

# Hull University Business School

## Principles for Responsible Management Education



Report on progress  
2015

# **Principles for Responsible Management Education**

## **Report on Progress**

**Hull University Business School  
United Kingdom**

**2015**

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## **Introductory statement**

Hull University Business School is proud to continue to support the Principles for Responsible Management Education (PRME). We are committed to developing 'responsible leadership for a complex world', underpinned by these two concepts of recognising the crucial need for responsible management education and to recognise complexity and connectivity.

We are a component part of the University of Hull whose Royal Charter requires us to 'advance education, scholarship, knowledge and understanding by teaching and research, for the benefit of individuals and society at large'. The strategy of the University is underpinned by an ethos of 'going beyond', an emphasis on an outstanding student experience, international engagement, empowerment and sustainability. Our School strategy follows this concentrating on offering excellent learning and teaching; providing an excellent student experience; being research-led and producing excellent research; attracting excellent students; embracing internationalisation; being an engaged school; and being distinctive. Our research therefore aims to develop students who understand responsibility and sustainability. Our research-led teaching aims to develop understanding of the dynamics and inter-connectedness between individuals, corporations, public bodies and the environment to help better understand the creation of sustainable value. We believe that our relationships with students and between staff and our organisational practices reflect our values of mutual respect, empowerment and collegiality.

The School has been accredited by AACSB and AMBA, and as such is committed to continuous improvement and innovation to develop these themes. We particularly value our relationship with other like-minded schools and seek to contribute to, and learn from, them in our relationships with bodies such as PRME, ABIS and Business in the Community.

Professor Terry Williams, Dean

## **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.*

The Business School, with the wider University of Hull community, has developed two key programmes. These programmes support students to integrate into the University's international community and encourage them to explore how they can translate learning from their time at university into activities which can improve the places in which they will live and work.

The first programme, the 'Hull Way' which was launched in the past academic year, is underpinned by the definition of a Hull Graduate Profile which consists of a detailed specification of graduate attributes. The graduate attributes can be developed within any field of activity: academic work; extra-curricular activities; volunteering; employment, and even aspects of a student's personal life. Within these selected attributes there are a range that are key for helping students to develop an appreciation for their potential role in making positive change in global societies. The attributes are divided into three types:

- Skills and competences – knowing how to do something (for example: 'reflecting on the impact of different behaviours and their use of language on groups and situations', 'challenging accepted practices or ideas with reasoned arguments' and 'being able to think critically and analytically to evaluate arguments and propose solutions to challenges').
- Knowledge – what you know: in the context of the distinctive Hull graduate, this refers to knowledge about the key issues that all Hull graduates should be aware of (for example: 'an understanding of the connections between the discipline and key global issues', 'an understanding of moral and ethical issues' and 'an understanding of the interdisciplinary issues which affect global, national and local communities').
- Behaviours – putting skills and knowledge into practice in real world contexts (for example: 'by contributing to positive change and development in their communities (local communities, societies, workplace) through action or research', 'by participating actively in student democracy and representation' and 'by contributing to the enhancement of intercultural understanding').

These attributes are being further embedded into the School's curriculum through the University wide programme to review and rewrite all degree programmes over the next two years. Closely connected with the 'Hull Way', from September 2016 all students will be eligible to work towards one or more of the 'Hull Employability Awards' which have been developed to recognise outstanding achievement in both the possession of graduate attributes, and the ability to reflect upon and articulate them. All four of the 'Hull Employability Awards' have relevance to PRME objectives:

- Civic and social responsibility – demonstrating active participation in local communities and society as a whole to support a positive impact on society at a local or national level.
- Leadership – demonstrating a significant number of instances where a student has organised a group of people to achieve a common goal, they will have provided guidance, direction and support, and shown evidence of responsibility.

- Global citizenship – demonstrating an awareness and recognition of their place within a global community. These students will promote and embody a broad, culturally inclusive view as an active citizen of the world.
- Entrepreneurship – demonstrating their capacity and willingness to develop, organise and manage projects or ventures. These students will be able to demonstrate innovation and the ability to take risks, but also a high level of problem-solving.

