



# PRME: SHARING INFORMATION ON PROGRESS REPORT

May 2016

**PRME**

This is our **Sharing Information on Progress (SIP)**  
Report on the Implementation of the **Principles for  
Responsible Management Education**



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**With thanks to all the staff and students from across the Business School who have contributed to this report, both in its preparation and in the many activities and actions on which we report.**

SIP report compiled by the Business School's Responsible Business Coordinator, Dr Matthew Davis.

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## Welcome to Leeds University Business School's 2016 PRME Sharing Information on Progress



The two years following our last Sharing Information on Progress (SIP) has seen Leeds University Business School receive significant external recognition regarding the quality of the teaching, research and engagement activities with which colleagues across the Business School have been involved. We are now part of the 1% of business schools globally who have achieved 'triple accreditation' holding AMBA, EQUIS and AACSB accreditations - a major mark of the quality of our education programmes. The Business School's research was rated ninth in the 2014 Research Excellence Framework, an excellent result and reflecting the quality of the research underpinning our education and engagement activities. Finally, in 2015 the University received The Duke of York Award for University Entrepreneurship, illustrating the support and structures that we have developed to support student entrepreneurship and engaging local businesses.

We are proud to report on the progress that we have made in implementing and embedding PRME across our student education and research activities. We believe we have maintained the level of activity that we had achieved over the previous years and have worked hard to embed the Principles more deeply and consistently across our academic programmes.

We understand the need to continue to develop our processes to engage our staff and students in PRME and support their development as responsible global citizens. In recognition of this, as part of our SIP report we reflect on our progress against previously stated objectives and set new objectives for the coming SIP reporting period to spur further focussed development.

We encourage our colleagues at other academic institutions and associations to adopt and implement the Principles for Responsible Management Education.

A handwritten signature in black ink that reads "Peter Moizer".

**Professor Peter Moizer**  
**Dean**  
**Leeds University Business School**

**Principle 1 | Purpose: We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.**

**Update on activity since last Sharing Information on Progress (SIP) Report:**

We remain committed to the advancement of responsible management education. Our education and engagement activities are designed to develop the capabilities of students to be globally responsible citizens. Since our last SIP the Business School has continued to move forwards in strengthening our support for, and implementation of, the PRME principles.

The Business School has invested in a Responsible Business Coordinator role. This new role has been established to draw together the diverse activities that take place across the Business School relating to social, environmental and ethical issues. The role has been established to help promote PRME across the Business School, to develop an overview of the integration of ethics and responsibility across programmes, to share good practice and to establish further opportunities for student engagement in these issues.

*Supporting Roles and Structures*

Related to the Coordinator role, we are currently setting up a single area of the Business School's website to connect students with the education and research opportunities relating to social, environmental and ethical issues, to share our SIP, to connect students with volunteering and co-curricular activities on offer e.g., ENACTUS, Net Impact, Volunteering at Leeds (see Principles 4 and 6).

Additionally, a Corporate Social Responsibility (CSR) research group has been established to connect researchers across the Business School, build a higher profile for the collective research activity in this area, to share good practice in teaching and to communicate relevant research to our students more effectively.

An important structure for championing ethics teaching within the Business School remains the Business Ethics Theme Team (BETT). The BETT includes senior members of the Business School executive team, Business School staff involved in modules relating to ethics and responsibility, together with colleagues from the Inter-Disciplinary Ethics Applied Centre for Excellence in Teaching and Learning (IDEA CETL) who provide specialist ethics inputs and expertise across Business School programmes. We recognise the need to explore new ways to deliver ethics teaching, e.g., supported by blended learning, to further integrate within existing programmes, particularly at postgraduate level and to address issues relating to research design and outcomes. In response to this, a BETT working group has been established to meet between the formal BETT meetings and to progress key practical and strategic tasks to further ethics teaching in the Business School.

*Ethical Reasoning*

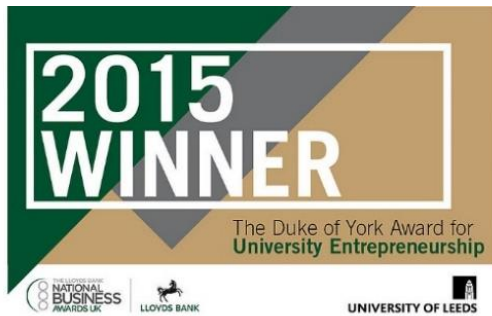
An ethical reasoning thread has been integrated across Business School programmes and assurance of learning procedures put in place to monitor student performance in this area. The introduction of this thread has raised the issue of ethics teaching and coverage across programmes, however, there is the opportunity to build on this further and make this topic more visible to students. The introduction of discovery themes relating to ethics, sustainability and other PRME related issues has made it easier for our students to identify discovery modules (electives) and options that enable them to develop knowledge and skills in these areas (see Principle 3).

*Partnerships*

Following our last SIP report we have continued to explore new ways to develop closer research and student education relationships with the School of Earth and Environment, School of Geography, and Institute for Transport Studies (see Principles 3 and 4 for further details of current collaborations). The development of collaborative programmes and increased interaction between Business School students with those from partner Schools has the potential to stimulate greater knowledge exchange and depth of understanding regarding environmental issues.

### *Entrepreneurship*

Entrepreneurs have a key role to play in addressing the environmental, social and economic challenges facing society and the Business School views entrepreneurship as an important capability for our students. The



University of Leeds and the Business School's commitment to promoting and enabling student entrepreneurship has been recognised – the University won the Duke of York Award for University Entrepreneurship 2015. This reflects the hard work of the Centre of Enterprise and Entrepreneurship Studies, and other colleagues across the University, in creating the environment, support, advice and innovative educational programmes that support entrepreneurial students. This followed the Business School achieving the Chartered Association of Business Schools Gold Award Small Business Charter which recognised the quality of

student enterprise, support for SME growth and effective engagement with wider enterprise policy partners (see Principle 5).

### **Reflection on 2014 objectives:**

- Develop a more systematic and joined up approach to our strategy for working with the PRME Principles.

The introduction of the Responsible Business Coordinator role, CSR research group and BETT sub group, are all designed to aid the implementation of PRME Principles and in particular to continue to approach implementation in a systematic and consistent manner. The introduction of the ethical reasoning thread across programmes has also helped to ensure a minimum level of ethics coverage and provided a mechanism to assess student capability in this area. There remains an opportunity to further improve our processes for capturing ethics and responsibility teaching inputs and coordinating related activities.

