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DALHOUSIE
UNIVERSITY

Principles for Responsible Management Education

Sharing Information on
Progress Report (SIP)

Rowe School of
Business

PRME

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

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Renewal of commitment

September 23, 2015

PRME Steering Committee
c/o Jonas Haertle, Head PRME Secretariat at United Nations Global Compact Office
801 2nd Avenue, 2nd Floor
New York, NY 10017

Dear Jonas,

**Re: Renewal of Commitment and Report of Rowe School Initiatives
Principles of Responsible Management Education**

It was a pleasure to see you at the recent GRI meetings and at AACSB. I am writing to introduce our report on activities related to fulfilling our commitment to Responsible Management Education practices.

As you will see from the report, we work to 'live' the principles on a diverse set of fronts, and, as a values-led Faculty of Management, they are deeply ingrained in all we do. I have been honoured to be the Dean as this has unfolded, but it has also taken a very committed faculty and students who are best described as 'conscientious achievers' to bring the PRME to life.

Sincerely,



Dean, Faculty of Management
Dalhousie University



Our vision and mission

Dalhousie University's Rowe School of Business is developing the next generation of innovative leaders who value quality and integrity. Experiential learning in the form of residencies, co-op work terms, internships or new venture creation is at the heart of all of our programs. Collaboration with our employer partners from across Canada brings relevancy and opportunity to our Bachelor of Commerce Co-op, Bachelor of Management, Corporate Residency MBA, MBA Financial Services and Executive Education programs.

It stresses hands-on learning – an emphasis enabled by our established relationships with a diverse range of employers and by a Management Career Services team that's dedicated to helping our students find work placements and launch their career. It's a practical and real-world approach that begins at the very top of our school, with award-winning expert teachers who bring tangible industry experience to the classroom.

Our close and constant collaboration with the many other schools, research centres and labs within Dal's Faculty of Management means offering the kind of tailor-made curriculum needed to take our students where they want to go.

These are just some of the reasons why the Rowe School of Business is accredited by the Association to Advance Collegiate Schools of Business – an accolade awarded to only 5 percent of the world's business schools.



Rowe School of Business aims to be the “go to” voice of business expertise in the region. It educates students who can make things happen. Graduates of our School can apply their experiential learning, ethical leadership, and people skills to drive prosperity and productivity at home and around the globe.

Our vision is to be the “Internationally acknowledged centre of ‘values-based management’ whose graduates become private sector, public sector and civil society leaders who manage with integrity, focus on sustainability, and get things done.” Our vision is captured graphically in Figure 1.

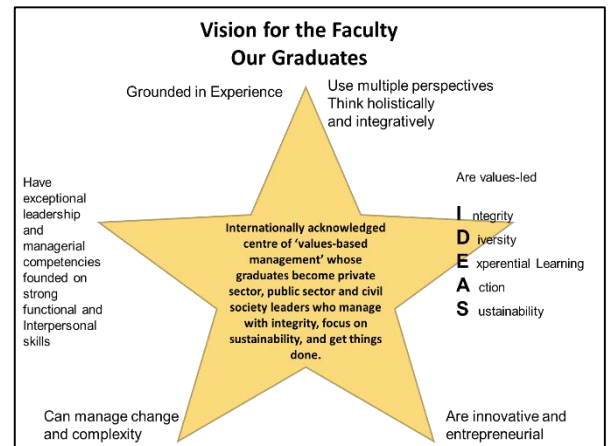


Figure 1: Rowe School of Business Vision

The values we cherish are values pivotal to our on-going success and are captured using the acronym IDEAS: Integrity, Diversity, Experiential Learning, Action and Sustainability:

- ❖ Integrity (Ethics, Character, Courage)
 - Act with honesty, a duty of care and a commitment to do the right thing.
- ❖ Diversity
 - Demonstrate inclusion, respect, honouring voice, work collaboratively.
- ❖ Experiential Learning
 - Strive for the highest standards of performance in teaching, learning, research, service, and professional practice
- ❖ Accountable Action
 - Getting things done
 - Moving forward despite complexity and ambiguity
 - Taking responsibility for decisions and actions
- ❖ Sustainability
 - Think long term
 - Steward resources
 - Leave a positive legacy for the future.

Principle 1 | Purpose



► **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.

