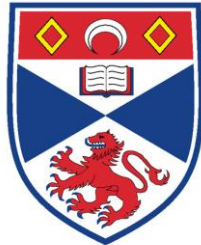




# University of St Andrews, School of Management

2010 PRME Progress Report:

United Nations Principles for Responsible Management  
Education



University  
of  
St Andrews

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## **'RESPONSIBLE ENTERPRISE'**

### **INTRODUCTION FROM THE HEAD OF THE SCHOOL OF MANAGEMENT**



This is our first report to the Principles for Responsible Management Education (PRME) from the University of St Andrews School of Management. As such it is a report on something which is very much a work in progress. PRME is an exciting challenge and we look forward to reporting our developments, successes and failures along the way in the coming years.

The School of Management was among the first signatories to PRME. We are explicitly trying to embed the values of social responsibility and sustainability into all areas of the School's activities. These areas include: curricula, programme design, the whole process of teaching and learning, research and partnerships, managing of physical resources and infrastructure and dialogue with our stakeholders.

In 2010 the School adopted a new strategy focused on the concept of "Responsible Enterprise". The term "enterprise" is deliberately open and incorporates large and small, commercial and not-for-profit activities. Our focus on responsibility means that we take a constructively critical approach to such activities. "Critical" in that we ask questions and encourage dialogue between practice and theory, and "constructive" in that we aim to have a generative dialogue that encourages reflection, learning and action.

The principal vehicles through which we organise ourselves are "thematic groups" which are the locus of all our teaching and research endeavours. We recognise that we are a small School and so must concentrate on those strengths in which we can maintain an international standing. These themes are leading us to weave throughout all that we do a focus upon such concerns as: an ethical approach to managing in organisations, the impact of human enterprise on the natural environment, the social and organisational impacts of different forms of financial investment and the crucial roles of creativity and personal development. Through responsible enterprise we are developing a niche that relates directly to our research strengths and guides strategy.

#### **School of Management Thematic Groups:**

- **Financial Markets and Institutions;**
- **Organisations and Society**
- **Ethics, Sustainability & Accountability;**
- **Knowledge and Practice**
- **Cultural and Creative Industries.**

We have embarked upon this journey in the spirit of linking inquiry and action and welcome dialogue, comments and suggestions about our strategy and, indeed, any aspect of this brief report.

Thank you

**Nic Beech (Head of School of Management)**

**University of St Andrews School of Management**



## **'RESPONSIBLE ENTERPRISE'**

### ***Principle 1 (Purpose): 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.***

The School is fortunate to work with diverse and very able students from all parts of the globe who study with us on undergraduate, Masters and Doctoral degree programmes. We treasure the reputation we have garnered for student satisfaction in a highly challenging environment in which our students will tolerate nothing less than excellence. The teaching within the School has long emphasised critical enquiry, group learning and examination of theory and principles over any sort of rote learning or simple regurgitation. Our approach to PRME exploits this history and challenges the students, whatever their programme, to articulate personal, well researched and informed views regarding the manifestations that social responsibility and sustainability will have for their specialism.



As a consequence of the School's re-direction we are reviewing teaching and undertaking a re-design and development of programmes around the thematic groups and within the notion of the responsible enterprise. All programmes and modules – from undergraduate to doctorate - will be designed around one or more thematic groups and will be research led. As the review progresses, each member of staff is invited to show how their understanding of the Global Compact is articulated in their teaching and research.

### ***Principle 2 (Values): 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.***

The intention is to run the themes of responsible enterprise through all segments of the teaching programme. From 2010, the *undergraduate sub-honours* students are directly introduced in the foundational modules in their first year to responsibility in management, sustainability, organisations in society and social accountability. These are core notions woven into the fabric of the base management modules. In time, these notions will be equally fed through the second year modules – but that is a task for the future.