### **Current objectives:**

- Continue to develop coordinated strategies for working with PRME Principles and capture related teaching activities and inputs.

**Principle 2 | Values:** We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.

### Update on activity since last Sharing Information on Progress (SIP) Report:

#### *Mission and Values*

Global responsibility is central to the Business School's approach to teaching, learning, research and impact activities. Since the last SIP report, the Business School has revised its mission statement to succinctly capture our shared purpose: ***“to make an exceptional impact on business and society globally through leadership in research and teaching”***. This reflects our commitment to the PRME principles and our desire to create the conditions for our staff and students to fulfil their potential and become responsible global citizens. Our mission is actualised through our student education and research values:

- Student education - *To enable individuals to develop their academic potential, their employability, their global and cultural insight and their ethical awareness to enhance their potential to benefit business and society.*
- Research - *To produce and disseminate research of world-class quality, within the School and through international partnerships, which increases knowledge, skills, understanding and impact.*

The Business School's approach is informed and supported by the wider University of Leeds strategy and structures, summarised through the institution's statement of values and responsibilities – see box below:



- **Integrity:** openness, transparency and honesty.
- **Inclusiveness:** diversity, equal opportunity and access.
- **Community:** public service and citizenship; collegiality, teamwork and mutual respect.
- **Professionalism:** provision of effective and efficient customer-focused services in all aspects of our work, both internally and externally.
- **Academic excellence:** increasing knowledge, respecting academic freedom, encouraging critical independence, promoting creativity and new approaches to research and innovation within an ethical framework.

Find out more regarding the University's strategy and wider approach to implementing its core values and responsibilities at: [https://www.leeds.ac.uk/info/5000/about/136/values\\_and\\_responsibility](https://www.leeds.ac.uk/info/5000/about/136/values_and_responsibility)

#### *Sustainability*

Following our last SIP, the University of Leeds has continued to invest in its sustainability service and introduced a new [Sustainability Strategy](#) for 2014-2020. The strategy has brought initiatives relating to facilities and campus improvements, transport and community engagement. The new strategy has also created a 'sustainability architects' scheme to recruit and skill students to act as change agents and engage students and staff across the institution in sustainability issues and actions, developing an ongoing dialogue and drive for action. The University of Leeds has developed more robust environmental management systems and processes and is currently implementing ISO14001 across campus.

#### *Green Impact*

The Business School is a committed participant in [Green Impact](#), a national environmental accreditation scheme designed to bring together staff and students to work towards creating more sustainable workplaces and campuses – see box below:

The Green Impact scheme involves university teams working towards meeting criteria in four key areas: Embedding sustainability through collaboration; Making the most of resources; Building knowledge and capacity; Being a positive partner in society.

The Business School formed a team to engage staff and students across the faculty in pursuing Bronze Level, demonstrating the procedures and working practices (e.g., facilities, purchasing and training) that the School already had in place to minimise environmental impact. The Green Impact criteria pushed the team to invest time and energy in communicating sustainability activities to students. The team drew on the enthusiasm of staff and student volunteers to engage colleagues and students, to raise awareness of volunteering and partnership opportunities and to promote more sustainable ways to teach and study.

The Business School team was awarded a bronze award in the 2015 Green Impact Awards at the University of Leeds. The award recognised the efforts invested across the School to create a sustainable learning and research environment, spurring the team to focus on going further and working towards Silver Level status.



### Reflection on 2014 objectives:

*Continue to work on actualising our codified values.*

During the SIP reporting period the Business School has revised its core mission and worked hard to communicate this strongly and consistently to staff and students. The values are more clearly reflected in the School's teaching and research structures:

- Developing students' ethical awareness is a stated aim in our programmes and there are clear ethics threads running through our taught programmes, this is supported by our Business Ethics Theme Team and student education committees.
- The Corporate Social Responsibility research group has been formed to help promote and consolidate the research activity relating to this area, support further collaborations and engage staff and students with the knowledge created (see also Principles 1 and 4).

### Current objectives:

- *To further raise the awareness of PRME across the Business School and to make the related teaching and research activities more visible.*
- *Work towards Green Impact Silver Level status.*

**Principle 3 | Method: We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.****Update on activity since last Sharing Information on Progress (SIP) Report:***AACSB Accreditation*

One of the notable achievements in the current SIP reporting period has been that the Business School has gained AACSB accreditation. The accreditation process has raised the profile of ethics and responsibility across the Business School and stimulated discussions around the topic's integration within programmes and its assessment. The ethical reasoning thread is embedded across programmes and this is helping to ensure that our students are challenged to consider different ethical viewpoints and applications without the potential for opt-out.

*Audit*

The preparation for AACSB accreditation stimulated a mapping of core ethics and responsibility coverage across Business School programmes. However, our overview of where students come into contact with these themes in options and co-curricular activities could be developed further. We know that these topics are embedded within a wide range of Business School teaching, further systematic mapping will enable us to further develop our delivery to students. A current activity involves auditing our activities in this area to enable sharing of good practice and further integration of our offering.

*Signpost & Visibility*

The Business School is working to signpost students towards relevant options and discovery theme choices that extend their knowledge of ethics, responsibility and sustainability. We are currently developing a new set of webpages to draw together information on key modules, together with links to volunteering, sustainability initiatives, research and community information in a single space.

*Compulsory and Optional Modules*

During the current SIP period, the Business School has been continuing to support the development and introduction of the [University's Discovery Themes](#) (elective modules themed and organised into key areas that allow students to build specialisms and easily discover complementary modules over the course of their academic programmes) across the undergraduate programme portfolio as part of the University's Curriculum Enhancement Project.

There are ten discovery themes and five of these reflect the ethics, responsibility and sustainability values espoused through PRME, these are: Creating Sustainable Futures, Ethics Religion and Law; Personal and Professional Development; Power and Conflict; Mind and Body. The Business School offers modules across a number of the themes and the introduction of discovery themes has made it simpler to promote PRME related electives and options to our students. The themes present students with a wide range of specialist modules and make it easier for them to identify and explore modules from across the University. The system helps to group modules that students would have been unlikely to identify as relevant to their studies previously and enables them to develop a deeper and/or broader appreciation of topics such as ethics and sustainability than would be possible within a single school or department.

