- 5. Partnership**
- 6. Dialogue**

It discusses our strategy in relation to the ongoing integration of Ethics, Responsibility, and Sustainability (ERS) within the School; highlights new initiatives, such as the QMS Good Business Podcast, the Business and Human Rights Student Ambassador Programme, and the development of the Northern Ireland Peace Index; and concludes by importantly reflecting on our own organisational practices and summarising the Key Performance Indicators (KPIs) for 2019-2021.





## ABOUT QUEEN'S UNIVERSITY

**A WORLD-CLASS INTERNATIONAL UNIVERSITY THAT SUPPORTS OUTSTANDING STUDENTS AND STAFF, WORKING IN WORLD-CLASS FACILITIES, CONDUCTING LEADING-EDGE EDUCATION AND RESEARCH, FOCUSED ON THE NEEDS OF SOCIETY.**

Queen's University Belfast is one of the leading universities in the UK and Ireland with a distinguished heritage and history. Founded in 1845 as Queen's College Belfast, we became an independent university in 1908. Today, we are ranked in the top 180 universities in the world (QS World Rankings 2020), and a member of the Russell Group of UK research intensive universities, combining excellence in research and education with a student-centred ethos.

### **A WORLD CLASS EDUCATION AND STUDENT EXPERIENCE**

At Queen's we offer a world-class education that prepares our students for leadership and citizenship in a global society. Our inspiring alumni comprises outstanding scholars, Nobel Prize winners, and influential leaders who are making an impact in Northern Ireland and across the globe.

Our students enjoy being educated by world-leading academics working at the forefront of their disciplines and a significant investment in the student experience has resulted in high levels of student satisfaction.

### **LEADERS IN INNOVATION AND IMPACT**

Queen's is a driver of innovation and talent based on excellence. We are globally connected and networked with strategic partnerships across the world, helping us to expand our impact on wider society locally, nationally, and globally.

We are number one in the UK for our participation in Knowledge Transfer Partnerships (KTP). A recent report by London Economics found that Queen's contributes £1.9 billion to the UK economy, employing 3,700 staff and supporting a further 2,750 jobs across the UK.



## A GLOBAL AND INCLUSIVE UNIVERSITY

Queen's is ranked 16th in the world for international outlook and is attracting global talent to Belfast (Times Higher Education World University Rankings 2019).

We currently have staff and students from over 80 countries, helping to create a multicultural and vibrant campus. They are joining a university that is committed to attracting, retaining, and developing the best global talent within an environment that enables them to realise their full potential.

An innovative, welcoming and inclusive place to work and study, Queen's is a leader in gender equality and diversity. We are one of the UK's most successful universities in the Athena SWAN initiative which promotes gender equality and career progression. We currently have two Gold, eight Silver, and five Bronze departmental awards, as well as an Institutional Silver.

## OUR SOCIAL CHARTER

In November 2017, Queen's University launched a Social Charter that shines a light on the significant contribution made by our students and staff, and the positive impact we have on the communities in which we work.

In the Charter we pledge to provide leadership locally and globally; promote a positive impact on society through our research and education; and support equality and social justice. We will realise these principles through:

- Research with impact
- Education with a social purpose
- Breaking boundaries to produce new knowledge
- Civic culture and intercultural dialogues
- Equality and excellence
- Sustainability
- Recognising and rewarding contributions from staff and students





## ABOUT QUEEN'S MANAGEMENT SCHOOL

Queen's Management School is one of the leading business schools in the UK and Ireland and we pride ourselves in offering a world-class range of undergraduate and postgraduate degree programmes in Accounting, Economics, Finance, and Management. A globally renowned centre of education and research, we enjoy close links with the business community, a dedicated placement office, and a financial trading room. Since the introduction of business education in 1965, we have grown to encompass over 2,200 students and 80 academic staff.

In 2016, Queen's Management School merged with The William J. Clinton Leadership Institute. The Leadership Institute brings leading academics and industry experts together to deliver a portfolio of executive education and leadership programmes. Since its launch, the Leadership Institute has become a focal point for outstanding leadership development and executive education in Northern Ireland and further afield. Through a range of high-end open and bespoke programmes over 500 organisations have entrusted us with the development of their senior teams.

The School is guided by its mission, vision and values and seeks to educate and equip leaders to transform businesses and societies.



*'The William J. Clinton Leadership Institute has become a focal point for world-class leadership development in Northern Ireland and further afield. We help organisations transform their mission, vision, culture and values. Across our open programmes, short courses, and executive coaching activities we place a strong emphasis on ethical leadership and responsible management practices'.*

**Dr Joanne Murphy, Interim Director, William J. Clinton Leadership Institute**



## OUR MISSION, VISION AND VALUES

### OUR MISSION

Our mission is to equip leaders to transform local and global business and society through education and research.

### OUR VISION

By the academic year 2020/21, our vision is to be an internationally engaged, recognised, and accredited management school that interacts with and influences business and society.

### OUR VALUES



#### INTEGRITY

Leaders who hold themselves and others to account, and are mindful of their ethical, social, and environmental responsibilities.



#### CONNECTED

Leaders who play an active role in global society whilst embracing the unique history and culture of the region.



#### AMBITION

Leaders who pursue personal development, face challenges, and seek opportunities as a means to develop robust and dynamic business and society.



#### RESPECT

Leaders who act with humility, recognise personal contribution, and have the ability to inspire others as a means to create positive change in society.



#### EXCELLENCE

Leaders who will be known for the pursuit of excellence and will draw on the region's rich industrial and entrepreneurial heritage to pursue cutting-edge solutions to business and societal problems.

## ABOUT PRME

The Principles for Responsible Management Education (PRME) is a United Nations-supported initiative founded in 2007 as a platform to raise the profile of sustainability in schools around the world, and to equip today's business students with the understanding and ability to deliver change tomorrow. In July 2017, Queen's Management School proudly became a signatory to PRME.

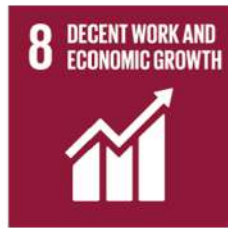
As a signatory, we commit to uphold PRME's Six Principles:

- 1 PURPOSE**  
We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.
- 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.
- 3 METHOD**  
We will create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership.
- 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.
- 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.
- 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 responsibility and sustainability.





# SUSTAINABLE DEVELOPMENT GOALS



# 1 PURPOSE



At Queen's Management School, PRME is embedded into our wider Ethics, Responsibility, and Sustainability (ERS) Strategy. The ERS Strategy is based on three interconnected pillars, specifically: Education, Research, and Society.



**Education refers to the embedding of ERS across all degree programmes offered at QMS.**



**Research concerns the School's outputs and activities within the specific areas of ERS.**



**Society reflects our relationships with external stakeholders, including the business community, politicians and policy makers, third sector organisations, schools and colleges, the media, and members of the general public.**

As noted above, the three pillars are strongly interconnected. For example, research conducted within the areas of ethics, responsibility, and sustainability informs the design and delivery of modules within the School. In turn, our educational programmes aim to develop the responsible leaders of tomorrow, who will shape the communities in which they reside.

The three pillars bring clarity of focus to our ERS related activities and provide a valuable framework for evaluating and reporting on progress both internally and externally. The following section of the report provides an overview of the personnel responsible for the development and implementation of PRME and the broader ERS Strategy, namely the ERS Champion and ERS Committee, and discusses the mechanisms that have been introduced in order to monitor our progress.

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## 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.

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## ETHICS, RESPONSIBILITY, AND SUSTAINABILITY CHAMPION

In June 2017, a Lecturer (Education) in Business and Society, Dr Laura Steele, was appointed to lead on the integration of PRME and develop our wider Ethics, Responsibility, and Sustainability (ERS) Strategy. Since her appointment, Dr Steele has focused on establishing a systematic approach to collating information on our educational activities, research, and societal engagement related to ERS; liaising with a wide range of stakeholders in order to explore opportunities for collaboration; and developing a range of new initiatives, such as the QMS Good Business Podcast and ERS Blog, as discussed below.

## ETHICS, RESPONSIBILITY, AND SUSTAINABILITY COMMITTEE

An Ethics, Responsibility, and Sustainability Committee has been formed to monitor, evaluate, and communicate the implementation of the School's ERS Strategy. In addition, the ERS Committee will specifically consider the implementation of PRME within the Management School. The Committee will convene at least four times per year, with the first meeting taking place in June 2019. The ERS Committee is chaired by the ERS Champion and includes academic and administrative staff from across the School. The Committee reports to the School Management Board and Accreditation Committee and will produce an interim report on progress in October 2020.

