



UNIVERSITY OF  
**LINCOLN**

# Citizens and Leaders for Responsible Futures



Principles for Responsible Management Education (PRME)  
**Sharing Information on Progress Report 2016**

Lincoln International Business School // University of Lincoln, UK // Autumn 2017

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# Renewal of Commitment



I have great pleasure in renewing our commitment to the PRME initiative and the UN Global Compact. The University of Lincoln is increasingly known for addressing the opportunities and challenges presented by the changing world through its pioneering approach to education and knowledge development.

Our approach is collaborative, demonstrated by excellent student engagement which prepares our graduates for their futures. We have a responsibility to serve and contribute to our communities through the rigorous academic teaching of our students and by conducting impactful research which makes a meaningful contribution to our world. For this reason, the University strongly supports the Lincoln International Business School's involvement with PRME.

Over the past two years, the Business School has grown considerably and has now become one of the four Colleges that comprise the academic community at the University of Lincoln. The move to a stand-alone College has been guided by a commitment to the Principles of Responsible Management Education. As this SIP reports, each new Bachelor's business degree is mandated to uphold the PRME for its particular subject and professional practice.

The School contributes to the University's own social responsibility and sustainability activities, such as educating others about sustainable development, and encouraging staff and students to undertake volunteering. These activities exemplify our mission of inclusiveness, innovation, and partnership in pursuit of new visions for education. The education of responsible leaders and social innovators through PRME impels this mission.

Our strategic plan emphasises our commitment to our communities and our social responsibilities which is manifest through our pro bono work, green agenda, and widening participation work. This report identifies progress by the School in making PRME part of its international development, and looks ahead to more integrated engagement with PRME communities, and in particular greater ownership and interpretation of the PRME initiative.

**Professor Mary Stuart**

Vice Chancellor, University of Lincoln



# Framework

In the School's 2014 SIPS Report we said we planned to integrate PRME in all new Business School degree programmes. Now, through the Lincoln Responsible Business Degrees initiative, PRME will be integrated in all our activities: staff development, curricula, pedagogy, skills, assessment and outcomes.

This is our third report, marking the continued development of greater specificity as to what 'responsible management' means in management and leadership education. Our first report signalled the introduction of the concept of *Creating Responsible Futures*. Two years later we are in the process of making sure this message spread amongst colleagues, students and stakeholders, with the theme *Creating Communities for Responsible Futures*.

In 2016, we report on the next phase where we will embed responsibility into every programme, such that our students become citizens and leaders for responsible futures. Thus, we are moving our attention to developing communities of practice.

As outlined in this report, significant investment is being made in the training of new academic staff and the redesign of a complete portfolio of Bachelor degrees which will be followed by similar changes at Master's level. It is now a School requirement that all new programmes contribute explicitly to the PRME agenda and to the UN 2030 Sustainable Development Goals, amongst other benchmarks of responsibility.

We have changed the name of the School to the Lincoln International Business School to demonstrate this internationally-responsible approach. Along with this change in status and title is a continued commitment to responsible management education and research.

## Our progress

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Our 2014 SIPS report established goals over the course of two years. Each of these has progressed, and we continue to work towards them. Our aim is to develop similar benchmarks for postgraduate education and to increase the specificity of our objectives in relation to our contributions to the United Nations the Sustainable Development Goals.

We conducted an internal survey of School academics to help us identify key areas for development under PRME. We examined the School's current sustainability baseline and highlighted opportunities for adopting new initiatives in both teaching and research. As a result, we have recently established a specific research group focused on sustainable development practices in business, linked to the introduction of modules in this area at undergraduate and postgraduate levels.

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## Framework continued

### Our aims

Integrate PRME in all new Business School degree programmes through a re-validation process.

Widen opportunities for students to develop responsible practices.

Engage a shared community of scholars, students and businesses.

Engage with global challenges.

### What we have achieved

The revalidation process for Bachelor degrees has been completed for 196 modules in 12 programmes. Each programme complies with the criteria shown under Principle 3 on page 8.

We have increased the number of students undertaking work experience to develop their sense of achievement and experience by 30%. Many of these projects have social and environmental benefits.