To raise the level of compulsory ethics and responsibility coverage within undergraduate programmes, the level-2 LUBS2970 Corporate Social Responsibility module has been developed into a compulsory element of the Business School's BA Management, BA Management with Marketing, BA Management and the Human Resource programmes. Across other programmes there remains a range of optional discipline specific modules that enable students to extend their ethical, responsibility and sustainability knowledge, for example, Ethics and Economics, Business Ethics, Debates and Controversies in International Business (see box below), Corporate Social Responsibility and Sustainability. Undergraduate programmes also have credits available for students to

choose modules from the University's discovery themes, allowing them to pursue their interest in this area further.

A new optional module for level-2 undergraduate Business School students, LUBS2690 Global and Ethical Awareness in Business, led by Maria McCabe, will launch in 2016/17. The module uses an online business simulation of the BP Deepwater Horizon oil spill to challenge students to apply their global and ethical awareness, make commercial decisions and explore the consequence of their actions. The practical experience is used to introduce key ethical concepts and ideas.

Enhancing the provision of ethics and responsibility teaching within one-year masters programmes remains a challenge and work is ongoing to explore different approaches to engage students further, both through co-curricular activities and blended learning.

LUBS5233M Core module on MSc International Business, led by Dr Hinrich Voss

The aim of this module is to develop critical thinking skills to evaluate and discuss business ethics in international business. The module is issue-focussed, with a strong emphasis on current and ongoing debates and a link to business ethics theories and international business theories.

This module introduces students to some major debates in international business and develops critically evaluation and thinking skills. The core learning objective is to develop transferable critical thinking skills that can be employed in any academic and non-academic situation. This is practiced in relation with the second learning objective which the application of business ethics and international business theories to important current and ongoing issues international business

#### Indicative syllabus

- Business ethics theories (e.g., rights theory, social contract theory)
- International labour issues (market issues, comparative advantage, exploitation, child labour)
- Corruption and doing business globally
- Economic and industrial espionage
- Sustainability and climate change within international business
- Tax avoidance and evasion by MNEs

#### *Research Projects and Dissertations*

Students are now required to undertake a research dissertation or project on all of the Business School's programmes. This offers an opportunity for students to pursue their interest in ethics, responsibility or sustainability in greater depth, contributing to business or the local community if industry hosted. Recent dissertation topics have included an examination of payroll giving within a major banking organisation, factors influencing entrepreneurial CSR, the corporate social performance – corporate financial performance relationship, and staff engagement in CSR. Students also encounter opportunities to work on community or social value orientated projects within programmes, for example:

Research Methods and Enterprise Project - compulsory module on MSc Enterprise programme. The module promotes the development of students' research and consultancy skills. As part of small multi-cultural teams, students choose an enterprise based 7-week project. Clients usually include local businesses and social enterprises and projects centre on a real challenge currently faced by the organisations. The consultancy groups are supported by the Centre for Entrepreneurship and Enterprise Studies and work to apply their research skills and subject knowledge to the project challenge, producing practical recommendations and a consultancy project report. Student recommendations are often adopted by clients and have helped a number to grow their business. The module promotes the application of abstract research and conceptual knowledge to practical problems,

takes learning outside of the classroom and provides a structure for students to practice communicating and interacting with stakeholders.

#### *Marks and Spencer Partnership:*

The University of Leeds has an established [partnership with Marks and Spencer](#), a major British multinational retailer, which involves the location of the company's archive on the University campus and support for academic collaboration. The Marks and Spencer Company Archive have worked with Dr Matthew Davis to support an interactive group assignment on his undergraduate CSR module. As part of the assignment students visit the Marks and Spencer Company Archive and work in small groups to research the changing nature of CSR over the past century through examination of company documents and archive resources. Students focus on different decades and present their findings back in seminars, covering different decades across the century. Students are encouraged to critically consider the drivers for changes in approaches to CSR, the presentation of examples within the literature they examine and the relation to current corporate practices. The groups delivering the best presentations are selected to win a Marks and Spencer sponsored prize and to present back to a corporate audience at the Marks and Spencer Archive. The task provides practical experience in research skills, an opportunity to present and work as part of a group, corporate interaction and reflection on the evolution of CSR practice.

The Marks and Spencer partnership has also facilitated student research dissertations and projects. These have involved undergraduate and postgraduate students from across the Business School.



*Winning groups from CSR module, pictured at the Marks and Spencer Archive*

#### *Cross-Faculty Collaboration*

The Business School has continued to develop its links with colleagues in partner Faculties to design programmes that address responsible leadership and expose students to a greater diversity of views and encourage an exchange of knowledge. For example, the redesigned MSc Sustainability and Business is on its second cohort, with positive feedback from students. The programme is led by the School of Earth and Environment and includes a core Business School module and optional modules that enable students to develop their knowledge in relevant business topics and issues. The combination of Earth and Environment students with postgraduate Business School students has stimulated interesting in-class discussion and increased the diversity of views, often challenging the preconceptions held by our own students. A new MSc Environmental Water Consultancy, led by the School of Geography, will launch in 2016/17. This programme has been

designed reflecting the successful MSc Sustainability and Business and also includes a core Business School module and a choice of options.

2016 also sees the launch of the new MSc Ecological Economics, led again by the School of Earth and Environment. The programme includes a number of optional Business School modules to extend the students' economics understanding and discourse. A redesigned MSc Transport Economics, led by the Institute for Transport Studies, with contributions from the Business School, will also recruit from 2016.

#### *Mentoring and Personal Development*

Since the last SIP report, the Business School has continued to extend its [Nurturing Talent programme](#), with over 140 skilled professionals from varying industries now recruited to act as mentors to our students. The programme is designed to facilitate personal development, with mentors encouraged to share their skills, knowledge and experience to enhance our graduates' employability, confidence and commercial awareness.

The Management Division has also been piloting the [Leaders in Residence initiative](#) to facilitate discussion and engagement between business leaders and students in a series of sessions timetabled at a programme level to maximise student uptake. Leaders in Residence draws on the expertise of 80 chief executives, partners,



managing directors and entrepreneurs, many of whom are alumni, to share their 'war stories' and top tips, and are asked to be open, honest and challenging in their discussions with our students. Leaders interact with students through Conference Days which are held as part of compulsory core modules. Much of the activity centres on mini mentoring round table discussions which help the students improve their commercial awareness, understand leadership and management (and the differences) and support personal development. Topics that have emerged through the leaders' talks have touched upon the themes of ethical leadership, social impact and individual responsibility.