An example of student activities associated with the 'Hull Employability Awards' involved a group of students taking on the responsibility to run a local charity shop for a week and input into how it could be improved.

The second programme, 'Go Connect', which was also launched during the last academic year, aims to build upon and enhance what was previously called the University of Hull Buddy Scheme. The purpose of the programme is to support and encourage the integration of international students with UK students by creating an international community on campus that celebrates national cultural diversity. To support students in making sense of their experiences and to get the most out of their involvement in an international community the organisation of 'Go Connect' is informed by ideas of reflective learning practices, conceptualised by a cycle of observing, orientating, deciding and acting.

Across the University during 2014-15 over 40 events were organised including; Chinese New Year Festival, Carnival Day and Language Taster Sessions. These events were attended by a membership of students of over 1200 members of whom 68% are international students, including part-time and PhD students. As well as organising and participating in the programme of events some student members take an active role through 'outreach' by fundraising or community work to help support the goals of 'Go Connect' and develop their skills. Opportunities for part-time learning and jobs with a language company are also available to members.

Organised alongside the activities of 'Go Connect' is the 'International Culture Festival' which is jointly coordinated by the University's International Office and the Business School. The week of activities and events to celebrate and showcase the different cultural groups at the University took place in April 2015. The sixteen events which were largely student-led included a mix of three types: cultural exchanges through participation, academic content on internationalisation and social evening events. The estimated attendance over the week was over 1500 students and staff. Alongside these activities we continue to develop our international degree programmes and summer schools to promote opportunities for students to study in different national cultural settings.

#### Challenges:

- To make sure that 'Hull Way' and 'Go Connect' are supportive and complementary to programme and module learning objectives.
- To ensure that there is a plurality of perspectives within the curriculum that are reflective and appreciative of the diversity of contexts that students will encounter that are more widely based than dominant Euro-American ideas in management, business and economics.
- To balance an agenda for internationalisation with promoting ideas about working and living sustainably. For example, encouraging students to become friends within an international community helps produce social ties which to maintain these friendships can require long distance travel which is carbon intensive.

## **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.*

For nearly thirty years ethics modules have been taught at the Business School. In more recent years as communicated in our previous reports, our interest in ethics has grown and broadened to become expressed through modules on CSR and sustainability. We have a number of positions in the Business School with allocated workload which are associated with developing ethics/responsibility/sustainability aspects within the School. These positions, which are held by a range of academics, include a CSR champion, PRME representative and programme leader for our Sustainable Business degree.

All Bachelors students engage with professional and ethical issues and corporate social responsibility in their curriculum at Level 4 through a common module 'Academic and Professional Skills'. In their second year, students study a range of subject-specific modules at Level 5 which include: 'Corporate Social Responsibility', 'Managing Diversity and Equal Opportunity', 'Human Resource Management', 'Sustainable Business Culture and Systems' and 'Business Law and Ethics'. The ethics of research are examined within 'Research Methods' and students subsequently apply the concepts in their work in 'Independent Study' or 'Dissertation'. Alongside these modules CSR and sustainability are also part of the content and narrative of a range of other modules at Levels 5 and 6 including: 'Employee Relations' and 'Human Resource Development' and 'Contemporary Issues in HRM'. In addition to these modules an elective 'Sustainable Business: Principles and Practice of Green Management' is offered to students across the whole of the university.

In the economics curriculum, which is taught separately from the common first year at the School, there are a range of examples of how responsibility and sustainability issues are taught. 'World Economy' includes lectures on 'comparative economic systems' including the economic system of the former Soviet Union. There are various microeconomics-based modules which include lectures on 'externalities'. 'Development Economics' focuses on the economics of developing economies and 'Topics in Applied Economics' includes a series of lectures on measures of income inequality.

At Masters level all students study 'Professional Skills and Ethics' which is a module that helps them to develop skills to reflect upon the implications of ethics and responsibility in relation to their study and future work. There are also modules which are part of our masters degree portfolio. Some examples include 'Sustainable Logistics' which is taught on the MSc in Logistics, and 'Issues in Accounting and Accountability' which is taught on the MSc Accounting and Finance.