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## ***'RESPONSIBLE ENTERPRISE'***

The *undergraduate honours* students have a range of specialised modules from which to choose and those which most obviously respond to PRME include:

- Sustainable development and management
- Corporate social responsibility, accountability and reporting;

but the themes of responsible enterprise and its articulation with PRME can be seen in a wide range of additional modules (see Appendix 2).

On the taught *postgraduate programmes* a range of module options are provided. Current modules that most clearly relate to the PRME perspective include:

- Alternative investments: hedge funds, private equity, socially responsible investment, carbon finance and Islamic finance
- Responsibility, sustainability and accountability in organisations
- Markets and Society
- Management as if the Earth Matters

The School has plans to operate a new MLitt programme in CSR and Sustainability which will act as a flagship and a source of inspiration for the roll-out of PRME throughout the rest of the postgraduate programmes. As with the undergraduate programmes, the themes of responsible enterprise and its articulation with PRME can be seen in a wide range of additional modules (see Appendix 2).

The medium-term intention is that the School will have the thematic groups as the intellectual 'home' of the masters programmes and that this will, equally, resonate in the doctoral programme where, currently, 8 students are directly active in obviously PRME-relevant research.

This process of placing the thematic groups and 'responsible enterprise' at the heart of all we do is clearly challenging. Encouraging all students to navigate the potential tensions between career-minded advancement and social responsibility and sustainability is far from simple. The School hopes that issues raised in classes, in conversation, through the Management Society and so on will soon be as commonly related to PRME issues as they currently are to career issues. Indeed, recent senior executives visiting the School to present to the students have been surprised by the depth and seriousness of the questioning that they have received on social, environmental and sustainability matters. This is precisely the atmosphere we wish to inculcate.

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## ***'RESPONSIBLE ENTERPRISE'***

### ***Principle 3 (Method): Create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.***



The combination of an engaged and interactive teaching style, support for student initiatives and a highly articulate and self-motivated student body result in an active learning environment in which as least as many of the initiatives are led by students as by staff. Whilst modules such as 'Enterprise and creativity' and 'Creative industries' have active and explicit encouragement of leadership and initiative, it is a rare module which does not have group/team work, presentations, student-led initiatives and the like. Debate is constant and leads into all manner of student-led (and School supported) initiatives - whether the Management Society, Green Week, the Fairtrade initiative or the University's adoption of an ethical investment policy under pressure from the students, the School sees its tasks in this regard as the relatively simple ones of encouragement, stimulation and support.

At postgraduate level there is a much higher involvement with the thematic groups and, more appositely, with the research centres in the School and their initiative – from conferences and workshops to research seminars and engagement with practice and policy. Students will often have a leading role in initiatives and will actively support and engage with conferences and workshops such as the Annual Congress on Social and Environmental Accounting Research. Perhaps the most striking example, however, is the Scottish Doctoral Management Conference. This is now in its 5<sup>th</sup> year and run entirely by the research students. It draws delegates from all over Britain and permits the School's themes and achievements to be showcased.

### ***Principle 4 (Research): 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.***

Research is a *sine qua non* of the School and pursuit and maintenance of international standard scholarship is a dominant concern for all involved. All the research in the School falls broadly within this Principle and, most obviously, the work in the Ethics, Sustainability and Accountability Group. (See Appendix 1 for a selection of recent publications). The work of the thematic group is supported by The Centre for Social and Environmental Accounting



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## **'RESPONSIBLE ENTERPRISE'**

Research (CSEAR) and extensively interacts with St Andrews Sustainability Institute (SASI). These Centres also form a focus for taught postgraduate work and doctoral research giving major multipliers to the work of the thematic group. The School is home to a number of other centres including the Institute for Capitalizing on Creativity (ICC), the Social Dimension of Health Institute (SDHI), the Research Unit for Research Utilisation and an emergent centre underpinning the financial markets and institutions group. Much of the work of the thematic groups is directed through these Centres and we look to their increased orientation towards responsible enterprise.