## MONITORING OF PROGRESS

In order to ascertain our current position and monitor progress made towards the full integration of the Principles of PRME, since 2018 we have been collecting, collating, and reviewing data on ethics, responsibility, and sustainability within our teaching and research.

In regard to teaching, staff are required to complete a short survey at the end of each semester in relation to the coverage of these topics within the modules they coordinate. The form includes both a numerical scale ranging from 0 (Not Appropriate or Applicable to this Module) to 4 (Fully Integrated within the Module) and a textual description, enabling us to build a detailed picture of where and how ethics, responsibility, and sustainability are being addressed. Preliminary analysis suggests high levels of integration across all programmes, particularly within the fields of accounting and management. However, there is scope for improvement in terms of encouraging the timely and accurate completion of the surveys and increasing the focus on PRME-related issues in areas where it remains comparatively limited.

In relation to research, staff are required to regularly record their activities in Pure, our research information system. This data is then reviewed on an annual basis by the ERS Champion and outputs related to PRME and/or the UN Sustainable Development Goals identified and categorized. An overview of some our relevant research is included under Principle 4: Research.

### PURPOSE: KEY PERFORMANCE INDICATORS 2019-2021

- Annual collection of data related to integration of PRME/ERS across educational, research, and societal engagement activities.
- ERS Committee to meet four times per year to monitor and review progress.
- Interim report on progress presented to Management School Board October 2020.



# 2 VALUES



Integrity is one of the core values of Queen's Management School and both faculty and staff are mindful of their ethical, social and environmental responsibilities.



Events such as the 2008 global financial crisis, combined with recurring ethical failings across private, public, and third sector organisations, have served to erode public trust and reaffirm the need to address issues of ethics, responsibility and sustainability within management education. As highlighted by initiatives such as the UN Global Compact, increasing economic, social, and environmental inequalities have led to widespread calls for businesses to, at a minimum, meet fundamental responsibilities in the areas of human rights, labour, environmental protection, and anti-corruption. Simply put, businesses are expected to contribute more to the societies in which they operate than the creation of shareholder value.

As a School, we are committed to creating leaders who transform business and society, and who do so in full cognisance of their ethical, social, and environmental responsibilities. In reflection of this, we are pledging to fully integrate the Principles of PRME and increase our focus on ethics, responsibility, and sustainability across all areas of our work.



In the 2019-2021 period we will formally review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organisational practices. The outcomes of this review will be detailed in our 2021 SIP Report.

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## VALUES

We will incorporate into our academic activities, curricula, and organisational practices the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

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# 3 METHOD



Queen's Management School offers well-established and highly-regarded programmes at both under and postgraduate level, as reflected in both successful student placements and a track record in positive employability outcomes.

In 2018, a review was undertaken of all modules offered across the School in order to ascertain the extent to which Ethics, Responsibility, and Sustainability (ERS) are currently embedded and identify areas for further development. The review revealed that ERS is currently addressed in all programmes and across the majority of modules, particularly within the fields of accounting and management. There are a small number of modules, such as those that are wholly computational, where it is not possible to consider ERS.

Despite evidence of significant existing coverage of ERS, considerable scope remains to address these issues in a deeper and more integrated manner at both a programme and module level. This will be achieved through increased internal communication between the ERS Champion, Programme Directors, and relevant Module Coordinators, as well as the embedding of ERS into Programme and Module Reviews to facilitate annual reporting on progress.

In addition, the 2018-2019 academic year saw the launch of the new Queen's Management School MBA, which has ERS embedded at its core, as well as the introduction of a new postgraduate module on Business Governance and Ethics. This module blends academic theory with real-world practice, while drawing attention to international initiatives such as PRME and the UN Sustainable Development Goals.

The following section of the report highlights some of our core modules that specifically focus on ERS, as well as a new postgraduate programme, MSc Business Analytics, that was designed to address ethical issues arising from new technologies.

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## METHOD

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

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## PRME IN PRACTICE: SELECTED MODULES

### MGT1012 BUSINESS, GOVERNMENT, AND SOCIETY

Module Coordinator: Dr Lucy McCarthy

Level: First Year Undergraduate

Average Students: 160



Introduced in 2016, this innovative module explores the role of business in its wider environmental context and specifically examines the relationships between business, government, and society within and across countries. Students learn that businesses do not exist in a vacuum but rather must interact with and often accommodate the views of a wide range of stakeholders in order to be successful. As a result, businesses are becoming more deeply rooted in and intertwined with local, national, and international communities.



Over the course of the module, students consider the growing acceptance that corporate interests can and should converge with societal interests to generate better, more sustainable outcomes in the long term. However, balancing the drive to make profits and satisfy short-term shareholder interests with the long-term needs of society and its environment is challenging. According to Dr Lucy McCarthy, Module Coordinator for Business Government and Society, this module attempts to challenge student's perceptions on the purpose of business. They consider the wide ranging implications businesses have on the natural environment and seek to fundamentally question the pursuit of growth. Students engage in practical projects where they consider the extension of product life cycles of everyday products in considered ways. The idea is that every decision we make has an impact (both in the Global North but particularly in the Global South) and that these must be considered in a whole systems thinking. The module aims to keep a particular focus on the finite limits of our planet.



## MGT3012 BUSINESS ETHICS

Module Coordinator: Dr Shirley-Ann Hazlett

Level: Final Year Undergraduate

Average Students: 160

Business Ethics is a keystone module that is either a core requirement or popular option on several degree programmes within the School. In 2018-2019, almost 160 students completed the course, which addresses a range of relevant issues, including ethical management practices; the rights, duties, and responsibilities of, and relationships between, organisations and their stakeholders; and the appropriateness and impact of being a socially responsible business.

In 2018-2019, an innovative assessment in the form of a podcast was introduced requiring students to critically examine an ethical challenge and/or social responsibility concern facing an organisation or industry of their choice. Students engaged enthusiastically with the task, investigating a wide range of issues from high-profile sporting scandals to large-scale corporate corruption, and human rights violations to the emerging ethical challenges presented by social media. In addition, some students chose to investigate why an increasing number of businesses are so proactive in terms of embracing ethics as part of their core strategy, while others examined the role of the UN SDGs in specific organisations.

According to Dr Shirley-Ann Hazlett, Senior Lecturer and Module Coordinator:

*This is an important module in terms of helping students to more fully understand the complexity of organisational decision making, as well as where and how ethics and corporate responsibility should feature in these decisions. It allows students to reflect on and critique the relationship between theory and practice. The wealth of contemporary examples that can be drawn on to make the theory 'come alive' helps students to understand the importance of values, ethical leadership, rights, duties, roles and responsibilities and where these may be in tension.*

*The more open-ended nature of one of the pieces of continuous assessment allows students to comprehensively engage with an ethical or responsibility 'issue' of their choice. For the last 10 years this individual assessment has used many innovative presentational forms, including poster presentations, oral presentations without using PowerPoint, developing short videos, interactive drama/acting sessions, and latterly the development of a podcast.*

*Every year this assessment produces work of an exceptional standard, not just in terms of the innovativeness of the delivery method but also in the quality and intricacy of the analysis and critique. With the students' permission, some of the video material has been shared and used in the delivery of interactive sessions to other students in the Management School and other parts of the University as well as with local AS and A Level students.*



## MGT9203 BUSINESS GOVERNANCE AND ETHICS

Module Coordinators: Dr Mike Crone and Dr Laura Steele

Level: Postgraduate (MSc)

Average Students: 110



Introduced in 2018-2019, Business Governance and Ethics has been specifically designed to embed both the Principles of PRME and raise awareness of the UN Sustainable Development Goals. It is targeted towards postgraduate students from a range of different degree pathways, including International Business, Management, and Marketing. Students consider core concepts, such as business ethics, social responsibility, and environmental sustainability, and analyse real-world challenges from deforestation to the as yet undetermined ethical implications of artificial intelligence.



