

# PRINCIPLES FOR RESPONSIBLE MANAGEMENT EDUCATION

Keele Management School,  
Keele University  
Sharing Information on  
Progress (SIP) Report 2017



**Keele Management  
School**

The  keele difference



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





# Welcome

from Jonathon Porritt CBE  
Chancellor of Keele

*Let's cut to the quick here: looking back over the last 25 years (to the Earth Summit in Rio de Janeiro in 1992), Business Schools in the UK have made a negligible contribution throughout that time to enabling their students to understand that the world is changing, and that 'sustainable wealth creation' must now be at the heart of everything we do in both the private and public sectors.*

This chronic underperformance has been based on a particularly vicious circle: Business Schools complain that there's very little demand for sustainability-literate graduates and postgraduates, amongst UK companies; companies complain that there's inadequate supply coming out of those Business Schools. A classic impasse, leading to a wasted generation of 'sustainability illiterate' students (particularly at the MBA level) going out into the world of work with barely a sustainability insight to bring to the party.

So when the PRME initiative was established in 2007, many of us involved in the world of corporate sustainability throughout those 25 years were hugely supportive. The six Principles allow all Business and Management Schools to address the challenge of how best to integrate ethics, corporate social responsibility and sustainability, strategically, across the whole curriculum – avoiding the all-too-familiar trap of just adding on a few tokenistic modules, whilst the core curriculum remains stubbornly stuck in the old paradigm of seeing wealth creation exclusively through the single, reductionist lens of growth, productivity and competitiveness.

And I can't emphasise too much just how urgent a challenge this is. Humankind today is dramatically undermining the capacity of planet Earth to provide for our future needs, and is doing it in a way that continues to favour the already rich at the expense of the vast majority of citizens. Equity and sustainability are the two preconditional imperatives we must accept if we are to secure any kind of decent, secure livelihoods for the whole of humankind.

I am therefore delighted to see this report from the Keele Management School, which signed up to the PRME in 2016. Keele Management School (KMS) has had an impressive record in addressing critical social and political issues over the years, and is well-placed to embrace the full challenge embedded in those six Principles.

I much look forward to seeing how the current record of integration can now be deepened, and made even more relevant to KMS students over the next few years.

Jonathon Porritt







# Transformation Projects

“To promote environmental sustainability in all that we do”



**Professor Kurt Allman**  
Keele Management  
School Director

## Sustainability at Keele Management School (KMS)

“Our core purpose is to engage in high quality internationally recognised research that sustains a challenging and rewarding learning experience for all our students, and contributes to our impact with organisations and communities”

Our aspiration is to be recognised as a dynamic and distinctive management school, renowned internationally for our multi-disciplinary education, research and knowledge exchange. This continues the legacy of our founding Principal, Alexander Dunlop Lindsay, where in the 1940s he observed that unchecked, technological excesses, without due consideration of the social and political consequences, was modern society's greatest challenge. This perspective shaped Keele's purpose as a University. As such, the “evil of departmentalism” was challenged through more interdisciplinary and multidisciplinary research, teaching and learning. Today we still pride ourselves on the nature of our curriculum which takes broader, more critical perspectives across the disciplines of accounting, economics, finance, marketing, organisational behaviour and industrial relations. Moreover, we collaborate closely across the University's schools, research centres and institutes to ensure our three institutional themes of Global Health, Social Inclusion and Sustainable Futures are purposefully integrated across core-curricula, co-curricular and extra-curricular activities.

I hope this report captures the unique flavour of Keele, and our commitment to the Six Principles. I also welcome the encouragement and commitment of our Chancellor in ensuring Keele Management School delivers its core purpose in advancing an inclusive and sustainable economy.

Professor Kurt Allman



# Principle 1. Purpose

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

*By 2020 Keele aims for all students to be able to articulate engagement with sustainability*

2017 Students of the Year Award



Matthew Makins enjoying his internship at the office for National Statistics

KMS is committed to embedding sustainability into the whole experience of our teaching and learning, from integrating sustainability into all of our undergraduate and postgraduate programmes, to offering co-curricular sustainability opportunities for all students, to developing a culture of sustainability through the campus environment in which our students study and live. By 2020 Keele aims for all students to be able to articulate engagement with sustainability during their time at university when they graduate, showing an overall improvement in student sustainability awareness against a 2015 baseline. In line with the university's vision of moving from the Distinctive Keele Curriculum to Distinctive Educational Approach, ethics, CSR and sustainability remain the key themes of our approach to every discipline at KMS.

We support our students to engage in real-world practice through placement projects and enterprising business, in particular, our undergraduate placement projects, postgraduate Applied Company Research projects, Utter Rubbish business and Fabrabag project have supported our potential business school graduates to link theories of sustainability, ethics and corporate governance in accounting, management, supplier chains from class to practice. These projects have demonstrated positive records in enhancing our sustainable education.

## Project Green – provide environmental training for future leaders

Project Green has been run for about 8 years at KMS. The aim of the programme is to ensure that businesses remain equipped to identify and benefit from energy saving and/or waste reduction. This has been achieved by providing accredited master level training to graduates, graduate level unemployed or employees at risk of redundancy to 250 participants, with the certificate course including a three-month internship with local or regional companies – 150 companies. Interns were given the environmental and management training to allow them to identify possible savings for the company. Company awareness of the benefits of environmental good practice and of graduate-level skills were enhanced. Resulting in Interns at the end will have skill-set suitable for a range of future employment, particularly in the environmental sector, which will undoubtedly experience future growth. And further the success led to the project providing two follow on initiatives in Green Connect and Destination Green.