We focus on ethical and responsible leadership in all we do, thereby setting an example for others to follow. We go beyond ethical principles and encompass a true commitment to positive, empowering, and inclusive values in every aspect of business, government, and environment and not-for-profit practice. The need for managers who can think broadly and strategically, and who have excellent functional skills combined with exceptional leadership and people management skills is a major issue facing us today. The need for managers who can operate in environments where there are rapid changes in technology, information and knowledge management, but who can still get things done despite high ambiguity. We deeply understand the need for sustainability in the face of climate change and resource constraints. We can bring together perspectives from different sectors to help resolve major social and business problems. We are well equipped to lead the evolving necessity to manage “big data” and to harness and use both information and knowledge to transform decision-making. We have a focus on international competitiveness and collaboration including both market development and trade.

- **Collaborating with Others**

We work to be a valuable member of both our academic community, and our local community and region. The figure is intended to illustrate the structure of our wider community and our place in it.

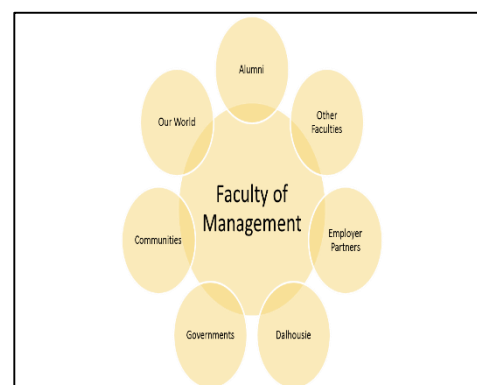


Figure 2: Faculty of Management Community Structure

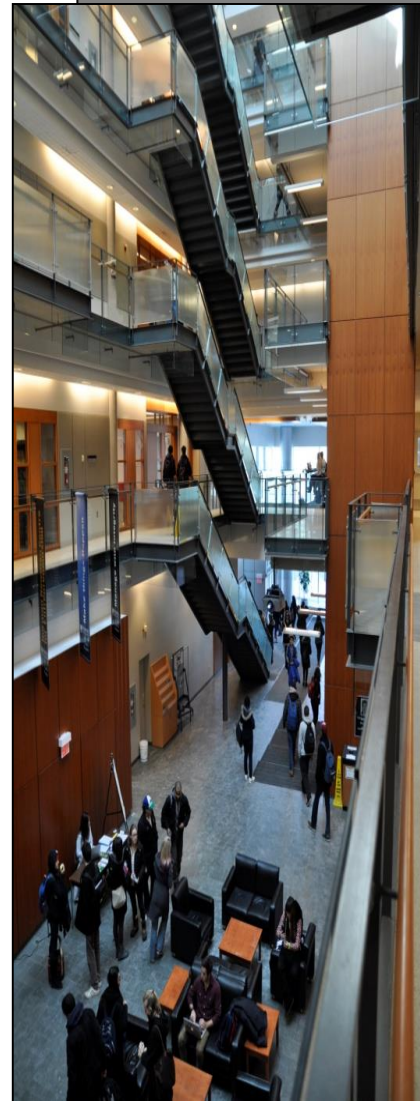
- **Excellent, engaged students**

We have been continually improving the number and quality of students who enroll in our Faculty. Increasing the number of qualified applicants to our programs will allow us to be very selective and take in the highest quality candidates. In turn, this will allow us to select students that have the all-around qualities (not just academic) we, and employers, look for in a successful graduate. The result will be a larger number of top-level graduates. Quality graduates will spread our message throughout the business and academic community, creating a virtuous circle of excellence.

We have been able to attract students from across Canada and from around the world. Having a significant portion of international students is essential to supporting the global perspectives we aim to achieve.

We work to engage our students both inside and outside the classroom. We engage students inside the classroom with relevant lessons, taught by passionate and knowledgeable faculty. We use multiple pedagogies tailored to help students learn. We have launched new exchange programs such as our new Israeli program to enhance students' global knowledge. We also encourage students to be engaged outside the classroom in activities such as membership in student societies,

leading or participating in student conferences, competing in sports or case competitions, running fund raising events that support our local community and charities, and learning to be good world citizens.