According to the Module Coordinator, Dr Laura Steele:



*This new module allowed us to start with a blank canvas and use key initiatives such as the UN Guiding Principles on Business and Human Rights, the Global Compact, and the Sustainable Development Goals to shape the content. Students produced high-quality assignments on a range of topics, including sustainability and human rights concerns in the fast fashion industry; modern slavery within seafood supply chains; and whether pollution intensive industries can embrace the sustainability agenda. However, for those of involved in delivering the module, the most enriching aspect was simply hearing students say, "I've never thought about that issue before..."*



## MSC BUSINESS ANALYTICS

Programme Director: Dr Byron Graham

Level: Postgraduate (MSc)

Average Students: 20

The increase in the volume, variety, and velocity of data creates opportunities for businesses to improve decision making and develop new data driven products and services. Introduced in 2019-2020, our MSc in Business Analytics has been designed to meet the demand for qualified professionals, who possess the necessary expertise to realise end-to-end business analytics solutions and are equipped to utilise data for business decision-making purposes. It represents one of the first new programmes developed since the School became a signatory to PRME in 2017 and, therefore, presented an unparalleled opportunity to place ethics, responsibility, and sustainability at its core.



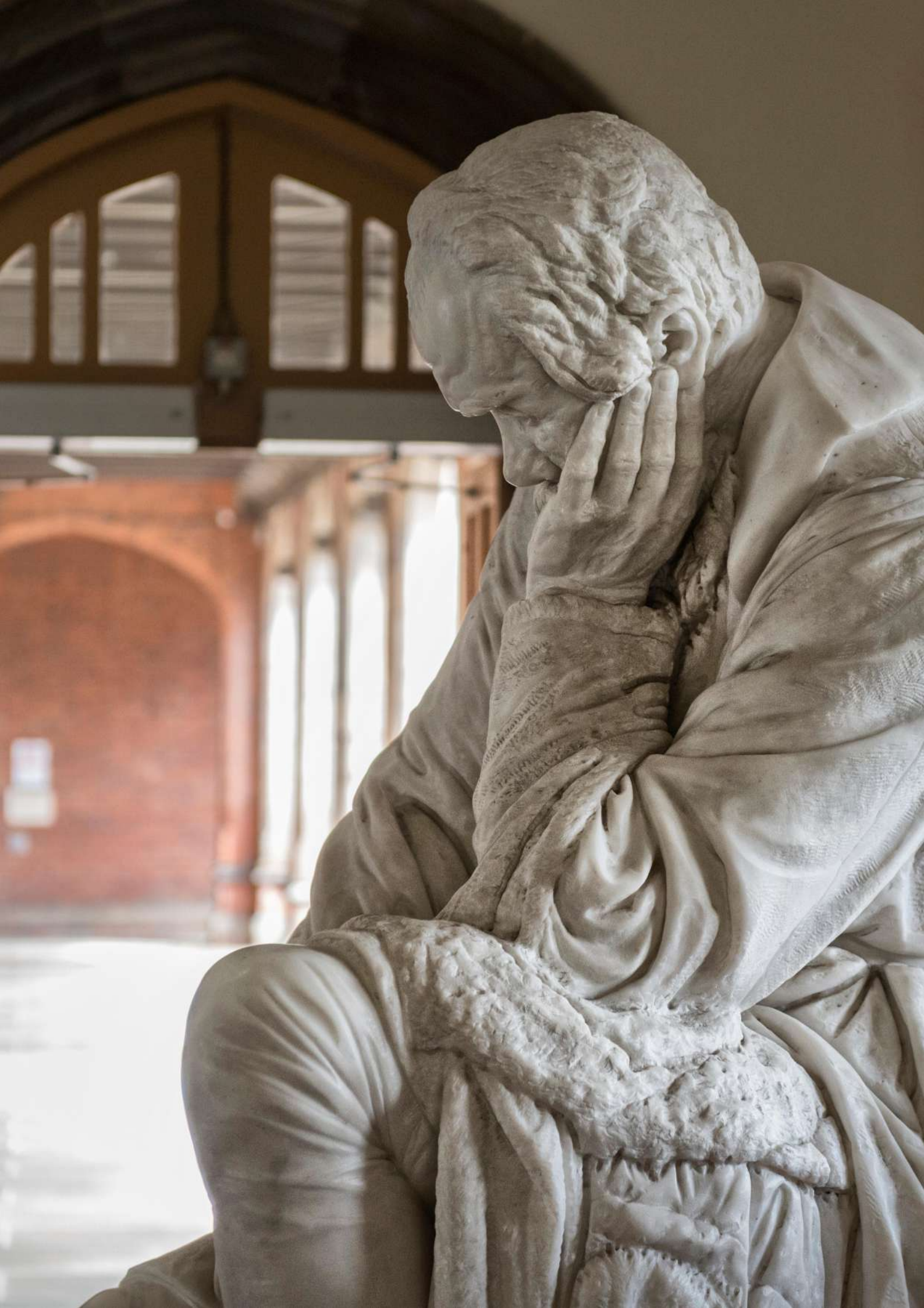
As a result, one of the key learning objectives of the Programme requires that students demonstrate the ability to 'Critically evaluate the wider ethical and societal implications of business analytics from both a national and international perspective'. In order to achieve this, ethics, responsibility, and sustainability are considered within modules such as 'Data Management', 'Data Driven Decision Making', and 'Human Resources Analytics'.

In addition, an innovative new module on 'Artificial Intelligence in Business and Society' will address the substantial impact AI has already had on business and society, for example, through changes to the nature of work, the development of innovations which shape the behaviour of individuals, privacy and surveillance concerns, and ethical crises regarding the use of data. With the fast pace of technological development, these trends seem set to not only continue but likely accelerate. Therefore, it is essential to critically analyse the wider implications of AI on business and society. This module will encourage students to engage with these issues, building a deeper understanding of the wider implications of AI and how they can contribute to its responsible development and use in their future careers.

## METHOD: KEY PERFORMANCE INDICATORS 2019-2021

- Annual collection, collation, and analysis of data related to the coverage of Ethics, Responsibility, and Sustainability at both a module and programme level.
- Integration of Ethics, Responsibility, and Sustainability to be evaluated when introducing any new modules and programmes. Brief guidance document to be prepared to assist staff with this process.
- Regular engagement with the PRME community in order to share best practice in relation to responsible management education.





# 4 RESEARCH



Research within the areas of Ethics, Responsibility, and Sustainability (ERS) is actively encouraged within Queen's Management School. For example, the School has a long tradition in engaging in research which provides alternatives to the for-profit business model. One of the key research centres within the School, the Centre for Not-for-Profit and Public Sector Research, focuses on charities, the third/voluntary sector, and non-for-profit financial institutions. In addition, there are established research strengths within the Management Group of the School in the areas of business ethics, critical management, sustainable supply chains, and industrial relations.

In 2018, a retrospective review was conducted of all research outputs produced by the School within the areas of ERS. Publications were mapped against key terms such as 'ethics' and 'sustainability', as well as the 17 UN Sustainable Development Goals. The review revealed over 150 publications were produced over the last five years. Research output was particularly strong within SDG 3: Good Health and Well-Being, SDG 8: Decent Work and Economic Growth, SDG 9: Industry, Innovation, and Infrastructure, and SDG 16: Peace, Justice, and Strong Institutions.

Going forward, it is vital that our ERS related research outputs are monitored and publicised. This will be achieved through the annual collection of data on research being conducted in this area; the subsequent collation and analysis of information gathered by the ERS Champion; and regular reporting of selected ERS research through the School's website, social medial channels, and press releases.

The following sections provide a snapshot of some of the research carried out by our academics within this area.

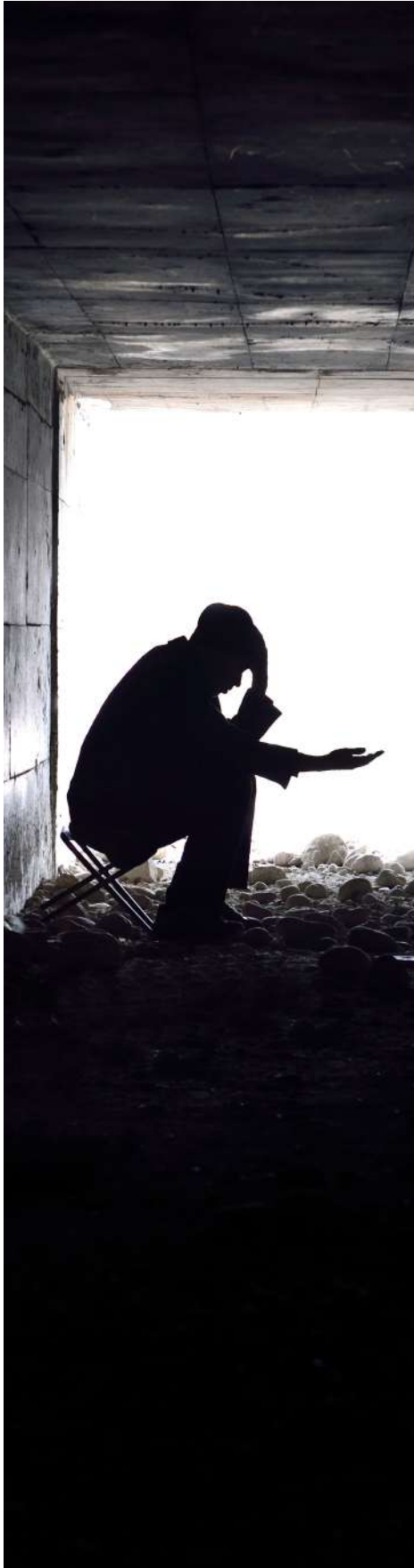
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## RESEARCH

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.