## Applied Company Research Projects – add value to sustainable practice

The Applied Company Research projects are currently offered to students on our full-time postgraduate programmes. They are offered as an alternative to completing a dissertation and allow students to apply, under competitive conditions, for a real, commercially relevant, University-agreed project for a local organisation. Students are supervised by a KMS academic and the project is assessed and counts towards their degree. Projects take place for 8 to 10 weeks usually from late June. Previous students have worked on projects including:

- Putting together a business plan to enable the organisation to enter into a new market place.
- Carrying out a feasibility study looking at market assessment, key risks and opportunities and required resources for a new venture.
- Conducting market research and putting together a marketing strategy for the company to increase its market share and then to devise and distribute the resulting marketing materials.
- Reviewing the company's use of existing IT systems and recommending improvements in the management of work flow, management reporting and effective use of existing software.
- Working on a procurement strategy and helping the company to make decisions regarding supply processes and infrastructure investment.

One of our project was to work with a local environmental consultancy to examine issues of emergent reliance on neo-liberal conservatism or 'Nature Inc'. This project was to challenge the orthodoxy of sustainability behaviour and cumulative normalised emission data. Three students participated in the project and the partnership won the student of the year award 2017.







### Student Engagement: Utter Rubbish – help with communities in waste management

Utter Rubbish is a start-up business which was incorporated on the 7th June 2016 by our third year Accounting and Finance student Elliott Lancaster. The business obtained £30K support from the “Environment Now” scheme funded by the National Lottery and O2. It uses a website and an application to display local council rubbish collection data and to advertise and review skip hire companies with the aim of improving the rates and quality of recycling and waste management.

Elliott’s company also funded two undergraduates on work placement in the summer through the KRISP project (more detail to be introduced in the research section). The placement students worked on producing promotional videos and enhancing social media presence and following up leads from the case study. On the whole, there are extensive possibilities associated with digital technology and how it can be exploited to ensure that the Waste Management sector can become more efficient and provide better consumer services. This has led Elliott to hold talks with other students with other students who would like to set up their own business and build their entrepreneurial skill set.

Currently Elliott’s business is at the stage of setting up systems and has signed agreements with with local authorities including Newcastle-Under-Lyme and East Staffordshire Council. The business is going to complete many social projects including teaching students on the importance of residential recycling and the damages which can be caused to the environment through unethical practices such as fly-tipping.

Find our more about Utter Rubbish  
[www.keele.ac.uk/heather](https://www.keele.ac.uk/heather)



### Student Engagement: Fabrabag project – provide skills to homeless people

Through the student-led global enterprise organisation, Enactus, students aimed to create social enterprise and community projects. Most Enactus students at Keele are studying in KMS and so are able to employ a range of management skills to design and initiate projects, support the beneficiaries and ultimately develop projects into self-sufficient enterprises.

One of the projects – Fabrabag, aimed to provide skills to the homeless in the local area helping to improve their employability. The Fabrabag team partnered with Brighter Futures, a local charity, helped homeless people to improve skills such as dressmaking as well as teamwork and communication to find work and improve their standard of living. The project also addressed the issue of the amount of textiles and clothing which went to waste across the UK.

Supported by KMS lecturer in International Business, Dr Pawel Capik, who is also the personal tutor of Enactus’ vice-president Xiao Ren (BA Accounting and International Business), the group received sponsorship from KMS to help with travel expenses for competition and training events. Enactus does not only provide personal development for students, but it also helps make a difference to many people in the community. Students are able to socialise with diverse group of likeminded people, network with large sponsor organisation such as Amazon, Tesco and KPMG and have access to leadership training provided by Enactus alumni and sponsor companies.



**No.1**in England  
for Course  
Satisfaction  
Guardian University  
Guide, 2018

theguardian

**97%**of our research  
was classified as  
world-leading or  
of international  
importanceResearch Excellence  
Framework 2014

# Principle 2. Values

Incorporate into our academic activities, curricula, and organisational practices the values of **global social responsibility** as portrayed in international initiatives such as the United Nations Global Compact.

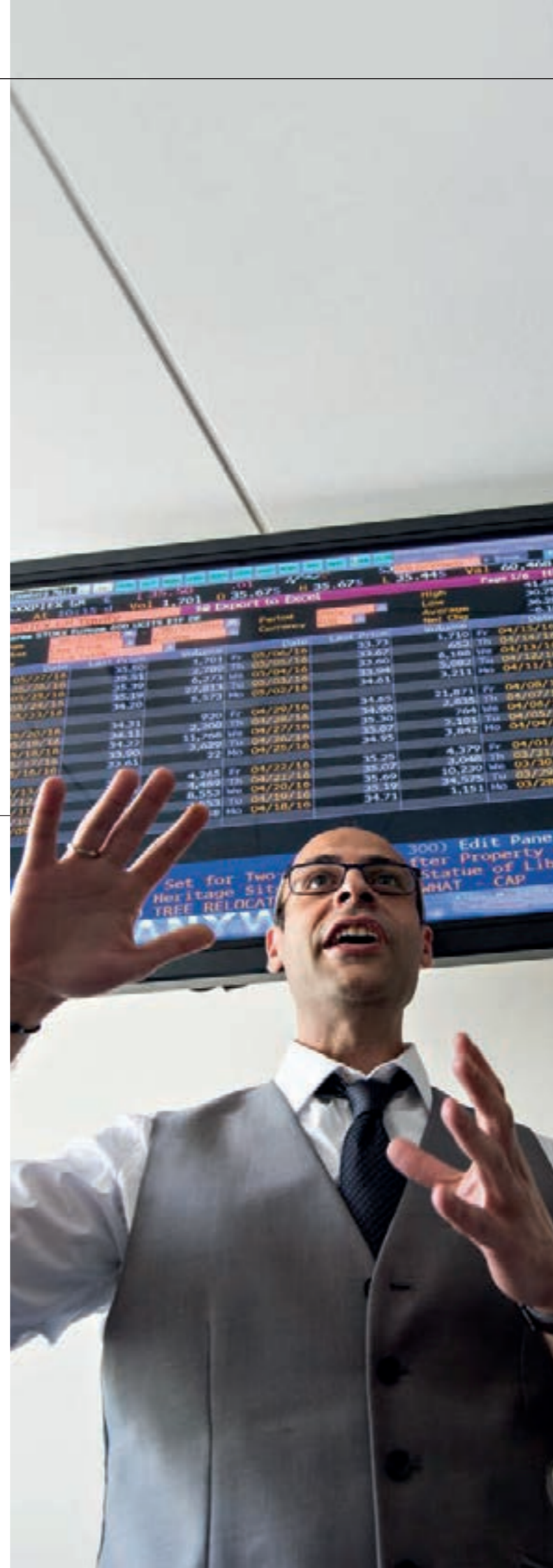
Keele is a place where students thrive – we're proud to be No.1 in England for Course Satisfaction in the Guardian University Guide 2018, and to have been ranked No.1 in the National Student Survey in 2014, 2015 and 2016. What's more, 97 percent of our research was ranked as being world-leading, or of international importance, in the most recent Research Excellence Framework. It's the Keele Difference.

