

Principles for Responsible Management Education (PRME)

Sharing Information on Progress Report April 2016 Bradford University School of Management

The School of Management has long been an advocate of ethics, responsibility and sustainability in the field of Management. Since 2007 the School has engaged directly with the agenda for Education for Sustainability Development (ESD), which has subsequently been implemented across its entire portfolio of programmes. Our campus has been carefully developed for sustainability. The recent new facility, the Sir Titus Salt building, a central hub for the School, was awarded one of the highest environmental rating possible. Also, the estate management of the University's re: centre - which has a remit to bring together entrepreneurs, academics, students, environmentalists, and local and national businesses - holds one of the highest BREEAM ratings in the world.

In 2010 the School became a signatory of PRME, the principles of which have been adopted as a guiding framework for the Faculty's activities and operations. For example, PRME's aspiration for responsible leadership and management is now embedded in the Faculty's strategy, and the PRME principles helped shape the Faculty's Ethics, Responsibility and Sustainability (ERS) strategy. The Faculty's commitment to ERS and implementation of the PRME principles are demonstrated in the following ways, across the following areas of practice:

Teaching & Learning

- The development of postgraduate programmes with an ERS theme, the MBA Innovation, Enterprise and the Circular Economy (CE) and the MSc Sustainable Operation Management;
- The integration of ESD throughout all relevant taught modules;
- The provision of graduates capable of providing ethical leadership in the wider community;

- Participation in the development and implementation of the Sustainability Literacy Test (2014; 2015).

Research

- The establishment of a Research Centre, Bradford Centre for Business in Society (BCBIS), for the purpose of stimulating and coordinating ERS research across the Faculty;
- Research outputs that support the University and Faculty's mission by providing practical and relevant information that can inform business practice in terms of ERS;
- Collaboration with institutions and doctoral supervision research concerned with advancing an understanding of ERS.

Collaboration and Dialogue

- The Faculty commitment to the circular economy and the Ellen MacArthur Foundation as its partner in providing CE education;
- The creation of forums and conferences through which the Faculty is able to engage with local business and enterprise on ERS matters;
- Faculty engagement with local community projects and initiatives.

We are pleased to have maintained and to further renew our commitment to the PRME principles. The following document presents further accounts of our activities, achievements and objectives from the last few years and looking to the future.



Professor Carole Howorth
Interim Dean



PRME



PRME PRINCIPLE 1

PURPOSE:

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

PRME PRINCIPLE 2

VALUES:

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

Purpose and Value of Management Education

As noted, Bradford University School of Management has long been an advocate of ethics, responsibility and sustainability within the field of business and management. Our values are in line with the PRME principles and indeed the values promoted by the accreditation bodies such as AACSB and EFMD (who are also both founding members of PRME). In recent years, EQUIS accreditation introduced a new self-evaluation criterion specific to "Ethics, Responsibility and Sustainability" (ERS). Our School saw this as an opportunity to develop our first ERS strategy in preparation for our 2014 accreditation renewal. This process enabled us to articulate our existing approach to the implementation of ERS values and we expanded upon our PRME objectives noted in our last PRME SIP report. Thus our engagement with the agenda for ESD has allowed for a steady developmental process. As part of our ERS strategy, we have set strategic aims, objectives, corresponding PRME principles, and proposed methods and actions for each, along with indications of priority. These elements are laid out in the following tabulated Faculty ERS strategy document.

The Faculty ERS strategy - Priorities 2014-17

The Faculty of Management and Law (formally refer to as the School of Management) is seeking to position itself, in term of its Ethics, Responsibility and Sustainability (ERS), as a leader in providing ERS education and research practices. The following items are planned, underpinned by the Faculty's strategic aim, to support the implementation of its values on ERS and PRME's principles for 2014-16.

Faculty aim 1: To be known for high quality innovative applied management and business education with particular strengths in Internationalisation, Sustainability & corporate social responsibility, innovation & enterprise, HRM & leadership, underpinned by technology enhanced learning.