The Hull MBA is built upon a concern with plurality and accountability which in encouraging students to embrace 'responsible leadership' places ethical issues at the heart of the curriculum. Issues in relation to 'culture' and 'cross-cultural' matters are addressed explicitly in modules that explore 'Management in Organisations'; 'International Business' and 'Marketing'. Modules concerned with 'Economic Environment'; 'Strategic Management', 'HRM'; 'International Business' and 'Management in Organisations' offer embedded analyses of the business of management and so explore linkages between business, the state, communities and other agencies such as charities and NGOs.

Matters in relation to 'ethics' and 'CSR' are expressed explicitly in 'PPD' in 'Leadership and Organisational Change' and in the combined 'Research Methods and Dissertation module.

In our executive education portfolio we have a range of programmes which involve a focus on ethical and responsibility issues. These include an accredited programme in 'Systems Thinking in Service Organisations' delivered for Humberside Fire and Rescue Service.

The Business School, with the rest of the University of Hull, is currently reviewing and rewriting its curriculum. This is a major project which will redefine the degree programmes and associated modules which are taught. One aspect of the new portfolio which has been approved is a new integrated MBus which has been developed around core themes which include ethics and responsibility – meaning that associated skills and topics are incrementally taken to an advanced level during the four years of teaching and working experiences. In relation to addressing sustainability across the new curriculum, in early July 2015 members of faculty across the subject groups were involved in a morning workshop with Prof. Jan Beddington from the University of St Andrews to help further develop ideas about how this topic can be conceptualised and successfully embedded. In addition we have signed up to the UN Global Compact Network in June 2015 which will further strengthen our commitment to enhancing how we address issues of ethics and responsibility.

#### Challenges:

- To make sure that through the substantial curriculum changes, and in particular the movement to 20 credit modules across the university, the content and approaches associated with the modules which have been developed over time to address ethics, responsibility and sustainability are not lost to more traditional curriculum interests.
- To develop opportunities for students to learn about a broader range of economic perspectives across the curriculum.
- To help students understand and navigate through the contradictions associated with different ideas about business and economics in relation to pressing global challenges such as environmental sustainability.

### **Principle 3**

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

The Business School has significant expertise in teaching students to be critically reflective and this is a core aspect of many of the assessments in our modules. This is closely connected to our long-standing international profile related to Systems Thinking. These aspects are central to the educational frameworks that we develop and deliver throughout the School. By taking these approaches we are able to help students explore and analyse the organisational and societal dynamics related to ethics, responsibility and sustainability.

A key aspect of enabling students to learn about practices of responsible leadership, alongside curriculum content and activities, is to help develop opportunities for them to connect with people working and taking leadership in different types of organisations as well as having the opportunity to complete work experience and reflect upon it during their studies. In support of this we have recently put significant effort into developing our alumni activities to promote relationships between current and former students. A new online community HUBSConnects.me was launched at the end of 2014 to help students gain advice about the careers, and the associated challenges of work in a given company or industry. Since the launch of the community over 642 members have joined. Of those members who have joined 585 have offered support to other members. The total network size including active users is currently is 12,777 (all alumni we have an email address for are listed in the directory and can be contacted by members), the number of active users continues to grow.

Closely, connected with this project is the Student-Alumni E-Mentoring Project which is aimed at final year undergraduates and MSc students. The 2014/15 project has seen 54 students matched with alumni e-mentors. Feedback about the 2013/14 project was particularly positive and it was clear that students felt that they benefited from interaction with their mentor through improving their knowledge of certain jobs and industries as well as developing their communication skills.

During their studies students are encouraged to become involved in local and regional activities supported by our Centre for Professional Success. A key function of this centre is to assist students in finding placements during their studies. There are over sixty students who have secured placements for during 2015/16. One of these will be working with Siemens on Humberside to help to develop their operations as part of the significant Green Port regeneration project.

Alongside these placement programmes we have recently become involved in developing a 'sustainable business' internship programme with the Global Compact UK Network. The pilot scheme tries to find placements in corporate sustainability departments. Around half a dozen placements were advertised to Business School students during past academic year.



