

# UN PRME: SHARING INFORMATION ON PROGRESS REPORT August 2018

**PRME**

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

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A person with dark hair in a bun is sitting at a desk, writing on a piece of paper. They are illuminated by a desk lamp. Behind them is a large, multi-paned Gothic window with intricate tracery. The scene is bathed in a cool, blue light, suggesting dusk or dawn. The overall mood is quiet and contemplative.

# Part I: Commitment & Reflection

## Letter of Commitment

As Executive Dean of Leeds University Business School, it gives me great pleasure to reaffirm our commitment to the six Principles for Responsible Management Education (PRME) and to present our latest Sharing Information on Progress (SIP) report.

Our School joined the global PRME network in January 2010 and the relevance of PRME to our School's mission has only grown during this time. I am proud of the enthusiasm, engagement and innovation that my colleagues have shown towards the development of responsible management education and practice over these eight years. We have taken the opportunity to highlight some of these key developments and achievements within this report.

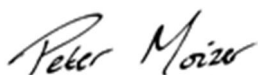


Leeds University Business School has continued to grow in size since our last SIP. We now have over 4000 students studying with us, all of whom benefit from our commitment to PRME, an ethical reasoning thread across taught programmes, exposure to our Faculty's research and the opportunity to engage with students and colleagues across our diverse university who are passionate about tackling the big social and environmental challenges facing the world.

Whilst we have grown in size, I am pleased to report that we have maintained our focus on quality of teaching and outcomes for our students. We continue to be highly ranked both in terms of satisfaction by our students (our programmes are all ranked within the top four of the latest UK National Student Survey), but also by independent comparisons. For example, our MBA is in the top 100 of the Financial Times 2018 Global MBA Rankings and our MSc International Business programme has been rated number one in the UK for the fifth year running and third in the world in the Financial Times Masters in Management Rankings 2017. We also continue to hold accreditations with AACSB, AMBA and EQUIS, making us one of the only 1% of business schools globally to hold 'triple accreditation', a major mark of the quality of our education programmes. In a further sign of confidence in the quality of our teaching and systems, we attained the maximum five-year reaccreditation with AMBA in February 2018.

Whilst we have achieved many successes since becoming signatories to PRME in 2010, we understand the need to continue to develop our processes to engage our staff and students in responsible management. In recognition that there is always the potential to improve, we have reflected honestly on how we have performed against the goals we set ourselves in 2016 and challenge ourselves to go further.

We continue to believe in the power of the PRME initiative and encourage our colleagues at other academic institutions to adopt and implement the Principles for Responsible Management Education.

A handwritten signature in black ink, reading "Peter Moizer".

Professor Peter Moizer  
Executive Dean, Leeds University Business School  
World Ranked – Triple Accredited – Award Winning

# Reflection

I am delighted to be able to share our latest SIP report with you. The preparation of this report has been an education in itself as colleagues have shared details about the diverse and challenging activities they have been using to engage students with the difficult issues that responsible management poses.

I have also found it fascinating to see the breadth of research that is being undertaken both within the Business School and across the wider university. The perceptions of climate change, ethical consumerism, sustainable supply chain management, corporate governance, green marketing, employee pro-environmental behaviour, modern slavery, and environmental accounting, are just some of the topics that Business School colleagues have been addressing.

As a Russell Group university, research is core to our activities, both in addressing challenges such as how to achieve responsible management, but also in underpinning our education and engagement activities. It is clear that our students care deeply about the same injustices, environmental problems and development dilemmas that drove the development of PRME. Since our last SIP we have continued to see Business School students engage in a wide range of extracurricular and cocurricular activities relating to ethics, sustainability and CSR. Furthermore, they have chosen to study optional modules, pursue discovery themes and undertake research projects relating to these topics, going beyond our compulsory provision.

Staff in the Business School have continued to build collaborations with business, third sector, policy and public stakeholders. The results of this are evident in research projects, impact outputs and volunteering activities. The University's support through the new Positive Impact Partners scheme and wider sustainability initiatives have helped to foster these interactions.