KMS programmes are framed around the principles of challenging organisational practice to ensure values of social responsibility, inclusivity and social improvement, for example.

"Our Marketing programmes are taught from a critical perspective, encouraging students to develop independent thinking to challenge the taken-for-granted assumptions that are often made about marketing theory and practice: this approach allows students to develop a more informed view about how marketing impacts upon the social, cultural and economic world."

"Our Management programmes have been developed from our commitment to the responsibilities of business and their managers to wider social improvement. As a signatory to the Principles of Responsible Management Education, we promote reflection on a broad range of issues that have informed research interests here for over 20 years, including the promotion of gender equality, developing socially responsible practices and respect for difference and diversity."

"While it is recognised that many graduates will wish to work in the field of management, the aims of our HRM degree are not purely vocational, but reflect the HRM subject group's commitment to the subject as critical social science, and the conviction that this prepares students for employment in a range of public, private and voluntary sector organisations. It is a distinctive feature of this programme that the field of study includes the theory, development and practice of employment relations as a core part of human resource management. It examines key institutions, problems and issues in contemporary HRM, including the rights and interests of employees as well as the formation and impact of public policy."



KMS has incorporated the PRME themes into lectures, tutorials and assignments of our undergraduate and postgraduate modules, including:

## Module Title

### Economics, Accounting and Finance

ECO-20037	Open Economy Macroeconomics
MAN-20082	Corporate Governance and Social Responsibility
MAN-20054	Taxation
MAN-30039	The Audit Framework
MAN-30041	Advanced Financial Reporting
MAN-30046	Advanced Management Accounting
ACC-40004	Contemporary Issues in Accounting
ACC-40005	International Corporate Governance and Sustainability
ACC-40001	International Financial Reporting

### Organisational Behaviour and HRM

HRM-20015	Managing Human Resources
HRM-20017	Employee Resourcing
HRM-20019	Developing Professional Knowledge and Practice in HRM
HRM-30029	Employee Development
HRM-30030	Discrimination and Equal Opportunities
HRM-31118	International HRM

### Strategy, Marketing and International Business

MAN-10019	Marketing Principles
MAN-10022	Global Business Environments
MAN-20050	Social Theory at Work
MAN-20053	Operations and Quality Management
MAN-20055	Organisation Behaviour
MAN-20059	Marketing Research
MAN-20061	Understanding the Consumer
MAN-20062	Marketing in Society
MAN-20083	International Supply Chain Management
MAN-30036	Leading, Change and Entrepreneurship
MAN-30037	Managing Diversity
MAN-30048	Business Strategy
MAN-30049	Consuming Cultures
MAN-30050	Brands and Branding
MAN-30054	Current Ideas in Marketing
MAN-30058	Marketing Insights
MAN-40018	Entrepreneurship
MAN-40060	Critical Management Studies

## Examples from Economics, Accounting and Finance

*Open Economy Macroeconomics:* content includes discussion on negative externalities and economic growth as policy targets.

*Corporate Governance and Social Responsibility:* 50 percent of the module content (e.g., lectures, tutorial case studies, readings, assignment and final exam) is relevant to CSR/Sustainability and Business Ethics.

*Advanced Management Accounting:* Some lectures and tutorials have an ethical dimension, for example, participatory budgeting with a case study of Porto Alegre in Brazil. Lectures and tutorials have a sustainability dimension, including discussion of approaches to alternative management accounting, with a focus on sustainability. Throughout the module, the roles of management accounting are critically assessed in regard to their impact on a variety of stakeholders.

*International Financial Reporting:* This is a postgraduate module which takes a worldwide view of corporate social responsibility and ethics relating to the financial reporting of EU listed companies and compares the rules with countries such as the USA.

*Taxation:* Some lectures and tutorials cover the principles of tax system design including ethical principles and the module includes discussion and assessment relating to articles on tax avoidance and evasion.

*The Audit Framework:* Professional ethics is an important topic of this module. The ethical standards for auditors have been introduced in the lecture, and, professional ethics has also been involved in tutorial discussions and module assessment.

*Contemporary Issues in Accounting:* Lectures, tutorials and assessment content throughout the module relate to issues of ethics, CSR and sustainability.

## Examples from Organisational Behaviour and HRM

*Developing Professional Knowledge and Practice in HRM:* Students demonstrate a critical awareness of their own knowledge and skills in relation to the HR profession through reflective practice (e.g. classroom activities, CPD, assessment)

*Employee Development:* Students describe and evaluate different systems of vocational education and training. They also assess the impact of government, employer and trade union roles in the design and delivery of training and education. This module helps students in developing sustainability literacy (e.g. teamwork, communication, problem-solving, planning and organising) through classroom activities, formative and summative assessment.