### Challenges:

- To develop our engagement with organisational leaders and organisations which lead on social and environmental challenges to give students greater opportunities to connect up and test out what they are learning as part of their degree. Whilst we have significant placement activity and involvement with alumni there is greater potential to focus these activities towards ethics, responsibility and sustainability.
- To ensure that through curriculum reform our teaching approaches which promote skills of critical reflection are further embedded throughout our degree programmes, instead of just being connected with modules in the subject areas where most academic expertise is available.

## **Principle 4**

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

Engagement in research that relates to responsibility, ethics and sustainability runs right across our subject groups. The Business School is associated with two key centres of research. The Centre for Systems Studies is globally recognised for its distinctive research into systems theory and practice which has been undertaken for over twenty-five years, and is unique in its interdisciplinary research agenda of critical systems thinking. The Logistics Institute which is in its tenth year of operation is a world-class centre of excellence in global logistics and supply chain management, part of this involves a focus on issues related to sustainable logistics. During the past academic year a new research group Organisation, Ethics and Society was created to bring together researchers in the School to better understand the various ways in which organising takes place in its social, ethical and political dimensions which includes critical perspectives on a wide variety of management and workplace issues.

At a University level a number of academics from the Business School are engaged within the Institute of Applied Ethics and Wilberforce Institute for the study of slavery and emancipation. As well as the recently established @FEED research centre which explores the implications of emergent and increasing civil society demands for democratic participation in the future of agriculture and food systems, including the development and deployment of new technologies.

### ***Recently published work***

The range of recently published work relating to ethics, responsibility and sustainability is listed below by each subject group:

#### ***Accounting and Finance:***

Abdelsalam O, **Duygun M**, Matallín-Sáez J & Tortosa-Ausina E, (2014) 'Do ethics imply persistence? The case of Islamic and socially responsible funds' *Journal of Banking and Finance*

Doyle E, **Frecknall-Hughes J** & Summers B (2014) 'Ethics in Tax Practice: A Study of the Effect of Practitioner Firm Size' *Journal of Business Ethics*

Doyle E, **Frecknall-Hughes J** & Summers B (2013) 'An Empirical Analysis of the Ethical Reasoning Process of Tax Practitioners' *Journal of Business Ethics*

Demirbag M, **Frecknall-Hughes J**, Glaister KW & Tatoglu E (2013) 'Ethics and Taxation: A Cross-National Comparison of UK and Turkish Firms' *International Business Review*

**Rodgers W**, Choy HL & Guiral A (2013) 'Do Investors Value a Firm's Commitment to Social Activities?' *Journal of Business Ethics*

#### ***Economics:***

**Abbott A**, Nandeibamb S & O'Shea L (2013) 'Recycling: social norms and warm glow revisited' *Ecological Economics*

Tavis Potts T, Burdon D, Jackson E, **Atkins J**, Saunders J, Hastings E & Langmead O (2014) 'Do marine protected areas deliver flows of ecosystem services to support human welfare?' *Marine Policy*

Börger T, Hattam C, Burdon D, **Atkins J** & Austen M (2014) 'Valuing conservation benefits of an offshore marine protected area' *Ecological Economics*

Hattam C, **Atkins J**, Beaumont N, Borger T, Bohnke-Henrichs A, Burdon D, de Groot R, Hoefnagel E, Nunes P, Piwowarczyk J, Sastre S, Austen M (2015) 'Marine ecosystem services: linking indicators to their classification' *Ecological Indicators*

Smyth K, Christie N, Burdon D, **Atkins J**, Barnes R & Elliott M (2015) 'Renewables-to-reefs?—Decommissioning options for the offshore wind power industry' *Marine pollution bulletin*

King A & **Dobson C** (2014) 'Are income differences within the OECD diminishing? Evidence from Fourier unit root tests' *Studies in Non Linear Dynamics and Econometrics*

### ***Management Systems:***

**Colicchia C**, Marchet G, Melacini M & Perotti S (2013) 'Building environmental sustainability: empirical evidence from Logistics Service Providers' *Journal of Cleaner Production*