ERS Strategic Aims	Objectives	PRME's Principles	Proposed method and action	Priority	Status in April 2016
*To be active in the PRME community by participating in related conferences	To have a health check / audit for the School's sustainability agenda	Principles 1 & 2	Responsible business check-up tool - BITC's Gap analysis [Liaise with the senior management at school for assessing its feasibility]	Low	The sustainability agenda is being audited by self-evaluation and assessed by the accreditation bodies (i.e., AACSB, EFMD and AMBA) in order to check and maintain our standard for ERS.
	To promote the Faculty's value concerning ethics, responsibility and sustainability (ERS, as noted in its ERS strategy and in line with PRME principles*)		Communicate relevant news and events on sustainability and support activities to facilitate the implementation process of PRME principles. [Send regular updates from PRME and BITC newsletter; any news and event concerning PRME activities]	High	Done as occasions risen. On-going.
*To explore opportunities to develop partnerships and to engage in stakeholder dialogues.	To bring collaborative opportunities with BITC and their members To facilitate a wider network to include our external stakeholders.	Principle 5 & 6	Supporting a PRME event [working with the Business Engagement Team] Attending PRME related conferences.	High	Two Faculty events were held in November 2014 and April 2016 Local and Global PRME conferences were attended by our representatives.
	To support the accreditation process	Principle 6	Contribution to preparation for accreditation processes [liaise with the Quality Assurance Team]	High	The faculty received two accreditation visits in the last 24 months and whose processes were supported.

Faculty Aim 2: To be reputed nationally and internationally for high quality impactful research that informs teaching and business engagement.

ERS Strategic Aims	Objectives	PRME's Principles	Proposed method and action	Priority	Status in April 2016
To be known for high quality impactful international research related to sustainability, which informs teaching	To develop a comprehensive view of research activities for the scheme around sustainability, ethics and CSR	Principle 4	Mapping out research interest streams and outputs from the University and School's research centres (e.g., re:centre, CROW, BCBIS etc.) [Liaise with Associate Dean Research]	Medium	Done. Bradford Centre for Business In Society (BCBIS) has been re-lunched.
*To explore training opportunities and to learn from exemplary cases on how PRME principles can be implemented at all levels of the organisation	To communicate and utilise the BITC services (and others) which would promote SOM research activities, and enhance learning experiences (e.g., guest speakers)	Principles 3 & 4	Presentation by BITC to the SOM to be held in September 2014 as part of SOM Research Afternoon on Wednesdays. [Communicate events and news as appropriate and liaise with BITC Corporate Advisor as required]	High	Done.

Faulty Aim 3: To deliver consistently excellent teaching & Learning outcomes (student satisfaction, good honours, employability).

ERS Strategic Aims	Objectives	PRME's Principles	Proposed method and action	Priority	Status in April 2016
To maintain good practices and be vigilant towards emerging issues around "responsible management" in order to upkeep curriculum development and teaching delivery.	To promote embedding and maintaining ESD in SOM curriculum development To have a comprehensive view of ESD delivered at SOM	Principle 3	Identification and nomination of who would be responsible for embedding and maintaining ESD through the new curriculum development process; and communication of the above. [Ensure the process to coordinate the above with the UG programme development in response to the curriculum framework and liaise with Associate Dean Learning and Teaching and Programme Leaders]	High	On-going as part of the curriculum development review.
	To facilitate Sustainability Literacy Test (SLT) during the Induction period.	Principle 3	Set up the test for the concerned period and communicate the instruction as necessary, with those involved in the induction. Groups to include (1) UG Year 1 (2) UG Years 2&3 and (3) PG including Exec and DL. [liaise with Programme Leaders and Offices]	High	Done. SLT is adopted at the Student induction.

NB: * the objectives noted in the 2014 SIP report.

Exemplary Practice

Learning and Teaching

Our teaching curriculum framework has been developed to include ERS as part of the deliberation process when developing and revising all aspects of pedagogy at the School. ERS is integrated as appropriate in our teaching at both undergraduate and postgraduate level. We continue to explore the significance of ERS for each specific subject discipline area and consider how relevant content can best be delivered to enhance the student learning experience.

We are pleased to say that we have been leading teaching in the areas of the 'circular economy' and sustainability. We provide expertise in our specialist programmes including the world's first Innovation, Enterprise and Circular Economy MBA, MSc in Applied Management & Sustainability and MSc in Sustainable Operations & Management. Students also enjoy the benefits of our Ethical Trading Room, providing hands-on experience in a simulated trading environment and a feel for real investment decisions made in industry with a key focus on finance, ethics and behavioural research.