- **Enthusiastic employer partners**

All of the programs, both graduate and undergraduate, have either mandatory or voluntary work components embedded in them. Two of our business programs (BComm and Corporate Residency MBA) have compulsory work terms that enhance our experiential learning efforts. Our focus on real world learning has not only provided us with unique academic opportunities, but also has allowed us to develop strong employer relationships. Our employer partners have been a vital part of the Faculty of Management for the last 20 years. They continue to be heavily involved in and committed to our programs.

Principle 2 | Values



► 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.

We are a values-led faculty: our key values are captured by the acronym IDEAS (Integrity, Diversity, Experience, Accountable Action, and Sustainability). We integrate these values into all of our programs. We hold teaching workshops featuring our top faculty so that newer faculty members can learn how to best integrate values-related and ethics themes into our diverse courses. We communicate our values to our incoming students, and we have signage throughout the building to remind our students and other stakeholders of these values. In addition:

- We are one of 5 managing Faculties at the University who govern and sponsor the work of our College of Sustainability. It offers students in our programs an extensive suite of courses in Sustainability.
- We are a member of the Network for Business Sustainability. 30 Universities and a large number of businesses are members.
- We are a member of the EFMD Global Responsibly Leadership Initiative and we hold a seat on the Governing Board.
- We were ranked 25th overall in the world, and 7th in Canada by Corporate Knights in 2013 for our integration of CSR and Sustainability into our curriculum and extracurricular activities.
- We have a School for Resource and Environmental Studies that shares our building and provides expertise in the area of Sustainability.
- Our undergraduate programs have a major in Sustainable Resources and the Environment.

Some of the faculty-led initiatives designed to benefit the community, society, and environment that are not-for-credit and not internships which reflect the values we try to promote include:

- **Community Service Day (in partnership with United Way)**

Each year, staff and faculty donated a full day in May to volunteer in the community. The goal of Community Service Day is to nurture a sense of community among faculty and staff within the Faculty of Management and to support the School's strategic goal of being engaged in community. Participants performed activities including gardening and yard work at a local school, cleaning up litter, and painting a day-care. The event has grown every year since its inception. This year, the event is expected to be even 2013 Global Green Full-Time MBA larger than in 2012. It is scheduled to take place on May 30th 2013, and the estimated number of participants will be in excess of 50. The activities this year are expected to be very similar to those from last year.

- **Toast to the Coast**

Currently in its 10th year, A Toast to the Coast is a fundraiser supported by the Faculty and organized but organized by students. To date, the event has raised over \$70,000 for Breast Cancer awareness. The event draws a large number of students, staff, alumni, and community members.

- **Sunny's March**

In memory of a Faculty Member, Sunny Marche, 24 members of the Faculty raised funds in a walkathon for the Leukemia and Lymphoma society. In the first year, \$7000 was raised. This will be an annual event, which will include faculty, staff, and students.

- **Movember**

MBA students led and participated and solicited the involvement of other students, staff and faculty in this event designed to raise funds for Prostate Cancer.

- **Inside Ride**

MBA students participated in this charity event designed to raise funds for the local children's hospital, the IWK. The team from the Rowe School of Business were the top fundraisers in the region with \$1400.

Remembering the ethical core of values-led management is bearing fruit. Not only is it making our students think more carefully about the decisions they make when solving problems or answering questions in class, but it is evident in the companies who are choosing to recruit at our university. They are recognizing that we are producing a different kind of graduate. The end result is that our students are making better choices, and setting examples for those around them. But there's more: because employers see Dalhousie turning out management students who are diverse, interested in the greater good and the needs of others, and willing to work consensually, more and more doors are opening for our graduates. That means our graduates are not only making great choices, but they have great choices.



Principle 3 | Method



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

We are developing a growing expertise in the area of ethical leadership. Sound ethical principles, must be at the heart of values-led management if it is to create outcomes different than those we have seen splashed across the pages of the business press. Leading with integrity is a core value of what we are doing here in Dalhousie's Rowe School of Business. It is far more than the large banner in our atrium. In fact, ethics is so inculcated in our Faculty and our student body that we almost cease to notice that our approach is different from some of those around us. Like others, we offer courses in ethics, corporate social responsibility, and sustainability. What makes us different is the fact that these things are central to all we do – they are not just the topic of stand-alone courses. Our employer partners are increasingly recognizing that our students are stronger on this dimension than are students graduating from other similar institutions.

The Faculty of Management has a long history of successful innovation. It was one of the first to launch blended learning programs. It was one of the early movers in offering programs in China. The Corporate Residency MBA program is unique in its design, delivery and its corporate residencies (management internships). The Masters of Information Management (MIM) program is the only one of its kind in Canada.

