

Kemmy Business School
Sharing
Information
on Progress
2018





Part I: Context

Letter of Commitment

As Executive Dean of the Kemmy Business School I am delighted to reaffirm our long-standing commitment to the six Principles for Responsible Management Education. We have been signatories to PRME since 2008, and over the intervening ten years our alignment with the PRME understanding of the role of business schools in society has strengthened. We regard this as a core part of our ethos, and part of what makes us distinctive.

The layering of the UN Sustainable Development Goals through this and our 2016 SIP has brought a new focus to our work in this area. This spans key areas of research, teaching and engagement across the School, as shown in this report. The diversity of our engagement, and the way in which staff and students at all levels engage with these principles is important to us. This is an element of the legacy of the namesake of our School, the late Jim Kemmy who was a stonemason, trade unionist, scholar and tireless campaigner for social justice. It is appropriate that the Business School that carries his name also carries on his legacy in this way.

We look forward to continuing our engagement with PRME, and reaffirming and deepening our commitment in the future.

Prof. Philip O'Regan,
Executive Dean



Editorial

Working to advance the mission of PRME and support the SDGs

The KBS PRME Committee are delighted to present our 2018 SIP, marking a decade of our engagement with PRME since we first became signatories in 2008. For almost half of that period we are honoured to have engaged as a PRME Champion School, giving us the opportunity to learn from excellent Schools worldwide and to contribute where possible to the development of best practice both for Responsible Management Education, and since 2015 to the delivery of the UN Sustainable Development Goals. We are also active on the steering committee of the UK & Ireland PRME Chapter, and in several working groups.

Over the past ten years, but perhaps in particular since our last SIP in 2016, more and more of our staff have been engaged in PRME-related activities. The key concepts underpinning PRME are far more widely understood by staff at the School, and there is more engagement across teaching, research and outreach activities. In many instances these activities are interlinked, providing real added value for both staff and students of the School and our external stakeholders and partners. Our staff and students have become ambassadors for PRME in a wide range of forums, and proactively identify teaching and research initiatives which will address and add value to the PRME goals whilst ensuring students are becoming more active and engaged citizens.

In this our fifth Sharing Information on Progress (SIP) report, we provide an update on our actions under the six principles of PRME and give a representative example of our contributions towards the achievement of each of the UN Sustainable Development Goals. This latter category has been inspiring to collate, gathering actions from students, staff, alumni that span teaching, entrepreneurial activities, research and outreach that are truly impactful. The challenge in many cases was to choose a single example, and to highlight the diversity of contributions.

We are more than happy to discuss any of these initiatives with our sister Schools within PRME or any of the related networks in which we engage, including the Globally Responsible Leadership Initiative (GRLI), the Global Business School Network (GBSN), the Academy of Business in Society (ABIS) or indeed with any School interested in developing similar approaches.

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History & Context

KBS is one of four faculties of the University of Limerick (UL) which was established in 1972. UL, the first university established since the foundation of the State in 1922, is located in the city of Limerick (established in 812 A.D.), Ireland's third-largest city and the largest centre of population in the Mid-West region. The campus is located along the river Shannon, on 137.5 hectares (340 acres) comprising 46 hectares (110 acres) on the north bank and 91.5 hectares (226 acres) on the south bank, 5 km from Limerick city centre.

Since 2008, KBS been located in the €22.5m, purpose-built, Kemmy Business School building. It is academic home to almost 3,000 students and over 100 full-time staff and over 70 adjunct faculty (across all programmes) in four constituent departments: Accounting and Finance; Economics; Management and Marketing; and Work and Employment Studies.

The School is named for Jim Kemmy, a prominent national politician and social activist whose legacy is reflected in the School's strong commitment to its local communities, national interests and international ambitions. The School reflects its ongoing commitment to Jim Kemmy's legacy by emphasising issues of ethical engagement, impact and sustainability. KBS offers programmes from undergraduate through to doctoral (PhD) levels and is one of Ireland's most prestigious and largest schools of business. The current head of KBS is Prof. Philip O'Regan, Executive Dean.

Key to all activities and strategies at KBS is its mission, which is clear and distinctive, providing all stakeholders with a focus from which to understand and evaluate the decisions and activities at KBS. The mission additionally acts as a guide in making the school's strategic and operational decisions. The mission is as follows:

As a leading Irish business school in a public university system, KBS is committed to excellence in teaching and to fostering knowledge and understanding of business and society within a diverse, research-active and socially engaged environment.



The mission statement is underpinned by a vision and strategic goals which reflect institutional priorities. Our vision at KBS is of a business school that is research active, internationalised and socially engaged, delivering an outstanding educational experience with an international reputation for specialist areas of expertise. Throughout our history as a business school we have emphasised a set of core values that have informed the manner in which we address the needs and aspirations of our various stakeholders, including the business community, wider societal interests and, especially, our staff and students. These core values find expression in a commitment to:

- Promote learning and discovery
- Student focused education
- Promote social responsibility and ethical behaviour
- Protect academic freedom
- Enhance knowledge
- Promote access and diversity
- Future orientation
- Promote inclusive and sustainable societies
- Foster international perspectives
- Support staff and self-development
- Facilitate involvement of industry
- Continuously innovate and improve.



Our strategic plan focuses on the student experience, enhancing research profile; enhancing our international focus and contributing to the development of the nation, the region and our local communities. One of four goals of the Strategic Plan commits the School to *contribute to our community of stakeholders in a responsible and sustainable manner.*

The planned actions outlined in our strategic plan under this goal include:

- To champion civic engagement and support the Limerick 2030 development vision
- To increase collaboration with local schools and ensure greater access by students from a variety of social backgrounds
- To contribute to global initiatives that promote responsible and sustainable education
- To increase the number of KBS students participating in president's volunteer programme
- To collaborate with local, national and international partners
- To lead in establishing issues of responsibility and ethical behaviour as qualities that inform our activities

Many of these actions find their natural home under the PRME umbrella. In 2008, KBS became the first Irish Business School to sign up to the Principles for Management Education. Our journey since then has taken us to active involvement with the UK & Ireland PRME Chapter, with the PRME Champions and at faculty level with a series of PRME Working Groups as well as a host of related groups and initiatives operating in this space including the GRLI, Sulitest, Aim2Fourish and the Global Business Schools Network. Our involvement has become integral to our identity, and we look forward to ongoing productive involvement with the PRME community in the years ahead.



Part II: Principles

This section describes our progress since June 2016 towards the advancement of each of the six Principles for Responsible Management Education



Principle One 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.

KBS aims to foster within all of our students an ambition and ability to take their full parts in a society that is focused on achieving the Sustainable Development Goals. To that end, we seek to equip them with critical thinking skills, and expose them to a range of opportunities to take initiative and learn about the world in which they will play a leading part through their work and their involvement in civil society and public policy.