In terms of extra curricular development, the School adopted the Sustainability Literacy Test, which is a global instrument supported by UN PRME. The test is now embedded as part of induction onto all our programmes. In addition, our Masters' International Summer School is also focused upon the theme of sustainability. Our MBA programme office has started to promote the MBA oath (equivalent to the Hippocratic Oath, initiated by a group of Class 2009 at Harvard Business School, <http://mbaoath.org>). Since 2015, up to 40 MBA graduates have signed up, so committing to the upholding a high standard for ethical professional behaviour.



PRME PRINCIPLE 3

METHOD:

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

MBA Circular Economy

The programme, endorsed by UN PRME, was launched in 2014 January. We have 100 students on the programme. These students are from five different continents and from a wide variety of professional roles/backgrounds (e.g. sales, marketing, operation management) and different business settings across all the sectors. Our first students are completing their final projects, with the first students graduating in late 2016. I've never had such a great experience in teaching. The students are highly engaged and fully committed as well as challenging.

Professor Peter Hopkinson

MBA module: Sustainability and Corporate Responsibility

This module is designed to provide students with the knowledge and skills to develop business models/strategies within the appropriate frameworks to comply with future requirements for sustainability.

During the module there are four sessions introducing new topics for students to research and discuss in

the context of their chosen business sector. In the first session students are introduced to the module learning style and key study areas are highlighted. After that study groups meet with their tutor and peer study group on at least eight further occasions spread over two semesters (including a one day conference where all students present their work). Students are required to identify and agree areas of relevant interest within each individual group, to research the chosen and agreed topic and to present their findings in discussion and as non-assessed and assessed work within study groups. Non-assessed work receives formative feedback from module tutors and peers, who offer different backgrounds and experiences which enhances the overall critical understanding of the subject. The final assessment is a series of assignments submitted at regular intervals into a portfolio summarising their research and discussing its relevance to sustainable business strategy. The final submission to the portfolio is a reflective account of their learning.

Students often feel uncomfortable at the start of this module as they are often used to didactic teaching. Also,

most students are apprehensive about the assessment as they are used to reflecting back to module leaders a standard or expected answer, therefore their focus is on assessment instead of learning. This is natural and the barriers to learning and expression (and the freedom to develop their own understanding of the subject) can only be overcome by engagement in the learning activities and discussion with peers and tutors. Many students have described this as "a real MBA module", while others have said: "it made me think"; "I learned a lot about business and myself"; "I see things differently now"; "I have worked in the mobile phone industry for twenty years and thought I knew it, now I have a different perspective"; "this has changed what I want to do".

Professor Kevin Barber

MSc International Master's Summer School

The International Master's Summer School for Sustainability in Business was created in 2015. Its aim is to enhance Master's student's understanding of sustainability challenges as faced by Businesses and organisations, as well as to create an international-focused platform for discussions and debates.

16 students representing 10 nationalities (from 4 continents) 'graduated' from our first International Master's Summer School on Sustainability in Business held in May 2015. Guest speakers from industries presented innovative ideas and solutions towards those challenges to inspire participants for creating sustainable business modules.

The Summer School was a big success. All participants enjoyed the intensive week of seminars and activities, which helped deepened their understanding of sustainability issues and all felt inspired and full of new ideas about sustainable business models. One student from Nigeria commented how she had thought sustainability was only relevant for developed countries in the West but now she felt that this is critical to emerging economies and offers fantastic opportunities for creating innovative business models.

The International Master's Summer School for Sustainability in Business is due to run again this year, in May 2016.

Dr Mei-Na Liao, Director of Studies MSc Programmes

Sustainability Literacy Test

The "Sustainability Literacy Test" is a tool for the various initiatives on sustainability led by HEIs to assess and verify the sustainability literacy of their students when they graduate. It assesses the minimum level knowledge in economic, social and environmental responsibility for higher education students, applicable all over the world in any kind of Higher Education Institution (HEI), in any country, studying any kind of tertiary-level course (Bachelors, Masters, MBAs, PhD). Beyond the voluntary contributions of several institutions, the deployment of this assessment is possible thanks to the support of the Foundation for Sustainable Leadership (Kedge Business School) and Degetel. It is also supported by other institutions and international organisations including UN agencies, academics, practitioners, corporates, and civil society organisations.