The logistics service providers in eco-efficiency innovation: an empirical study  
Rossi S, **Colicchia C**, Cozzolino A & Christopher M (2013) 'The Logistics Service Providers in Eco-Efficiency Innovation: An Empirical Study' *Supply Chain Management: an International Journal*

**Correia F**, Howard M, Hawkins B, Pye A & Lamming R (2013) 'Low Carbon Procurement: An Emerging Agenda' *Journal of Purchasing and Supply Management*

**Espinosa A** & Walker J (2013) 'Complexity management in practice: A Viable System Model intervention in an Irish eco-community' *European Journal of Operational Research*

**Grant D**, Trautrimis A & Wong C (2015) 'Sustainable Logistics and Supply Chain Management' Kogan Page Publishers

**Gregory A** & Miller S (2014) 'Using Systems Thinking to Educate for Sustainability in a Business School' *Systems*

**Gregory A**, **Atkins J**, Burdon D & Elliott M (2013) 'A problem structuring method for ecosystem-based management: The DPSIR modelling process' *European Journal of Operational Research*

**Hindle G**, Hindle A & Hindle A (2013) 'Challenging Official Estimates of Carbon Dioxide Emissions and Fuel Economy for Passenger Cars in the UK' *Insight*

Gibbs D, Rigot-Muller P, Mangan J & **Lalwani C** (2014) 'The role of sea ports in end-to-end maritime transport chain emissions' *Energy Policy*

Rigot-Muller P, **Lalwani C**, Mangan J, Gregory O & Gibbs D (2013) 'Optimizing end-to-end maritime supply chains: a carbon footprint perspective' *International Journal of Logistics Management*

Kadir M, Hines E, Qaddoum K, Collier R, Dowler E, Grant W, Leeson M, Iliescu D, **Merali Y** . (2013) 'Food Security Risk Level Assessment: A Fuzzy Logic based Approach', *Applied Artificial Intelligence*

**Midgley G** & Pinzón L (2013) 'Systemic Mediation: Moral Reasoning and Boundaries of Concern' *Systems Research and Behavioral Science*

Chaabane A, **Ramudhin A** & Paquet M (2012) 'Design of Sustainable Supply Chains under the Emission Trading Scheme' *International Journal of Production Economics*

***Marketing and Business Strategy:***

**Dahl, S** & Eagle, L (2015) *Marketing Ethics*, London: Sage

Croft R & **Dean D** (2014) 'They Come over Here... 300 Years of Xenophobic Propaganda in England' *Journal of Political Marketing*

Lindgreen A, Swaen V, **Harness D** & Hoffmann M (2012) 'The Role of 'High Potentials' in Integrating and Implementing Corporate Social Responsibility' *Journal of Business Ethics*

Mustonen, N, Karjaluo, H & **Jayawardhena, C** (forthcoming) "Environmental values, green image, perceived value and loyalty in industrial markets", *Business Strategy and the Environment*

**Li M**, Mobley W H & Kelly A (2013) 'When Do Global Executives Learn Best to Develop Cultural Intelligence? An Investigation of the Moderating Role of Experiential Learning Style' *Academy of Management Learning & Education*

Chaminda J & **Ratnayake N** (2013) 'Broadening the Scope of Ethical Consumer Behaviour: A Study on Five Precepts of Buddhism' *International Journal of Asian Business and Information Management*

**Shabbir H**, Hyman M, Reast J & Palihawadana D (2014) 'Deconstructing Subtle Racist Imagery in Television Ads' *Journal of Business Ethics*

Saxena G, Thaithong N & **Tsagdis D** (2014) 'Analysing the transition of the tourism industry towards a green economy in Samui Island. Book chapter – Tourism in the Green Economy

Berry R & **Yeung F** (2013) 'Are Investors Willing to Sacrifice Cash for Morality?' *Journal of Business Ethics*

***Organisational Behaviour and HRM:***

**Allen S**, Marshall J & Easterby-Smith M (forthcoming) 'Living with contradictions: the dynamics of senior managers' identity tensions in relation to sustainability' *Organization and Environment*