95% of students rated their overall satisfaction with Leaders activities High or Very High, with 92% stating they would attend more events even if they weren't compulsory.

#### *IDEA CETL Partnership*

The partnership between the Business School and the Inter-Disciplinary Ethics Applied Centre for Excellence in Teaching and Learning ([IDEA CETL](#)) remains core to our provision of specialist business ethics and ethical reasoning teaching. The partnership has continued to develop and we have established a Business Ethics Theme Team (BETT) sub group to meet more regularly than the main BETT. The sub group is currently reviewing business ethics integration across Business School programmes and exploring ways that the teaching and assessment of ethics could be further supported, e.g., through the development of an Ethical Reasoning Assurance of Learning rubric tailored to research, to better reflect the application of ethical reasoning and professional conduct in student research projects.

2015/16 has seen the launch of a new discovery module IDEA1000 Professional Ethics: Challenges and Crises that has received good uptake from Business School students. The module provides an introduction to professional ethics through an examination of current topics and offers an introduction to ethics suitable for level 1 undergraduate students. This year's topics were tax avoidance, big data, privacy and the media,

whistleblowing, and the responsibilities of business and the professions with regards to climate change. Guest lecturers included Visiting Professor Amanda Mellor, Group Secretary and Head of Corporate Governance for Marks and Spencer, Visiting Professor Mick Yates, Independent Consultant and expert on big data, and Ms Siara Hewitt, tax partner at Deloitte.

The box below provides an overview of IDEA CETL and further highlights of our partnership:



## Inter-Disciplinary Ethics Applied

A Centre for Excellence in Teaching and Learning

professionals, businesses and public bodies. Our activities seek to raise the profile of ethics, not just at the University of Leeds but throughout higher education and professional life.

The Inter-Disciplinary Ethics Applied Centre aims to help students, professionals and employees to identify, analyse and respond to the ethical issues they encounter in their disciplines and their working lives. We carry out teaching and research in applied ethics, and offer consultancy and training to

We work in close partnership with experts and practitioners from other fields, who are the people best-placed to identify the ethical dilemmas they face in their work. We work closely with colleagues in the Business School to support the development and delivery of its Ethics and Responsibility Thread which runs through all programmes of study. In our professional activities, it means drawing on the experience of the people and organisations we work with, using case studies to bring out issues that they recognise and can engage with, and providing opportunities for professionals to meet and discuss ethical issues.

Our applied research uses academic approaches to answer questions of relevance to industry and the professions. For example we have recently completed some research and published a report: [\*\*“Real Integrity: Practical Solutions for Organisations Seeking to Promote Integrity”\*\*](#) commissioned by the Institute for Chartered Accountants in England and Wales and we are currently working with the newly formed Banking Standards Board (BSB) on a piece of research into the role of professions and professional bodies in contributing to the promotion of ethical behaviour in the banking sector. *Leading Minds*, one of our research projects involves partners from the Business School contributing expertise in leadership and management, organisational psychology and economic wellbeing.

Our consultancy and training services can help individuals, organisations and professional bodies to meet the ethical challenges they face in the course of their working lives. Our approach recognises that while codes of conduct and corporate social responsibility policies offer guidance on how to behave, they cannot govern all situations and contingencies.

For example, we currently work in partnership with the Institute and Faculty of Actuaries (IFoA), the Chartered Institute of Bankers, the Intellectual Property Regulation Board (IPReg) and Institution for Engineering and Technology to develop and deliver professional ethics CPD (through various means, including online and face to face). With the Commonwealth Secretariat we are developing a code of ethics for the Government of St Vincent and the Grenadines. With the Centre for Innovation in Health Management (CIHM) we developed a guide and associated training package on Ethical Decision Making in the NHS.



**Reflection on 2014 objectives:**

- *Enable and encourage students to reflect upon and articulate their learning and development on the themes of responsibility, sustainability and ethics.*

The inclusion of ethical reasoning as clearly stated programme level objectives and threads has made the themes of responsibility, sustainability and ethics more visible across the Business School. The process of mapping and developing assurance of learning for the programme thread has also stimulated discussion and reflection between colleagues. Whilst we have taken a major step forwards towards this objective, there remains scope to further develop opportunities for students to engage in deeper reflection on the PRME themes and for them to actively apply their knowledge in this regard. With this in mind, we believe that it is necessary to retain this objective.

**Current objectives:**

- *Enable and encourage students to reflect upon and articulate their learning and development on the themes of responsibility, sustainability and ethics.*

**Principle 4 | Research: We will engage in conceptual and empirical research that advances our understanding about the role, dynamics and impact of corporations in the creation of sustainable social, environmental and economic value.**

**Update on activity since last Sharing Information on Progress (SIP) Report:**

*Research Quality*

In the period following our last SIP report the Business School's research has been assessed under the Research Excellence Framework (REF) 2014 and we have been ranked ninth in the UK for research power, measuring volume and quality of the research published during the REF period. This result is an important external indicator of the strength of the [research conducted by staff across the Business School](#) and its potential to contribute to our understanding of contemporary business challenges. Despite this strong result, we recognise the need to continue to develop further support and development structures to maintain our core value: *to produce and disseminate research of world-class quality, within the School and through international partnerships, which increases knowledge, skills, understanding and impact.*

*Mentoring and Research Support*

Delivering high quality research with the potential to address the social, environmental and economic challenges facing society is dependent upon researchers who are equipped with the appropriate skills base and knowledge to develop relevant insights and solutions – this requires investment in people. The Business School has introduced a new research mentoring scheme to support staff in their academic development and to foster high quality research outputs. The mentorship scheme identifies relevant mentors for all participating staff and focusses on the formulation of publication strategies, advice on targeting funding and discussion around career pathways. Post-doctoral support has also been strengthened, offering tailored sessions appropriate to early career researchers.

The Business School continues to support the Northern Advanced Research Training Initiative and the White Rose Social Science Doctoral Training Centre, to provide access to advanced training opportunities for staff and PhD students, stimulating academic skills development and sharing of expertise.