Looking forwards, our challenges remain increasing the visibility of PRME, and more importantly the environmental, social and ethical issues that the SDGs address. It is difficult in a large business school to keep track of all of the teaching touch points and research projects that relate to ethics and CSR, we need to find new ways of publicising and tracking these. We have the opportunity to use our Net IMPACT chapter and the Positive Impact Partners initiative to engage staff and students, and to continue to develop new partnerships and build dialogue with stakeholders.

I thank all of my colleagues who have taken the time to send me information for this report, I apologise for not being able to cover everything in the depth that it deserves.

I hope that you enjoy reading about our approach to embedding the PRME principles within our School and we welcome any suggestions that you may have as to how we could further improve.

Dr Matthew Davis  
Business School Director of CSR





# Part II: Progress on Principles



# 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.*

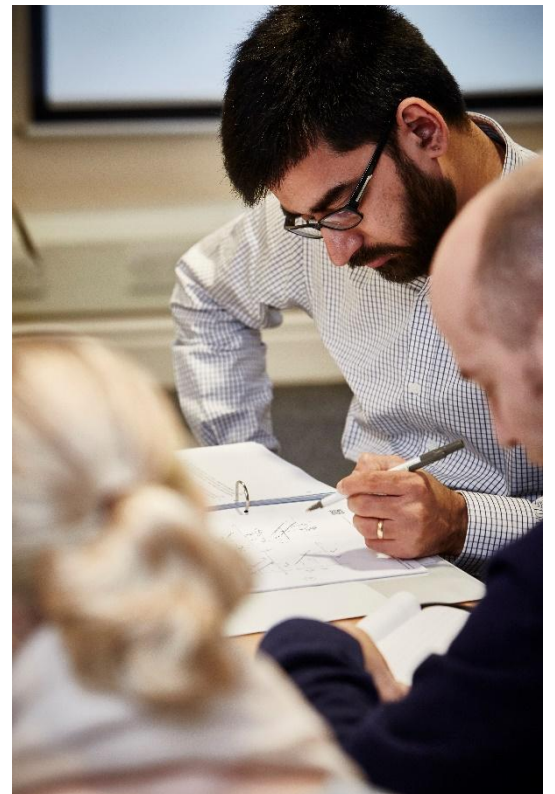
Within the Business School, our education and engagement activities are designed to develop the capabilities of students to be globally responsible citizens. We have integrated a range of curricular and extra-curricular opportunities for students to encounter key issues relating to responsible management and to develop the abstract and practical skills necessary to tackle these. We have also invested in supporting roles and structures, developed partnerships and utilized the expertise and opportunities in the wider University of Leeds to help towards this purpose.

## *Supporting Roles and Structures*

The Business School has made a series of investments to support the leadership of CSR activities within the School and student engagement on this topic. The role of Business School CSR Director has been created, to bring together the many teaching and student led activities within the school, in addition to linking colleagues within the Business School and across the University.

We also continue to fund two paid Corporate Social Responsibility internships each year. The interns work to raise awareness of this topic amongst their fellow students, undertake activities such as energy audits and organise charity or careers events. Previously these roles have centred on sustainability activities and support for Green Impact (see Principle 2). Going forwards they will be targeted at the organization of extracurricular events and Net Impact leadership (see Principle 6).

The Business School's Corporate Social Responsibility (CSR) research group is now well established. The group was formed 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. Over the past year the group has held research focussed seminars, with contributions from colleagues within the University of Leeds, in addition to speakers from the University of Western Australia, Cass Business School and London Business School. Virtual seminars have also been held in collaboration with colleagues from the University of Western Australia and Copenhagen Business School (see Principle 6).



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### *Ethical Awareness, CSR and Sustainability Across Our Teaching*

An ethical reasoning thread runs across each of the Business School's taught programmes (see Principle 3), making ethical issues and approaches explicit within the syllabus. In addition to these threads, planned at the programme level, colleagues also organically integrate ethical, CSR and sustainability issues, examples and case studies within their teaching. Whilst preparing our previous SIP, it became clear that there was a fantastic amount of coverage of PRME related issues and skills across the Business School, but that much of this was hidden to those not involved in specific modules or programmes.