Having a more entrepreneurial mindset and success with regard to launching viable enterprises is also essential to the prosperity of the regional economy. If Atlantic Canadians are to maintain their economic well being and strong social programs, launching new businesses that will become major employers is essential. Our new 'Starting Lean' course that was piloted this year has been successful in launching new

firms, and we must continue to support this type of innovation. With the cost of government and health care rising, innovation is essential in these important sectors as well.

The Rowe School of Business is housed in the Faculty of Management alongside three other Schools and one specialized program. The Marine Affairs program, the School for Resource and Environmental Studies, the School of Public Administration, and the School of Information Management work together, to inspire values-led management and leadership. This unique structure provides students with a multi-sector, cross disciplinary context in which to learn from people from different backgrounds and perspectives.

MBA students can take graduate courses from any of the four Schools or the Marine Affairs Program as part of their elective courses. All collaborate to offer the Management Without Borders course which every graduate student, including MBAs must take. The course is designed to give students hands-on working experience with people from other sectors and disciplines. Our belief is that many of the social and environmental problems facing the world today cannot be approached and mitigated without using a multi-functional, cross sector approach. The presence of diverse sector expertise enables us to offer MBA courses like Business-Government Affairs.

This collaboration also allows our MBA program to be truly unique by cross-listing courses that increase our systems-thinking approach. The Faculty was purposely organized in this way so that we might place management in its broadest context – helping students from diverse disciplines to understand the complex social, economic, ecological, political and technological forces shaping 21st century leadership in the public, private and non-profit sectors. In the Faculty, we develop responsible leaders and talented managers who work in fields as diverse as urban governance, forestry management, and sustainable economic development, to business, civil service, libraries, and knowledge management.

The Rowe School of Business offers its students many courses that encourage and enable them to become responsible leaders, these courses include:

- **BUSI 6900: Corporate Social Responsibility, Business Ethics and Sustainability**

This class introduces students to the relevance and importance of ethics and social responsibility in business. The ultimate intent of the course is to leave students better equipped to identify, think critically about, and manage people, structures, and processes to resolve ethical issues that are encountered in one's working life at the individual, organizational, and societal levels.

- **ENVI 5205: Law and Policy for Resource and Environmental Management**

This class provides students with an overview of substantive and procedural aspects of Canadian law and policy related to natural resources and the environment.

Strong emphasis is placed on the Canadian legislative and regulatory framework and the unique character of the regulated subject areas such as toxic substances, air and water quality, fisheries, forests, agriculture, minerals, parks and biodiversity. The role of common law in preventing or redressing environmental degradation is also addressed.

- **ENVI 5031: Economics for Resource and Environmental Management**

Focus on key topics in environmental economics, including but not limited to: the sustainable economy; theory of market failure, public goods and externalities; environmental and natural resource accounting; economic valuation of the environment; time in economic/environmental analysis. The class also explores the theory and practice of a new discipline which better integrates environmental and economic analysis; namely the fields of ecological economics.

- **ENVI 5507: Environmental Informatics**

Environmental informatics refers to digital systems for environmental monitoring, analysis, communication and decision making. The course will cover: digital data and where to find it; how to access such data ethically and manage it intelligently; tools and techniques necessary for making best use of those data; and, a working

knowledge of a subset of those datasets, tools and techniques, including census, spreadsheets, database management systems and geographic information systems.

- **ENVI5504: Management of Resources and the Environment**

Students explore key management concepts applied in managing natural resources and the environment. Topics include management paradigms, systems, principles, approaches, tools and institutions associated with a wide range of sectors such as fisheries, forests, agriculture, the coastal zone, oceans, parks and protected areas, energy, waste, water, and others. Case studies complement lectures, seminars and field trips.