*Impact*

The Business School launched its new research blog in 2015. The blog has been designed to showcase research from across the Faculty and to provide a very public facing platform to engage with business, community and policy audiences. Readership has grown rapidly since launch and has featured posts on reducing food waste (Dr Gulbanu Kaptan and Dr Nicola Bown), corruption in post-conflict societies (Dr Nick Williams), perceptions of climate and weather risks (Dr Andrea Taylor, Prof. Wandi Bruine de Bruine, Prof. Suraje Dessai). The blog provides a means to communicate rapidly and directly with the public, promote dialogue and supports the aim of translating academic research to real world application. You can read our blog at:

<http://business.leeds.ac.uk/research-and-innovation/blog/>

We have continued our Impact and Engagement seminars (started in the previous SIP period) to share good practice and ideas for interacting and engaging with policy makers and outside groups. The seminars provide colleagues with the opportunity to discuss the impact process as a whole, encouraging a focus on stakeholder engagement early in the conceptualisation of research projects and study design, to address challenges of concern to business and community groups (see, for example: <http://business.leeds.ac.uk/about-us/article/research-with-impact-seminar-7/>). In addition, we have developed a complementary series of Ideas in Practice seminars, building on the Research with Impact series to engage external partners in discussion of current research themes across the Business School to help shape new research directions and encourage further dialogue between business, not-for-profit organisations, policy-makers and academics, that helps inform practitioners and our own research practice.

*Connecting Across the Business School*

Under the direction of our new Pro Dean for Research, Prof. Timothy Devinney and the Business School's Responsible Business Coordinator, Dr Matthew Davis, a new Corporate Social Responsibility (CSR) research group has been established. The group aims to connect researchers across the Business School, to identify project opportunities, increase the visibility of the topic both internally and externally, in addition to providing a structure to engage students in current research activities. It had become apparent that there were pockets of CSR related research being conducted all across the Business School, however, this often was not visible to those in other parts of the Faculty or from outside. The group aims to cut across disciplinary divisions to connect staff with shared interests, e.g., in Non Profit Organisations, environmental behaviour change, green innovation, modern slavery, and to create a community of practice that makes it easy for potential collaborators from outside the Business School to identify relevant staff and expertise.

*Multi-Disciplinary and Cross-Faculty Collaboration*

The Business School is part of a large research-intensive institution, offering the potential for a wide array of collaborations with colleagues across differing disciplines and access to international partnerships. Following the last SIP report, the University of Leeds has established eight cross-cutting research themes to bring individuals from across faculties together to tackle global challenges, discover synergies and increase impact. The themes support Business School staff to form new collaborations and to work with engineers, geographers, environmental scientists, and others, on shared problems. Themes include:

- Cities – focusing on the development of sustainable cities, resilient infrastructure, economic sustainability and social justice.
- Climate – addressing the impact of climate change on society and ecosystems.
- Energy – tackling the provision of clean, secure and affordable energy.
- Water – meeting the challenge of growing water consumption and changes in climate and rainfall.

The Business School actively participates in the above themes, in addition to continuing to encourage staff to develop collaborations organically with colleagues in areas of excellence in complementary parts of the University in order to address key social and environmental concerns. The success of these approaches are reflected in the number of cross-disciplinary and interdisciplinary projects currently underway, with a number of these directly relating to ethics, responsibility and sustainability.

Our collaborative approach has also led to joint appointments and closer working relationships to tackle social and environmental issues that cross disciplines (see box below) and reinforce student education collaboration (see Principle 3).



**Dr Andrea Taylor** - Postdoctoral Researcher, Centre for Decision Research, Leeds University Business School, Research Fellow, School for Earth and Environment, University of Leeds

Coming from a background in the psychology of judgement and decision making, Dr Andrea Taylor currently holds joint posts with Leeds University Business School and the School for Earth and Environment. Her research focusses on the perception and communication of risk and uncertainty related to climate and extreme weather, and the role of emotion and uncertainty in decisions about the environment, health, and personal finance. She co-leads Work Package 33 of FP7 EUPORIAS project, which works towards establishing recommendations for good practice in the communication of uncertainty in seasonal climate predictions, and has recently been involved in projects examining public perceptions of heatwave risk (ESRC), climate change risk perception amongst the UK public (Defra), and the effect of emotion on environmental decision making (Research Centre funding).

*International Collaboration*

The Business School has been active in pursuing further international collaborations to help address PRME related research topics since the last SIP report. The Worldwide Universities Network (WUN) has continued to offer an enabling structure to identify prospective international academic partners and provide starter funding to support initial interaction and research activities. A recent WUN project, involving Prof. Jeremy Clegg, Dr Hinrich Voss and Dr Matthew Davis from Leeds University Business School, together with partners from Maastricht University, The State University of Campinas and Zhejiang University, has been established to understand green and inclusive innovation across emerging markets.

The Business School is a partner in a number of European Union (EU) funded projects that relate to social, environmental and economic challenges. For example, the major five year project on Financialisation, Economy, Society and Sustainable Development (**FESSUD**), described in the previous SIP report, completes in November 2016 and has resulted in a number of high quality journal publications and books.

*Examples of Other Related Research Projects*

The Business School's research centres act as support and development structures for much of the intra-disciplinary research that is conducted within the Faculty. A number of relevant projects have been initiated or completed within the current SIP period. For example:

- Colleagues within the Global and Strategic Marketing Research Centre are working on developing sustainable green marketing strategies.
- Prof. Chee Wong and colleagues within the Centre for Operations and Supply Chain Research are working on Green Supply Chain Integration (work initially funded by the UK's Economic and Social Research Council). This has involved an EU International Incoming Fellowship to work on "Disrupt" quantitative modelling of sustainable supply chains under major disruption. The project has yielded a number of high quality research publications, as well as ongoing engagement activities.
- Dr Des Leach and Dr Omar Al-Tabbaa (Socio-Technical Centre) are currently investigating the capabilities that enable Non-Government Organisations (NGOs) to collaborate proactively with businesses. In recent years, the environment in which NGOs operate has become increasingly challenging (e.g., funding uncertainty). Proactively seeking support from businesses is a relatively new approach regarding NGO income generation or sustainability. The research has involved NGOs that possess a proactive orientation towards collaborating with businesses and has identified a range of capabilities associated with exploring (e.g., attracting potential business partners) and managing collaborations, and also how such capabilities develop over time.