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## PRME IN PRACTICE: SELECTED RESEARCH



### EXPLORING FACTORS DRIVING HOMELESSNESS, PROFESSOR DUNCAN MCVICAR

**Drug use among homeless young people tends to be higher than drug use among those who are not homeless. Is that because drug use causes homelessness, as is often assumed?**

Recent research from Duncan McVicar (Queen's University Belfast), Julie Moschion (University of Melbourne), and Jan van Ours (Erasmus University Rotterdam) examines this question using unique data from the Australian Journeys Home Survey. Only 8% of female (13% of male) respondents who were or who had been homeless by age 30 years said that drug use was the reason they first became homeless. Statistical modelling confirmed these patterns, showing that drug use does matter, just not to the extent generally believed. There is also a clear gender difference with drug use only increasing the chances of becoming homeless for young men, not for young women. The magnitude of this effect, although not small, is around half that of the effect of experiencing conflict with parents during childhood.

What are the takeaways? First, in terms of the relative importance of different factors leading to homelessness among young people, men and women are different. Second, interventions that reduce or delay the take up of drug use among young men might have positive spill-over benefits in terms of reductions in homelessness. Third, even for men, other adverse childhood experiences are much stronger predictors of homelessness. If research is to help inform the design of policies that target the right people with the right tools to avoid homelessness in the first place, then identifying the most important triggers of homelessness – and challenging myths where need be – is an essential step along the way.

Reference: McVicar, D., Moschion, J. and Ours, J. C. (2019), Early illicit drug use and the age of onset of homelessness. *Journal of the Royal Statistical Society A*, 182: 345-372. doi: 10.1111/rssa.12411



## EXAMINING THE IMPACT OF THE MILLENNIUM DEVELOPMENT GOALS, DR DECLAN FRENCH

In 2015, the UN Sustainable Development Goals were adopted by countries across the globe. But what of the legacy of their predecessors, the Millennium Development Goals (MDGs)? Dr Declan French has investigated the impact of the MDGs in terms of reducing child mortality. Data suggests there has been a 41% reduction in the under-five mortality rate worldwide from 1990 to 2011 and an acceleration in the rate of reduction since 2000. Dr French's work explores why this has occurred, and argues that results for all developing countries indicate that it is not due to more healthcare or public health interventions but in fact driven by a coincidental burst of economic growth. Although the MDGs are considered to have played an important part in securing progress against poverty, hunger and disease, there is very little evidence to back this viewpoint up. As a result, he suggests a thorough analysis of the successes and failures of the MDGs is therefore necessary in order to inform future strategies. According to Dr French, the Sustainable Development Goals should be appraised just as critically so the development community can learn what really works.

Reference: French, D. (2016) Did the Millennium Development Goals Change Trends in Child Mortality? *Health Economics*, 25 (10): 1312-1325. doi: 10.1002/hec.3218



## EXPLORING THE FACTORS DRIVING COMPANIES TO TACKLE THE ENVIRONMENTAL IMPACT OF THEIR SUPPLY CHAINS, DR STEPHANIE GRAHAM



There is a progressively intensifying outcry for companies to manage the environmental impact of their production activities and products. The level of response to these pressures tends to vary with some companies developing more advanced initiatives designed to tackle environmental concerns not only within their own production activities but within their broader supply chains. Dr. Stephanie Graham considers the question, ‘what is causing companies to develop these more advanced responses at the supply chain level?’ with consideration of the role played by their internal commitment to tackling environmental concerns in the translation of external pressures into an advanced practical response. Using data from a sample of manufacturing companies, she finds that a company’s internal stance on environmental concerns plays an important role in shaping their response to the pressures within their external environment. In other words, they are likely to develop a more advanced response to these pressures if they believe these concerns are important and are committed to doing their bit to tackle them.

Graham, S. (2018). The influence of external and internal stakeholder pressures on the implementation of upstream environmental supply chain practices. *Business & Society*. doi:10.1177/0007650317745636

## RESEARCH: KEY PERFORMANCE INDICATORS 2019-2021

- Annual monitoring of research output related to Ethics, Responsibility, and Sustainability across the Management School.
- Promotion of Ethics, Responsibility, and Sustainability related research through the School website, social media channels, press releases, etc. (target of 6-8 unique features per annum).
- Regular engagement with the PRME community in order to share best practice in relation to responsible management research.



# 5 PARTNERSHIP



At Queen's Management School we believe that partnership is vital in order to advance both the Principles of PRME and the UN Sustainable Development Goals. Therefore, we are committed to strengthening existing relationships and fostering new ones in order to increase dialogue and encourage collaboration around tackling pressing global economic, social, and environmental challenges.



There is both an internal and an external dimension to partnership, particularly within a large institution such as Queen's. Arguably as much effort needs to be expended breaking down interior barriers as exterior ones. Within QMS, actions such as having representatives from the four subject groups within the School (Accounting, Economics, Finance, and Management), as well as administrative staff, serving on panels including the Ethics, Responsibility, and Sustainability Committee, Accreditation Committee, and Gender Equality Team are helping to eradicate existing silos. In turn, we have begun to collaborate more closely with staff and students from other disciplines by opening out modules such as Business, Government, and Society (as discussed under Principle 3: Method) to students on non-management programmes and welcoming individuals from any course onto our new Business and Human Rights Student Ambassador Programme (see Principle 6: Dialogue).



From an external perspective, we recently reconstituted our International Advisory Board in order to receive direct guidance from leading members of the business community and esteemed academics, launched a new podcast (the 'QMS Good Business Podcast'), established an Ethics, Responsibility, and Sustainability Blog, and will be hosting an event on 'Business and the UN SDGs' in Spring/Summer 2020. Further information on each of these activities is presented below.

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## 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.

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## QMS INTERNATIONAL ADVISORY BOARD



Queen's Management School benefits from the knowledge and expertise of an International Advisory Board who advise on the strategic management of the School. In addition, the Board also supports the School in increasing its societal and economic impact through education and research.



**Through education, the Board provides an employer perspective on future graduate skills, facilitates access to work-based learning opportunities for students, and provides direct input into degree programmes.**



**Through research, the Board identifies issues of concern to business, public and third sector organisations, and assists in the production and dissemination of research results including engagement with communities of practice.**

The International Advisory Board also represents an invaluable opportunity to interact directly with business leaders from around the world and learn first hand about the social and environmental challenges they are facing with a view to working together to find innovative solutions.

The external members of the International Advisory Board are: Mrs Sue Douthwaite (Chair), SME Director, Clydesdale and Yorkshire Banks; Professor Petra Ahrweiler, Professor of Sociology of Technology and Innovation, Social Simulation, Johannes Gutenberg University; Professor Jim Crilly, Honorary Professor, Nottingham Business School; Professor Robert D. Galliers, Professor Emeritus, Bentley University; Mr John Healy, Vice President & Managing Director, Allstate Northern Ireland; Mr Paul Henry, Director, Osborne King; Ms Laura Jackson, Partner, BDO Northern Ireland; Dr John King, Chair, Queen's Foundation Board; Dr Stephen Kingon, Chair, NI Centre for Competitiveness; Mr Feargal McCormack, Managing Director, PKF-FPM; Professor Andrew Pettigrew OBE, Saïd Business School, University of Oxford; Professor Roberta Piermartini, Chief of Trade Costs Analysis, World Trade Organisation; Mr Richard Ramsey, Chief Economist, Ulster Bank; and The Honorable Deborah L. Wince-Smith, President & CEO, Council on Competitiveness.