- **MGMT 5000: Management without Borders**

This course places management in its broadest context and helps students from diverse disciplines understand the complex social, economic, ecological, political and technological forces shaping 21st century leadership in the public, private and non-profit sectors. Key themes explored in the course include systems thinking, responsible leadership, sustainable economic development, stakeholder theory, risk management and knowledge management. One of the central themes of the course is sustainability in practice. It includes lectures and discussions on topics as diverse as the Lessons Learned re Climate Change, information and disaster management from Hurricane Katrina, best governance practices, stakeholder engagement, the ethics of research using human subjects, as well as 'real world' sustainability projects. A significant portion of the course is devoted to interdisciplinary / inter-professional group work. Students from different programs are brought together to work with a Nova Scotia organization that has identified a relevant and timely project topic for the group. The project provides students with the opportunity to hone important skills in team dynamics, inter personal communication, project management, managing scope and ambiguity, information gathering, research and writing professional reports. The course is team taught by leading faculty from across the Faculty of Management as well as guest speakers. Learning opportunities are delivered in a mix of formats, including lectures, tutorials, readings, multidisciplinary cases and group discussions.

- **BUSI 6050: Corporate Governance**

Corporate Governance is designed to give students an in-depth look at the corporate governance triad that controls the modern corporation. Accordingly, this course will deal with the control, composition, functions, roles, and structure of boards; board responsibility and accountability, CIO tenure and compensation, shareholder and other stakeholder representation; corporate boards vis-à-vis social responsibility and ethics; and comparative corporate governance across North America, Europe, and selected Asian countries.

- **BUSI 6315: Intercultural and International Management**

This class is designed to familiarize participants with behavioural problems and challenges facing managers interacting with people from other cultures in foreign or domestic work settings. The class also examines research findings in the field to investigate the similarities and differences found in managerial practices of selected cultures.

- **BUSI 6350: Authentic Leadership for the 21st Century**

This course will examine that range of opinions and research findings about leadership, as part of the search for understanding of what leadership is to the individual and to the organizational world at large. As future leaders, you need to understand what constitutes effective and ethical leadership. This course then will also include learning about oneself as a leader, as well as about the topic of leadership in the abstract.

- **BUSI 6900: Corporate Social Responsibility, Business Ethics and Sustainability**

This course introduces students to the relevance and importance of ethics and social responsibility in business. The ultimate intent of the course is to leave students better equipped to identify, think critically about, and resolve ethical issues that are encountered in one's working life at the individual, organizational, and societal levels.

- **Business and Government**

The interdependence between economic, political and civil society agendas often require business leaders to engage with government. The business environment is largely defined by government regulations. Public policy development often involves consultation mechanisms impacted by lobbying legislation and administrative law procedures. Businesses require managers who can understand the business government context that underpins the economic and social infrastructure of society. Business leaders should also be sufficiently familiar with public policy, and decision making processes, regulatory frameworks and how government purchases products and services. The Business - Government course will provide MBA students with the opportunity to acquire skills and knowledge that are required to structure and manage business-government relations.

- **Labs**

We have three state-of-the-art labs to support research and student learning: the Usability Lab that supports consumer and organizational behaviour research, the Social Media Lab that addresses research and management questions associated with this powerful medium, and the Finance Lab (home of the Bloomberg terminals). These labs provide great opportunities for students to enhance their hands-on learning and advance their skills using top notch tools available to very few other students across the country thereby giving them a powerful and distinct capability set. The labs are also crucial tools for faculty, and enhance their ability to do high level research. In addition to the lab space, we also have a research panel of students that enables our faculty to conduct experiments and test hypotheses.

The unique structure of the Faculty of Management at Dalhousie means that the School of Business is joined by the School of Information Management, the School of Public Administration, and the School of Resource and Environmental Studies to deliver Management education. As a result, in addition to the MBA elective courses listed above, students can also take courses (as part of their seven electives) from the other

schools, opening up a wide array of environmental and sustainability-related courses, particularly in the School of Resource and Environmental Studies.

All MBA graduates are encouraged to take a Social and Environmental Responsibility Pledge, which was officially adopted by the Faculty of Management in 2003. This pledge has the support of the Registrar, the President, and the Dean of the Faculty of Management.

We not only have strong courses in all our programs in the field of corporate responsibility and sustainability, but we also work to integrate these values in all we do. Students from all of our programs lead a number of initiatives that give back to the community including Toast to the Coast (fundraiser for breast cancer in its 10th year), the Inside Ride (fundraiser that raised \$12,000 for a children's cancer camp, in its 3rd year); Movember (fundraiser for prostate cancer; in its 5th year). We are one of the governing faculties for the College of Sustainability. We have two speaker series that feature people from social enterprises, from non-profits, and organizations with strong sustainability programs. We hold a large annual orientation event focused on Ethical Leadership which features a panel of experts on this topic. We have recently launched a new student-led conference titled, Ethics in Action. Faculty and staff do an annual Community Service Day.