Our students have been involved in the redesign of new programmes and are directly involved in key decisions, such as academic appointments. We have increased the range of employer-led work-based degrees to ensure relevance and engagement, and have developed a programme of interactions with stakeholders, shown under Principles 5 and 6, on pages 11 and 12.

Our responsible management research group has grown to more than 40 academics to become an active research network with six specialised groupings, described on page 9 under Principle 4. These also provide the contexts for student projects and case studies.

### What we plan next

Widen the scope of the validation criteria to post-graduate programmes.

Offer all students the opportunity to engage in a project that contributes to the Sustainable Development Goals.

Establish a student-based panel or group to advise the School on its future PRME development, and build on the programme of stakeholder interactions through projects undertaken by multi-cultural student teams.

Develop specific strategies for increasing the School's contribution to the Sustainable Development Goals. Develop the curriculum and learning strategies to enhance critical debate and innovative approaches to global challenges.

## Principle

# 01

**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.



As citizens of a fast-growing international business school, both students and staff are increasingly embedded in a diverse community of scholars, providing a rich and meaningful context in which to learn and practice respect, equality, and open collaboration for a sustainable global economy.

Our approach is simply “good teaching and learning across cultures”. The process respects and adjusts for diversity enabling students to be adaptable, flexible and responsive to evidence, while guided by a strong sense of responsibility for the power and potential of leadership in a globalised world. The core capability is to have respect for the dignity of all.

An example of how such capability is developed is the teaching led by Dr Paula O’Brien, which is exploring the feeling of belonging from both a UK and international perspective, and the importance of managing integration in cross cultural teams.

The team has established two modules and dissertation projects which will help position students as responsible managers. An annual conference attracts 250 of these students to present and discuss their approaches to these challenges.

## Case Studies

### Sustainable development goals in practice

The Community Organisation, Sustainability and Development module, led by Dr Rebecca Herron, is offered to students at Master’s level. The assignment is to produce a case study of a non-profit organisation, demonstrating and critiquing the contribution of the chosen organisation to the UN SDGs. This requires a good working knowledge of the SDGs, the wider goals of the non-profit organisation, and an understanding of the opportunities and constraints that organisations face when addressing global challenges.

### Community teamwork

In Dr Charlotte Smith’s Teams and Leadership module on the postgraduate management programmes, students from a wide range of nationalities have worked together to help regenerate area of Lincoln city, giving them the opportunity to practice their leadership and teamwork skills whilst giving back to the local community. One group worked with children to grow vegetables and care for wildlife in a ‘bug hotel’ made from waste materials, another spearheaded a project with the local health centre to encourage people to make better use of the facilities, and a further group worked with the City Council to design safer roads with cycle lanes.



## Principle

# 02

**Values //** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives.



This principle has been a key development in the last two years, forming the basis of the programme validations. We have introduced a New Programme Specification, which makes it clear how our educational endeavours should be guided through the notion of The Lincoln Responsible Management Graduate.

This idea of responsible marketing is embedded in our students' first year; they are required to engage in Social and Sustainability Marketing, led by Dr Claire May, helping them to become aware of current sustainability issues within society. Through this, they develop an understanding of some of the criticisms of marketing and what is needed for marketing to make a positive contribution to sustainability issues.

In their final year, students have the option to develop entrepreneurial marketing or digital business and e-commerce. Dr Barry Ardley encourages them to think about the 'profits, people and planet' agenda when they are developing a new business model for an assessment. The approach eschews the view that marketing is only about economic exchange, and widens understanding of reciprocity and trust in relationships, while understanding how an ability to critique and challenge is essential to responsible management.

Similar approaches are found in the postgraduate education in marketing. Dr Jialin Hardwick asks students to address 'greener living' in their new product developments, such as solar powered vehicles; Dr Nigel Hardiman tests Master's students' capacities to reduce carbon in supply chains and extend and protect biodiversity in tourism marketing; Dr Claire May's Sustainability and Responsibility in Marketing students are engaged in critical perspectives towards the challenges and necessity for ethics in marketing in relation to ecological and social problems facing society today.