*Discrimination and Equal Opportunities:* This module is based on analysing inequalities across a variety of characteristics that tend to disadvantage people: class, age, disability, gender, race, sexuality and religion. It analyses theoretical explanations for such disadvantage and the potential remedies for it. The aim is to encourage students to take into their working lives ethical behaviour that promotes inclusivity.

*Managing Human Resources and Employee resourcing:* lectures and tutorials cover topics on equality (including gender equality), and on health and safety and wellbeing.



## Examples from Strategy, Marketing and International Business

*Global Business Environments:* The module covers a special topic 'Global Business in Society'. Lectures and seminars are dedicated to corporate ethics and CSR strategies. In completing an assignment on CSR strategy research, students choose a company, paying particular attention to:

- 1) stakeholders involved in the design of the strategy;
- 2) actions related to corruption, labour issues, human rights and natural environment;
- 3) implementation monitoring issues.

*Social Theory at Work:* Specific lectures and tutorials on workplace discrimination (race, gender, dirty work, globalisation and the growth of 'McJobs'). This module approaches organisation from a sociological perspective. The module focuses on how institutions help create, reproduce and regulate order and following that, how power is exercised, distributed and resisted. The module seeks to examine these issues through covering debates over social theory at work. It encourages students to question the taken-for-granted practices and to analyse power imbalances, inequality and domination in the workplace.

*Critical Management Studies:* The entire module is based around questioning neoliberalism and mainstream business practices. It showcases Keele's tradition of critical approaches to business research and as such is part of the long tradition of research-led teaching that prioritises ethics and sustainability in business education.

*Organisation Behaviour:* As a theory-driven module, this module considers how the relationship between the organisation and its environment affects organisational culture and its members, with emphasis firmly upon the ethics and social justice dimensions of organisation and the consequences for employees.

*International Supply Chain Management:* The topic of sustainability is core to strategic supply chain management thinking, so is a running theme though the module. One lecture topic specifically covers sustainable supply chains and ethics, including triple bottom line, green supply and cradle to cradle thinking.





# Principle 3. Method

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

## Innovative teaching

Dr Anita Mangan and Professor Mihaela Kelemen were awarded funding for a Keele Teaching Innovation Project called 'Dramatizing Theory in Practice' in 2012-13. The project was developed in response to internationalisation of the KMS MA classroom, where 80-90 percent of the students were international. Working with the New Vic Theatre, this project used experiential drama exercises to: (1) increase socialisation opportunities between international and home students, and (2) provide students with an opportunity to learn about key Critical Management Studies theories through a series of practical and experiential drama exercises. The project was well received by students ('interesting, educative and interactive workshop') and related module results show that the project was successful: all students passed MAN-40056 Leadership in 2012-13.

The project findings were published in Management Learning (3 star international peer-reviewed journal) with a reviewer commenting that it 'deals with a pressing subject (and) should be compulsory reading for all VCs and Principals'. Dr Mangan also presented the project findings at a seminar on teaching innovation and organisational interventions in the Graduate School of Business, Osaka City University, Japan (March 2014). Her seminar contributed to a report, by Associate Professor Takaya Kawamura, on developing a curriculum of arts-mediated critical management education for the MBA in Health and Social Care, Osaka City University.

## Summer School

Twenty, first year KMS students studying International Business, Marketing and Management attended a summer school at Duale Hochschule Baden-Württemberg (DHBW) in Germany in June 2017. Students took classes working with German students on managerial implications of current political developments including Brexit, German – US relationships, migration and social media. During the summer school they visited the Mercedes-Benz Museum in Stuttgart and the European Parliament in Strasbourg with German and international students currently studying at DHBW.

## Virtual Teamworking Exercise

Under the direction of Dr Paul Forrester, KMS has joined the Blended Learning International Co-operation (BLIC) programme, funded by the Baden-Württemberg state government, to promote international partnerships between universities around the world. KMS and DHBW students worked in virtual teams, co-located in Keele and Villingen-Schwenningen, to explore cultural and management issues in a comparative sense. KMS teams produced a "cultural analysis" report for the German students on the basis of a business plan to enter a new market, to inform them of potential cultural consequences they might expect to face in entering the market and setting up in their chosen country. The exercise promoted responsible, cross-cultural management and leadership skills for modern day working relationships, utilising technologies such as video conferencing and social media.

## Greening Business: Employability and Sustainability - the 1st year / foundation year module

Businesses and organisations in all sectors are increasingly required to address their environmental and sustainability responsibilities. Everything from reducing carbon emissions, reducing waste and increasing resource efficiency of operations, through to the consideration of environmental, ethical and social issues associated with producing goods and services is under the spotlight in a more connected world.

This is an elective module run by Dr Zoe Robinson, Reader and Director of Education for Sustainability for ten years. This module introduces students to the environmental and sustainability responsibilities of businesses and other organisations, providing students with the tools and confidence to investigate and audit environmental and sustainability performance and make well-justified recommendations for environmental and sustainability improvements within any organisation. This module aims to provide students with the practical skills and knowledge to be able to directly enhanced environmental and wider sustainability performance in their future (or current) workplaces.

## New Supply Management Modules

Following recent reviews of operations management based modules, and the redesign of international business programmes, KMS has introduced two novel new modules with a strong orientation towards the management of supply. The new modules are:

- **Masters level:** Operations Management and Supply
- **Undergraduate Year Two level:** International Supply Chain Management

The introduction of these modules recognises the reality of operations management in the contemporary world of business and public sector management. Gone are the days when operations could be micro-managed without the recognition of external forces of supply and demand. Issues such as whole supply network management, the rise of procurement management as a profession, relative buyer-supplier power, the increased tendency for outsourcing and offshoring production and service operations, the importance of interfirm partnership, demands for fast and reliable delivery, the impact of internet based technologies, environment and ethical supply concerns, the list goes on. All these concerns are uppermost in the minds of senior managers, are not well covered in traditional operations management courses, and so the new modules bring them to the fore.