Principle 4 | Research



► Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about its role, dynamics, environmental and economic value.

As the only university east of Quebec that is part of the U15 (the 15 most research-intensive universities in Canada), we need the Rowe School of Business to be part of maintaining that standard.

By undertaking research with relevance, we are able to provide our students with access to both experienced practitioners and dedicated researchers. Research is fundamental to what a university does. Over the last 10 years, the Rowe School has made a conscious effort to attract research-active faculty. In order to develop this faculty, we must support their research efforts. We must provide our faculty and students with the necessary research infrastructure for them to be successful in their research agenda. Our focus will be on supporting research that matters.

The type of support will vary by faculty member and research area. Research can be focused on solving or addressing current business problems and issues. This “practitioner” focused research is valuable and will be supported and given appropriate credit (i.e. workload, tenure and promotion). “Academic” research is fundamental to our job as academics. We should endeavor to extend and expand the knowledge in our chosen field of study. Our goal in supporting research with relevance will be to strive for research that will ultimately lead to publication in high quality peer-reviewed journals and/or successful grant applications (especially tri-council grants.) In other words, our ability to produce research that is both rigorous and relevant will become our hallmark.

In order to help build our research culture, we will encourage the development of improved research networks and connections. One method that can aid in this goal is to bring high caliber researchers to campus to interact and work with our faculty. By creating a visiting scholar program that clearly sets out the roles, expectations, and benefits for these visitors, we greatly increase our ability to attract the best visitors.



A sample of some recent articles follows:

Published Papers

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- Konrad, A.M., Moore, M.E., Doherty, A.J., **Ng, E.S.W.,** & Breward, K. (2012). Vocational status and perceived well-being of workers with disabilities. *Equality, Diversity and Inclusion: An International Journal*, 31(2), 100-123.
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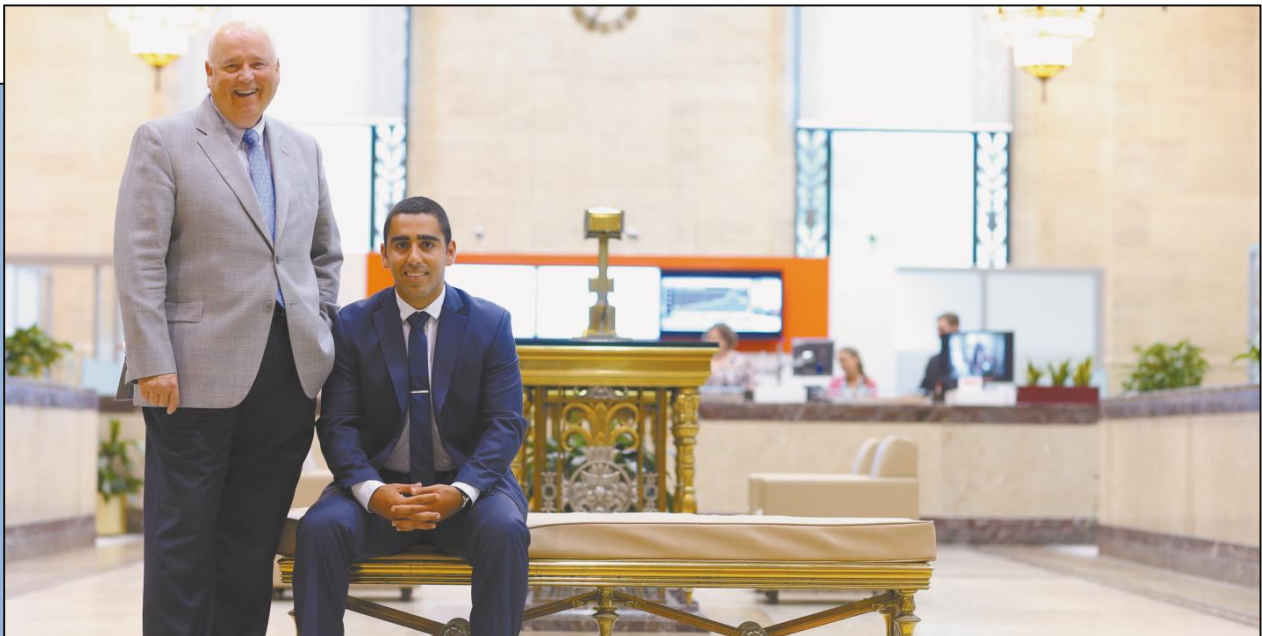
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Principle 5 | Partnership



► 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.