**Allen S** (forthcoming) 'Reflexivity for sustainability: appreciating entanglement and becoming relationally reflexive', *International Journal of Work Innovation*

**Allen S** & Marshall J (forthcoming) 'Metalogue: Trying to talk about sustainability – a reflection on experience' *Tamara Journal for Critical Organization Inquiry*

Park H, **Blenkinsopp J** & Park M (2014) 'The Influence of an Observer's Value Orientation and Personality Type on Attitudes Toward Whistleblowing' *Journal of Business Ethics*

Park H & **Blenkinsopp J** (2013) 'The impact of ethics programmes and ethical culture on misconduct in public service organizations' *International Journal of Public Sector Management*

Power J, Brotheridge C, **Blenkinsopp J**, Bowes-Sperry L, **Bozionelos N**, .. (2013) 'Acceptability of workplace bullying: A comparative study on six continents' Journal of Business Research

Burchell J & **Cook J** (2013) 'Sleeping With the Enemy? Strategic Transformations in Business-NGO Relationships Through Stakeholder Dialogue' Journal of Business Ethics

Burchell J & **Cook J** (2013) 'CSR, co-optation and resistance: The emergence of new agonistic relations between business and civil society' Journal of Business Ethics

**Bozionelos N** & **Hoyland T** (2014) 'Cultural Diversity at the Top: Does it Increase Innovation and Firm Performance?' Academy of Management Perspectives

**Reedy P** (2014) 'Impossible Organisations: anarchism and organisational praxis' Ephemera

### ***Research projects***

Some active relevant research projects in which academics in the Business School are involved:

*Encouraging healthier and more active lifestyles* – Dr Stephen Dahl has been collaborating with other academics to explore the strengths and limitations of social marketing for helping people to make healthier choices regarding diet and lifestyle. An aspect of the project has involved reviewing a range of health related apps developed by the NHS in comparison to commercial apps promoting unhealthy food items.

*Tackling the North Sea fishing industry* – A team of experts from the Logistics Institute and the University's School of Engineering are taking part in a major international project which is working with the fishery sector in North Sea regions to develop competitive and sustainable supply chains.

*Innovation in global companies* – Professor Gerald Midgley is currently collaborating on a large-scale research project to investigate and enhance innovation processes in global companies. The project involves working with managers at Ericsson and ABB to use a systems approach for taking account of issues across and beyond the organisation when enhancing innovation.

### ***Research reports***

A selection of recently published research reports:

Barnard S, Burd D, Strong J & **Atkins, J** (2014) 'The Ecological Coherence of MPAs for Northern Ireland and the Economic & Social Benefits of an Ecologically Coherent Network' Northern Ireland Marine Task Force

**Atkins, J**, Banks, E, Burdon, D, Greenhill, L, Hastings, E & Potts, T (2013) 'An analysis of methodologies for defining ecosystem services in the marine environment' Joint Nature Conservation Committee

Burchell, J & **Cook, J** (2014) 'Employer Sponsored Volunteering; A Comparative Analysis of Employees Experiences Across Three Case Study Companies' Economic and Social Research Council