- As an example of how this is embedded in curriculum, students on our Broadening the Curriculum Module, *Social Media for Social Good* have worked with local community groups for three years now, working in groups to identify problems and innovate solutions. The direct engagement with groups which are themselves predominantly voluntary has been inspiring, as illustrated by the following quotes from the module's exit survey: *"I must admit that this module has had quite an impact on me. As a student I am now more likely to engage in volunteer work, in fact it has motivated me to work towards The Presidents Volunteer Award."* and *"Since beginning this module, I have learned many new things. For starters as a person I believe I have grown and become more aware of the world around me. At the start of this semester I was trapped in my own life and didn't spend much time thinking about others and those who are less fortunate than myself."*
- Beyond this module-based example, students actively volunteer as an extra-curricular activity often linked to the President's Volunteer Award, a University-wide scheme that rewards student engagement with local non-profits and community groups. Facilitated and resourced by the University, and recognised as part of the student transcript, this makes it easy and mainstream for students to actively practice their emerging skills and ideas in making contributions to their communities that will deliver sustainable, shared value.
- A good example of how this sense of purpose has played out after our students graduate is given by the social enterprise founded by KBS alumnus, Aoibheann O'Brien. *Food Cloud* has developed an innovative tech-based solution to enable businesses, such as supermarket chains and restaurants who have surplus food to redistribute this to charities and community groups in their immediate localities. Since the establishment of *Food Cloud*, it has diverted some 8,300 tonnes of food from landfill, and delivered more than 18 million meals. This kind of innovation, identifying a win-win solution that delivers sustainable social good, is the kind of practice KBS aims to foster in its students.



Food Cloud

Case Study 1: SparkEd- Sparking the light for a brighter education for disadvantaged families

Then UL Enactus group, led by students from a range of KBS programmes now has 95 members and has registered more than 3,000 volunteer hours working with social enterprise partner organisations. The SparkEd brought together Enactus students from the KBS with a local social enterprise to provide educational supports to primary and secondary pupils from disadvantaged urban areas in Limerick. The aim of the collaboration with local community group, *Limerick's Gateway to Education* was to contribute to their mission to make education more affordable and accessible to disadvantaged families.

The Enactus students volunteered with pupils from the city, under the guidance of *Limerick's Gateway to Education*, providing revision classes, learning supports for children with specialised learning needs and mentoring in personal development. One of the most popular and innovative offerings was the delivery by Enactus students of a number of two-day boot educational camps that ran during school holidays. For many of the school pupils, this was their first ever opportunity to develop skills in teamwork, personal development, communication and problem solving skills in a fun learning environment. The camps also positively benefited the families of the schoolchildren who reported that their children had built confidence and made new friends. Two KBS students also trained 17 secondary school students from the local area in key skills to enable them to volunteer in the same way. The initiative was coordinated by Dr. Briga Hynes of the KBS.





Principle Two 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.

KBS has committed under its strategic plan to enable our students to develop relevant and innovative business skills, combined with an understanding of their responsibility as global citizens. With this in mind we seek opportunities for our students to address issues of global concern and to explore their own values and relationships to the big challenges their world will face on graduation. A recent example was the open session hosted by KBS in March, 2018 as part of the University's Sanctuary Week. The event, *Migrant Stories*, featured the voices and stories of asylum seekers and refugees who are students in Limerick. Their powerful and thought-provoking reflections were preceded by short documentary recordings and reflections from activists on issues of migration. This event was both accessible and challenging for students who attended, and gave them a greater sense of their place in a changing world.



Ethics and values are taught in dedicated modules and programmes, such as the CSR module which is core on many of our postgraduate programmes and on dedicated masters programme that focuses on sustainable consumption. Appropriately, however, ethics and values have come to permeate the curriculum all across the School, including specific content on the ethics of carbon credits, experiences of exclusion and discrimination at work, considerable research-based teaching on the ethics of innovation and risk, work on governance, marketing ethics, the role of social enterprise, accountability, public-private partnerships, stakeholder engagement and cultural sensitivity.

We understand that our own organisational practices should serve as example of the values and attitudes we convey to our students. At KBS we understand sustainability, following the UN Global Compact definitions based on the Brundtland Report, as encompassing social, environmental and economic dimensions. With this in mind we are pleased to report a roll out of Dignity and Respect training across all units in the School, new planned developments on research ethics and research integrity, the implementation of unconscious bias training for all members of interview or promotion boards and a planned comprehensive mapping of our performance vis a vis gender equality across all areas of our operations. We have in recent years observed an increase in recycling within the School, a reduction in paper use and the beginnings of a movement to reduce single-use coffee cups on campus.

Case Study 2: Responsible as a graduate attribute

KBS has undertaken a comprehensive mapping of how the graduate attribute *Responsible* is taught and assessed across the full suite of our degree offerings at undergraduate and postgraduate levels. This has been embedded in the *Assurance of Learning* element of the School's AACSB accreditation, which mainstreams the inclusion in all degree programs of elements that overtly foster responsibility and responsible behaviour among the student body. As well as recording the modules in which responsibility is developed in the curriculum and classroom activities, the various ways in which the developing responsibility of the students is assessed are also examined to ensure that the attribute is being taught and tested.

This exercise enables us to locate points at which the students are developing the values of the UN Global Compact, and learning to make more responsible decisions and lead in a more responsible way.





Principle Three Method

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

■ PRME has come to impact many diverse areas of teaching and learning across KBS, and what follows is a sample of our methods. In teaching employment relations, class debates are organised on social exclusion, ethics in business, fairness in work, equality and decent work. In learning about risk, students are encouraged to reflect on practices such as the dumping of computers in certain West Africa countries, ship breaking in India, and the outsourcing of dangerous work. Employment relations students engage with the impact of issues such as minimum wages, employment law, employee voice in the workplace and insecure working hours on individual, economic and societal well-being.

■ Ethics, CSR and sustainability permeate a series of modules on consumption issues and the role of marketing in society, encouraging both critical thinking and reflection by students on their own consumption practices. In learning work design and wellbeing, students address the problems of badly designed, repetitive jobs. Students do two live case studies. In the first, they work in groups to design a wellbeing strategy for a group of workers based on evidence they collect. In the second, they work alone or in pairs using a work design questionnaire and interview to determine if an individual's job should be redesigned and if so how. Graduates have gone on to use these techniques to redesign jobs and design and implement wellbeing strategies in their workplaces. Students of CSR use Giselle Weybrecht's *The Future MBA*

in small groups to draw up their own dream curriculum. They are then presented with the SDGs and locate them within their newly-designed curriculum. This has the effect of broadening their engagement with the SDGs, and seeing how their own passions align.