## QMS GOOD BUSINESS PODCAST



As part of our commitment to promoting ERS within management education we are developing and making available free teaching and learning resources, starting with a podcast. The QMS Good Business Podcast goes beyond the bottom line and asks, what does it mean to be a 'good' business?

Focusing on issues of ethics, social responsibility, and sustainability, the podcast brings together academics, entrepreneurs, industry leaders, and other key stakeholders, such as third sector organisations, to discuss how businesses can be a force for good within society.

The podcast launched in September 2018 with Louise Nicholls, Corporate Head of Human Rights, Food Sustainability and Food Packaging for Marks and Spencer, and Glenn Bradley, Chair of the Northern Ireland Business and Human Rights Forum, discussing business ethics, human rights, and sustainability. Subsequent episodes include:

### **How to Build a Social Enterprise, with Madlug**

What is a social enterprise and what value do they add to society? How can you build a successful social enterprise and what challenges might you encounter along the way? In the second QMS Good Business Podcast we explored these questions and more with Dave Linton, founder of the award winning social enterprise Madlug, and Dr Karen Bonner, lecturer in entrepreneurship at Queen's Management School.

### **Sustainability in TV and Film Production, with BAFTA albert**

When you settle down to watch your favourite box-set or the latest must-see TV drama, have you ever wondered about the environmental impact of getting it to the screen? In the third episode of the QMS Good Business Podcast we examined this issue with Jeremy Mathieu, International Manager at albert and sustainability adviser at the BBC. albert is a collaborative BAFTA, indie and broadcaster backed project that provides the film and TV industries with the necessary expertise and opportunities to take action on environmental sustainability.

### **Data Ethics, with The Detail**

It seems that barely a week goes by without another story about the use, or misuse, of data making the headlines. But how concerned should we really be about how our personal data is collected and used by organisations? Are there circumstances where it can actually be beneficial to us? In the fourth episode of the QMS Good Business Podcast Dr Laura Steele discussed these questions and more with Kathryn Torney, journalist and editor of the multi-award winning news and analysis website The Detail, and Dr Byron Graham, lecturer in business analytics and Programme Director of the new MSc in Business Analytics at Queen's Management School.

### **The Role of HR in Promoting Gender Equality in the Workplace**

In this special episode for International Women's Day 2019, Dr Laura Steele explored the role of Human Resources (HR) in promoting gender equality in the workplace with Jill Minne, Strategic HR Director for the Northern Ireland Civil Service, and Dr Denise Currie, Senior Lecturer and Programme Director of the MSc in Human Resource Management at Queen's Management School.



## QMS ETHICS, RESPONSIBILITY, AND SUSTAINABILITY BLOG

The QMS ERS Blog exists to share information on our educational activities, research output, and societal engagement in relation to ethics, responsibility and sustainability in a fast, informative, and accessible way.

In addition, the ERS Blog allows us to provide updates on our progress in relation to the implementation of PRME, as well as discuss how our work supports the advancement of the UN Sustainable Development Goals. Submissions are welcomed from staff, students, and selected guests. Initial articles have examined issues such as modern slavery and human rights abuses within the seafood industry; the social and environmental impact of fast fashion; and the potential ethical implications of Artificial Intelligence.

A sample blog post from one of our doctoral candidates, Stuart Henderson McClure, on gender equality in the workplace entitled 'Fixing the Leaky Pipeline' is included as an appendix to this report.

## BUSINESS AND THE SDGS EVENT SPRING/SUMMER 2020

In Spring/Summer 2020, we will hold a one day event exploring how and why businesses are responding to the UN Sustainable Development Goals (SDGs). It will provide an opportunity to observe good practice, examine the barriers that exist, and develop opportunities for collaboration between the private, public, and third sectors, as well as academia.

## PARTNERSHIP: KEY PERFORMANCE INDICATORS 2019-2021

- Development and release of 10 episodes of the QMS Good Business Podcast per annum.
- Development and publication of 10 blog posts related to ethics, responsibility, and sustainability per annum.
- Hosting of event focused on 'Business and the UN SDGs in Spring 2020.
- Attendance at the Annual PRME UK & Ireland Chapter Conference.



# 6 DIALOGUE



The sixth and final principle of PRME, Dialogue, arguably underpins each of the others. Simply put, without critical discussion and purposeful debate in relation to the social, environmental, and economic challenges we are facing, little meaningful impact will be achieved.

At Queen's Management School dialogue between academics, students, business leaders, government officials, and civil society representatives, amongst other actors, occurs on a daily basis. It takes place in a wide variety of settings from classrooms to boardrooms, community halls to parliamentary committee rooms. Each and every interaction represents an opportunity for mutual learning and enhanced understanding.



Discourse also occurs through student placements, company visits, and the numerous consultancy projects engaged in by both staff and students. In regard to the latter, in the 2019-2020 academic year an ethics, responsibility, and sustainability dimension was introduced to a popular final year consultancy module enabling students to work directly with organisations in the private, public, and third/voluntary sectors on a live issue they are grappling with. We intend to showcase some of the results of these projects in our 2021 SIP Report.

The following section of the report details three recent initiatives designed to foster dialogue, specifically: our new Business and Human Rights Student Ambassador Programme; the Global Peace Index Launch and Positive Peace Index Workshop; and the Northern Ireland Business Challenge for Schools.




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## 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.

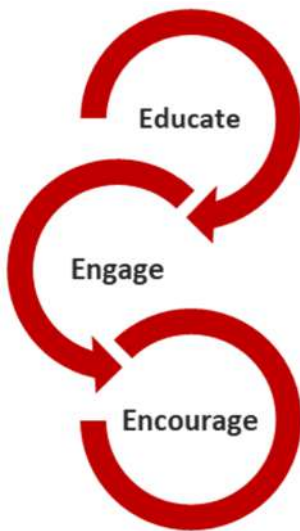
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## NORTHERN IRELAND BUSINESS AND HUMAN RIGHTS STUDENT AMBASSADOR PROGRAMME

The Northern Ireland Business and Human Rights Student Ambassador Programme is a new collaborative initiative between the Northern Ireland Business and Human Rights Forum (NIBHR) and Queen’s Management School that launched in September 2019. The purpose of the Programme is to equip students with the knowledge and skills to act as ambassadors to promote ethics and human rights within business during both their academic studies and future professional careers. Although operated by the Management School, the Programme is open to students from across Queen’s University.

The Programme is aligned to the Queen’s University DegreePlus scheme, which recognises and accredits Queen’s Students for the personal drive and initiative they demonstrate in developing skills and experiences outside of their academic studies (extra-curricular). Successful completion of the Programme will enable students to receive a certificate at their graduation ceremony. They will also be presented with a certificate of completion by the NIBHR Forum and QMS.

The Programme is based upon three elements which must be fulfilled for the student to be put forward for DegreePlus accreditation:



Attendance at three half day workshops organised by QMS and the NIBHR Forum exploring issues around human rights, business ethics, sustainability, and responsible management. An overview of the workshop content is contained below.

Attendance at two events, for example, meetings of the NIBHR Forum, the UK Global Goals Roadshow, or any other relevant events as approved by QMS and the NIBHR Forum.

Organisation and delivery of a student-led activity at the QUB Development Weeks held in May/June. This may include, but is not limited to, a talk, mini conference, or workshop open to students from across the University.

The Programme will be reviewed and refined at the end of the 2019-2020 academic year, and opportunities for collaboration with other institutions will be explored.





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## BUSINESS AND HUMAN RIGHTS STUDENT AMBASSADOR PROGRAMME: WORKSHOP OVERVIEW

### EDUCATE: WORKSHOP 1

#### THEME: AN INTRODUCTION TO BUSINESS AND HUMAN RIGHTS



The purpose of this introductory workshop is to provide students with an overview of the Programme and introduce key institutions, initiatives, and frameworks. Content will include:

- Setting the Scene: Why Business and Human Rights Matter;
- Exploring Key Initiatives, including the UN Guiding Principles on Business and Human Rights, UN Global Compact, UN Sustainable Development Goals, and PRME;
- Identifying Specific Human Rights Concerns in your Discipline; and
- How to Build a Better World?

### EDUCATE: WORKSHOP 2

#### THEME: LEADING AND ADVOCATING



The second workshop in the series centres around developing as a responsible leader and building the capacity to advocate for ourselves and others within the context of business and human rights:

##### **Becoming a Responsible Leader**

What does it mean to be a 'responsible' business leader and how can we achieve it? How can we 'authentic' in our actions? What challenges might we face along the way and how can they be overcome?