The supply management modules are backed by KMS knowledge, research and business experience in the field. The teaching staff directly involved in their delivery are Dr Paul Forrester and Dr Teresa Oultram. In true KMS style the material is not treated in a mechanical, prescriptive style. Rather the emphasis is on consideration of organisational concerns in implementation of sustainable and effective supply management and critical examination of the principles such as sustainability underlying the adoption of new forms of supply management.





# Principle 4. Research

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

*KMS is pleased to showcase the outstanding achievements of the school research outcomes in line with the sustainable goals. KMS has a strong tradition in engaging in critical studies on social and environmental and economic issues. We have established research networks in the UK and internationally as well as a recognisable reputation for our research strength.*



## Research Centres and Engagements

### Keele Research and Innovation Support Programme – KRISP

KRISP is a programme of innovation support for small and medium sized enterprises based in Stoke-on-Trent and Staffordshire. Housed within KMS, the project is part-funded by the European Regional Development Programme. KRISP is part of the Keele New Deal, a strategy for the whole University around engaging with and supporting the local sub-regional economy. Part-funded by the European Regional Development Programme, it is part of the Keele New Deal, a strategy for the whole University around engaging with and supporting the local sub-regional economy.

KRISP works by co-operating with SMEs to identify and scope projects that will contribute to them bringing forward new products and services. Focusing on areas where the University has specific skills or knowledge that are otherwise inaccessible to the business, we assemble a team of one or two Research, Development and Innovation Associates (RDIA) who are recruited from our student and graduate body, and supported by academic colleagues from appropriate parts of the University working alongside one of our Innovation Advisors. The RDIA carry out the work, with knowledge input from the academic staff and project management from the Innovation Advisors.

While many projects are extra-curricular, where possible we integrate KRISP SME projects into the curriculum; in particular in the summer of 2017 we combined with the Applied Company Research module (a level 7 dissertation alternative for all KMS masters students as well as some studying Project Management in the School of Computing and Mathematics).

To date (since the beginning of 2017) the project as a whole has worked with 79 businesses, employing 133 RDIA. 5.5 Full-Time Equivalent jobs have been created, and 14 new products to market. We have undertaken projects in every single Staffordshire district, and Stoke-on-Trent, meaning we have achieved geographical reach across the whole of the Local Enterprise Partnership area, which is where we are funded to operate. Over a dozen KMS academic staff, in addition to the core project team, have been engaged in delivering SME projects across a range of disciplines.



79



To date (since the beginning of 2017) the project as a whole has worked with 79 businesses

14



New products brought to the market

5.5



Full-Time Equivalent jobs have been created



The Keele Research and Innovation Support Programme (Ref: 32R16P00711) is part-funded through the European Regional Development Fund (ERDF) as part of the England 2014 to 2020 European Structural and Investment Funds (ESIF) Growth Programme.



## Research Centres and Engagements

### Mercia Centre for Innovation Leadership – MCIL

Led by Professor Gary Crowe and Andrew Bowker, MCIL is a prestigious innovation leadership programme addressing distinctive organisational and leadership challenges for innovation-led, knowledge-intensive businesses across the Stoke-on-Trent and Staffordshire Local Enterprise Partnership area. The MCIL project is part-funded from the European Regional Development Fund (ERDF) as part of the European Structural and Investment Funds England Growth Programme 2014-2020.

We are tasked with supporting 70 SME businesses from the Stoke and Staffs LEP area, over a 2-year period, covering 3 x 6 month cohorts. Along with this delivery we are also targeted to help create 23 new jobs, aid in the introduction of 22 new products or services to the market, support 20 businesses trading for less than 12 months, support 14 enterprises who are not yet trading. The 'softer' targets are much wider, and include developing business relationships between local companies and Keele University, encouraging entrepreneurship and innovation across the Stoke and Staffs LEP area, developing an ecosystem where business, academia and entrepreneurship can exist in the same space (Smart Innovation Hub that is due to be built by 2019), obtaining research papers from work carried out with the cohorts, feeding that research back in to developing additional support for businesses.

Our first cohort of local entrepreneurs and business leaders has now completed its leadership development programme. Over the course of six months, the prestigious programme provided coaching, advice, guidance and support from guest speakers, experienced professionals and respected academics to help equip local businesses for future challenges. The fully-funded programme is open to small to medium-sized business leaders, early-stage and aspiring entrepreneurs and entrepreneurial social innovators based in the Stoke-on-Trent and Staffordshire LEP area, who are looking to develop products and services, achieve scalable routes to market and achieve strategic and sustainable business growth.

[keele.ac.uk/mcil](http://keele.ac.uk/mcil)

# 70

SME businesses from the Stoke and Staffs LEP area, over a 2-year period, covering 3 x 6-month cohorts

# 23

New jobs created

# 22

New products or services to the market

# 20

Businesses trading for less than 12 months

# 14

Enterprises supported



The Mercia Centre for Innovation Leadership project (Ref: 32R15P00229) is part-funded through the European Regional Development Fund (ERDF) as part of the England 2014 to 2020 European Structural and Investment Funds (ESIF) Growth Programme.

### Community Animation and Social Innovation Centre – CASIC

Led by Professor Mihaela Kelemen, CASIC provides a great example of internationally leading research at Keele, contributing positively and having significant impact on the communities we serve. The impact of CASIC's work has been felt from the UK to Canada and Japan to Greece and Poland. In everyday terms, their work has advanced knowledge in volunteering, personal community, energy poverty and energy use/reduction, sustainability, ageing, violence, exclusion and community crisis. Two of the key events in the CASIC calendar in 2017 were the community food festival in May and the international CASIC launch in October.