■ In modules on negotiating skills, students devise strategies to deal with workplace conflict and to repair relationship damage cause by discrimination and harassment. They engage in simulations in which they take on the roles of both management and employees. As management, they must consider the ethical and legal consequences of their decisions and the ethical nature of tactics used to achieve their goals, as well as the impact of their leadership processes on the wider organisation.



Case Study 3: BNest – A Start-up incubator supporting and empowering social entrepreneurs

BNest is Ireland's first dedicated Social Enterprise Incubator Programme, and has been established in partnership with Nexus Innovation Centre UL and the Kemmy Business School. The aim is to provide a learning experience which will support social enterprises in a holistic way, addressing business, social and personal aspects of running a social enterprise. The incubator programme, called BNest Flight is a six-month peer-learning programme for emerging and early stage social entrepreneurs. It consists of three segments, the first a series of eight one-day training sessions providing knowledge and skills on the key stages involved in starting and validating a social enterprise; a subsequent 3 month period where social entrepreneurs spend time validating their social enterprise with the guidance of mentors and generate a referral network of partners and funders and the third segment consists of developing an operational plan post completion of BNest.

BNest also offers once-off formal and informal mentoring sessions to social entrepreneurs and the provision of a BNest Diagnostic session to diagnose the personal and enterprise readiness for funding and commercialisation. To date nine social entrepreneurs have completed the programme, addressing challenges including autism, ADHD, the provision of child-centred therapies, mental health, disabilities and rural isolation.





Principle Four 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.

- KBS has a very diverse research cluster that values interdisciplinary, critical and pedagogical work as well as more mainstream business research. Within all four of the School's departments, faculty are engaged in research that addresses issues of inequality and discrimination, responsibility and innovation in education, sustainability and accountability, development and overseas aid, labour and human rights, ethics and responsibility. The appendix to this report highlights a sample of our published work under these headings.
- Consistent with our founding ethos, we value industry-relevant, pedagogically-informed and societally-impactful research activity. Impact can mean many things, and is commonly measured in terms of the quality of the academic outlet in which research is published. This is a valued metric, but we also seek to make research on many other levels. Research on social entrepreneurship, for instance, has informed the representative bodies of social entrepreneurs, as well as teaching and faculty engagement with students through the Enactus group. Research on the ethics of driverless vehicles has impacted road safety policy at both a national Irish and a European level, as well as influencing the practice of their industry collaborators. Studies by KBS faculty on research ethics have improved our own processes within KBS and had a wider impact on the academic community as their results and recommendations are disseminated.
- The process of directly engaging undergraduate students to research issues on sustainability and develop published teaching cases has a cascading effect on our own students and on future learners. Our research also has impact through our PhD students and research students, many of whom are studying issues which will lead to valuable and impactful work in the future. These range from embedding health and safety in nanomaterial work, the ethics of autonomous vehicles, social accounting for the SDGs, use of technology to address weather-related disasters, LGBT rights and power issues in development aid. Post-doctoral researchers at KBS are also doing valuable work, including research on consumer behaviour aimed at helping Ireland to meet its targets on the recycling of electrical waste and gender issues in taxation.
- Impact is also amplified by a culture of partnering with external stakeholder in the course of conducting research. Research on knowledge transfer between country projects of NGOs is directly affecting humanitarian and development work in sub-Saharan Africa. Research on funding models for higher education, and on structural issues leading to precarious work has led to KBS faculty being invited to address parliamentary committees as experts, ultimately influencing public policy.

Case Study 4: Mapping the Landscape for Responsible Management Education

In 2017, PhD Scholar, Meredith Storey, together with two faculty members undertook a partial mapping of the landscape of Responsible Management Education in the developing context of the UN Sustainable Development Goals.

The final paper examined the field of Responsible Management Education (RME) in the context of Agenda 2030 and the Sustainable Development Goals (SDGs), situating the United Nations Principles for Responsible Management Education (UN PRME) in relation to a range of associated initiatives and organisations. The emergence of the SDGs as a frame or doxa for RME and the role of UN PRME as an agent in this field were explored in the context of the literature on how business schools have delivered on sustainability and responsibility imperatives. The field of RME was partially mapped, loosely categorising actors and initiatives as membership or affiliation networks, teaching and learning initiatives and student-centred or student-led groups. Their differing aspirations were discussed, and tentative conclusions were drawn on the extent to which the SDGs are acting as a unifying paradigm, and on the future roles that UN PRME might play in the field. The paper was published in the Special Issue of the International Journal of Responsible Management Education focused on the 10th anniversary of the PRME Principle, and forms part of a wider study on the effectiveness of management education for responsibility and sustainability.





Principle Five 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.

- KBS engages with a variety of stakeholders, communities and other groups ranging from our students to our international partners and collaborators. We commit under our strategic plan to working with all of these in a manner that reflects our values and, in particular, our commitment to responsible, ethical and sustainable education. This involves an implicit commitment to make our resources, including our skills and knowledge, available to address challenges faced by business.
- Some of this work centres on student work. For example, Corporate MBA students taking a Winter School in Corporate Responsibility and Sustainability worked in groups with local businesses including a sports stadium, a theatre, a skate rink and a media company to develop a way in which they could enhance the sustainability of their operations and develop a reporting framework on their CSR by reference to appropriate Sustainable Development Goals. This work not only directly benefited the businesses concerned, it also gave the students the confidence to take these skills and apply them in their own work environments. Within other courses, practicums or corporate engagements are also built into the students' experiences. For instance, several KBS teams took part in the PRME Breakthrough Innovation Challenge in 2017, submitting proposals to address challenges posed by UNGC firms. A number of other student groups worked with smaller firms and wrote up cases on how they were addressing the SDGs for the Aim2Flourish initiative.
- Some valuable partnerships are centred on research. A good example is the work of the emerging risk group in KBS which has engaged at both a national and European level with social, logistical and ethical issues around emerging technologies including nanomaterials and self-driving vehicles. Another is the work of a KBS team on workplace bullying which has directly impacted practice.
- A large number of KBS faculty serve on boards advising professional bodies and otherwise engage with the representative bodies in their discipline. Four KBS faculty work on the National Stakeholders' CSR Forum, a government initiative that has seen them contribute expertise and knowledge in a range of areas relating to responsibility and sustainability to firms operating in Ireland.
- KBS is also proactive in facilitating useful connections between business groups. For example, in 2017 KBS hosted an event on job growth bringing together small and medium enterprises along with representative bodies, Local Enterprise Offices, Chambers of Commerce, Irish Small and Medium Enterprises association (ISME), Enterprise Ireland and the IDA. The aim of the seminar was to stimulate greater collaboration between third-level institutes and SMEs in relation to research, education and business advice. We also actively engage exemplars of good practice in business to address our students directly.

