



Creating Communities for Responsible Futures



Contents



Renewal of Commitment	3
Framework	4
Principle 1: Purpose	5
Principle 2: Values	6
Principle 3: Method	7
Principle 4: Research	8
Principle 5: Partnership	9
Principle 6: Dialogue	10
Plans and use of PRiME resources	11



Renewal of Commitment



Over the past two years we have been working hard to bring the Principles of Responsible Management Education (PRiME) into practice within the Lincoln Business School. Education has the power to improve people's lives, and knowledge, used wisely, has the power to improve society. These are the cornerstones of the University's social responsibility, and require engagement with our staff, students and partners and are reflected in PRiME.

We are committed to ensuring our research and education is relevant and beneficial to the wider community, and that our students can help to shape their future in society. In 2013/14 we had more students participating in extra-curricular citizenship education than any other UK university. We offer students the chance to achieve The Lincoln Award, which enables them to work with communities, take on responsibilities and experience the excitement and satisfaction of improving the lives of others.

As a responsible organisation our public engagement and governance structures provide transparency, our ethical standards are stringent, and we continually invest to reduce carbon levels and environmental impact. Our principle of Student as Producer gives our undergraduates and post-graduates considerable influence in the University. This important programme is led by a full time Student Engagement Manager with an ambitious agenda to develop a partnership between staff and students which continually improves the quality of what we do.

PRiME strengthens the Business School's role in educating the next generation of leaders and entrepreneurs as well as helping organisations create economic and social value.

This report identifies progress by the School in all six PRiME principles, including a growth in related research, the establishment of an overall educational framework, and our investment in new staff and their development. As PRiME reflects the wider values of the University of Lincoln, I have great pleasure in renewing our commitment to the initiative and the UN Global Compact.

Professor Mary Stuart

Vice Chancellor, University of Lincoln



Framework

Put simply, our strategy is: Creating Communities for Responsible Futures.

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To develop a community which helps people and enterprises create responsible futures through their ability to co-create knowledge and to shape their own practice and that of others with regard to the consequences on society.
.....

In the 2012 SIPS Report, we set out the Lincoln Business School's PRiME agenda: Creating Responsible Futures through the development of Student as Producer, which gives our students the chance to shape their own education.

Our aim is to develop people and enterprises that have the ability to co-create knowledge and to shape their own practice and that of others with regard to the consequences on society. This applies to our students as well as our organisational partners in business, the third sector, the military, and the public sector.

The driver for this was, and is, a strong belief that the role of business leaders is to create wealth sustainably and responsibly, with due regard to the outcomes of their actions.

During the last two years we have been putting these principles into practice. Now our research focus has shifted to look more at responsible behaviour, our engagement has widened into the field of humanitarian aid and the international community, and all our undergraduate and postgraduate courses adopt the Student as Producer ethos.

The number of staff and students in our School has grown by about 50 per cent in that time. As a result, our staff and student body is much more international, and the narratives within our teaching address wider global challenges and managerial responses.

To ensure that our values continue to encompass all areas of teaching and external engagement, it is now a School requirement that all new programmes contribute explicitly to the PRiME agenda and the UN Global Compact, which brings companies together with UN agencies, international labour organisations and civil society to support universal environmental and social principles.

Our progress headlines

- We have set out plans to further develop our contribution to sustainability education and research. The School has collaborated with colleagues and departments across the University to determine the best ways we can achieve this.
- We have moved our attention from individual performances in responsible management education to developing a community which actively practises these principles.
- Significant investment is being made in training new academic staff through workshops and away days, as well as redesigning our portfolio of Bachelor degrees. The changes to these courses, known as the Lincoln Responsible Business Degrees, will be followed by similar changes at a Master's level.

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.



In designing our educational programmes we set goals which match the capabilities of our students at each level of study.

In the UK there are benchmarks of excellence we must meet in providing work-ready graduates who are capable of understanding organisations, their management structures and needs, and the changing environment in which they operate.

We offer our students a deep knowledge of the capability and power that individual managers and entrepreneurs hold. We guide them in the practices and dynamics of organisations – and the global challenges they face – so they can effect change and create value in their lives and when they enter the workplace.

This preparation will help them as they develop in their studies and careers, and crucially, it enhances our students' lifelong learning skills and personal development so they can contribute to wider society.