***Principle 5 (Partnership): 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***

The School explicitly and consciously does not have an MBA programme and, based as it is, in a small town in Fife, might be thought to have fewer opportunities for engagement with the managers of business corporations. The emphasis in the School is, as a consequence, upon interaction with a wide and diverse range of organisations. The State and public sector is important through partnerships such as: the Fife Leading and Learning initiative; Huw Davies' long-standing work (including secondment) with the National Health Service; and Jan Bebbington's influential engagement with the Scottish Government and the Sustainable Development Commission.



The third sector more widely exercises a number of colleagues most notably Eleanor Burt's engaged research work and her frequent role in providing expert advice on the third and voluntary sectors to the UK government. The very essence of the Institute for Capitalising on Creativity (ICC) is its suite of robust cooperative joint research projects working with theatres, artistic communities, musical initiatives, art galleries and so on. The relationships with the professions and professional bodies are crucial to the School as illustrated by, for example, Martin Dowling's active roles in the Chartered Institute of Personnel and Development and the continuing involvement of Jan Bebbington and Rob Gray in the accountancy profession.

Of course, none of this is to suggest that we ignore the business corporations. The School maintains a small suite of executive programmes such as that designed for the cohort of 20 Executive MBA students from Sciences Po, Paris, and a number of staff act in either consultancy or advisor board capacities for major international corporations. The School is currently in the throes of widening its Advisory Board to gain a wider representation from the business sector and has the good fortune to benefit from an active Student Society that successfully draws major figures from business to speak at its events.

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### ***Principle 6 (Dialogue): Facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability***



The School has no specific strategy in this field but does actively encourage a balance to be struck between exclusively theoretical enquiry and engagement with organisational practice. The thematic groups are supported by the School's research centres. The engagements of ICC have been mentioned above and provide an obvious mechanism through which the Cultural and Creative Industries group embraces dialogue. The Knowledge and Practice thematic group is supported by The Research Unit for Research Utilisation ([www.ruru.ac.uk](http://www.ruru.ac.uk)) which provides not only a repository of primary and secondary research on how knowledge percolates, but also acts as a broker to better enable (especially) public bodies and policy agencies to make better research-informed decisions and strategies. In addition, staff within the School have been seconded to influential roles in government and arms-length bodies where they have taken an active and sustained role in enabling and supporting dialogue between academe and other actors. Moreover, underpinning the School's emphasis on responsible enterprise, is a parallel commitment to *the praxis of engagement*: knowledge interaction and exchange of all kinds so that the research fruits from the school can be shared and debated as a crucial part of our intellectual engagement. This can be seen in the Ethics, Sustainability and Accountability thematic group supported by both the St Andrews Sustainability Institute and The Centre for Social and Environmental Accounting Research (CSEAR). CSEAR's particular contribution tends to be through its global network of fellows, members and associates and through its active encouragement of practitioner forums at its annual conferences.

On a more individual basis many staff have active involvements in practice/academic forums such as Andreas' Hoepner's active role as Academic Fellow for the United Nations Principles of Responsible Investment, John Wilson's work with credit unions, Rob Gray's periodic involvement with the United Nations UNCTAD group and, most obviously, Professor Bebbington's central role in the development of sustainability throughout Scotland.

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## 'RESPONSIBLE ENTERPRISE'

### **About St Andrews and the School of Management**



St Andrews is Scotland's oldest University and the third oldest University in the English-speaking world. For nearly 600 years, the University has championed academic excellence by attracting scholars of international repute to educate students from across the world.

The School of Management is a top-ranked management school in the United Kingdom and is internationally renowned for its high student satisfaction and research excellence. Students from over 50 nations have come to the School of Management to harness and develop their knowledge for the challenging careers ahead of them.

Approximate student numbers by programme are:

- Undergraduate sub-honours: 400
- Undergraduate Honours: 120
- MLitt Programmes: 300
- MRes Programme: 7
- PhD Programme: 40

The School currently comprises an establishment of 23 full time academic positions and 14 research and teaching fellows ably supported by an international diversity of visiting fellows and lecturers and a remarkable cohort of administrative and academic related staff. The overall performance and reputation of the School is achieved despite its small size and the School aspires to be amongst the best small management schools in the world.