Case Study 5: Partnership with the Revenue Commissioners

The collection of taxation underpins the financing of public services, the construction of key national and local infrastructures and the funding of the Sustainable Development Goals in all parts of the world. Through our National Centre for Taxation Studies as part of our unique Educational Partnership with the Revenue Commissioners, the University of Limerick supports frontline staff of Ireland's tax collection agency to research the implementation of improved tax administration procedures. This initiative seeks to ensure that the Irish tax code is administered fairly and efficiently in accordance with the requisite domestic and international legislative provisions.

The work done with the Revenue Commissioners through the KBS National Centre for Taxation Studies covers a wide range of issues, enabling Revenue staff to better understand and predict taxpayer behaviour, use of data analytics to assess risk, identify and implement key corporate governance initiatives and understand key national and international taxation trends. Students on the partnership programmes are enabled to respond to the changing international taxation landscape and contextualise developments at the UN, OECD, European and wider international levels, all of which have an impact on the Irish tax system and its administration. The partnership facilitates dialogue on sustainability and responsibility in a tax context, and enables progress towards efficient and fair tax collection which supports key public services for Irish society.



Theresa Curly of the Revenue Commissioners graduating in 2018



Principle Six 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.

■ As an internationally-focused School, we seek to engage with educators from all over the world through networks such as PRME, GRLI, GBSN etc. We also engage significantly with public bodies and media. One recent innovation in the latter category has been KBS engagement in a partnership with the national broadcaster, RTÉ, to make our research accessible to a wider audience. Through this initiative and a parallel podcast series, KBS faculty have delivered pieces that have triggered dialogue on issues as diverse as the nature of work, tax avoidance, employee privacy, the future of transport, defeating match fixing in sport, etc. KBS faculty also engage regularly on mainstream media, notably print and radio as well as featuring on television current affairs programmes and documentaries. Two recent examples are the contributions of five KBS faculty members to a primetime broadcast on Irish job security and gender pay gaps, and a documentary on refugees

fleeing violence in Northern Ireland made by Prof. Stephen Kinsella of KBS.

■ KBS faculty have also engaged directly with government and with state and local government bodies. Recent examples include the engagement of faculty from our Department of Work & Employment Studies with the Irish Defence Forces and Irish Nurses Organisation, and in being invited to speak to a parliamentary committee on Jobs, Enterprise and Innovation on the issue of zero-hours contracts. Another is the ongoing work of the Health Futures Lab, which brings interdisciplinary teams of students together under the guidance of Dr. Annmarie Ryan of KBS to apply design-led thinking to tackle social issues in Limerick City. Researchers in KBS also contribute to policy on road safety, funding of third level education, and have recently begun a project which will focus on tax and its contributions to inequality at a European level.



Case Study 6: Common Good, Common Ground

In October, 2016 KBS hosted a week-long series of conferences and events centred on the concepts of Common Good and Common Ground, bringing together representatives of academia, government, business, and the general public to share ideas on sustainability, responsibility and the UN SDGs. The week's events included a face-to-face meeting of the PRME Champions Group and the Annual Gathering of the Globally Responsible Leadership Initiative, bringing both of those groups to Ireland for the first time and facilitating dialogue between them as key international actors in the field of responsible management education. As part of the week, the first Kemmy Responsible Business Breakfast was held as a free public event, which saw KBS welcome more than 200 guests. A high-profile guest panel comprising Brendan Jennings, Managing Partner, Deloitte Ireland, and Professor Arnold Smit, Stellenbosch University, South Africa, interacted with local business practitioners and students on questions of what it means for a business to be responsible, and how we might account for such responsibility.

At the same time, a meeting of the Irish Government National Stakeholders' Forum on Corporate Social Responsibility was also held in KBS, and delegates to this meeting attended some other related events. Three learning journeys, *artefact*, *sanctuary* and *nomad* were led respectively by an archivist of local treasures, a journalist who had sought asylum in Ireland and two members of the Irish Traveling Community. The week concluded with the first conference of a new network of Social and Environmental Accounting researchers in Ireland, presenting work with a particular focus on accounting and the common good, and facilitating the exchange of ideas on how accounting and accountability can progress the UN SDGs.



Common Good, Common Ground - Kemmy Responsible Business Breakfast. Photo: Oisín McHugh, True Media

Part III: Goals



This section maps illustrative areas of our activities to the Sustainable Development Goals, in support of Agenda 2030 and PRME's mission:

“To transform management education, research and thought leadership globally, based on the Principles for Responsible Management Education and the United Nations’ Sustainable Development Goals.”

This is our second year to report our progress under the SDGs, and we are very pleased that this year we can report some activity under all of the seventeen goals.



Goal 1: No Poverty

End poverty in all its forms everywhere

Trócaire is an international non-governmental organisation, with headquarters in Ireland, that works for a just and sustainable world for all, focusing on the Global South. They give expression to this mission by supporting the empowerment of the poor and marginalised, enabling them to claim their rights and live free from poverty and oppression; providing timely, needs-based assistance to people affected by crises, protecting their safety, dignity and fundamental human rights, and enabling communities to prepare for and be more resilient to future crises; and tackling the structural causes of

poverty by engaging people in Ireland and abroad to take action on issues of global injustice.

To help them achieve their goals, two KBS researchers, Dr. John Lannon and Dr. John Walsh, have just completed a two year research initiative with the organisation to look at ways to strengthen their programmes through improving knowledge flows between projects and sharing learning. As part of this work, they engaged in action research with Trócaire country offices in Uganda, Kenya and Zimbabwe. The research was funded by the Irish Research Council.



Goal 2: Zero Hunger

End hunger, achieve food security and improved nutrition and promote sustainable agriculture

KBS alumnus Michael Kelly has won numerous awards for the not-for-profit organisation, *Grow it Yourself* or GIY, which he founded after graduating with a Business Studies degree from KBS. GIY aims to inspire people to grow their own food and give them the skills they need to do so successfully. GIY is passionate about the power of food growing experiences to set people on a journey to good health and an improved understanding of food and nutrition, which he calls 'food empathy'.

GIY works with progressive partner corporations in the food sector, and now employs nine people. In 2016, GIY supported over 150,000 people to grow food for the first time at home, school, work and in the community. The organisation now supports over 6,000 community food projects in Ireland, UK, Australia and Africa, running awareness programmes and events to inspire and support people to grow food.

These activities address the issue of access to fresh and healthy food in Ireland and overseas with an empowerment model which is scalable to make progress under SDG 2.