The Lincoln Responsible Business Programmes:

Making a better world through responsible knowledge and personal capability



Case Studies

Sustainability in the student community

Dan Clayton is the University's Environmental and Sustainability Manager and works to help students and staff understand global challenges. He encourages staff and students to get involved in projects which can make a difference, such as environmental volunteering. Initiatives have included voluntary energy awareness work around the University, such as a night time survey to identify energy saving opportunities, a bike hire scheme, waste auditing and promoting good environmental practices. The University is also working with the Environmental Association of Universities and Colleges community on Learning in Future Environments (LiFE).

Changing the relationships between business and society

Marketing is a key part of any business, but how it is used will depend on the ethical stance of the organisation and the guiding values of its leadership. David Gannon challenges final year students with the notion that marketing and advertising is in itself not a positive force; it can be used to lead people into believing that they must buy what they neither need or can afford. It also raises the question whether advertising to children is immoral. This generates wide-ranging seminar debates on Corporate Social Responsibility, environmental issues, green-washing, sustainability and corporate citizenship, influencing final year projects and career searches.

Principle

02

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.

Our students develop strong ethical practices to take into the workplace because we instil those values in our curriculum.

Dr Andy Brookes' Master's module on Business and Ethical Decision Making directly addresses the issue of responsible management. The approach compels students to confront the complex environment within which managers operate, and the consequences of decision making. Through simulated dilemmas, students explore the subjective and ambiguous nature of ethics, and look at how their own values are relative to workplace values. Fellow Business School lecturer Muhammad Burdbar Khan explores the role of spirituality in Human Resource Development, drawing on his doctoral research about the theory of motivation.

A module on critical thinking in innovative problem solving is led by David Anderson and Pippa Denny-Gelder. Students respond to a brief designed to reveal complexity in an organisational problem. During the exercise students research a social and economic problem, allowing them to experience uncertainty as they investigate a serious issue. Personal reflection is the cornerstone of this pedagogy, as students evaluate and question their own practice and responses throughout the inquiry. The experience of questioning their own organisational action leads students to think critically about their leadership abilities and develops managers who are sensitised to responsibility, uncertainty and complexity in organisations.

We also embed global perspectives in our management education. For example, on Tourism and Event programmes we encourage critical dialogue about the issues those industries face. Modules include Managing the Environment, which examines how climate change is affecting particular coastlines and coastal communities; Destination Management where students assess the natural and social impact of tourism on different areas; Sustainability, which invites a critical response from students to the challenges of implementing sustainable approaches in their home towns and cities around the world; and Politics and Policy, examining the legacy that events, especially large-scale ones, can have on the host communities.

Case Study: Our new courses

The Lincoln MSc in Governance

This new 12 month Master's degree is being developed to address the international challenge of corruption in business and financial markets. The approach taken is to link an organisation's governance requirements when it comes to strategy, risk and control with all directors, while also providing an understanding of the measures, accountability and risks associated in terms of both financial performance and the wider social impact. This degree is being developed in association with the Institute of Chartered Secretaries and Administrators, enabling both academic and professional qualifications.

The Lincoln BSc in Humanitarian Supply Chain Management

The central mission of this work-based distance learning course is to give those working in the wake of disasters the skills to ensure aid reaches those in need. It is a part time programme and provides a degree level top-up to supply chain and logistics professionals who already have diploma level education in the humanitarian field. The degree is based on the School's research and education on expeditionary logistics and builds on the well-established work-based distance learning programmes for professionals in private, public and military sectors.



Principle

03

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



At the University of Lincoln we operate the Responsible Business Programmes scheme, which ensures the inclusion of PRiME in every new Bachelor's programme introduced in the School. We do this by offering ongoing guidance and mentoring to academic staff through workshops, feedback and away days.

We now have a School-wide criteria for pedagogy, skills, course content, assessment and intended outcomes: each degree programme must demonstrate its contribution to responsible management, PRiME and to the agenda of the UN Global Compact.

Over the next two years, as new programmes are validated, these frameworks will build on the more individualised approaches which already have great effect in the School.

As reported in 2012, Student as Producer is our organising principle. Staff within the Business School have actively developed their methods to encourage students and partners to critically consider their responsibilities as social actors, so that they develop the confidence and ability to question and reflect. The initiative sees students play a key role in School decisions on staffing, their curriculum, course development and all committees and panels. The aim is to help students experience wider responsibilities for their decisions.

The School also runs a weekly programme offering skills and experience called 'Making the Most of Me', which incorporates volunteering, work placements, skills training, employer engagement and enterprise development. The students also run local Chapters of the Institute of Directors (IoD) and Chartered Management Institute (CMI) as well as two student societies for business and marketing. Students can also apply for The Lincoln Award, which recognises their extra curricular activities and volunteering work.