## Case Study

### Disaster area recovery

The MSc Crisis and Disaster Management, led by Martin Knight, develops an understanding of current approaches to crisis and disaster and the impact that such events may have on businesses, communities and nations. Fieldwork for projects involves visits to sites of humanitarian disaster such as Sri Lanka, Haiti, Japan, Philippines, Nepal, and Italy. In particular, the programme addresses the issues of interruption to business and the need for preparedness, response, and recovery strategies to minimise both economic and human losses arising from crises and disasters of both natural and human origins. The programme links with the MSc in Logistics and Global Operations, with a focus on humanitarian logistics.

## Principle

# 03

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



The establishment of a common approach to PRME across Bachelor's education has been the major achievement of the Lincoln International Business School in 2015/16, and has covered 12 different Bachelor degrees with 196 modules. Each programme handbook, consistent across the College, sets out the Responsible Business Degree Programmes framework which reflects PRME and establishes a set of principles to guide our educational endeavour to address global challenges and create a better future for society.

In the context of PRME, there are three connected levels of knowledge and skills for responsible management: the scope of responsibility; necessary knowledge to practice responsibility and have effect; and a pedagogy that embodies the values of learning, applying knowledge, critiquing, and creating knowledge.

Our students develop as people who understand the responsibilities they have as global citizens, entrepreneurs, managers of people, money and resources, stewards of the economy and the environment, and as self-reflective leaders who will set future agendas for organisations.

## Case Study

### Responsible management at the core

In the redesign of the BA Business Studies (Hons) course, programme leader Marie Lawson put the Principles of Responsible Management Education at its core, and our approach shapes the design and choice of professional practice projects, which can last for up to 12 months.

From the outset students are introduced to the concept of responsible management and are first assessed on their ability to make ethical decisions as early as week twelve in the three year programme. Throughout their studies students are reminded of their responsibility to be ethical leaders through a variety of modules, and they are expected to reflect on the ways in which they have 'made a difference'.

Examples include reducing carbon footprints through efficiencies, learning how to influence co-workers' behaviour, demonstrating trustworthiness and taking leadership responsibilities – all capabilities needed to change the world for the better.



## Principle

# 04

**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.



The School's community in 2016 included 54 postgraduate research students. More than half are researching areas specifically related to the UN sustainable development goals and/or responsible management. Many of these postgraduate students will go on to be leaders in educational, public and commercial organisations worldwide.

In 2016 the School established a Chair in Responsible Management and appointed Professor Matthijs Bal to oversee the School's goals in this area. Examples here draw from our work in governance, sustainable development, anti-corruption, hunger alleviation, workplace dignity, and labour exploitation.

### Case Studies

#### Worker exploitation

Professor Marian Rizov recently published research on the effects of raising average salaries by increasing national minimum wages. His finding was that the introduction of the national minimum wage in the UK had increased productivity in the affected sectors, indicating that the introduction of a living wage could have positive economic effects. This finding contradicts widely held but unproven opinions about austerity.

#### Dignity in the workplace

Professor Matthijs Bal's research demonstrates how a dignity perspective may contribute to fairer and more decent workplaces, and more social cohesion in the workplace. Workplace dignity can act as an alternative paradigm on which organisations can be founded and organised, and which contributes to sustainability and social, economic and environmental value.

#### Sustaining communities in humanitarian crises

Dr Sarah Schiffing has recently completed a study of humanitarian responses in the 2010 earthquake in Haiti and floods in Pakistan, as well as the developmental aid given in Sub-Saharan Africa. She developed a logistics management model that more effectively matches the complexities of human behaviour involved in multi-agent rapidly evolving situations. Her work offers insights for humanitarian logistics in 'messy' and complex humanitarian contexts.

#### Mafia stereotypes in marketing

Dr Ilenia Bregoli studied consumers' acceptance of the use of Mafia stereotypes in marketing, revealing the extent to which the issue of Mafia-related violence has been normalised in everyday life. Businesses across the world label products and services "Mafia" or with other words relating to the Italian Mafia. Although most consumers would not buy these types of products and services, their decisions are not all for ethical reasons; some participants refer more to design features of the product and service considered. To widen the debate, Dr Bregoli has submitted an article to a special section of the Journal of Marketing Management on "Violence, markets and marketing" in which the results of this research have been presented.