Goal 3: Good Health and Well-Being

Ensure healthy lives and promote well-being for all at all ages

The Bright Side of Work Lab comprises a group of work and organisational psychologists led by Dr. Deirdre O'Shea who investigate psychological resources and, in particular, resource-based interventions in the workplace. The goal of this lab is to enhance the experience of work through harnessing individuals' self-regulation, motivation and emotions. This lab focuses on small daily changes that employees can make to improve their health, motivation and well-being at work, changing the psychological and

behavioural habits of workers that may be reducing their well-being.

The BSOW lab collaborates extensively in international networks, and faculty have published their work in leading scientific journals. The group is focused on making a positive contribution to bettering the workplace health and wellbeing of a wide range of workers, and have worked with a wide range of public sector organisations and private groups in Ireland.



Goal 4: Quality Education

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

In Ireland, asylum seekers and refugees are severely disadvantaged in gaining access to third level education. Most are subject to high fees as non-EU citizens, and since they have not traditionally been allowed to take up paid employment here, education is beyond their economic means. They also face challenges in terms of infrastructure and transport. KBS has worked with other faculties in University of Limerick to have UL designated as a *University of Sanctuary*, providing a safe space in which those escaping war and persecution can participate fully in education. The programme includes a scholarship scheme and a series of other targeted supports. This affords a starting point from which refugees can rebuild their lives and careers, and contribute to society again, and offers an opportunity to the broader population of students and staff to get to know new migrants and refugees in a positive atmosphere. In June 2017 the first seventeen University of Sanctuary

scholarships were announced. One of the scholarship recipients described winning it as a "life-changing moment".

In a parallel initiative, Every Child is Your Child is a community group established by KBS student, Finn Lannon and asylum seeker, Donnah Vuma. It raises funds for parents of school-going children who have come to Ireland to seek asylum. Such parents find it impossible to fund many of the basics of school life for their children, such as books, school trips, stationery, uniform items and extra-curricular activities, and so their children, already new to the country, risk being further marginalised in their education. Fundraising events organised by Every Child is Your Child have broken down barriers between refugees and the host community, and created a fund with capacity to help over 100 schoolchildren of asylum seekers to fully participate in quality education locally.



Goal 5: Gender Equality

Achieve gender equality and empower all women and girls

As part of a European Commission funded project, Dr. Christine Cross and Dr. Caroline Murphy of KBS together with a wider team of researchers jointly developed a toolkit which enables organisations to increase the numbers of women taking senior decision making roles, and in particular sitting on key decision-making committees internally. The toolkit focuses on three key human resource areas, recruitment and selection, performance management and promotion and succession planning.

A key element of the research was the production of a practice-friendly report 'Tailoring organisational practices to achieve gender equality: a best practice guide' that was made available to organisations initially via a conference in September 2016. The guide has also been disseminated through Ibec, who are the main employer group in Ireland, ensuring that the research had real impact across a range of sectors in Ireland. Dr. Cross continues her work in promoting use of the guide and the results of the research with the aim of increasing the number of women on decision-making committees in organisations.



Goal 6: Clean Water and Sanitation

Ensure availability and sustainable management of water and sanitation for all

Since 2016, KBS has been involved in an *ICT for Development* initiative spearheaded by Rhodes University in South Africa that focuses on digital citizen engagement around the delivery of water and sanitation services. The MOBISAM project uses mobile technology to supports two-way communication between citizens and government about basic service delivery issues. It is based on a Social Accountability Monitoring (SAM) methodology that offers civic actors a rights-based and evidence-based framework for understanding how government service delivery processes work, as well as the skills and tools to engage with them effectively. The project has been implemented in Makana, South Africa.

guidance on the project management process and on knowledge transfer and learning. In October 2017 the co-director of MobiSAM, Dr Caroline Pade-Khene of Rhodes University presented a number of seminars on her work in the KBS. As a direct results of connections made there, a further MobiSAM initiative has got off the ground. A student on the KBS MSc in Project Management developed a partnership between the Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS), who work to improve access to youth friendly sexual and reproductive health and rights services, and Rhodes University. The intention is to use MobiSAM to empower adolescents and young people to demand their right to access information and services. This is a good example of how the connecting ethos of KBS can deliver social good.

Dr John Lannon of the KBS has been involved in the MobiSAM Makana and MobiSAM SAfAIDS projects, providing

7 AFFORDABLE AND CLEAN ENERGY



Goal 7: Affordable and Clean Energy

Ensure access to affordable, reliable, sustainable and modern energy for all

As part of the core Strategic Management module of our flagship undergraduate BBS programme, students led by Dr. John McCarthy worked in three person groups on a project on strategic uncertainty. Students were offered the option to explore how the current shift of the automobile industry from producing diesel/unleaded cars to electrical vehicles was being managed by a particular car brand. Student groups addressed two specific questions with respect to this industry move to electrical vehicles. The first question emphasised how the industry environment had changed and how the particular car brand had managed the dynamism and complexity of this new environment through strategic planning and learning. The second

question focused on the sustainability strategy goals of the car brand in moving to producing electric vehicles and whether the car brand was motivated more for economic or environmental reasons or some strategic combination of the two motivations. The question concludes with an in-depth reflection on how the car brand is managing external stakeholders to achieve their strategic goals.

The exercise enabled undergraduates to engage at a deep level with the conflicting motivations and triggers for an industry-wide shift to clean energy with a focus on the economic and strategic imperatives as well as the sustainability motivations.

8 DECENT WORK AND ECONOMIC GROWTH



Goal 8: Decent Work and Economic Growth

Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Workplace bullying has been shown to have devastating effects on individuals' health and well-being, career and work performance. While there is significant research on bullying in healthcare settings in other countries, little research has been conducted in Ireland. A KBS team, in conjunction with the biggest Irish trade union for nurses, the INMO, undertook the largest ever survey of Irish nurses on workplace bullying. The focus was on developing a framework to support the small but significant proportion of nurses who reported being bullied frequently, and those who had observed bullying.

Following the survey, the KBS developed a Bullying Toolkit for the

INMO with a view to providing a simple, clear mechanism for offering advice to nurses. The KBS created the acronym S.A.F.E. which included 4 steps nurses should take if they are confronted with bullying behaviours:

- S – Stay calm and walk away
- A – Act to document incidence
- F – Follow bullying procedures
- E – Engage support

The Bullying Toolkit was launched by the INMO at a press conference and advertised widely throughout the nursing community. The work was conducted by Dr. Juliet McMahon, Dr. Sarah MacCurtain, Dr. Michelle O'Sullivan, Dr. Caroline Murphy and Dr. Lorraine Ryan.