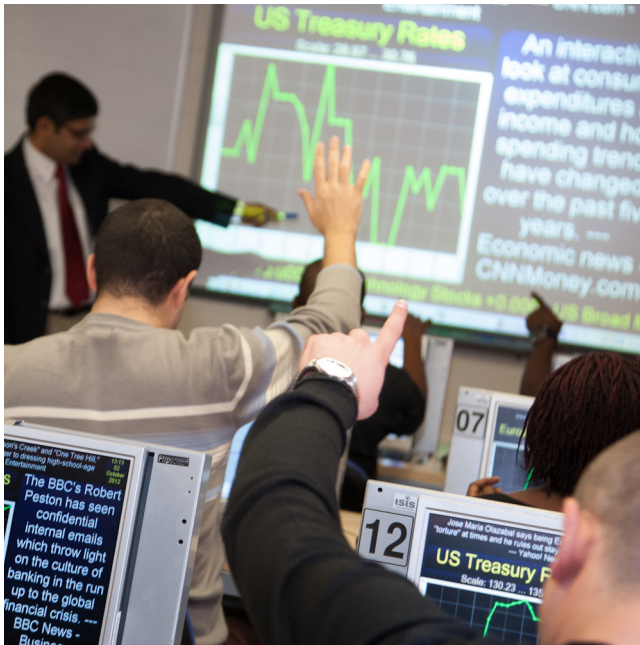
For more details see: http://www.sustainabilitytest.org/en/sustainability_home

Bradford University School of Management is a full player of the test. The School contributed to its initial development and is currently engaged with the work undergoing for version two of the assessment tool. For the last two years, our students have undertaken the Sustainability Literacy Test as part of their induction. It is proven to be an excellent tool to develop and increase awareness about sustainability issues among students. Our students are introduced to the topic and subsequently more engaged within our ESD integrated programmes. Currently we use a learning mode that would not force students to complete the test within a certain length of time but allow students to research for their answers if they wish (an open book exam as a default). Our students have said the test has provided them an opportunity to "learn a lot" about sustainability. The test has been working well for us so we very much look forward to the launch of version two next year.

Dr Kyoko Fukukawa, PRME Lead

In addition to the embedding of ERS into day-to-day teaching, the School also contributes to the wider discourse and professionalization for the implementation of PRME and its related pedagogy. For example:

- PRME Inspirational Guide UK & Ireland (2015) - Fukukawa, K. (2015) 'Education for Sustainable Development at the School of Management, University of Bradford', in Murray, A., Baden, D., Cashian, P., Haynes, K. and Wersun, A. (Eds.) Inspirational Guide for the Implementation of PRME UK and Ireland Edition, Greenleaf Publishing, Sheffield. pp.91-96.
- ABS Learning & Teaching conference (York, April 2015) - Fukukawa, K., Spicer, D. and Zueva-Owens, A. (2015) 'From a Student to a Stakeholder Perspective: Education for Sustainable Development', ABS Learning and Teaching conference, York, UK. (28-29 April 2015)
- Trading Room - Sharma, A. (2015) 'Use of Bloomberg Professional in support of finance and economics teaching', Cogent Economics & Finance, 3: 1115618. Available at: <http://cogentoa.tandfonline.com/doi/full/10.1080/23322039.2015.1115618>



Trading Room

Dr Abhijit Sharma has been using specialist software within the University's trading rooms to help students gain an appreciation of "real life" decision-making within the finance and banking industry and become familiar with real-time data. An important element of this trading room-based instruction has been to encourage responsible financial decision-making. Dr Sharma has also written about this work for Cogent Economics & Finance.

"The Great Recession of 2007-2009 and financial crisis led to much greater scrutiny of the financial and banking industry in general, and the role of government regulation in particular. Real and perceived excesses by financial managers have contributed to an ongoing critique of regulation and governance of the financial industry and the impact of unethical behaviour. Financial trading platforms such as Bloomberg Professional can play an important dual role, both in terms of demonstrating "real life" financial decision-making and the power of real-time data for informing decisions to student audiences, as well as highlighting the consequences of irresponsible or unethical decision-making. Trading rooms can ground learning within a real-life financial context and enable educators and students to evaluate the consequences of both good and bad decisions in a more realistic setting, thereby enabling learning and hopefully stimulating positive changes in behaviour" (Sharma, 2015).

Student's success, contribution to the Faculty and the wider society

James Peacocks: winner of the postgraduate category of the Institute of Business Ethics Student Essay Competition, for his essay 'Water Poverty - a real threat in the UK?'. He received the award at the Institute's ceremony in London.