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## 'RESPONSIBLE ENTERPRISE'

### **APPENDIX 1: Selected Modules**

#### **FIRST YEAR**

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##### **MN1001 and 1002 Organisations and Society – core**

These modules introduce students to a range of aspects of Management. *Understanding The Business Environment* analyses changes in key environmental forces (including climate change, global demographic trends and threats to biodiversity), the impact of such changes on organisations and the implications for managers. *People and Work* looks at theoretical perspectives and practical problems in understanding people at work and how they are managed, and finally *Theories of Organisations* takes an historical view of managerial ideas and concepts. *Financial Accounting* introduces wider issues of accountability and social accounting. Students are taught that effective business strategy is dependant not only upon market competition but also on an understanding of the political, ecological and social pressures and expectations that organisations face.

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#### **SECOND YEAR**

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##### **MN2001 Management and Society - core**

A multidisciplinary examination of the organisation's relationships with its internal and external environment. The key themes of marketing and organisation behaviour are explored to understand how the behaviour of individuals and groups may be better understood and sensitises the managers to the external environmental issues.

##### **MN2112 Enterprises & creativity – option module**

Gives second year students from across the university, the opportunity to learn how to develop a project by doing it. Enhancing their own creativity and enterprise skills, students will be working in a team to design and deliver an enterprising project. There is a strong emphasis on social enterprises and projects which are aimed at moving beyond generating shareholder value and which in different ways contribute to a society's wellbeing.

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#### **HONOURS**

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##### **MN3102 Organisational Studies - core**

An interdisciplinary module that explores the range of organisational forms that have obtained in recent times. Recognising the range of perspectives and assumptions that are embedded in these organisational forms allows a diversity of insights about the roles of power and socioeconomic systems to shape our lives.

##### **MN4102 Organisation Philosophy – option module**

The aim is to analyse organisation as a process of becoming: becoming human; becoming social; becoming creative; becoming ethical. How can the experience of organisation and organisations become less burdensome and more creative; less demoralizing (in both senses) and more charged with common purpose and enjoyment? In the course of asking these questions we revisit some traditional philosophical dualisms: nature and culture, subjectivity and objectivity, empiricism and hermeneutics; rhetoric and action; aesthetics and ethics. The module is an ethical enquiry into organisational philosophy

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## **'RESPONSIBLE ENTERPRISE'**

### **MN4239 Advertising: A Social History – option module**

Developing critical and post-critical perspectives, the module focuses on specific social concerns represented in branding and advertising and their historical development, including mythology, sexuality, gender, ethnicity, class, wealth, work and leisure, types of goods and patterns of consumption. The module critically explores cultural norms and social assumptions of advertisement. It discusses relations between sexes, races, business & the natural world and thus moves students' understanding of advertisement beyond a perception of a marketing tool to raise a company's profit

### **MN4236 Sociology of Finance – option module**

In the wake of the global financial meltdown, scholars and professionals alike struggle to understand the causes of the collapse. In this module students will develop a deep understanding of the mechanisms that power financial markets and their relevance to the global economy. This module discusses why we as humans construct finance and structure our markets to way we do. Building on this, alternative financial perspectives on how markets can be structured will be discussed.

### **MN4224 Consuming Culture – option module**

This module considers a number of key issues which are linked to the emergence of a global consumer society. The module invites discussion of a range of topical issues with respect to consumer society including changing perceptions of space and time, involving an expansion of space and an apparent slowing down of time; ideas about morality and value; the creation of meaning; consumer identity; people's relation to the body; finally addictive consumption. The module is built around one of the fundamental issues within sustainability, climate change and responsibility which is the role of businesses and consumerism in the developed world.