## Volunteer Participation and Engagement in Crowdsourcing Projects



Zooniverse is a three year research project funded by the EPSRC and NEMODE in the UK, bringing together a team of researchers from the Universities of Leeds, Portsmouth, Oxford, and Manchester. The VOLCROWE project aims to develop a greater understanding of volunteer participation and engagement in crowdsourcing projects.

Building upon and challenging the existing literature on the economics of altruism, the project is developing new models of digital volunteering that will challenge a range of commonly held assumptions, in particular relating to the impact and sources of social capital formation and the role of religiosity in determining intensity of engagement.

The validity of these models is being tested through detailed quantitative and qualitative analysis of participation data derived directly from the 'Zooniverse', a well-known group of highly successful crowdsourcing initiatives based at Oxford University such as 'Galaxy Zoo' and 'Ancient Lives' where volunteering takes place entirely online within a virtual community.

The project team, with the Leeds component led by Dr Gary Graham, will also be exploring the capabilities of the Zooniverse management team to explain how they achieve competitive advantage and asset accumulation, as well as the potential for transferability to crowdsourcing in the commercial sector.

### Reflection on 2014 objectives:

- *Audit of relevant research in order to better capture our impact in environmental and social sustainability.*

The two years following our last SIP report has seen changes to the Research Office and research committee structures within the Business School and new support processes established. Whilst this has delivered benefits, the previously anticipated audit of research relating to environmental and social sustainability has not yet been conducted. The introduction of the CSR research group and the additional research office support should enable the Business School to capture, publicise and report the research relating to PRME in an ongoing form in the future.

### Current objectives:

- *Capture existing research activity relating to ethics, responsibility and sustainability and set-up a process to record and publicise these in an ongoing manner.*

**Principle 5 | Partnership: We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.**

#### **Update on activity since last Sharing Information on Progress (SIP) Report:**

Following our last SIP report, the School has made significant investments in new capacities to advance external engagement and impact. Key roles include a new Deputy Dean role which places specific focus on engagement, a new director for Executive Education role and two Research and Impact and Engagement Managers. Professor Cathy Cassell (Deputy Dean) and Terry Kendrick (Director of Executive Education) lead on the development of the structures and strategies required to engage with a broad range of local, national and international organisations and the delivery of executive education programmes, flagship events and external engagement plans

#### *Executive Education*

The expansion of the [Business School's executive education](#) offering remains a key focus for us and has received ongoing investment. This has led to activity across the Business School in developing new open executive programmes and customised executive programmes, drawing upon our research strengths and translating knowledge into practical educational tools. Our new offerings have been designed following stakeholder engagement and the customised executive programmes permit the tailoring of courses to address our partners' specific challenges and needs. Our Executive MBA continues to attract a broad range of students from across public and private sector organisations, helping to keep teaching staff engaged with the practical problems and issues our students face in their day-to-day roles.



We reported on the success of the Goldman Sachs 10,000 Small Businesses Programme in our last SIP and we continue to support this national programme. The programme not only helps to provide skills, knowledge and support for participating organisations looking to grow their businesses, but it also creates an important peer network. In addition to this programme, the Business School supports small businesses in a range of ways, including training, mentoring, and research partnerships. The impact of these activities, led by colleagues in the Executive Education team, Centre for Entrepreneurship and

Enterprise Studies and colleagues elsewhere in the Business School, on small, medium and social enterprises has been recognised through the gaining of the gold standard Small Business Charter award in June 2014. The award recognises the efforts that the Business School has made in supporting local enterprise in the region. We are one of only four institutions in the UK to hold a gold award. These activities all contribute to the ongoing engagement and interaction that we have with our local businesses, helping us to understand the issues that they face.

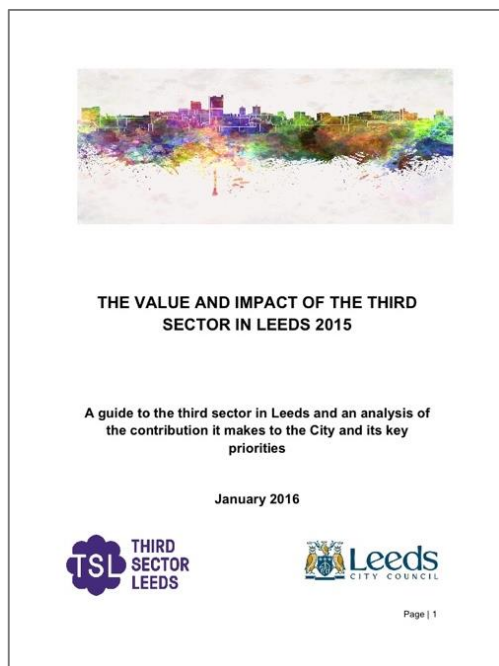
#### *Corporate Wisdom, Networking and Masterclasses*

We recognise the need to build long-term partnerships and relationships with a range of organisations to better understand how we can help the business community to meet the specific challenges that social and

environmental responsibilities may pose. Key to this relationship building is establishing ongoing interaction and engagement, sharing of knowledge and an exchange of ideas. Since our last SIP report, we have established a new '[Corporate Wisdom](#)' event series to bring key business leaders from across the world into the Business School to provide insights and stimulate discussion on contemporary business issues. This event series successfully draws professionals, staff and students together and encourages the exchange of ideas and debate. The University of Leeds 'On Your Marks' networking series brings business and academics together to discuss key topical themes through lectures and development events, topics have included sustainability and innovation. This interaction is supported by our ongoing FT Masterclass series, Net IMPACT events, Leaders in Residence sessions, one-off research seminars and skills based workshops (see also Principle 6). An aim of the newly created CSR Research Group is to build further engagement with the corporate community regarding CSR practice and challenges, in particular facilitating early feedback and input to research studies and impact activities (see also Principles 1 and 4).

### *Third Sector Engagement*

The Business School recognises the unique role that the third sector (from small community groups and cooperatives to large charities) can play in addressing social and environmental challenges facing society and a range of Business School researchers have interests that connect with the not-for-profit sector both locally and internationally.