**Grant, D** (ed) (2013) 'The Humber's Future Economic and Sustainable Development' White Paper

## ***PhD topics***

### **Selected active PhD topics across the Business School:**

- Ahmed Ajina, 'Understanding the Stakeholders' Perceptions of a CSR Bank in Saudi Arabia'
- Mouza Al Hadhrami, 'Towards understanding sustainability reality'
- Eyad Alhendi, 'The relationship between Balanced Scorecard approach and organisational performance'
- Jaballa Almagbrok, 'Essays on Corruption and Inequality in Libya'
- Salman Alresheedi, 'A Stakeholders standpoint: Corporate Governance in Saudi Arabia'
- Asmahan Alsalman, 'Exploring the Role of Women in Bringing Change into Management System of Higher Education Institutions in Saudi Arabia'
- Ahmad Alzahrani, 'The Influence of Leaders' Emotional Intelligence on Employee Ethics'
- Siriwan Chaisurayakarn, 'Service Quality of LSP's in the Thai Green Supply Chains'
- Katherine Dunn, 'An exploration of the impact of retailers corporate social responsibility communications in modifying consumer perception and changing purchasing behaviour'
- Faizu Edu, 'Corporate Social Responsibility and Environmental Sustainability of MNC Shell in Niger Delta'
- Alloysius Egbulonu, 'Corruption, Capital Flight, Poverty and Economic Growth Dynamics in Sub-Saharan Africa'
- Alisher Erkaboev, 'Factors influencing Muslim's Behaviour towards Tax and Zakah compliance in the UK'
- Youjiang Gao, 'The antecedents of gambling behaviour of Chinese University students'
- Wuri Handayani, 'Accountability, governance and sustainability of Islamic microfinance in Indonesia'
- Emy Jalil, 'Pursuing Sustainability Via Reverse Logistics (RL): Symbiosis Effect between RL and Consumer Behaviour'
- Eriana Kartadjumena, 'Does Social and Environmental Reporting (SER) and Mandatory Implementation of Corporate Governance Mechanism Influence Corporate Performance and Sustainability?'
- Malvika Khatri, 'Investigating Social Marketing's Impact on Attitude and Behavioural Change towards child Maltreatment in India'
- Luis Alberto Lopez Monreal, 'The Influence of Ethics Education on Ethical Decision Making for Managers'
- Mohamed Musa, 'Corporate Governance and the Financial Reporting Quality Case of World's Most Ethical and Fortune reputation index listed Firms'
- Stanford Nartey, 'Corporate Social Responsibility, Business Ethics and Globalization'
- Piyya Muhammad Rafi-ul-sha, 'Impact of sustainability on the operational performance of fashion retail supply chains'
- Merfat Shafil, 'Influence of Corporate Social Responsibility'
- Pornpod Sridan, 'A Suitable Model of Power Generation from Biomass: Potential and Sustainability for Thailand'
- Wael Tambosi, 'Towards a destination image-pilgrim self-identity approach to sustainable religious tourism: The unique case of the "City of Heaven"'
- Jasim Tariq, 'Analyzing women's entrepreneurship in Pakistan'
- Nisarathai Thong, 'A study of the understanding and attitude of tourism stakeholders towards sustainable tourism and development in Samui Island'
- Lesley Gardiner, 'Reversing the decline of a global fellowship, initiatives of change: a whole-scale adaptive action research experiment in leveraging systemic learning and growing system-wide adaptive capacity for future impact and sustainability'
- Hartness Samushonga, 'A Stakeholder approach to exploring the relationship between Community Interest Company – Social Enterprises and the local community in the delivery of public services'

**Challenges:**

- To raise the internal awareness of the range of expertise across the School in relation to topics of ethics, responsibility and sustainability to help develop networks and communication channels to increase opportunities for teaching and research collaboration.
- To retain faculty across the school related to our ethics, responsibility and sustainability research profile. It is very important that we do not lose key members of faculty going in to the next potential REF in 2019/20.

## **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.*

The Business School has developed a good network of corporate partners over recent years. The everyday engagement of business managers at the School includes involvement in: our Advisory Board, Business Engagement Committee and also to give guest lectures. An example of guest lecture involvement was given by an employee of Siemens as part of an undergraduate module on CSR, they spoke on the topic of corruption and how their organisation has sought to address recent challenges in this area. Alongside these ongoing dialogues we work with many local organisations through our research and consultancy projects. For example, a major area of interest for members of the School at the moment is the development of the 'Green Port' in Humberside which connects closely with expertise that has been expressed through the delivery of research such as a HEIF5 project entitled "Strategic Drivers for the Humber Offshore Wind Supply Chains: Enabling UK SMEs' Participation".

Where possible we make connections between student assignment work and social and environmental issues faced by regional businesses. For example, through the completion of a project on the undergraduate module 'Sustainable Business: Principles and Practice of Green Management' about a potential sustainability-orientated partnership for Skipton Building Society we put the students in touch with their CSR lead to discuss the possibilities to take forward their ideas. Another example, involves some of our students engaging with William Jackson Food group where they are helping to research the impact of the company's corporate community engagement with local schools and community centres.