### **MN4213 Human Resource Management – option module**

This module develops participants' critical appreciation of the role of HRM in organisations and promotes an understanding of the issues faced by managers in attracting, motivating and retaining employees. The module discusses issues of equality, gender and fairness in human resource management both from the perspective of management and from the view of their impacts on workers.

### **MN4227: Corporate Social Responsibility, Accountability and Reporting - option**

The module fosters a critical but constructive engagement with the CSR agenda and the claims of MNCs in this regard in a context of worsening planetary sustainability. It seeks to explore what evidence underlies corporate claims in this area and seeks to explore whether MNCs can be responsible and/or sustainable. Practicable opportunities in the realms of accountability, socially responsible investment and the actions of civil society are explored in detail.

### **MN 4238 Sustainable Development and Management – option module**

This module examines the origin of the concept of sustainable development in public policy discourses with particular focus on the implications this concept has for the operation of business organisations. The module will examine the difficulties of applying notions of sustainable development to single organisations as well as the challenges which conventional economic systems present to sustainable development. The module will examine the theory and practice of managing for sustainable development, drawing on examples which are found in business.

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**POSTGRADUATE - MASTERS**

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**MN5603 Responsibility, Sustainability and Accounting in Organisations**

The module provides an introduction to and analysis of sustainability and corporate social responsibility, the meaning, tensions and conflicts that these concepts entail and the role that accountability can play in their achievement. The module will examine the theory and practice of social, environmental and sustainability accountability and explore and assess current experience. Students are encouraged to reflect on the assumptions of liberalist ideas and its underlying moral values, to foster their ability to act as ethical thinkers and critical analysts of business activities

**MN5404 Marketing Communications and Buyer Behaviour**

The aim of this module is to familiarise students with the concepts, theories and analytical techniques within marketing communications and buyer behaviour. This explores how we are influenced and marketing communications' role in this. At the core of marketing is the customer (consumer or business). In this module ethical concerns and possible offences to social norms created through marketing activities are being addressed. Awareness is raised how marketing communication tools such as advertising, public relations, selling, promotions and packaging can be used in an unethical way.

**MN5423 Global Business Strategy**

This module draws elements of the international political economy, financial aspects and strategic planning and implementation together in the context of the international business environment and seeks to define optimal paths to competitive advantage within this complex and fast-changing business context. While familiarising students with e.g. SWOT and PESTLE analysis and the resource/institutional/industry base of the firm, issues of environmental analysis, short term effects on companies' strategies through global warming, carbon trading and taxing are being addressed. This also includes acknowledging diverse cultural characteristics and perception of ethics found around the globe and their effects on business strategies, best practices, and beliefs of what 'responsible business behaviour' should account for.

**MN5611 Alternative Investments:**

This module provides students with an overview on investment opportunities alternative to the main equity and bond markets. This module will consider the key challenges of evaluating alternative investment portfolios' performance. More than half of the course is directly addressing issues of responsibility and sustainability in the context of investment. There is a strong focus on Responsible Investments, Carbon Finance and Islamic Finance and students are challenged to analyse and discuss means of investments alternative to those mainstream vehicles such as equity and bond markets.

**MN5470 Managing Human Resources**

The module covers both the strategic and operational requirements necessary to secure, develop, reward and retain employees and to ensure their maximum contribution to organisational performance requirements. Individual, organisational and contextual factors that influence the management of people are also considered and throughout there is an emphasis on the critical, analytical and evaluative study of the subject. The module discusses issues of equality, gender and fairness in human resource management

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## 'RESPONSIBLE ENTERPRISE'

### APPENDIX 2: Selected Publications

Ball, A., and Bebbington, J., (2008), "Accounting and Reporting for Sustainable Development in Public Service Organisations: issues and emerging directions", *Public Money and Management*, 28(6), pp. 323-325



Barter, N., and Bebbington, J., (2010) *Business and Environmental Sustainability* (Association of Chartered Certified Accountants: London).