Prof. Timothy Devinney and Dr Jo Cutter have been leading activities to build more strategic and sustainable collaborations between the third sector and the Business School working, with, for example, Voluntary Action Leeds (VAL, the Council for Voluntary Services in the city) to better understand the state and nature of the third sector in Leeds. VAL and other City partners produced the first State of the Sector report, launched in October 2015. The report was developed over an 18 month period between key sector partners and with support from a University of Leeds student intern. The 2015 report contains the following: Facts about the Third Sector in Leeds; How the Third Sector operates; Contribution to Strategic Priorities; Pressures and Opportunities; Key Documents and Policies; Compact for Leeds Charter; Leeds Third Sector Ambition Statement; Leeds Charter for Social Value. The data underpinning the report was gathered from a range of sources including VAL's own database and survey of 1,900 organisations (Connect Leeds), along with publically available data from sources such as the Charities Commission, Leeds City Council, NCVO and Cabinet Office data, as well as information available through the Leeds Institute for Data Analytics (LIDA).

The Business School aims to further develop the data collection and assessment methodology so that it can be improved and may be rolled out to other cities and to help inform planning activities and support for the third sector. The development of an ongoing collaboration to map and report on the local third sector is designed to both produce a useful output for sector partners, but also stimulate further interest and engagement opportunities between third sector organisations and colleagues within the Business School to enhance research and teaching activities, including the extension of staff and student volunteering and opportunities for student placement and projects on themes relating to social, environmental and economic sustainability.

**Reflection on 2014 objectives:**

- *Significantly expand our contribution to the regional and national economy through our partnerships with corporate and community organisations, particularly with regard to playing a leading role in developing the role and responsibilities of UK Business Schools in economic and social regeneration and growth.*

Reflecting on the past two years, it is clear that the Business School has continued to develop and maintain partnerships with local organisations and major corporates. Our work with small enterprises has been recognised and we are developing new relationships with the third sector. Our Executive Education offering has been revised, we have new programmes that reflect our research strengths and have established dialogue with a range of corporates regarding the challenges they face. It is difficult to assess the net effect of our activities on the regional and national economy, however, engagement with business remains high.

**Current objectives:**

- *Increase the range of organisations that we engage with and facilitate discussion regarding social and environmental challenges.*

**Principle 6 | Dialogue: We will 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.**

**Update on activity since last Sharing Information on Progress (SIP) Report:**

Our work to promote dialogue is closely linked with the activities that we run to build partnership and interaction with business, public bodies and the third sector (see Principle 5). Many of the activities outlined previously contribute to promoting free-flowing dialogue between these groups and members of the Business School. Our students have an important role to play in helping us to communicate with a wider audience and there are a number of initiatives that we support that aid us to further strengthen our community engagement and dialogue.

*Volunteering and Internships*

The University of Leeds has a long tradition of supporting local charity and community groups and encouraging students to make a positive contribution to society. The Business School actively supports this tradition and sees this as a central aspect of PRME implementation. Over the current SIP period we have vigorously promoted the University of Leeds' volunteering offerings, including the Volunteering Hub which enables students to search a database of hundreds of quality assured volunteering opportunities in the third sector across Leeds and student volunteering week. We are fortunate to have access to such well-established and well-resourced volunteering support services.

The Business School also supports [Students into Schools](#), a programme that places students with local primary and secondary schools across West Yorkshire. The scheme is designed to aid our students' skills development whilst raising school children's aspirations and development. Our students also have access to the Leeds for Life Foundation where students can apply for funding to take part in UK or overseas projects. We encourage students to reflect upon the role that co-curricular activities may play in supporting personal and professional development through structured personal tutorials and events.

The Business School also funds two paid Corporate Social Responsibility internships to raise awareness of this topic amongst their fellow students. This year's CSR interns have been actively promoting and supporting student events, including Net IMPACT sessions, and have organised their own Good Business Fair and speaker event (including corporate, social enterprise and academic speakers). The interns have also been instrumental in supporting the Business School's work towards the Green Impact programme, in addition to supporting the preparation of this SIP report.

The Business School also encourages staff to consider volunteering in the local community and promotes University of Leeds staff volunteering schemes. For example, 2015 saw the development of a Community Mentoring Programme which is jointly managed between the University's Sustainability Strategy team and Staff Development Unit. Business School staff are volunteering as community mentors supporting local organisations to build their own capacity and improve connectivity to resources at the University to help build community resilience.

The Business Confucius Institute at the University of Leeds (BCIUL) has a very active volunteering programme to support cultural exchange and community engagement:



BCIUL works with a number of non-University partners including the Big Bookend, Impression Gallery (Bradford), Leeds City Council, Leeds Museum, primary and secondary schools, as well as with business and governmental organisations, such as UK Trade and Investment, China-Britain Business Council, DLA Piper, Eversheds, Gateley, Addleshaw Goddard and China Daily, to organise cultural and language activities.

The aim of the cultural and language activities is to introduce the general public to China and foster cross-cultural understanding between the UK and China. Both activities are hands-on and include an element of cultural co-creation. That is, British participants engage and (re-)produce Chinese culture through the making of Chinese food or paper cutting, the development of a Chinese play. As part of the Culture Month 2016, the BCIUL organised a KongFu show at Leeds Town Hall. We specifically invited fosters families to the event. A foster family with an autistic child wrote a very touching letter of thanks afterwards stating how valuable and engaging the show was for their son.



*2015 BCIUL volunteers after their thank you event*

BCIUL events and activities are driven by a small army of passionate student volunteers. In 2015 over 100 volunteers were engaged to support our month long events - during that period we worked closely with the International Students office, and students (especially Chinese students) felt proud to be the cultural ambassador for the University of Leeds.

As part of BCIUL's recent culture month, we were involved in 'From shore to shore' project, which is a Chinese theatre play that tells a story about Chinese immigrants within the Yorkshire region. People from all background have been interviewed (second generation Chinese, dual culture background Chinese, students, first generation immigrants, etc.). This project really brought communities closer, and we contributed tremendously in raising the portfolio of the Chinese community as well as supporting Leeds to be the European capital of culture for 2023! As a result, the production company is now applying through the Arts Council for this play to be toured in the UK for Spring 2017.