##### **Making Difficult Decisions**

Responsible leadership undoubtedly involves making difficult decisions, often against the backdrop of competing pressures (time, finances, etc.). How can we optimise our decision making from the perspective of ethics and human rights, while remaining cognisant of the realities of business?

##### **Managing Challenging Conversations: Advocating for Yourself and Others**

At some point during our professional careers we may encounter poor ethical conduct or human rights abuses. How can we advocate for ourselves and others in times of crisis?

### EDUCATE: WORKSHOP 3

#### THEME: MOTIVATING AND INSPIRING



The purpose of the third and final workshop is to help students build the knowledge and capacity to motivate and inspire others to advance ethics and human rights within business:

##### **Supporting Wellbeing in the Workplace**

Employees are increasingly reporting that work-related stress is negatively impacting on their physical and mental health. How can you support workplace wellbeing throughout your career?

##### **Raising the Profile of Human Rights in Business**

How can we motivate and inspire others to place a greater focus on ethics and human rights within the context of business?

##### **Developing and Managing a Business and Human Rights Event**

The second half of the workshop will bring participants together to generate ideas and engage in preliminary planning for the student-led event to be held in May/June 2020.

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## GLOBAL PEACE INDEX LAUNCH

Over the past two years, the William J. Clinton Leadership Institute (WJCLI) at Queen's Management School has been working in partnership with the Institute for Economics and Peace (IEP). The IEP is an international think tank dedicated to building a greater understanding of the interconnection between business, peace, and economics with particular emphasis on the economic benefits of peace.

Through our partnership, Steve Killelea the Australian Founder and Executive Chairman of the IEP launched the 2018 Global Peace Index (GPI) at Riddel Hall. The event was opened by the Lord Mayor of Belfast and was held in partnership with the Senator George J. Mitchell Institute for Global Peace, Security and Justice at Queen's University.

After successfully building two international software companies, Steve Killelea decided to dedicate most of his time and fortune to sustainable development and peace. Steve founded Integrated Research Ltd (IR), an Australian publicly-listed company with a 25-year heritage of providing performance management and payments software for business-critical computing and Unified Communications environments. Through Steve's direction as CEO and now as Chairman, IR has built an impressive, world-class customer base to make it one of Australia's leading software companies. Steve was recognised as AIIA Australian Exporter of the Year in 1998 and 2003, amongst numerous other business awards.

The GPI is published each year by the IEP, which is now the world's leading think tank dedicated to developing metrics to analyse peace and to quantify its economic value. The Institute's research is used extensively by governments, academic institutions, think tanks, non-governmental organisations and by intergovernmental institutions such as the OECD, The Commonwealth Secretariat, the World Bank and the United Nations. The Institute was recently ranked in the top 15 most impactful think tanks in the world on the Global Go To Think Tank Index.



## POSITIVE PEACE INDEX WORKSHOP



Building on the launch of the Global Peace Index, Enda Young, a Programme Director at the WJCLI co-facilitated a Positive Peace Leadership workshop in partnership with the IEP in May 2019 in Riddel Hall. It was the first time that the training has been facilitated at a city level in Northern Ireland, and was delivered for Belfast City Council and funded by the British Council Northern Ireland.

The training was part of a five day visit to Belfast by senior representatives from two Colombian cities, Cali and Medellin. Belfast, Cali, and Medellin are all members of the 100 Resilient Cities network and have been working together since October 2018 to identify ways of solving shared urban problems. The IEPs Positive Peace Framework is built on analysis of thousands of measures of economic and social progress across the partner cities. Its aim is to measure resilience and progress and help predict the likelihood of conflict and stability with participants developing project ideas to bring back to their cities.

## POSITIVE PEACE METHODOLOGY

The concept of “Positive Peace” has been empirically derived by the IEP through the analysis of thousands of cross-country measures of economic and social progress. Positive Peace can be used to measure a country’s resilience and help predict the likelihood of conflict, violence and stability. The level of Positive Peace is a country’s best long-term indicator of how peaceful a country is likely to be. Positive Peace creates the optimum environment for human potential to flourish.

## NEXT STEPS

We are currently working on developing a Northern Ireland Peace Index (NIPI) published in partnership with the IEP and Queen’s University. The hope is to gain funding to publish a yearly report and collaborate with organisations such as Northern Ireland Statistics and Research Agency. Our aim is to develop cross faculty training modules and research papers in parallel to the NIPI.



## NORTHERN IRELAND BUSINESS CHALLENGE FOR SCHOOLS



In 2018, Queen's Management School, in partnership with BDO Northern Ireland and the Henderson Group, launched an annual NI Business Challenge. Aimed at Year 13 and 14 students studying A-Level Business Studies, the challenge both supports the academic curriculum and facilitates the development of pupils' business skills and knowledge in an enjoyable and interactive forum. The inaugural event tasked more than 65 pupils from 10 schools with developing and pitching a business strategy based on a real-life case study. The intensive competition aimed to help A-Level Business Studies pupils develop practical work-related skills – including communication, critical thinking and teamwork – by challenging them to consider how organisations can enhance their operations and become more socially responsible. In 2019, the competition returned, this time requiring students to develop a Corporate Social Responsibility plan based on a real scenario provided by the Henderson Group. Diane Anton, Financial Controller at Henderson Group said of the initiative:

*"It was a great experience to be part of the Business Challenge and to be able to share real-life working scenarios with the students we met today. Corporate Social Responsibility is more important than ever, particularly in some of the biggest companies and employers in Northern Ireland like the Henderson Group".*

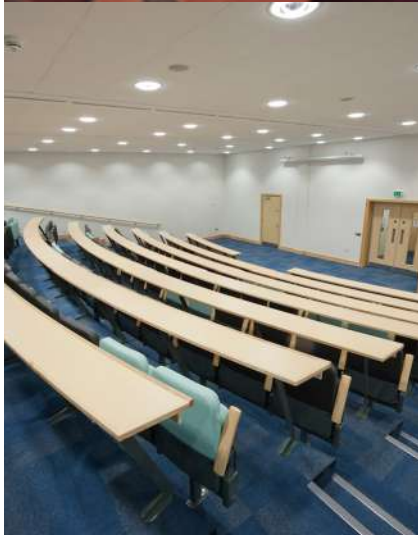
### DIALOGUE: KEY PERFORMANCE INDICATORS 2019-2021

- Dialogue with representatives from the private, public, and third/voluntary sectors in relation to Ethics, Responsibility, and Sustainability encouraged and monitored.
- Northern Ireland Business and Human Rights Student Ambassador Programme delivered on an annual basis.
- Continued development of the Northern Ireland Peace Index (NIPI).



# 7

## ORGANISATIONAL PRACTICES



'Organisational Practices' is not one of the six core Principles of PRME, however, we would be remiss not to critically reflect upon our own actions in order to ensure that they are consistent with the values we espouse (or, to put it more simply, that we 'practice what we preach' in relation to ethics, responsibility, and sustainability).

Organisational Practices encompasses both environmental and social aspects. In regard to the former, the Management School aligns to wider University policies addressing, for example, IT greening, reducing energy consumption, and limiting waste. The University has introduced a Carbon Management Plan as part of its ambition to become a low carbon organisation. To date, over 80 energy efficiency projects have been implemented and more than half of the electricity consumed by the University is generated on site using low carbon technology. Regarding the Management School specifically, a key focus for the 2019-2021 period will be the the proposed expansion of the Riddell Hall site. A public consultation has been undertaken and a planning application is due to be submitted in October 2019. Significant efforts are being made to ensure that the new development is respectful of both the local community and physical environment in which it will be situated.

In relation to the social element, this covers factors such as diversity in staff recruitment and promotion, health and safety, quality of life, support services, and training and development. The Management School has a range of policies in place that address these areas and detailed information on two key schemes (the Pathway Opportunity Programme and the Gender Equality Initiative) is presented below. However, given increasing awareness of the pressures facing both staff and students within higher education, this is an issue that we will be reviewing in the 2019-2021 period with a view to ensuring that best practice is identified and implemented.

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### ORGANISATIONAL PRACTICES

We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.

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## PATHWAY OPPORTUNITY PROGRAMME

Queen's Management School participates in the Pathway Opportunity Programme, which provides a route for talented young people who live in Northern Ireland and have the ability to study at Queen's, but might require additional support and encouragement to reach their full potential. This may, for example, be because they are care experienced or are currently under the care of a Health and Social Care Trust, they have caring responsibilities themselves, and/or they live in a disadvantaged neighbourhood.