Bebbington, J., Higgins, C., and Frame, B., (2009), "Initiating sustainable development reporting: Evidence from New Zealand", *Accounting, Auditing and Accountability Journal*, 22(4), pp. 588-625.

Bebbington, J., Larrinaga-Gonzalez, C., and Moneva, J. (2008), "Corporate Social Reporting and Reputation Risk Management", *Accounting, Auditing and Accountability Journal*, 21(3), pp. 337-361.

Bebbington, J., and Larrinaga-Gonzalez, C. (2008), "Carbon trading: accounting and reporting issues", *European Accounting Review*, 17(4), pp.607-627.

Burt, E. and Taylor, J.A. (2009) 'Freedom of Information and Scottish Local Government: Continuity, Change, and Capabilities in the Management of Information', *Local Government Studies*, 35 (2) 181-196.

Burt, E. and Taylor, J.A. (2008) 'How Well Do Voluntary Organisations Perform on the Web as Democratic Actors? Towards an Evaluative Framework', *Information, Communication and Society*, 11 (8) 1047-1067.

Butler, N. (2008) 'The Invention of the Business School' (review of Rakesh Khurana's *From Higher Aims to Hired Hands: The Social Transformation of American Business Schools and the Unfulfilled Promise of Management as a Profession*). *ephemera: theory and politics in organization* 8(3): 348-352



Desmond, J. & A. Crane 2004. "Morality and the Consequences of Marketing Action" *Journal of Business Research.*, 57/11: 1222-1230.

Gray, R., Bebbington, J., and Gray, S., (2010), *Social and Environmental Accounting (Vols I - IV)*, (Sage: London). 1664pp

Gray R., D. Owen and C. Adams (2010) "Some Theory for Social Accounting?: A review essay and a tentative pedagogic exploration of categorisation of theorisations around social accounting", in *Sustainability, Environmental Performance and Disclosures*, Marty Freeman (ed), Advances in Environmental Accounting and Management Vol.4, pp 1-54.  
- winner of Emerald "Outstanding Author Contribution Award" 2010.

Gray R. (2010) "Is accounting for sustainability actually accounting for sustainability...and how would we know? An exploration of narratives of organisations and the planet", *Accounting, Organizations and Society*, Volume 35, Issue 1, January, pp 47-62.

Gray R., J. Dillard and C. Spence (2009) "Social accounting research as if the world matters: Postalgia and a new absurdism", *Public Management Review*, 11(5), September, pp545-573.

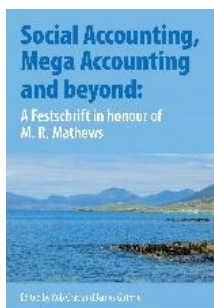
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## 'RESPONSIBLE ENTERPRISE'

Gray R. and M. Milne (2008) "International trends in corporate 'sustainability' reporting", *Chartered Accountants Journal of New Zealand*, 87(12), December pp61-63. (Reproduced in GAA Accounting (Global Accounting Alliance) February 2009 at [http://www.gaaaccounting.com/gaa\\_issues](http://www.gaaaccounting.com/gaa_issues))

Gray R. (2009) "Social and environmental accounting and reporting: From ridicule to revolution? From hope to hubris?", *Issues in Social and Environmental Accounting*, 2(1), pp3-18.



Gray R., (2008) "Review Essay: Envisioning sustainability and re-envisioning the large corporation - a short review essay on business and sustainable development", *Social and Environmental Accountability Journal*, 28(1), April 2008, pp45-48.

Gray R., C.Dey, D.Owen, R.Evans and S.Zadek (2008) "Struggling with the praxis of social accounting: Stakeholders, accountability, audits and procedures" in A.Crane, D.Matten and L.J.Spence (eds) *Corporate Social Responsibility: Readings and Cases in a Global Context*, Routledge, London, pp358-400.