Case Study:

Student volunteering: making a difference to...

Fire & Rescue

A group of third year marketing students provided consultancy to Lincolnshire Fire & Rescue Service on the recruitment of retained firefighters. They recommended solutions to improve their recruitment website and other communications.

African unity

Business students can take a Professional Practice Year working in the UK or abroad in corporate companies, SMEs, public sector and the third sector. Last year a student worked for Africa Unite, resulting in noticeably positive changes to their financial systems.

International relations

Addressing student and business integration, a group of Lincoln's Chinese students have established a Chinese visitor service. They are helping Lincoln-based engineering company Dynex Semiconductor to welcome groups of VIPs from China. The visitors have a tour in their native language and the students make valuable contacts within a large employer.

Principle

04

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



Our strategy of developing communities for responsible futures includes work carried out by research groups which directly address PRiME issues. Here are just a few of the research projects that we have been working on:

Anti-corruption and human rights

Dr Shrabani Saha is investigating the relationships between political instability, corruption and terrorism on the visitor economies in the Southern Hemisphere. She has shown the negative effects on 139 UNESCO heritage sites, linking peace with economic value.

Complex charity structures are also being examined by Angela Toothill, who works to identify and promote effective governance in the UK charity sector, producing practices that can be adopted internationally.

Other research includes a doctoral study on transferring corporate governance practices from European corporations to their African subsidiaries, and another on improving company efficiency through corporate responsibility and governance programmes. The latter is headed by Dr Jeremy Pearce and focused on human rights in corporate governance.

Sustainability

Many areas of sustainability are covered through our research, from Dr Claire May's work on developing more environmentally sustainable food purchasing behaviour, to Dr Gary Bosworth's research on the vitality of the rural economy, examining the implications of the migration of entrepreneurs to rural locations, and the subsequent effect on local communities.

Susan Marango's on-going doctoral research is examining the importance of integrating local knowledge in nature conservation policies to enhance sustainable development, while Dr Eric Ruto is identifying ways to develop the environmental responsibility of European farmers. Carolin Stamm's doctoral study investigates the roles of community-based organisations in natural resource management initiatives in northern Namibia.

Continuing a global theme, I Nengah Subadra is investigating the sustainability of social, cultural and religious practices in Balinese temples in the face of increasing tourism development.

Case Studies

Alleviating poverty

Dr Gary Ramsden's empirical research reveals that a lack of collaboration in humanitarian aid supply chains can lead to inefficiency and increased human suffering. His work is contributing to improvements in poverty reduction while reducing the environmental impact of humanitarian activities.

Gamariel Rugara's research examines the politics of migrants who transfer money to their home country, looking at how this remittance can effect developing African economies. He has so far revealed alternatives to dominant economic theory and challenges the capacity for migrant remittances to reduce poverty through indigenous local actions.

Women's empowerment, enterprise and gender equality

Dr Juliana Siwale's research in Zambia has revealed irresponsible lending to the poor by most microfinance institutions, leading to higher debts. She also found a lack of institutional power for women leaves them less able to overcome poverty through personal enterprise.

Grace Xing is undertaking doctoral research into the role of female entrepreneurs in rural, small-scale enterprises in China, while Surangi Hapugoda's research on women's enterprise in Sri Lanka demonstrates the power of strong social capital for supporting the range of entrepreneurial and familial activities undertaken by women business owners.

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 times of increased social, economic and environmental challenges, Lincoln Business School is committed to finding creative solutions to help businesses.

That is why we are proud to be involved in a variety of initiatives with local, national and international partners.

One of those partners is Siemens, a global business which has a major presence in the city of Lincoln and close links to the University through the School of Engineering. The Lincoln Business School is now working with Siemens on a collaborative research programme examining safe working practices, the results of which will be shared throughout the company, its partners and the wider engineering industry.

Another collaboration sees us examine the virtue and challenges of employee well-being initiatives for contemporary managers. The study is now used in final level undergraduate and Master's level teaching. Both collaborations have been critical to Dr Linda Hitchin's research into well-being in the workplace.

As well as working alongside local organisations, we take our projects to a global platform. Columbia's current civil conflict started at least 50 years ago, resulting in poverty, death, crime and a lack of cohesion and trust among citizens. We have been able to contribute to the development of responsible leadership education for local communities, through Zoraida Mendiweso-Bendek's work and partnership with the University of Ibagué.