Pathway students benefit from a structured series of events designed to aid progression to Queen's, including receiving admissions guidance and support. Students also participate in a week long assessed residential summer school. Participants who successfully complete the programme benefit from a guaranteed conditional offer to study at the University in a selected course in their Pathway subject and, depending on their performance on the assessed summer school, may benefit from receiving a reduced admissions offer.

During the annual summer school at QMS, students are introduced to a range of topics, such as leadership, responsible management, and entrepreneurship, and given support to develop their study skills. In addition, they have the opportunity to visit a business and learn more about the type of careers that may be open to them on graduation.

In September 2019, the first cohort of students who completed the Pathway Opportunity Programme in 2018-2019 commenced their undergraduate studies at the School across a range of programmes including Accounting, Business Economics, Business Management, and International Business with a Language.



*'The Pathway Opportunity Programme reflects our commitment to widening participation for students from disadvantaged backgrounds. We have over 30 pupils involved in this scheme each year, and we make a considerable investment in this project to ensure that they have a positive experience of university which will encourage them to aspire to pursue higher education'.*

**Professor Gareth Campbell, Director of Undergraduate Education**

## QUEEN'S MANAGEMENT SCHOOL GENDER EQUALITY INITIATIVE



The Queen's Management School Gender Equality Initiative (GEI) joins the efforts by the University's Diversity and Inclusion Unit to ensure equality of opportunity and respect for diversity across the institution and its wider community. The GEI is supported by the Gender Equality Team (see below).

### School Commitments

Queen's Management School is committed to the promotion of equality of opportunity and to creating and sustaining an environment that values and celebrates the diversity of its staff and student body. All policies are aimed at enabling staff and students to meet their full potential and to be treated as individuals. A number of policies that go beyond statutory requirements are also in place, whereby the School commits to being a leader in the industry, for example, in relation to Paternity Leave, Flexible Working, Career Breaks, and Adoptive Leave. In addition, the University is committed to its Trans Equality Policy and provides support for LGBT students.

### Gender Equality Team

QMS created the Gender Equality Team (GET) to explore our gender balance, processes, practices, and culture. The GET meets approximately monthly and consists of staff and students from across the School. Work carried out by the GET includes hosting and facilitating conversations on gender issues in academia, drawing attention to senior female role models, organising gender awareness activities, and ensuring that School processes actively promote gender equality to staff members and students.

### Athena SWAN

This year QMS is applying for a Bronze Athena SWAN Charter Mark. Athena SWAN recognises and celebrates good practice related to gender equality within higher education and research institutions. Bronze institution awards recognise that the institution has a solid foundation for eliminating gender bias and developing an inclusive culture that values all staff.



*'During my time at Queen's we have made quite a lot of progress on gender equality, but we have still a long way to go. It's great that we have a female head of school, but we need more women at senior levels in the school. In economics and finance, we need better gender balance at every level.'*

**Dr Renee Prendergast, Athena Swan Champion**

## QUEEN'S MANAGEMENT SCHOOL GENDER EQUALITY INITIATIVE

### Annual Mary McAleese Diversity Lecture Series

In June 2019, former President of Ireland, Mary McAleese, formally launched the Queen's Management School Annual Mary McAleese Diversity Lecture Series during an event at the University. The new lecture series is part of Queen's Management School's mission to promote greater equality and diversity in the workplace, particularly with regards to ensuring equality of opportunity and respect for diversity across the University and the wider community. Speaking at the event, Professor Nola Hewitt-Dundas, Head of Queen's Management School said:

*"I am delighted that former President of Ireland, Mary McAleese, has loaned her name to this new lecture series at Queen's Management School. The School is committed to promoting equality and wider diversity in the workplace with a particular focus on gender equality.*

*"The lecture series will highlight the importance of diversity and will inform us of the latest research and practice. Speakers from diverse backgrounds will act as role models for staff and students in the Management School and wider community".*

Mary McAleese was elected the 8th President of Ireland in November 1997, succeeding Mary Robinson. She is the second female president of Ireland, the first president from Northern Ireland, and served for two terms until November 2011.

President McAleese, who is currently a Professor of Children, Law and Religion at the University of Glasgow, discussed female empowerment, same sex marriage, misogyny and homophobia, during the course of the event.

The next lecture in the series will take place in 2020.







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## FINAL REFLECTIONS, DR LAURA STEELE, PRME CHAMPION

The primary purpose of our inaugural SIP Report has been to affirm our commitment to implementing the Principles of PRME and advancing the UN Sustainable Development Goals at Queen's Management School. In addition, it has served as both an impetus for and a framework by which to review the consideration of ethics, responsibility, and sustainability across our educational, research, and societal engagement activities. This process has involved systematically reviewing programmes, analysing research outputs and, most importantly, liaising with colleagues across both the School and the wider University. As a result, preparing the report has proved to not only be a valuable bench-marking exercise, but has assisted in breaking down institutional silos and fostering fresh collaboration. In addition to identifying existing activities, our engagement with PRME and the UN SDGs has driven new initiatives, such as the QMS Good Business Podcast, the Ethics, Responsibility, and Sustainability Blog, and the Northern Ireland Business and Human Rights Student Ambassador Programme.

Despite the significant work that has been undertaken over the last two years, in many respects this report represents a snapshot, rather than a detailed picture of our activities related to ethics, responsibility, and sustainability. In order to achieve the latter, it will be necessary to place an increasing focus on collecting, collating, and analysing data. As a result, this will be a priority for the 2019-2021 period. In addition, we will continue to strive to develop and maintain connections with a wide range of stakeholders, including members of the business community, politicians and policy makers, third sector organisations, schools and colleges, the media, and members of the general public in order to promote responsible management practices. We look forward to sharing our progress with you in 2021.

**Dr Laura Steele**  
PRME Champion



## SUMMARY OF KPIS (2019-2021)

- 1 PURPOSE**

**We will develop the capabilities of students to be future generators of sustainable value for business and society at large and work for an inclusive and sustainable global economy.**

  - Annual collection of data related to integration of PRME/ERS across educational, research, and societal engagement activities.
  - ERS Committee to meet four times per year to monitor and review progress.
  - Interim report on progress presented to Management School Board October 2020.
- 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.**

  - We will formally review and reflect upon how the values of global social responsibility are embedded in our education, research, and engagement activities, as well as our own organisational practices. The outcomes of this review will be detailed in our 2021 SIP Report.
- 3 METHOD**

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

  - Annual collection, collation and analysis of data related to the coverage of Ethics, Responsibility, and Sustainability at both a module and programme level.
  - Integration of Ethics, Responsibility, and Sustainability to be evaluated when introducing any new modules and programmes. Brief guidance document to be prepared to assist staff with this process.
  - Regular engagement with the PRME community in order to share best practice in relation to responsible management education.
- 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.**

  - Annual monitoring of research output related to Ethics, Responsibility, and Sustainability across the Management School.
  - Promotion of Ethics, Responsibility, and Sustainability related research through the School website, social media channels, press releases, etc. (target of 6-8 unique features per annum).
  - Regular engagement with the PRME community in order to share best practice in relation to responsible management research.
- 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.**

  - Development and release of 10 episodes of the QMS Good Business Podcast per annum.
  - Development and publication of 10 blog posts related to ethics, responsibility, and sustainability per annum.
  - Hosting of event focused on Business and the UN SDGs in Spring 2020.
  - Attendance at the Annual UK & Ireland PRME Chapter Conference.
- 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 responsibility and sustainability.**

  - Dialogue with representatives from the private, public, and third/voluntary sectors in relation to Ethics, Responsibility, and Sustainability encouraged and monitored.
  - Northern Ireland Business and Human Rights Student Ambassador Programme delivered on an annual basis.
  - Continued development of the Northern Ireland Peace Index (NIPI).



# Fixing the 'Leaky Pipe'

Are the right tools being used for the job?

Stuart Henderson McClure, Queen's Management School

## RELATED UN SUSTAINABLE DEVELOPMENT GOALS (SDGs)



For many of us, it has become near impossible to not get involved in some form of discussion (heated or otherwise...) about the inequalities that seem to persist in our places of work. Whether that be the polarising concept of a 'gender pay gap', or the extent that sexual harassment still permeates our institutions, as highlighted most visibly by the current '#MeToo' movement. Clearly there are still many problems with the workplace environment, but one that has garnered increased media attention in recent years is the concept of the 'leaky pipeline'.