Greig, G., Beech, N. and Entwistle, V. (2011) 'Addressing complex healthcare problems in diverse settings: Insights from activity theory'. *Social Science and Medicine* (in press)

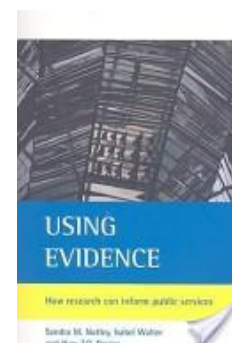
Grugulis, I. and Stoyanova, D. (forthcoming) 'The missing middle: communities of practice in a freelance labour market'. *Work, Employment and Society*.

Hyde P, Davies HTO. (2004) "Service design, culture and performance in health services: consumers as co-producers". *Human Relations*, 11:1407-26.

'Rethinking the assembly line: organisation, performance and productivity in Ford Motor Company, c.1908-27', *Business History*, 2010, 52, 697-714. (with James Wilson)

'Crime, Protest and Policing in Nineteenth Century Scotland' in *A History of Everyday Life in Scotland, 1800 to 1900*, T. Griffiths and G. Morton, eds. Edinburgh University Press. 2010. (with Bill Knox)

<http://www.euppublishing.com/book/9780748621705>



McKinlay A. (2010) "Performativity and the politics of identity: Putting Butler to work", *Critical Perspectives on Accounting*, 21 (2010) 232-242

Mannion R, Davies HTO and Marshall MN. (2005) "Cultural attributes of high and low performing hospitals". *Journal of Health Organizations Management*, 19(6):431-9.

Mansell, S. (forthcoming) *Capitalism and Corporate Responsibility: A Critique of Stakeholder Theory*. Cambridge: Cambridge University Press.

Mansell, S. (forthcoming, 2011) 'Liberalism and the Governance of Populations: Review of Michel Foucault's *The Birth of Biopolitics: Lectures at the College de France, 1978-79*', *Ephemera: theory and politics in organization*.

Mansell, S. (2010) 'Business Ethics and the Question of Objectivity: The Concept of Moral Progress in a Dialectical Framework', in Sorensen, B. and Muhr, S. (eds.) *Ethics and Organizational Practice: Questioning the Moral Foundations of Management*. Edward Elgar.

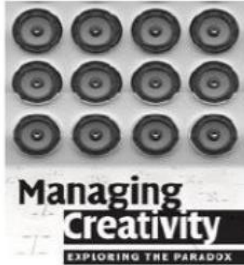
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## 'RESPONSIBLE ENTERPRISE'

Roscoe, Philip and Carole Howorth (2009). 'Identification through Technical Analysis: A Study of the Investment Behaviour of UK Non-Professional Investors', *Accounting, Organizations and Society*, 34, 206-221

Spence C. and R. Gray (2008) *Social and Environmental Reporting and the Business Case* ACCA Research Report No.98, ACCA, London, 84pp.



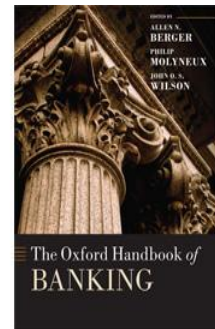
M. Tavakoi, (with P McKnight and C. Weir), (2010) 'Underwriting Relationships and Analyst Independence in Europe' *Financial Markets, Institutions and Instruments*, 19(3), 189-213.

Townley, B., Beech, N. & McKinlay, A. (2009) 'Managing in the Creative Industries: Managing the motley crew'. *Human Relations* 62(7): 939-962.

Wilson J., and A. Hoepner (forthcoming) 'Social, Environmental, Ethical and Trust Issues in Banking: An Overview.' in James Barth, Clas Wihlborg, Chen Lin, (Eds), *International Research Handbook for Banking and Governance*, Cheltenham: Edward Elgar.

Wilson J., A-M. Ward and D. McKillop (forthcoming). 'Credit unions in Great Britain: Recent trends and current prospects', *Public Money and Management*,

Wilson, J., J. Goddard and P. Molyneux (2009). 'Crisis in UK Banking: Lessons for Public Policy', *Public Money and Management*, 29, 276-284



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