The food charter for community group North Staffordshire Community Food Network was launched by Alistair Fisher from the Public Health Department at Stoke-on-Trent City Council and Dr Emma Surman, Associate Director of CASIC at the community food festival in May 2017. The charter was developed by the local community in a workshop designed and run by CASIC in conjunction with New Vic Borderlines using the principles of cultural animation.

The North Staffordshire Community Food Network brings together organisations, institutions, individuals, community and social enterprise groups in a spirit of genuine co-operation on issues and celebrations focused on food. This includes topics around the sustainability and security of food supply, food poverty, food waste and health and welfare. The network aims to provide an inclusive network which challenges, informs and celebrates the contribution that the community makes to the sustainable food future of North Staffordshire and the charter was developed to set out their ambitions for the future and to encourage others to members of the public, organisations and other community groups to make a similar commitment and join them on their journey.

At the food festival which attracted over 1,000 visitors, members of the food network collected signatures in support of the charter and will continue to do this as they visit many other events around the local area to promote the charter and encourage people to think about the ways that they can support the provision of good local food that is available to all.





## Research Grants

Our Senior Lecturers Dr Anita Mangan and Dr Steve French from KMS were awarded £3,500 for a Comparative study of community co-operatives in the UK and Japan Daiwa Foundation Awards (£3,500), started March 2015, together with Kawamura, T from Osaka City University, Japan.

Dr Anita Mangan, along with Escobar-Tello, C (Loughborough University), Ouillon, S (Coventry University), and Moffat, S (New Vic Theatre) was awarded £16,500 HEFCE Social Innovation Funding for a joint research titled 'On the town: A local ambassadors' programme' in March 2016. The social innovation project aimed to start a Local Ambassador Programme to create greater links between the three campuses and their wider communities.

Dr Emma Surman, from CASIC, and Kerry Jones from Arts Keele have received an award of £20,000 from the HEFCE Higher Horizons fund for a project bringing together schoolchildren, art and food. Working together with the New Vic Theatre, Chester University, Reaseheath College and Harper Adams University, the project will commission artists to work with primary and high school children to explore their experience and understanding of food related concerns. It is hoped that the project will enable children to reflect on and communicate their thoughts, experiences and hopes for the future of food from their own perspective and that of society more broadly.

KMS lecturer in Accounting Dr Akrum Helfaya was awarded £ 9,946 in September 2017 for a project titled 'Investigating the sustainability assurance practices of the Global 100 Most Sustainable Corporations', along with Dr Tantawy Moussa from University of Westminster.

## Research papers

Our colleagues have published over 40 quality journal papers that covered 13 out of 17 SDG themes from 2010 to 2017, with emphasis on peace and justice (11 percent), good works and economic growth (14 percent), reduced inequalities (17 percent) and sustainable cities and communities (17 percent).



## School Research Grouped by UN Sustainable Development Goal

1. No Poverty	0%	10. Reduced Inequalities	17%
2. No Hunger	0%	11. Sustainable Cities and Communities	17%
3. Good Health and Well-Being	5%	12. Responsible Consumption and Production	6%
4. Quality Education	6%	13. Climate Action	6%
5. Gender Equality	2%	14. Life Below Water	0%
6. Clean Water and Sanitation	2%	15. Life on Land	0%
7. Affordable and Clean Energy	0%	16. Peace and Justice	11%
8. Good works and Economic Growth	14%	17. Partnerships for the Goals	9%
9. Industry, Innovation and Infrastructure	2%	18. Other Themes	3%



## Selected Publications from 2016 to 2017:

### Good Jobs and Economic Growth

Brannan, M.J., 2017. Power, corruption and lies: Mis-selling and the production of culture in financial services. *Human relations*, vol. 70(6), pp.641-667.

### Innovation and Infrastructure

#### Reduced Inequalities

Burgess G, Kelemen ML, Moffat S, Parsons E. 2017. Using Performative Knowledge Production to Explore Marketplace Exclusion. *Qualitative Market Research*, vol. 20(4), pp486-511.

### Partnerships for the Goals

Demirag, I. and Burke, R. 2017. Risk transfer and stakeholder relationships in Public Private Partnerships. *Accounting Forum*, vol. 41(1), pp28-43.

### Climate Action

Goulding C, Kelemen ML, Kiyomiya T. 2017. Community based responses to the Japanese Tsunami: a bottom up approach. *European Journal of Operational Research*.

### Responsible Consumption

Helfaya, A. and Kotb, A. 2016. Environmental Reporting Quality: An Analysis of Global Credibility Initiatives. An edited Chapter in: *Handbook of Research on Green Economic Development: Initiatives and Strategies*: IGI Global Book.

### Peace and Justice

#### Sustainable Cities and Communities

Kelemen, M., Mangan, A. and Moffat, S., 2017. More Than a 'Little Act of Kindness'? Towards a Typology of Volunteering as Unpaid Work. *Sociology*, vol. 51(6), pp. 1239-1256.

### Quality Education

Koskina, A. 2016. 'A case of embedding employability in the curriculum'. *The Journal of Academic Development and Education*, vol. 6, pp.91-100.

### Reduced Inequalities

#### Sustainable Cities and Communities

Lam B, Zamenopoulos T, Kelemen ML, Hoo Na J. 2017. Unearth Hidden Assets through Community Co-design and Co-production. *Design Journal, The*, vol. 20, pp3601-S3610.

### Sustainable Cities and Communities

#### Climate Action

Lin Y, Kelemen ML, Kiyomiya T. 2017. The role of community leadership in disaster recovery projects: Tsunami lessons from Japan. *International Journal of Project Management*, vol. 35(5), pp913-924.