## Principle

# 04

continued //



### Growth, development and corruption

Democracy is shown to be good for growth, but growth comes before democracy in developing countries. Dr Shrabrani Saha and colleagues are undertaking a major investigation of economic development and corruption.

Their evidence gives a nuanced account of the interdependencies between corruption and development. Economic and political freedoms reduce corruption, but growth can increase corruption in natural resource-rich countries. This research work is important for global governance and equality.

### Anthropocene business

Dr Lee Matthews and colleagues are developing the School's research on sustainable development. His particular interest is climate change mitigation and the paradigm level changes required to achieve sustainable futures. The work considers the whole supply chain associated with economic growth from an Anthropocene perspective. Studies include food supply, resilience and growth.

### Work and sustainability in management

Organisational learning is well recognised as the way that organisations renew themselves. Dr Michal Izak is exploring the way work is being redefined, and the discourses in organisations of responsibility, inclusiveness and empowerment. Dr Izak demonstrates that an appropriate form of responsible leadership for sustainable and just organisations encourages learning through challenge and open dialogue.

### Responsible anticipation

Professor Ted Fuller's current research on anticipatory work – essential for any strategy and policy for sustainable development – contributes to anticipatory governance by reframing strategy and policy in relational terms, specifically humankind's relationship with its futures. LIBS is a partner in the International Conference on Anticipation.

### Doctoral studies in governance

Through our postgraduate study we are driving forward an agenda to reduce corruption and increase responsibility. Angela Toothill's thesis offers a new model of governance to increase public confidence in an era of marketisation of public good; Nadia Gulko is studying the effects of evolving corporate social responsibility reporting practices on stakeholder decisions; Md Tariqul Islam is researching the governance of micro-finance institutions in Bangladesh; Judith John's doctoral study is evaluating the transfer of corporate governance practices to UK subsidiary companies in Nigeria; and Huy Tran's doctoral study is investigating corporate structure and governance in Vietnam.

## Principle

# 05

**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.



In 2016 a new series of leadership workshops for executives was launched by the School as part of the University's civic duty of service to the development of our region. It will continue during 2017, and will include operational and junior level programmes, all designed to debate and develop the principles of responsible leadership. The programme is led by the Lincoln International Business School's Director, Dr Craig Marsh.

### Case Studies

#### Sustainable business models in the digital economy

In 2015 a team of six academics from the School made field visits to around 20 regional enterprises to discuss sustainability and business model reconfigurations in the digital economy. Some discussions led to follow-up technical or business projects, supported by European Union funding. Examples include the use of prototyping techniques to save materials, time and transportation lags; virtual reality modelling to create tourism services with low environmental impact; use of metrics and analytics to increase efficiencies in supply chain management; and sharing private networks with local business communities in remote areas.

#### Partnerships for Humanitarian Logistics Certification

The capabilities of professional logisticians has been identified by the Fritz Institute as a key issue for humanitarian organizations. Our Humanitarian Supply Chain Management final year top-up programme has been developed in conjunction with the Humanitarian Sector. It is designed for practising managers and professionals world-wide and involves real life work-based projects that make a difference.

#### Putting people first

Dr John Mendy (LIBS) and Dr Niko Kargas (Psychology) have invested time with employer networks and the Department for Work and Pensions to improve employment opportunities for autistic people. They have developed pioneering tools. The team is developing a research project and continues to engage with employment professionals to expand this necessary work.

#### Co-production for social transformation

Over the last two years the Communities Organisation Research Group – which strives for social transformation – has been enlarging university partnerships to support local communities in social change. They have supported neighbourhood programmes led by the community in planning and implementation; supported life-long learning programmes for social inclusion and cohesion; and enabled dialogue, locally and internationally, between citizens, community leaders, researchers, providers and policy makers to increase community voices.

#### Families, food and well-being

Dr Jennifer Jackson worked with a local charity, Family Focus, on research around nutrition, healthy eating, and family well-being. The research led to a step change in the approach to meals by some families through suggestions on strategies for change, instilling confidence in trying and making new foods, and treating the whole experience as fun.



## Principle

# 06

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



Lincoln International Business School is not only committed to ensuring that the principles of PRME are embedded into our curricula; we also ensure that our own leaders receive development in responsible leadership.