*BCIUL multicultural fashion show for 'Celebrating Women Leeds' 2016 event at Leeds Town Hall.*

Find out more about BCIUL and their volunteering activities at:

<http://lubswww.leeds.ac.uk/confucius/volunteering/>

### Student Led Groups and Events

Our students continue to lead a number of groups and societies on campus that help them both to apply their skills and experience to the local community, as well as engaging with local groups and corporations and raising environmental, social and ethical issues amongst the wider student community. The Business School hosts the University of Leeds Net Impact chapter. The group has recently been reinvigorated and the students are being actively supported by Leah Bennett (Executive Careers Consultant). A series of events have been run over the 2015/16 academic year and have included a range of corporate and third sector speakers. A recent event focussed on the impact of flooding on SMEs.

[Enactus Leeds](#), supported by Centre for Entrepreneurship and Enterprise Studies, has enjoyed great success this year. The society engages in a range of social and environmental projects and causes. The Leeds team have been successful in reaching the Enactus World Cup 2016, a fantastic achievement. The society provides Business School students an opportunity to apply their knowledge and skills in the local community through Consulting You (CY). CY focuses on impacting local business owners. Students provide a free consulting service using knowledge, experience and skills gained during their degree programmes to help clients achieve their maximum potential. Students are split into groups of four or five based on their different skills, with the aim to have a variety of knowledge and expertise in each group. CY offers real world experience for our students and engages them with local businesses and community groups. In 2015/16 there have been 28 Consulting You members and five local small business owners have been directly helped so far. See the box below for two case studies from recent Consulting You projects:

2015/16: **Slip's Deli**, The team have secured a relationship between the deli and the vegetarian/vegan society as the owner prides herself on catering for them and would like to emphasise this further. They have also run a twitter workshop, and offered advice on other social media platforms as well as organising a catering opportunity worth £120 for the deli with the Business School society.



2014/2015: Our services have enabled Richard from Café Lento to implement many energy saving techniques, **causing a reduction in his energy bill by £403 per year, an annual saving of 13.4%.** This reduction will save just over 3 tonnes of carbon dioxide, the equivalent of a return flight from London to Sydney. We have empowered Richard to reach his goals of attracting more students and increasing average spend in the café. His online presence has

strengthened, leading to a 112% increase in Instagram followers and customers spends have increased by 7.7%. Richard's business knowledge and confidence has also significantly improved, leading to an enhanced culture within the business - directly improving his and his 5 employees' livelihood.

*"They work really professionally, they're a good bunch of people and they've always been on time, which is great in my book, and I think I've learnt a lot by working with them. So I'd like to express a big thank you to the Enactus team, I think it's a great thing you do. So thanks again"* Richard, Café Lento.



*Contribution to the PRME Community*

The Business School remains a firm supporter of the UK chapter of PRME and will actively participate and promote the chapter in the coming SIP period. The Business School has engaged with CEEMAN events to learn from others' experience of developing world class responsible management programmes. Eva Murphy (Executive Education) participated in CEEMAN's programme management seminar in Bled in April 2016, an event attended by an international group of experienced educators, to share ideas and best practice regarding the design of contemporary business programmes.



*Group photo from CEEMAN's programme management seminar in Bled, April 2016*

*Widening Participation*

The Business School participates in a range of outreach activities, both independently and in coordination with the University of Leeds central Educational Engagement team, via the Social Sciences Cluster. This work has several aims, including attracting the best and brightest students by demonstrating what we have to offer; enabling wider participation of students from different backgrounds by raising their aspirations; and helping young people develop their academic skills ahead of their potential transition to Higher Education.

We recognise the role that educational outreach activities can play in engaging local communities and in promoting knowledge exchange and dialogue with groups that may traditionally be harder for universities to reach. Our activities take place both on and off campus, to broaden participation. The Business School employs an Education Outreach Fellow, generally a PhD student, and a team of undergraduate Admissions Interns to travel to schools and deliver sessions on business topics, as well as presentations on what it is like to study business at university.

On campus activity is based around Year 9 and Year 12 students at key decision-making stages in their education, such as the Discover Business day in March which gives Year 9 pupils a taste of several different aspects of business, or the Focus on Business day which does the same for Year 12s.

In 2016, the Social Sciences Cluster has joined with the Arts Cluster to hold a Festival of Arts and Humanities throughout the month of June. We will be engaged in activities such as the Year 12 Conference, when academic staff present their research to their young audience, and sessions on decision-making and employee satisfaction run on campus and in schools. Such events provide an opportunity to engage young people in contemporary business issues and topics and to raise their aspirations as to what business can achieve. The box below describes 'Solutions for the Planet', a competition that we have been involved in hosting for a number of years that helps engage school children in thinking about sustainability:

### Solutions for the Planet Regional Semi Final

The Business School once again held one of the regional semi-finals for the Solutions for the Planet Big Ideas competition in May 2015. This is a competition where school pupils work in teams to come up with a “Big Idea” which will improve business, society or the environment.

Four schools from across the region attended the event. In total there were 12 teams, comprising 42 young people (aged 13 and 14), who presented their ideas at the Business School. Teams had ten minutes each to communicate their Big Idea and take questions from the judging panel. The pupils were taken on a campus tour by Business School Student Ambassadors following the presentations. This was the first time many of them had visited a university campus and they enjoyed the experience, welcoming the opportunity to find out what life as a university student is like.

Marianne Savoury from the Professional Development Hub volunteered to be on the judging panel, along with staff from Solutions for the Planet and representatives of Balfour Beatty Utility Solutions, the Institute of Gas Engineers and Managers and Northern Gas Networks. The teams’ ideas and business plans were judged on Solutions for the Planet’s criteria that they must be ABC- “Achievable, have clear Benefits and be Clever.”

The winning idea, called ThermALL was presented by a team from Roundhay School. Their idea was for an interior paint containing aluminium particles that reflects heat back into the rooms of your house: saving money on fuel bills and safeguarding the planet’s non-renewable resources. The top two teams from each regional semi-final presented their ideas at the Palace of Westminster in the prestigious national final of the competition.



2014 Leeds Semi Finalists

### Reflection on 2014 objectives:

- *Work on further dissemination of activities undertaken at Leeds, for example, via the Business Ethics, Business Schools and World of Work conference in Spring 2014.*

We have disseminated our activities both internally and externally, with colleagues attending a range of international conferences and events, e.g., Academy of Management Annual Meeting, CEEMAN’s programme management seminar.

### Current objectives:

- *Develop further opportunities for students and staff to engage with the local community, to discuss and debate social, environmental and ethical issues.*