Success in business is as much about co-operation as it is about competition. Firms depend on diverse and complex supply chains, service providers like consulting and advisory firms, governments, and various partners and NGOs - all who are essential to accomplishing the firm's mission. Those best able to build strong collaborative networks and alliances will be best able to compete. We must instill in our students the proper mindset and understanding of this concept. One way to do this is to lead by example.

The Rowe School of Business is a mid-size business school. We do not have sufficient in-house capacity to exploit all of the opportunities that are available to us. We are fortunate, however, to have strong ties to the other Schools in the Faculty of Management, other Faculties at Dalhousie, and many relationships outside the University.

- **Centre for Advanced Management Education**

This Centre manages and markets our hybrid delivery programs: the Master of Information Management, the MBA Financial Services, the Master of Public Administration (Management). The Centre is essential to fiscal well being. It is currently doing market research to determine the viability and feasibility of a new MBA program in Responsible Leadership, and will continue to seek additional specialized, market-driven MBA offerings. It has highly experienced and professional staff who seek opportunities to innovate both in the content and the delivery of the programs offered.

- **Norman Newman Centre for Entrepreneurship**

The Centre, hosted within the School of Business, promotes entrepreneurship through the development or growth of enterprises for profit, for social benefit, and for sustainability. The centre offers a number of mentorship programs and, in particular, runs a certified Entrepreneurial Skills Program for which MBA students are eligible. The centre also holds a number of activities, including workshops, coaching sessions, and retreats for students interested in entrepreneurship.

In particular, NNCE is a partner in ENACTUS, an international non-profit organization that aims to bring together students, professionals and business leaders to create a sustainable world through business. NNCE acts as an advisor and support network for Dalhousie students who participate in ENACTUS.

The Centre also runs an intensive social entrepreneurship program that aims to provide social value through enterprise creation. This includes the encouragement of not-for-profit entrepreneurial initiatives, as well as supporting curriculum delivery for the Black Business Initiative (BBI).

- **Centre for Family Business and Regional Prosperity**

Dedicated to the support and promotion of family businesses and their extraordinary contribution to the economy of Atlantic Canada, this centre delivers professional development tailored specifically to the needs of family businesses and combines it with unparalleled opportunities to network and learn with fellow business families from across the region and beyond. The Centre also offers specialized courses that

target professional advisors who have family businesses as their clients, enabling them to deepen their understanding of the unique needs of this cohort.



- **Centre for Executive Education**

This Centre was founded in 2012 to more economically serve the advanced management training needs of corporations in the Atlantic region. It has successfully offered three programs to date, and has recently signed a contract for a fourth program. Employers and participants have been very pleased with the offerings, and have begun to sign on for additional programs.

We will continue to develop unique approaches to delivery of business education, seek cutting-edge content, and pursue ways to make ourselves, our students, and the businesses we touch more productive, effective, and successful.

We have developed a unique, cohort-based, context-adapted set of Executive Education Programs. Organizations in Atlantic Canada no longer have to send their middle and senior management teams to other universities/training organizations out of province to be able to access the world-class, flexible professional development they need to achieve their goals. This is particularly attractive to organizations that cannot bear the 'opportunity cost' of sending their leaders and managers away for extended periods of time.

We are receiving tremendous response to our cohort-based, context-adapted, Executive Education programs. Currently the targets for these programs are Atlantic Canadian corporations that wish to educate a group of 10 or more employees on themes such as Leadership. Based on feedback we have received it is clear that the market is hungry for this innovative option. Therefore we should continue to expand our offerings of custom-designed Executive Education programs from our current Atlantic Canadian market to the rest of Canada.

- **Inter-sector Collaboration**

We have considerable strength to support this pillar of our strategy. As discussed previously, collaboration is becoming more important for organizational success. As the economy becomes more complex and interdependent, successful leaders must understand not only their own business/industry, but they must also be able to connect with related sectors. Furthermore, many industries are becoming more and

more regulated (e.g. financial sector, pharmaceutical and medical industries, natural resource sector) so it is crucial that business leaders in these areas understand the operating environment and how to successfully collaborate with government to ultimately achieve success. The structure of the Faculty of Management provides unique opportunities to address these issues.