Case Studies

Putting our ethos into practice

Dr John Mendy has helped a number of local employers, such as Bakkavor and Longhurst Housing, take a responsible management approach to integrating migrant worker populations and new working practices.

The Economic and Social Opportunities for an Ageing Population

We are working with partners such as Lincolnshire County Council to promote awareness and socio-economic developments relating to the ageing population.

A lively university-wide group has worked with the School to develop this strand of University research investment. This has included a series of workshops with up to 50 participants from private, public and third sector organisations. These workshops, along with the results of our research, have contributed to the regional economic strategy covering skills, housing, community resourcing and research and development.

We are helping to develop new approaches to older living. Dr Jennifer Jackson is working with older communities to enhance their environment and lives through 'Green Synergy'.

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.



Responsible enterprise

The School monthly research seminar series in 2013-14 had the theme Not Just For Profit. The series created a platform for dialogue between established social enterprises and academics.

Dr Becky Herron and social enterprise director Martin Hodgkinson invited practitioners from social and community enterprises to discuss their work, their motivations and the wider business and management issues that they were facing.

The forum has stimulated ongoing discussions about the ability of people to meet perceived social needs. The seminar series also spawned wider debates around access to finance, social justice, wellbeing, sustainable development as well as the different values underpinning business activity.

Critical Management

The School's Organisation and Management Studies (OMAS) Group hosted the 2013 annual international Storytelling Seminar. The theme was 'Untold Stories'; a way of focussing analysis and debate on those people, concerns and events whose visibility is suppressed by the dominant economic and political discourses and attending media gaze.

The results of the seminar are being published in 2014 in the *Untold Stories in Organizations* volume, edited by OMAS group members Dr Michal Izak, Dr Linda Hitchin and David Anderson, and published by Routledge, as well as in *Tamara Journal for Critical Organization Inquiry*.

Dr Michal Izak and Professor Ted Fuller recently edited a special issue of *Futures Journal*, entitled *The Futures of Capitalism*. The purpose of this special issue was to examine the possible futures of capitalism and its relationship to the economic, environmental and social futures of humankind. The call for papers inspired many international submissions. The papers are published online and will be in print from early 2015.

Case Study

Better Governance in Africa

Professor Heather Hughes continues to lead dialogue on the struggle for human rights in Africa, following her Amnesty International Award and the 2011 publication of a biography of John Langalibalele Dube, the first president of the African National Congress (ANC).

She has created the Lincoln Africa Research Forum, engaging a national network of scholars to focus on the UN Post-2015 agenda in Africa, including governance, access to water, human rights, gender equality and the effects of international trade and enterprise on poverty in Africa. The group held its first national seminar in June 2014 and is developing international collaborations.



Plans and use of PRiME resources



Lincoln Business School continues to grow at a rapid pace. In the last two years we have welcomed more than 30 new staff members, and our student community has grown in number and diversity to some 2,500 full time students and 3,000 work-based students from over 70 countries.

This growth presents a unique opportunity to embed the values and principles of responsible management education. The next two years will focus on four key areas:

- Integrating PRiME in all new Business School degree programmes through a re-validation process. In the Lincoln Responsible Business Degrees, it will not be a separate subject, but integrated explicitly in staff development, curricula, pedagogy, skills, assessment and outcomes.
- Widening opportunities for students to develop responsible practice so that they are fully prepared and able to create value in their work, careers and lives.
- Engaging students in all our educational processes, ensuring responsibility for future education emerges from a shared community of scholars, students and businesses.
- Using emerging global challenges, such as those in the United Nations Post-2015 Development Agenda, as a touchstone for research programmes and global co-operation strategies.

In all of the above activities we will continue to share PRiME resources, such as online materials, publications and working groups, in particular engaging with the very active UK PRiME Chapter for a wealth of experience. We will also continue to make good use of the expertise and materials from PRiME working groups, especially Anti-Corruption (in relation to our governance research and education), Gender Equality and Poverty Alleviation (in relation to our Africa research) and the 50+20 Group for embedding PRiME in management education.

We look forward to bringing together our experience and values to produce the finest students who are the next generation of the business world.

Professor John Turner

Director of Lincoln Business School, University of Lincoln, October 2014

For more information on Lincoln Business School's commitment to the PRiME, please contact Professor Ted Fuller by email: tfuller@lincoln.ac.uk