In 2016 all our academic leaders underwent a training programme linked to the Institute of Leadership and Management 5 qualification.

Delivery of the principles enshrined in the PRME agenda through our own leadership style and culture was a main part of the discussion. We are also committed to responsible research and innovation.

Professor David Charles recently led a research team which was examining the extent to which regional bioeconomy strategies have engaged a wider set of stakeholders. The report has been used in a series of policy meetings in Europe.

## Case Studies

### Carbon conversations

Throughout 2016, Dr Lee Matthews, Dr Claire May and Dr Susel Arzuaga have worked with the University's sustainability team to facilitate "mini carbon conversations" – workshops which identify what can be done to reduce our impact on the environment, such as energy, travel, waste, and food and water. Many members of the group made positive changes for health, wellbeing, and the planet as a result of taking on ideas presented in the programme.

### The Colombian peace process

Building on her ground-breaking work on community-based research, Zoraida Mendiwelso-Bendek is working with partners in Colombia to build peaceful and sustainable communities. Through the Community-Library Inter-Action (CLIA) collaborative project with Clara M. Chu at the Mortenson Center for International Library Programs, based at the University of Illinois at Urbana-Champaign in the USA, three key phrases are being undertaken.

First, to co-develop the CLIA Guide in the United States; second, to refine the guide in Colombia to support and draw on the experiences of libraries in the Colombian peace process; and third, to engage in a process of global implementation and learning through community dialogues and community-based learning.

It is an area that has proved to be urgently needed to recognise and value local community voices and knowledge, and the role of libraries as community anchors. In the Colombian case, it also recognises communities themselves which are engaging in building alternatives to violence. This project advances Goals 16 and 17 of the UN Sustainable Development Goals.

# Plans and use of PRME resources



Setting the tone and expectations for responsible management comes from organisational leadership; the importance of responsible management at all levels of organisation is undiminished.

Over the next 24 months our Leadership Team will revitalise the School's purpose and strategies in partnership with our community of learners as it expands in its scale and diversity. The School will be shaped as a thought leader for responsible futures in uncertain times, and programmes will aim to produce responsible leaders for the next generation. Our development will be through strong international partnerships that share the goal of responsible management education.

While this revitalising continues we will concentrate our investment in PRME structure, capability and practices by:

## Structure

- Designing and shaping a more systematic integration of responsible management, including how to measure its success
- Giving the excellent work implemented over the last two years a greater profile in documentation and narratives
- Expanding PRME to postgraduate and executive programmes
- Developing a Responsible Management Research Network which addresses practical ways that research can impact leadership
- Establishing working groups of staff and students which will inform the further development of responsible management in the School's research and education

## Capability

- Providing regular updates to staff and students through responsible management events and newsletter items
- Building partnerships with organisations motivated to understand, develop and enact responsible management

*continued overleaf...*

## Plans and use of PRME resources continued



- Recruiting more research and teaching staff who work in this area
- Engaging more frequently and more widely in PRME-related networks and international events

### Practice

- Establishing and promoting thought leadership
- Bringing knowledge of the importance of Sustainable Development Goals to every programme and every student through their own critical analysis
- Offering seed corn investments for new fundable research and development programmes aimed at addressing Sustainable Development Goals in the Global South
- Developing greater links between research and teaching in responsible management through the module and programme design, as well as student projects
- Engaging more students in responsible practice and self-reflection
- Developing a degree programme that is more explicitly focused on sustainability

This progress will be maintained by Responsible Management Education Working Groups involving students, academic leaders, staff and other stakeholders. Those groups will take the above objectives into their terms of reference and be responsible to the College Leadership Team of the Business School.

We will develop the values and capabilities of our students and engage with the wider global challenges articulated in the UN 2030 Sustainable Development Goals.

Everyday practices, decisions, integrity and values shape our futures. As an international Business School we will continue with our commitment to develop future leaders for a responsible world.

#### **Dr Craig Marsh**

Pro-Vice Chancellor and Director of the Lincoln International Business School

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For more information on Lincoln Business School's commitment to the PRME, please contact  
Professor Ted Fuller by email: [fuller@lincoln.ac.uk](mailto:fuller@lincoln.ac.uk)  
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