### Quality Education

Mangan, A., Kelemen, M. and Moffat, S., 2016. Animating the classroom: Pedagogical responses to internationalisation. *Management Learning*, vol. 47(3), pp. 285-304.

### Peace and Justice

#### Sustainable Cities and Communities

#### Good Jobs and Economic Growth

Mangan, A. and French, S. 2017. Small is Beautiful? Exploring the Challenges Faced by Trade Union Supported Credit Unions, *Journal of Co-operative Studies*, vol. 50(1), pp. 28-39.

### Good Health

#### Good Jobs and Economic Growth

#### Reduced Inequalities

#### Sustainable Cities and Communities

Oakes, H. and Oakes, S. 2016. 'Accounting colonisation and austerity in arts organisations' *Critical Perspectives on Accounting*, vol.38 (1), pp34-53.





# Principle 5. Partnership

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



## Knowledge Transfer Partnerships

Knowledge Transfer Partnerships (KTPs) enable the transfer of knowledge between businesses and universities, colleges, or research organisations. They are Government funded and aim to strengthen the productivity, competitiveness, wealth creation and economic performance of the UK. They also enhance knowledge and skills within UK businesses and stimulate innovation through collaborative partnerships between businesses and the knowledge base. Key objectives of KTPs are to:

- Promote business growth and improve competitiveness through knowledge transfer and innovation;
- Increase the business relevance of academic research and teaching; and
- Develop graduates for management careers in business.

## Achievements in businesses sustainability

- Development of business cases for wind turbine disruptive technology.
- Waste refuse re-engineering to facilitate improvements in recycling.
- Technological innovation to allow for local printing of materials in local markets.

## Strategic collaboration to boost relationship with Chinese universities

KMS and the School of Labor Economics, Capital University of Economics and Business (CUEB), China entered into a strategic collaboration in August 2017 to develop comparative studies of industrial relations in the two institutions.

Keele Management School's Dr Panos Sousounis, Director of MSc in Finance programmes, and Dr Jamie Bailey, the School's Director of Internationalisation, also completed an 11 day visit to partner universities in China in 2017 as part of a programme of educational visits by KMS staff. They visited Guangdong University of Finance, China Jiliang University, Shanghai Ocean University, Nanjing University of Finance and Economics and Shanghai Lixin University of Accounting and Finance as well as partner education consultants in Beijing. Both academics delivered lectures and talks to students and faculty members as well as meeting with academic colleagues from the host institutions to explore avenues of strengthening co-operation in teaching, research and student exchange and knowledge transfer opportunities.

## Visit by FHNW Business School, Switzerland

A party of nine delegates from Fachhochschule Nordwestschweiz Business School (FHNW, The University of Applied Sciences and Arts Northwestern Switzerland) visited Keele on 24 March to meet with staff from KMS.

The purpose of the visit was to share experiences and benchmark activities as both our universities work towards full accreditation from AACSB (The Association to Advance Collegiate Schools of Business). The meeting was extremely productive and beneficial. It was agreed that KMS and FHNW Business School should collaborate moving forward and work together as partners within the prestigious AACSB global network. There is also clear scope for wider partnership between our universities on teaching and research.



# Principle 6. Dialogue

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

## Unmaking Single Perspectives (USP): A Listening Project for students dialogue

The listening project is a HEFCE Catalyst funded teaching and innovation initiative, led by Dr Zoe Robinson, Reader and Director of Education for Sustainability, members include KMS lecturer Panos Sousounis in Economics and Finance. This project aims to explore innovative pedagogic approaches to learning in an interdisciplinary environment, using dialogue to explore and understand different viewpoints. Drawing on the work of experts in the field of open dialogue the project aims to enable students to practice and develop the often-overlooked communication skills of active listening and effective dialogue.

Conversations between students from different disciplines are focused around key world challenges, represented by the UN's Sustainable Development Goals because greater interdisciplinary understanding is imperative in order to bring the necessary inter-disciplinary teams together to work on solutions that will help achieve these goals and ensure a sustainable future for everyone.

This is effectively a series of workshops in which PG students from various disciplines across the university come together and discuss one, or more, of the UN sustainability goals (targets). Each student brings in knowledge and experience from their own area of study to inform the discussion with the ultimate goal of all students being exposed to the interpretations of sustainability and sustainability targets from different angles and actors in society. This unique opportunity enriches the teaching and learning experience of students who subsequently bring into the classroom new found knowledge and initiate lively and relevant debate of how their discipline responds to complex environmental and social challenges.