9 INDUSTRY, INNOVATION AND INFRASTRUCTURE



Goal 9: Industry, Innovation and Infrastructure

Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

KBS is located adjacent to Limerick City, a thriving city that nevertheless has some areas of disadvantage. Dr. John Heneghan of KBS has been central to the creation of a Business Transformation Programme that engages effectively with local agencies, NGOs, Limerick County and City, Enterprise boards and banks in addition to the Department of Social Protection and Revenue.

- To facilitate profitability, growth, job creation and innovation
- To create employment opportunities and exposure to the workplace for those who have had difficulty gaining employment
- To enhance the bridge between the University's access mechanisms and the local educational system

The programme services some of the most disadvantaged areas of Limerick City, including the unemployment black spots in Moyross, Ballynanty and Southill in addition to members from the local Traveller community. Participants were given guidance in corporate governance, financial management and taxation compliance. The initiative has been formalised through the incorporation of an entity called Limerick City Build Ltd which has among its board members business leaders from Limerick City. This solidifies the project, and makes it more sustainable.

10 REDUCED INEQUALITIES



Goal 10: Reduced Inequalities

Reduce inequality within and among countries

In January 2018, Dr. Caoilfhionn Ní Bheacháin of KBS co-edited a special issue of *Irish Migration Studies in Latin America* entitled "*Conscience as Compass: Creative Encounters between Ireland and Latin America*". A key theme was the power of ethical engagement and creativity to develop transnational links and a common understanding that reduces inequalities between and within societies and nations. The range of contributors included poets, novelists, visual artists and President of Ireland, Michael D. Higgins.

The essays in the special issue demonstrate the potential of creative encounters for social and political "conscientisation", for expressing

solidarity, and for finding a way to overcome the challenges of inequality and injustice that confront both Ireland and Latin America. The importance of Latin America as an emancipatory intellectual and emotional space for Irish activists and artists is explored: such interactions are both practical and imaginative. These creative encounters are drawn together in a way that can provide a blueprint for relating ethically to each other in a way that aligns well with SDG 10's aim to reduce inequality within and among countries.



Goal 11: Sustainable Cities and Communities

Make cities and human settlements inclusive, safe, resilient and sustainable

The University of Limerick Community is a large and open one, comprising students who live on site, staff, and local residents who use the green campus as a recreational space. It is linked to the City of Limerick by a newly-developed riverside walkway, and has significant value from an ecological and biodiversity perspective, as well as for the social sustainability of the region. In developing a masterplan for the Campus, the Open Campus Studio (OCS) was an innovative initiative led by the University's School of Architecture, with Dr Annmarie Ryan from KBS as part of the lead team. The OCS held weekly workshops addressing all aspects of life on campus, with a key sustainability underpinning. For example, options to grow more food on campus or develop alternative transport corridors were explored.

The collaboration between KBS and the school of architecture brought an interdisciplinary approach to a design led process aimed at responding in novel ways to complex issues. The mode of engagement was deliberately open and inclusive, enabling participants to envision new possibilities, to manifest these ideas with maps, drawings and other visual methods, and then to present these to the wider campus community. The sessions brought together faculty, administrators, students and wider stakeholders into a neutral space, and enabled new kinds of discussions to be had which were constructive, open and future facing. This allowed the sustainability of future plans to be explored with a social as well as an environmental lens, and will impact not only on the campus community but also the nearby City of Limerick.



Goal 12: Responsible Consumption and Production

Ensure sustainable consumption and production patterns

In 2017, KBS PhD Scholar Geraldine Hogan concluded a three year study on the lived experience of non-drinking within a culture - that of Irish students - characterised in part by the irresponsible consumption of alcohol. The research explored the meaning participants attributed to their non-drinking in relation to the prevailing norm and culture of alcohol consumption.

than on peer pressure, and explored how participants dealt with the social implications of choosing a more responsible level of consumption than is the norm, and how they created a sense of space for themselves within dominant drinking environments. The study has implications for responsible consumption in a wider sense, particularly when such choices are not aligned with the hegemony of the social group.

Under the supervision of Dr. Deirdre O'Loughlin, the focus of Geraldine's PhD was on identity and stigma rather



Goal 13: Climate Action

Take urgent action to combat climate change and its impacts

Climate finance has been around for more than a decade, with the first green bonds issued as far back as 2007 and 2008. Due to an increased focus on mitigating and adapting to the effects of climate change, investment in climate finance has increased in recent years. The effects of climate change are far reaching, but developing countries are most affected by the changing temperatures and adverse weather conditions. However, China, the European Union, USA and India account for 61% of global emissions. As a result of this, developing nations have committed to increase climate significantly.

student on the BA in International Business Programme. The case was designed to illustrate the dynamics of climate finance, and "green" bonds and investments and to foster critical thinking on the subject. This process of developing teaching cases in collaboration with students is a recursive process which ensures learning is deepened among students contributing to cases, while the cases themselves are tailored for an undergraduate audience by peers within that group. It ensures that learnings on key sustainability issues within KBS can be scaled and spread throughout the wider community using the case.

Dr. Conor Carroll of KBS supervised the development of a teaching case study on Climate Finance with Karen McCarthy, an undergraduate



Goal 14: Life below Water

Conserve and sustainably use the oceans, seas and marine resources for sustainable development

and



Goal 15: Life on Land

Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

A group of students enrolled in KBS's MSc Financial Services were recently named as finalists in the 2018 Aim2Flourish Flourish Prizes. The students reported on the project as part of a module on their Masters-level programme, aiming to enhance their knowledge, awareness and action around responsible business, corporate social responsibility and the UN Sustainable Development Goals. The module is taken by students of Risk Management and Insurance, Financial Services, Computational Finance, Entrepreneurship and International Management & Global Business programmes.

The group, under the guidance of Meredith Storey, partnered with local business Bord Na Mona to tell the story of Ireland's Lough Boora Discovery Park. Bord Na Mona had used the site for peat harvesting since the 1950s, changing the landscape and resulting, once production was no longer sustainable, in a local wasteland. The company engaged with the local community to create a wetland with a focus on biodiversity as well as community amenity, restoring the local water-based wildlife that had thrived in the area before the site as drained to produce peat. The report, which addresses both SDG 14 and SDG 15, can be read at <http://aim2flourish.com/innovations/transforming-old-peat-harvesting-site-for-the-people-and-the-planet>



Goal 16: Peace, Justice and Strong Institutions

Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

The Irish Defence Forces have been active participants in United Nations peace-keeping missions since 1968. Over the intervening 60 years, Ireland has maintained the longest unbroken service on the front line of peace with over 70,000 individual tours of duty completed by the men and women of the Irish Defence Forces. Key to this continued engagement is a healthy workplace climate. Dr Juliet Mac Mahon and Dr Sarah Mac Curtain of KBS have recently completed an extensive workplace climate survey commissioned by the Irish Defence Forces. The remit was to investigate members' levels of satisfaction with their employment in the Defence Forces, along with other factors such as commitment, leadership and perceptions of fairness and work life balance.