### What is the 'Leaky Pipeline'?

Most people have by now heard of the 'glass ceiling', which is the understanding that at some point in a person's career (particularly a woman's), they will reach a stage in which they can't progress for reasons outside of their control. The concept of the 'leaky pipeline', goes one step further and suggests that like a pipe that leaks water, people are dropping out and not continuing down their chosen career path for a range of reasons. It has been shown that relatively more women choose to stop progressing in their career or choose to stay at home when compared to men. Hence to put it simply, women are 'leaking' out of the workforce and are not continuing down the 'pipe' of progression. Thus, resulting in a marked shortage of female staff occupying the upper levels of most organisational hierarchies.

### What is causing the 'leak'?

There are many things that can cause someone to remove themselves from promotion contention or the workforce entirely. These include but aren't limited to gender expectations regarding care duties, pre-existing commitments outside of work, a feeling of inadequacy of one's own abilities, and even the feeling that only certain genders can do specific roles within an organisation. Unfortunately, these issues not only exist, but also impact women to a much greater extent than their male colleagues. Traditionally it has been women that have been the ones to stay at home to raise the children, manage the household, or look after elderly relatives during periods of ill health. So, it's plain to see why generally speaking, women in particular are hesitant to take on more time-consuming roles with a higher degree of workplace responsibility. How can we expect someone to opt for working longer hours, whilst feeling they may be needed elsewhere?



## **So, what is being done?**

Tackling this issue of limiting workplace gender norms will take time, but some action has been taken to put more women into decision making roles. Firstly, we have 'workplace quotas'. These can take a range of forms from 'hiring quotas' to 'managerial quotas', but essentially mean the same thing; a certain percentage of the workforce has to be comprised of women. Also, we have the advent of 'positive discrimination', whereby resources or employment are allocated to individuals belonging to certain groups of society that are widely understood to have been historically discriminated against. This has allowed some females to access jobs even though on paper their academic and work life achievements may appear to be lesser than that of another applicant that has been excluded from the process due to their already overrepresentation in the workforce.

These are only two examples of now commonly occurring activities that have been implemented to make it easier for women to advance in their career and shed the historic gender expectations attached to their sex, and thus have for the most part been hailed as a move in the right direction of achieving gender parity. It has even been shown that organisations that have a more equal balance between men and women on the payroll tend to generate more profit. How could you argue with that?

## **The Pipe may be fixed, but Pressure is Building**

In the modern cultural climate social media has a huge influence on the actions of all institutions, whether it be government or private business. Through the media attention brought to gender inequality in the workplace through movements, such as '#MeToo', employers have had to react fast to provide some sort of fix to appease the masses for fear of their inaction generating bad publicity. So, the answer is usually the adoption of quotas and positive discrimination. Why not? Everyone is doing it. There is an underlying problem with this somewhat 'knee jerk' reaction, however.

The benefits for the female worker in the short-term are hard to argue against, but due to the desire for a quick remedy to this problem we may have inadvertently made lasting change more distant. Research has shown that when changing attitudes in the workplace environment you need two things; 1. A 'crisis' and 2. The willingness of the workforce to change. Now if we take the underrepresentation of women at managerial levels and questionably gender biased working conditions as the crisis, then we are still left with the need for the current workforce (including men) to alter their approach to 'working women'.

If our collective response to getting more women into higher positions in our societies is to essentially forcibly put them there, we run the risk of creating an 'Us versus Them' working dynamic. Women who benefit from quotas and positive discrimination aren't always being seen to have succeeded based on their own merit, but are thought of as needing help to progress. Thus, prolonging the notion that women aren't 'built' for certain jobs. It is not implied that these women are any less competent than their male colleagues, but simply that nobody (in this case men) likes change forced upon them. Especially change that seems to disadvantage you. Effective change can't be made obligatory. We need to challenge the idea of gender norms at the root cause, and not just shoehorn change. The question is, does short-term gain mean more than risking long lasting success? We are caught in a race to see who can be the most politically correct and pro-woman, without any concern for the final destination.

**The QMS Ethics, Responsibility, Sustainability Blog exists to share information on our educational activities, research output, and societal engagement across these areas in a fast, informative and accessible way.**

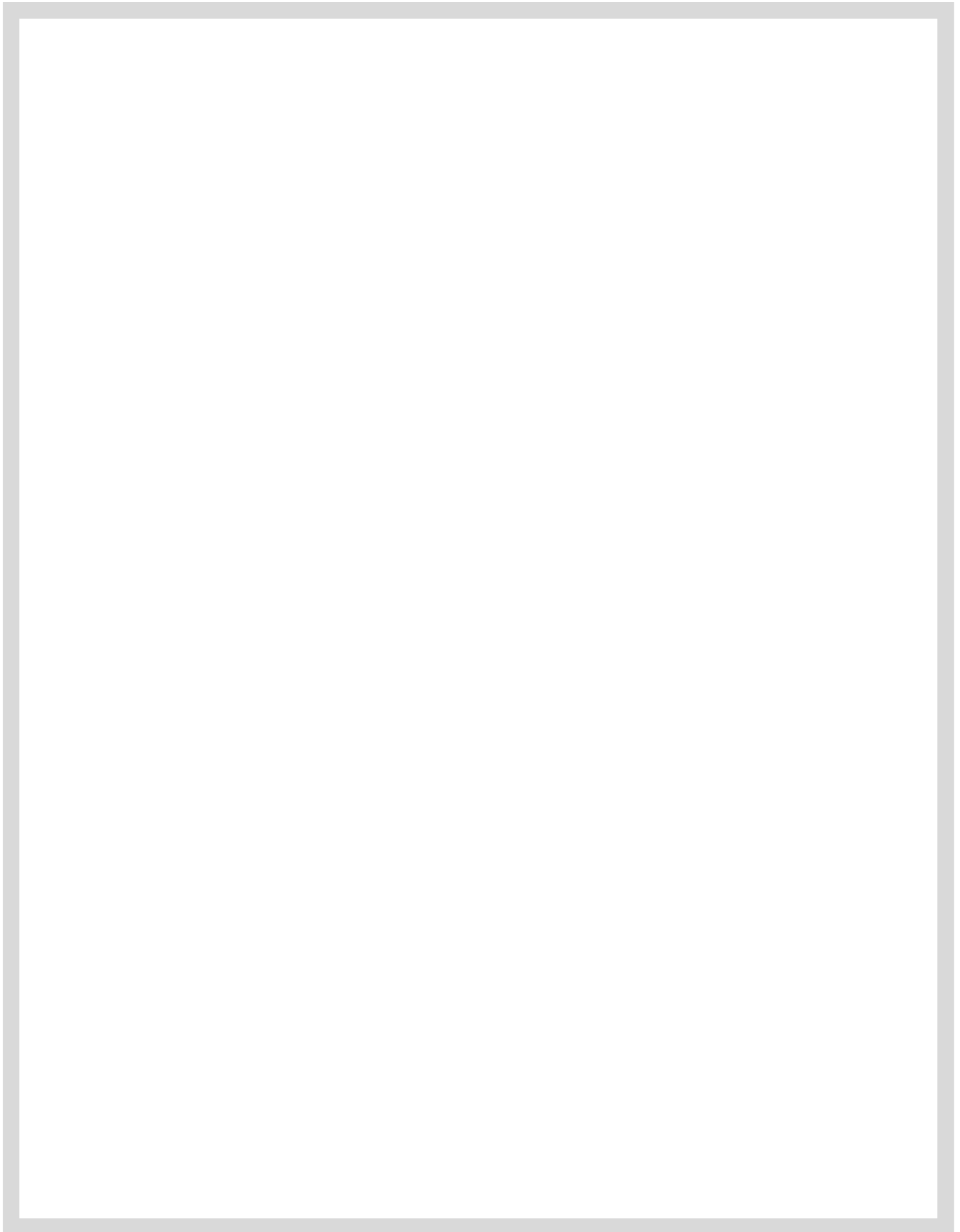
Opinions expressed in the blog are solely those of the original author and should not be construed as representing the views of Queen's Management School.

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## NOTES

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**PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION  
SHARING INFORMATION ON PROGRESS REPORT  
OCTOBER 2019**

**Queen's Management School**

Riddel Hall  
185 Stranmillis Road  
Belfast  
Northern Ireland  
BT9 5EE

T: +44 (0)28 9097 4200

E: [qms@qub.ac.uk](mailto:qms@qub.ac.uk)

[www.qub.ac.uk/mgt](http://www.qub.ac.uk/mgt)