James said: "I am delighted to have won the award from the Institute of Business Ethics. I currently work in a specialist role, and I've been pursuing a more general career in business ethics and sustainability. This award will give me a real boost in realising the career I desire, and hopefully raise the profile of the work on water poverty in the UK." (<http://www.ibe.org.uk/ibe-news/116> - press release)

James is a water and waste professional with 10 years experience in water research, regulation and sustainability, and is currently working for Wessex Water. He is a chartered environmentalist, chartered waste manager and winner of the Bradford School of Management 50th anniversary MBA scholarship. James was recently named as one of the five rising stars in waste management by RWM; and was the finalist for AMBA's MBA student of the year award. At the PRME event on Ethical Leadership in April 2016, James will be talking about his 'Zero Waste to Landfill' project - with the aim to become the first zero waste Utility company in the UK. He will offer his insights from this project, which is leading the industry to reduce waste to landfill.

Research

Faculty members undertake world-leading research addressing management and organisational issues, with 90% demonstrating considerable impact on business practice and policy (REF 2014). Our focus is on interdisciplinary research and we work together in themed research centres, collaborating with colleagues around the world. While all our research centres demonstrate interest in relevant ethical issues, the Bradford Centre for Business in Society is the primary site for cultivating research in the area of responsible management. Overall, our research vision is supported by a strong track record of working in partnership with businesses, charities and policy makers in the UK and internationally.

Bradford Centre for Business in Society

The Bradford Centre for Business in Society (BCBiS) was re-launched in November 2015 following the recruitment of new staff with specific interests in this area. As part of the re-launch a full programme of research seminars was devised with speakers from a variety of British and International universities. Subjects being discussed at the seminars include: challenges for qualitative researchers; acknowledging and adapting to employees social expectations; family, work and society; co-operation and social enterprise and migrant workers and trade unions.

In addition, support for PhD students

is being provided via a workshop for doctoral candidates whose research area links with BCBiS. Students are encouraged to present work-in-progress and receive feedback from senior academics in the area.

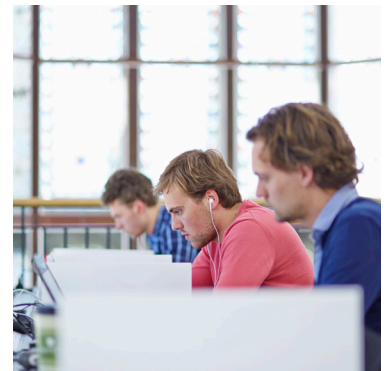
Also under the business in society theme, Professor Stuart Roper, joint BCBiS leader, will chair the 11th Global Brand Conference at Bradford University from 27-29th April 2016; the theme of the event is "Brands that do Good". Delegates are expected from across the world and an interesting and innovative programme is being planned.

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PRME PRINCIPLE 4

RESEARCH:

We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.





UNIVERSITY of
BRADFORD
School of Management



11th Global Brand Conference
Brands that do Good
University of Bradford, School of Management, UK

27th-29th
April
2016



www.bradford.ac.uk/management/brandsatbradford

RANKED TOP

30

FOR IMPACT

(REF 2014)



Partnership and Dialogue

We are committed to engage with and initiate as many opportunities for discourse with our partners and stakeholders. As part of which, we actively seek to participate in and host different forms of events such as conferences, workshops and seminars. So, for example, School representatives attend PRME Global, and PRME UK & Ireland Chapter conferences and BITC conferences and network meetings. We also host regular meetings to facilitate dialogue with and among our stakeholders, which includes Circular Economy events and an annual PRME workshop. Of the latter, events are organised to facilitate dialogue among our key primary stakeholders – students, professionals and academics. The first PRME workshop was held in November 2014 on the theme “Working in the Context of Sustainability, Ethics and CSR Event”; and the second event is due to be held in April 2016 on the theme of “Ethical Leadership”.

The format of the event includes talks by professional speakers, followed by interactive workshops led by expert academics. With our first event, participants appreciated the opportunity to interact with other stakeholders to exchange ideas about ethics, responsibility and sustainability.