The study explores the attitudes of Defence Forces personnel to their working lives across a wide range of areas with a view to informing policy. A survey was carried out among 11% of the workforce and was representative of rank, gender, and location. The study identified key issues of concern including pay and commuting, and includes a number of recommendations to strengthen processes within the Defence Force, such as managers increasing their daily engagement with members, more mentoring and coaching for leaders, and a review of opportunities for promotions. By directly accessing the voice of members of the Defence Force, the project created a new line of accountability within the institution.



Goal 17: Partnerships for the Goals

Strengthen the means of implementation and revitalize the global partnership for sustainable development

KBS takes an active part in international networks which aim to deliver on the Sustainable Development Goals. We are moving into our third cycle as a PRME Champion School, with ambitions to contribute to research links across the PRME community that directly address the SDGs. We serve on the steering committee of the UK & Ireland Chapter of PRME, again with a research focus. Several faculty are associates of the Globally Responsible Leadership Initiative (GRLI), where we also have a small internal governance role, and we also work within the Global Business Schools Network (GBSN) to improve access to quality management

education in the developing world by fostering cross-border connections and engaging our network.

Four KBS faculty serve on the National CSR Stakeholders' Forum, contributing to policy and practice on corporate responsibility. We engage on a range of levels with local government and community-based organisations working towards more sustainable urban life in Limerick City. In all of these partnerships for the SDGs, we follow the example of our namesake, the late Jim Kemmy, a local leader for whom connecting people for social justice was a central hallmark.

Part IV: Accountability and Future Plans

In our last Report, Sharing Information on Progress 2016, we identified a number of specific initiatives which we had hoped to implement over the two year period to our June 2018. We account for our progress on each of these here, and also set out our ambitions for the two year period to June 2020.

In mid-2016, at the beginning stage of a new Strategic Plan for both the School and the University, we set out an ambition to deepen our engagement in PRME over the following two years. Since that time we have engaged with a new cycle of PRME Champions, and maintained our role on the Steering Committee of the UK & Ireland Chapter of PRME, taking a lead there on the topic of research.

We planned to increase the level of our civic engagement by building on existing initiatives with schools and other stakeholders, and to initiate a distinguished Kemmy lecture series in Limerick City. This was initiated and ran successfully in both years since our last report.

We also planned a week of conferences and events in October 2016 dedicated to the theme of Common Good, incorporating a meeting of PRME Champions, a GRLI Annual Gathering, and the first Ireland conference of the Centre for Social and Environmental Accounting Research. In keeping with the principles of Partnership and Dialogue, we set out to involve local businesses in the events through a Responsibility and CSR Reporting Business Breakfast, and an open door to other events throughout the week. Again, we are pleased to report that this event ran successfully as planned.

In June 2016, we had hoped to roll out the Sustainability Literacy Test to undergraduates as well as post-graduates. For various internal reasons, this did not come to pass. However, we engaged with Aim2Fourish across our postgraduate programmes, and one KBS team was shortlisted for the global final in 2018.



We also set out in 2016 to put in place a series of measures to support student engagement, and to build student volunteering into some modules and support student volunteering initiatives that are linked to business programmes including the MBA and the BA in International Business. These measures were implemented successfully, and the level of student engagement across the School has significantly increased.

In 2016, we planned to broaden access to our programmes through a range of funding opportunities for students, and by supporting the HEAR, DARE and other accessibility initiatives that would increase diversity of KBS student body. We exceeded our ambition here, engaging not only in these initiatives but also taking a very active part in the University of Sanctuary project which has seen seventeen Asylum Seekers gain supported access to our programmes in UL.

Our aim for research in 2016 was to continue our trajectory of socially focused research, and so contribute directly to the University aim to produce research that benefits the economy and society. We will also planned to continue to develop the KBS Research Bulletin to ensure our translated research reaches a wide range of relevant stakeholders. The appendix to this SIP report shows how our relevant research continues to develop. We have maintained our KBS Research Bulletin, and supplemented it with a series of research podcasts and media-friendly translations of key findings in collaboration with Ireland's national broadcaster under the RTE Brainstorm heading.



Future Plans

Over the coming two years we aim to deepen the involvement of our faculty in PRME-related initiatives, with a specific focus on civic engagement at all levels. We will continue to foster student engagement under the Aim2Flourish and Enactus headings in particular, as well as building in practicums with local community groups and businesses on the MBA and Undergraduate programmes. As always, we aim to promote further engagement among our students in the President's Volunteer Awards and in research that relates to the SDGs.