*"A unique opportunity to consider how to have a meaningful conversation"*

*"The workshop was informative and helped build up to the lecture wall"*

*"Useful. A unique initiative"*

*"These skills are incredibly useful in any situation"*

## Dialogue among researchers

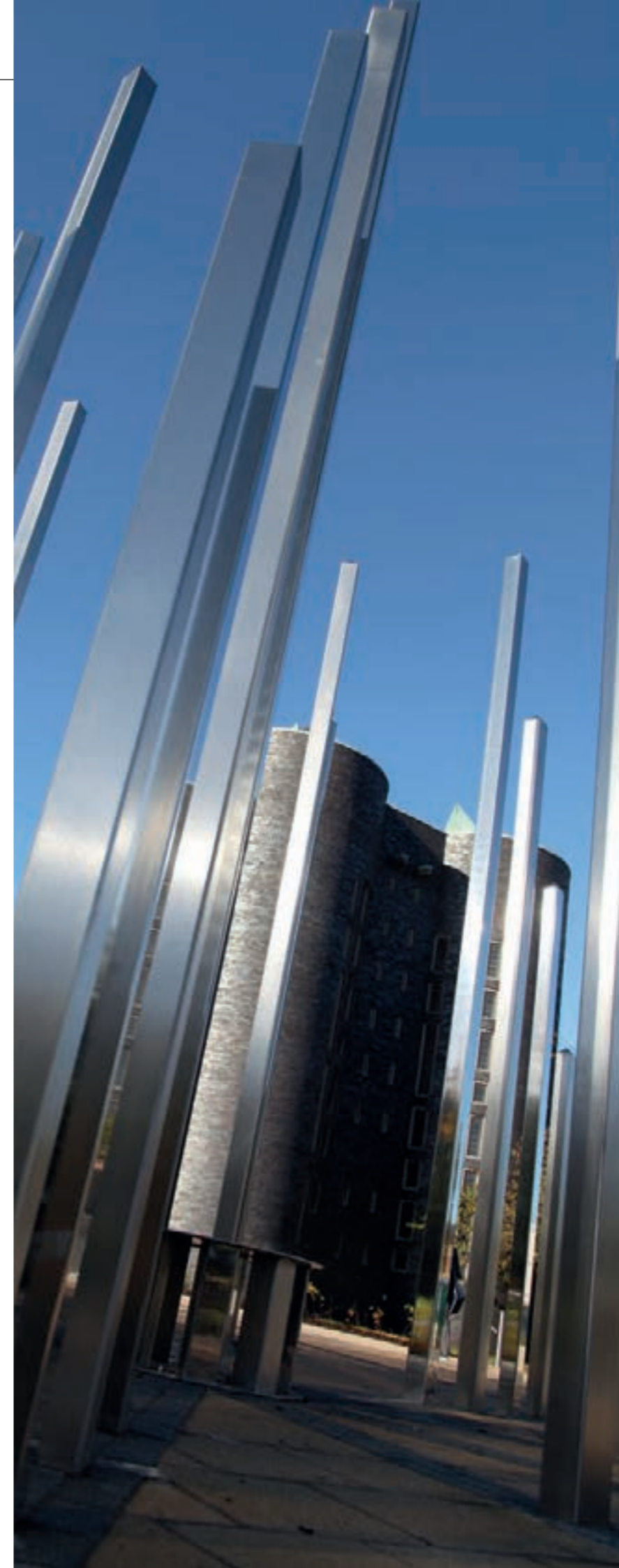
### Leverhulme workshop

KMS successfully held 'The changing labour relations in globalised China' workshop at Keele Hall in July 2017, marking the successful completion of the Leverhulme International Network project 'Collective wage determination and labour relations in globalised China', led by Dr Xuebing Cao from KMS with participation from scholars from four universities in the UK and China.

This £105,000 project offers exceptional opportunities for colleagues from the two countries to examine the significant development of China's labour relations in the context of globalisation and international integration. The success of the project marks the strengthening international networks in the field of labour relations among a number of institutions and individuals. The workshop offered great opportunities for people who are working on the Chinese labour issues to come together and discuss the project findings and beyond. The workshop attracted university scholars, postgraduate researchers, and government officials from both Britain and China such as SOAS London, ACAS, Capital University of Economics and Business, Beijing, and Shanghai University of Finance and Economics.

### Gender, Work and Organisation International Interdisciplinary Conference

Convened, organised and hosted by Dr Deborah Kerfoot from 2001-2016. The three-day conference attracted over 400 delegates from over 35 nations. The main topics were related to ethics, responsible leadership and management.





## Caring for our society – engaging in critical contemporary issues

### Professor Emma Bell: Wearing heels to work is a game women have been losing for decades

Professor Emma Bell published in May 2016 on The Conversation, commenting on the media story about a receptionist who was sent home from work for not wearing high heels. Unfortunately there is more at play here than an absurd dress code policy. There is a long and complicated history of women's dress codes in the workplace – especially in the corporate world. It critiques that women are scrutinised far more than men for what they wear and high heels epitomise – the lose-lose nature of getting the dress code right.

### Dr Steve French: Performance management is ineffective and demotivating

The report by Dr Steve French in July 2016 of the University's Centre for Employment Policy and Equalities looked at the survey in which 27,000 PCS members took part and highlights members' difficulties and issues with the PM systems under which they work. Performance Management (PM) systems operating in government departments are discriminatory and unfair and give a pre-determined 10 percent of staff the bottom box marking. In the survey, more than 60 percent of members described their overall experience of performance management as 'mainly negative'. Dr French concluded that "in the light of a system in which members appear to have lost faith and whose relevance is questionable as well as one which is discriminatory it would appear that a fundamental reform or even the termination of PM would be appropriate."

### Dr Steve French: Westminster Briefing

Dr Steve French gave a presentation in March 2017 examining recruitment and retention issues in the Prison Service at a Westminster Briefing on Prison Safety and Reform. Using evidence from a survey of Prison Governors he highlighted the issues of excessive working hours and increasing workloads and the dangers these posed for the retention of senior managers and attracting new staff. The implications of workloads on stress and absence raised questions about the long-term sustainability of current working practices and increasing the availability of, and greater acceptance of the need for, employee friendly working practices alongside additional staffing resources were required to underpin reforms proposed in the Prison and Courts Bill 2017.

### Professor Adrian Palmer: From Marx to Marketing

In February 2017 Professor of Marketing Adrian Palmer gave an Inaugural Lecture titled "We all love markets – or do we?" His lecture concerned the overlooked issues of morality and social value resulting from our obsession with ideologies of markets and marketing. Market based systems have been presented as a panacea for improving the lives of individuals, organisations and whole nations, however, in doing so, we often confuse value with values. Legitimation of markets has selectively referenced the principles of classical theoreticians, such as John Stewart Mill and Adam Smith, while frequently overlooking issues of morality and social value. Are the principles and practices of marketing, especially of listening to markets and responding to their needs, sufficiently adaptable to a changing world, allowing marketing to adapt and survive? Or in a postmodern, technology driven world, are the challenges to markets too great, calling for a new paradigm for organising our consumption?







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