The Business School continues to be an active member of Business in the Community (BITC). We attend their workshops, they address our students through contributions to lectures, and they provide access to other organisations for the research of our PhD students. Our recent involvement in 'Business Class' with BITC is explained under Principle 6.

### **Challenges:**

- To include social and environmental concerns centrally in our relationships with businesses as not enough of our current engagements are set up to tackle questions in this area.
- To give greater opportunities for students to engage with business through their studies to understand the challenges business face in relation to sustainability and consider potential strategies and possibilities for change.



## **Principle 6**

**Dialogue:** *We will facilitate and support dialogue and debate among educators, business, government, consumers, media, civil society organizations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability. We understand that our own organisational practices should serve as an example of the values and attitudes we convey to our students.*

A major recent initiative that the Business School has been involved in is BITC's Business Class. Our involvement is part of developing our commitment to contributing to responsible business practice in our local community. By joining a cluster of partnerships we have become the first university to be involved in Business Class. Since joining we have encouraged eight other universities to become involved.

In September 2015 we are hosting our first event called 'Aspiring Futures' involving five hundred students studying in years 8 and 9 with 50 local and regional employers from the private, public and third sectors (including SMEs). The pupils will select one of six specially designed careers workshops to attend as well as having the opportunity to engage with a range of employers through a "market place". This event should help promote positive views about going to university for students who do not typically consider university to be an option or aspiration.

We are members of the UK Business Council for Sustainable Development (UK BCSD), which aims to promote dialogue between business and academia in relation to responsibility and sustainability challenges. In March 2015 two members of faculty, Fernando Correia and Yasmin Merali facilitated a workshop with a group of public and private UK BCSD members to help them to define their work priorities. Additionally, UK BCSD is highly supportive of our plans to run an undergraduate degree in business sustainability, and in relation to research initiatives we have been invited to be part of one of their working groups on 'Healthy Buildings'.

Another significant initiative which members of the School have been involved in is the development and facilitation of the employee volunteering network (EVN) which has been run by Joanne Cook in collaboration with Jon Burchell and jointly funded by the Business School and Sheffield University Management School. The EVN extended its activities under the ESRC funded project Brokering Employer Sponsored Volunteering. This network has over 200 members from public, private and third sectors organisations who have come together to develop collaborations around ESV and discuss some the challenges and boundaries to reaping sustainable long term benefits from these opportunities. The project also involved partnership research with Hull and East Yorkshire Community Foundation and local employers. The Findings are available at <http://www2.hull.ac.uk/hubs/research/research-impact/case-studies/full-employer-volunteering.aspx>

This work is now being developed at the national level with a new funding proposal being submitted to the ESRC in October 2015. The universities are also funding a London Round Table Event on ESV involving key national actors from across the sectors as well as key policy makers in November 2015 in partnership with DEMOS and BITC.

The Business School and the University have an attention to enhancing the sustainability of our campus. This has included an array of policy developments and initiatives.

- The University's Carbon Management Plan was approved by the Senior Management Group in February 2012, is in line with higher education carbon reduction and Climate Change Act (2008) targets. It sets out a series of carbon reduction measures to meet the University's 2014/15 interim target of a reduction of 3,225 tCO<sub>2</sub> from 2009/10 levels; this equates to a 16% reduction from 1990 levels.
- As part of the University's Biodiversity Action Plan, which is planned to be updated in 2015, achievements have included establishing 'no-mow' conservation strips, planting native species when closing gaps in hedges and planting native wildflowers and grasses on previously derelict land.
- The establishment of the Bike Hub which provides fully equipped bikes to hire, free bike maintenance sessions and guidance about local cycling routes.
- The promotion and sale of 'KeepCups' on campus to reduce the waste from disposable coffee cups – supported by a discount for those using them.

#### Challenges:

- Gathering data for the Business School to track our waste, water and energy usage, and promoting sustainability policy within the University.
- To make sure that developing a campus that practices sustainability is at the heart of the university's new strategic plan which is currently being developed.
- Understanding how objectives to reduce staff travel emissions interact with policies to promote staff travel to international conferences and develop international research networks.



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