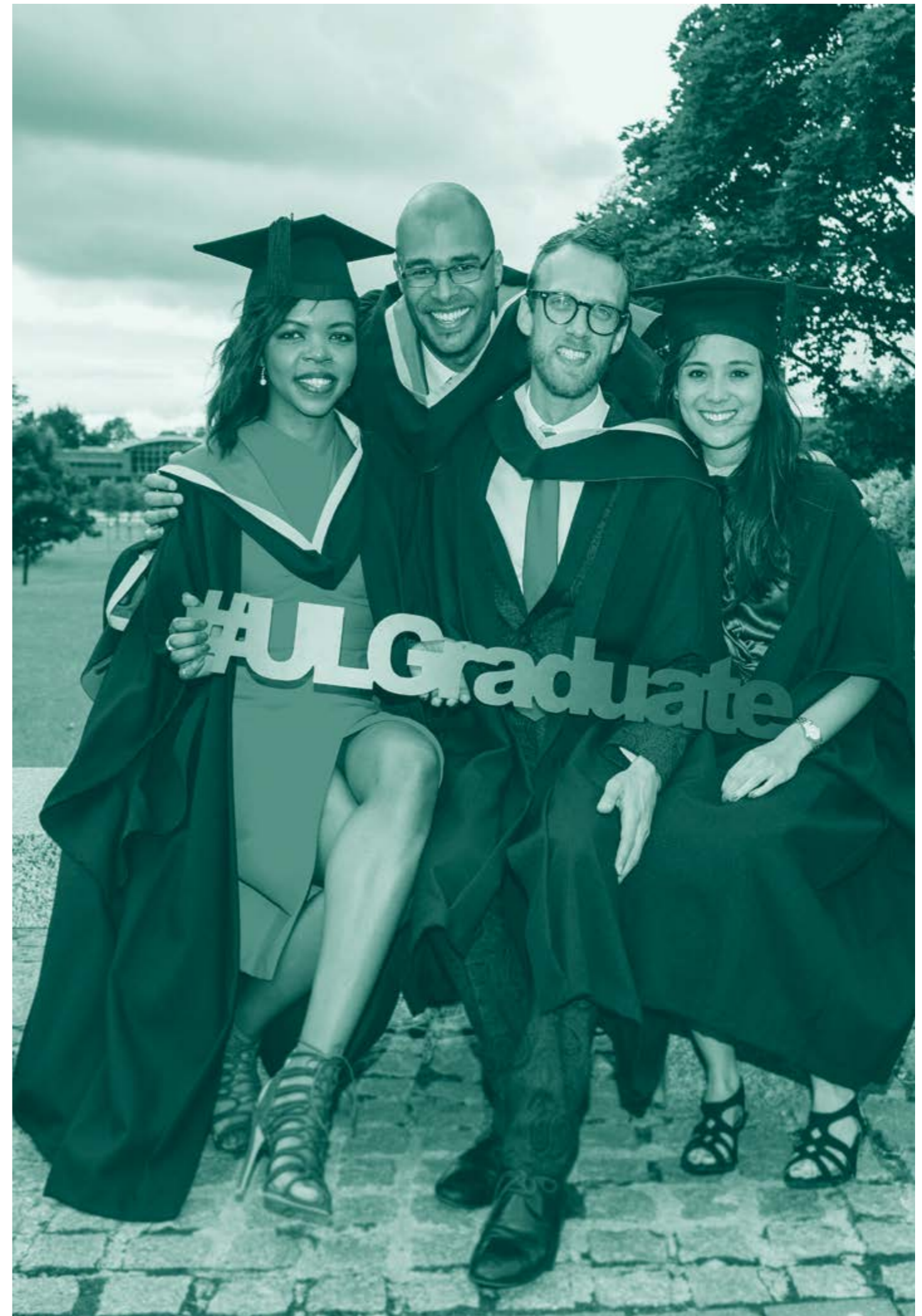
We anticipate that some ongoing research projects in the areas of tax and inequality, precarious work, the ethics of innovation, consumption and recycling

and wellness in the workplace will have produced impactful results. We hope that our work with the National CSR Stakeholders' Forum and other practice engagements will also have considerable impact.

In terms of our own practices as a School, we aim to devote considerable attention to gender equality within the School, pursuing an Athena Swan Award to ensure that this is implemented in a comprehensive way across all our activities. We are engaging with a Healthy Campus initiative within the University which should have outputs and impacts over the coming years. We also look forward to contributing actively as part of the current cycle of PRME Champions, where we hope to bring particular focus to shared research to deliver on the SDGs.



Photo: Maurice Gunning



APPENDIX: RESEARCH

Across all the disciplines and departments of KBS, faculty and students are engaged in research that relates to the UN SDGs or to the Principles of PRME. This is just a sample of published work in the last two years that demonstrates the diversity of our work under these headings.

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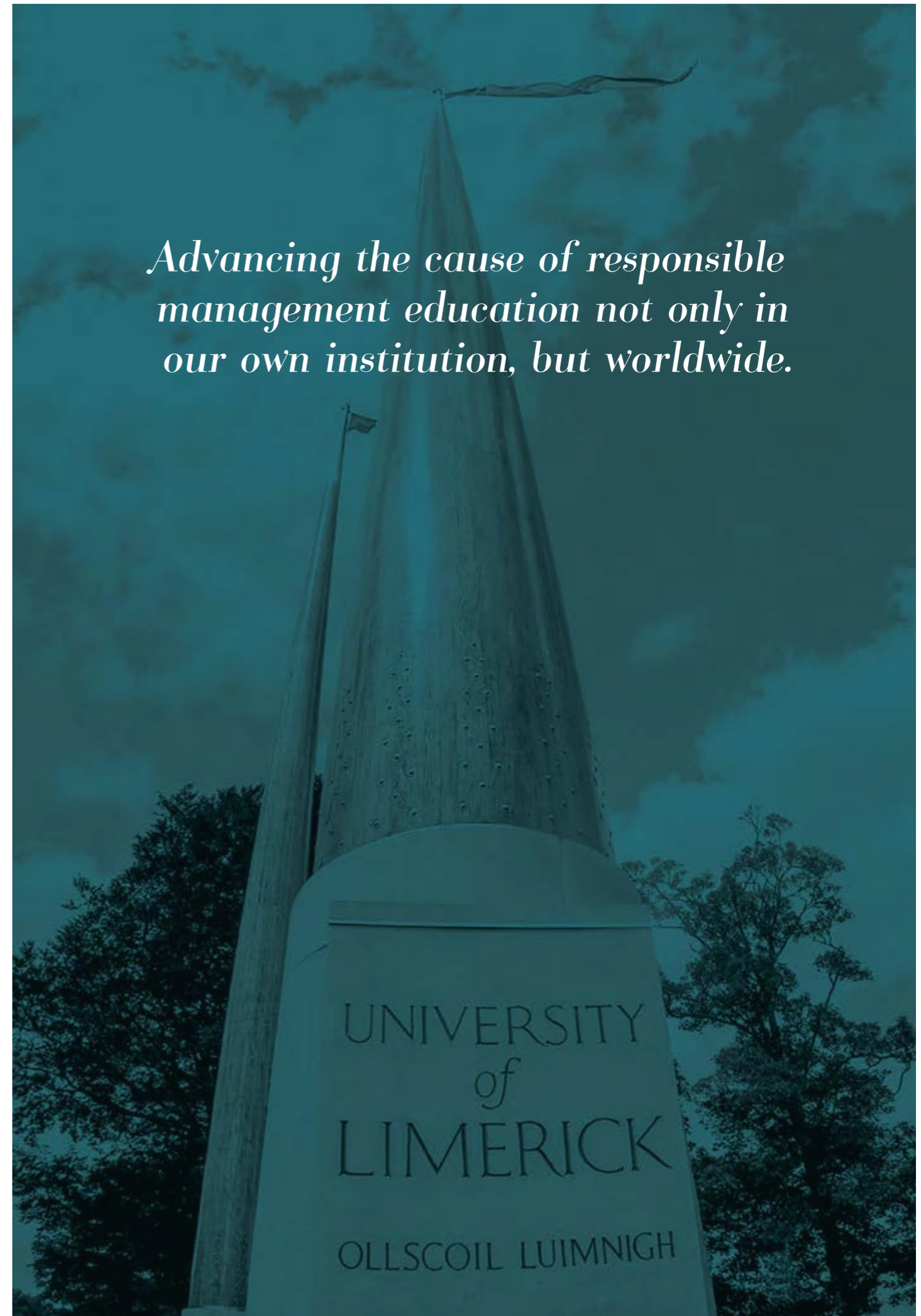
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