Circular Economy Events

The School, in collaboration with the Ellen McArthur Foundation, delivered nine six-week Executive Education, under the title of ‘Introduction to the Circular Economy’. These were delivered as part of the Ellen McArthur Foundation’s ‘Circular Economy 100’ programme, which includes some of the world’s largest companies (e.g Unilever, Apple, Google) and is described as:

“a pre-competitive innovation programme established to enable organisations to develop new opportunities and realise their circular economy ambitions faster. It brings together corporates, governments and cities, academic institutions, emerging innovators and affiliates in a unique multi-stakeholder platform. Specially developed programme elements help members learn, build capacity, network, and collaborate with key organisations around the circular economy”

(Ellen McArthur Foundation - <http://www.ellenmacarthurfoundation.org/ce100/the-programme/enabling-collaboration>)

The School had over 800 delegates attend the course and we received resounding positive feedback. Through the re:centre, we have also provided business support to SMEs in the Yorkshire and Humber region. We delivered over 80 events and engaged with 800 SMEs, including providing direct business support to 144 businesses on resource efficiency, sustainability and circular economy. In addition, we hosted 1000 new business client visits to the university and ran seven major events and conferences on the themes of sustainability and circular economy.

Professor Peter Hopkinson

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PRME PRINCIPLE 5

PARTNERSHIP:

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

PRME PRINCIPLE 6

DIALOGUE:

We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.



The School works closely with Business in the Community (BITC), developing our partnership and collaboration to help implement PRME principles 5 and 6 (collaboration and partnership). The School has secured training, networking and business engagement opportunities at the various BITC events including BITC CR Peer network events (for the West Yorkshire region), and the BITC Business Unusual conferences. Our faculty member, Dr Andrew Smith, contributed to one of the BITC CR Peer Network events, presenting his work on "In-Work Poverty" in September 2014. Dr Smith was subsequently invited to return to BITC to act as a panel member for the BITC Responsible Business Awards 2016. Andrew participated in an assessment panel that convened in March 2016 for the category of 'Employment for Excluded Groups', which ties in with his research on low-paid employment and social inclusion. The panel consisted of 18 members, including Corporate Responsibility managers, Sustainability Executives, Community Managers and Managing Directors from a range of private and third sector organisations across the UK. Andrew said about his experience as a panel member: 'It was a very invigorating event, and it was really interesting to see how some good employers were involved in offering employment opportunities, work placements and training to support excluded groups and promote sustainable employment'. The BITC Responsible Business Award Winners will be announced in July (2016). The School has also participated in the BITC "Shwop at Work" scheme (promoted jointly by BITC and M&S) in December 2014. We also arrange for our PRME annual workshop to be promoted as part of BITC Responsible Business Week, so helping to reach their wider professional audience.

BITC Student Project on CR index

I am studying marketing and in my second year. When I studied in South Korea, I was very interested in responsible business practices of corporates when working with local communities or taking specific actions to pay back benefits to society. Last year, I got an opportunity to work with BITC as a researcher in their project. BITC is a not-for-profit organisation promoting responsible business, CSR, and corporate responsibility with over 800 organisations from small enterprises to global firms including IBM UK, Barclays,

and Unilever. Based on submitted case studies, I have been involved in helping to analyse and evaluate firms nominated for Responsible Business Awards. BITC's Responsible Business Awards is regarded as the most prestigious and respected award championing responsible business in the UK and abroad. As a researcher of the awards team, I have been in charge of analysing social benefits and business benefits of submitted case studies for various categories such as Responsible Business of the Year, The Sustainable Products and Service Award, and Engaging Customers on Sustainability Award. I am also scheduled to present

the results of the research at the BITC's HQ in London. I am honoured to be a part of this project and have gained research experience on a practical subject that I am interested in. I am really thankful to the university that helped to gain this wonderful opportunity and to widen my future career.

Hyeonjin Kim, BSc Marketing

Looking Ahead

Based on the ERS strategy for 2014-2017 (see Faculty ERS Strategy document above), the School of Management remains committed to the aims and aspirations of PRME. Over the next two years the Faculty seeks to:

- To continue to maintain good practices and be vigilant towards emerging issues around "responsible management" in order to upkeep curriculum development and teaching delivery.
- To be active in the PRME community by participating in related conferences.
- To explore training opportunities and to learn from exemplary cases on how PRME principles can be implemented at all levels of the organisation.
- To explore opportunities to develop partnerships and to engage in stakeholder dialogues.
- To prepare and develop the next round of strategic plan for 2017-2020.