Our Bachelor of Management program and the Management Without Borders course (a course taken by all graduate students within our Faculty) are examples of the success we have had to date with regard to exposing faculty, staff and students to cross-sector collaboration and management. Our co-ops and internships also present our students with opportunities to work in another sector for one of their three co-op work terms of internships.



Principle 6 | Dialogue



► 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 are weaving ethical values and management tools into the learning goals for our students. Our leaders work to create an enabling culture where people can make the tough choices – something that is often required when making the ethical choice. We have a strict, but non-draconian academic integrity policy for students, faculty and staff. We are a learning institution with the view that students or faculty may make errors in their ethical judgement, but they must demonstrate learning from the error and a sincere desire not to repeat the mistake. We also focus our teaching and ethical discussions here in the Kenneth C. Rowe Management Building on positive examples, where acting with character and courage and doing the right thing led to an even more positive result for the individual, the firm, the community, and the environment.

- **Ethics in Action**

Many of our graduates obtain employment in regulated industries or fields where maintaining the highest standards of conduct are an imperative with regard to compliance, building trust with key stakeholders, or reducing risk. Through the sponsorship by Scotiabank, we have been able to launch a new initiative titled, Ethics in Action. The new initiative builds on our 8-year history of running a very successful Business Ethics case competition (the Dalhousie Business Ethics Case Competition, or DBECC). It goes the next step beyond integrating ethics into our classes and programs. The initiative features a student-led Ethical Leadership Conference, the first to be held at our university. We've expanded the case competition to include both undergraduate and graduate streams. There are new essay and video essay contests to prompt students to think about what ethical

leadership means to them and their future careers, and to drive thought-leadership in the area of ethical leadership. In partnership with Scotiabank and the Canadian Chamber of Commerce, we have launched the first National Ethical Leader Award. Business leaders will nominate people they believe have made tough ethical choices, but again, it will be the students who will lead the selection of the winners.

- **National Mentoring Program**

In this program, students focus on a problem faced by a not-for-profit organization. They then develop a proposal about how this problem can be tackled by the organization, and can be sponsored by firms including P&G, Emera Energy, and Nova Scotia Power. This program is open to MBA students each year.

- **The Enactus Group**

The Dal Enactus team with the support of the Norman Newman Centre hosted a week long workshop for military entrepreneurs in the second week of June. We received great media coverage, were hosted at the Lt. Governor's residence and were inspired by the life experiences and dreams of the participants. We are one of only 4 sites nationally to do this work. Given the large military presence in Halifax and the need to support people transitioning from the military into civilian life, this program provides a significant benefit to the community.

- **Model UN**

The Rowe School of Business fielded a 4-person MBA group to represent the school at the Model UN Conference in winter 2013. In particular, Dalhousie MBA students represented Mongolia on the following standing committees: Third World Assembly on Ageing and Disarmament and International Security.

Objectives for the next 24 months

- **Offer a values-based management class in every program**

To be sure that this is truly going to be one of the distinguishing factors of our School, we must control and promote the message we are sending all of our students. Values-based management is much more than business ethics (although ethics certainly is a component of values-based management). Every student in every program we offer must be exposed to the values-based management message from us.

- **Convey values-based management topics in the majority of classes we offer**

Values-based management classes can be directional, but to be known for a particular area or philosophy, it is not sufficient to just teach one or two related classes. Values based management and related topics must be truly integrated throughout the program in the majority of the classes taught. Our students must understand how the topic or issue they are learning about is impacted or affected by a values-based approach. A new question for the student rating of instruction survey will be created and included in the SRIs starting in the 2015-2016 academic year. This question will address the awareness of students regarding the application of values-based management to the particular class.

- **Promote the activities of the Rowe School**

As competition for both students and faculty grows, we need to aggressively market our successes and activities. Promoting our successes in the areas of productivity, collaboration, and research will increase our profile and attract faculty, students, donors, and other external stakeholders with an interest in these areas.

For any questions regarding this report, please contact:

Eddy Ng, Ph.D.
Professor and F.C. Manning Chair in Economics and Business
E-mail: edng@dal.ca or Ph: 902.494.8998