To address this we conducted an audit of ethical, CSR and sustainability coverage across our portfolio to understand better how this is implemented, identify good practice and bring more nuance to our understanding of how these topics manifest across disciplines. The Business School has a large number of modules (125 modules identified in our recent audit) that touch upon either business ethics, CSR, professional conduct or research ethics (see *Table 1* below). The majority of modules frame this with regards discipline specific examples, problems, case studies or skills e.g., regarding accounting malpractice, sustainable supply chains or codes of conduct. We are taking this process a step further by conducting a more in depth audit across modules during the 2017/18 academic cycle, requesting colleagues to provide more in depth reflection on how the engage students in ethical issues, examples of pedagogic approaches employed, challenges and successes.

Division:	Modules with Ethical component	Business or Discipline Specific Ethics Component	Research Ethics Component
Accounting & Finance	13	11	2
Economics	13	13	0
International Business	14	11	3
Management	53	44	9
Marketing	16	12	4
Work & Employment Relations	16	13	3
<b>Grand Total</b>	<b>125</b>	<b>104</b>	<b>21</b>

*Table 1: Audit of Business School modules run during 2015/16 academic cycle*

### *Engaging with the SDGs*

The UN Sustainable Development Goals (SDGs) identify key challenges facing society and demand action from business, government and other stakeholders. The SDGs explicitly capture the issues that students can expect to be faced with as responsible managers and the goals that corporations will be judged against. The University of Leeds has started to consider its relationship to the SDGs and how they relate to its operations, research and educational mission. The University has extended its sustainability strategy to 2050 and has integrated the SDGs in considering what a sustainable university should look like in 2050 (see *Box 1*). The Business School has not yet attempted to map its teaching or research activities against the SDGs, however, we can learn from the approach adopted

by our colleagues in the Sustainability Service. The SDGs provide a powerful framework to capture staff and student attention and to illustrate the areas where we can make a difference.

### Partnerships

Partnerships are important in delivering our purpose to develop the capabilities of students to be globally responsible citizens. We promote education and research opportunities relating to social, environmental and ethical issues, connect students with volunteering and co-curricular activities on offer within the University e.g., ENACTUS, Net IMPACT, Volunteering at Leeds (see Principles 4 and 6).

We continue to make the most of the range of expertise available across the University of Leeds relating to ethics, CSR and sustainability. We have continued to develop closer research and student education relationships with the School of Earth and Environment, School of Geography, School of Design, Faculty of Engineering and others (see Principles 3 and 4 for examples of some current collaborations).

Collaborative programmes and the opportunity to undertake discovery modules (electives) within other disciplines across the University provides Business School students with interaction with students from diverse backgrounds. Such interactions have the potential to stimulate greater knowledge exchange and depth of understanding regarding environmental, social and ethical issues.



The Business Ethics Theme Team (BETT) and corresponding partnership with the University's Inter-Disciplinary Ethics Applied Centre for Excellence in Teaching and Learning (IDEA CETL) has been core to championing ethics teaching within the Business School for many years (see Principle 3). 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 who provide



specialist ethics inputs and expertise across Business School programmes. The number of inputs by IDEA CETL across the Business School's teaching portfolio has continued to increase, resulting in greater complexity. A revision to the structure of the partnership is being introduced to enable the BETT to focus on the strategic development of business ethics teaching, with additional groups introduced to connect IDEA CETL directly with members of staff in each of the Business School's Divisions. This change is designed to promote greater engagement with Business School staff and tailor the teaching ethics delivery to the different disciplines.

### Reflection on 2016 Objective:

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

The introduction of the Director of CSR role and the continuation of the CSR internships have helped to provide leadership and resource to aid the implementation of PRME Principles. The CSR research group has helped to connect research within the Business School and more widely in the University of Leeds. The changes to the BETT structure are designed to encourage more engagement within the Business School's Divisions with Business Ethics and to support the delivery of teaching. The auditing of ethics, CSR and sustainability across modules is helping to identify how we are engaging students and, going forward, can be used to better identify good practice and coordinate activities. The SDGs provide an opportunity to draw together the diverse activities, research interests and topics that relate to PRME across the Business School. We will aim to publicise the SDGs across the Business School and to encourage staff to identify where their research and teaching relates to specific SDGs.

### Current objective:

*Raise awareness of the SDGs amongst staff and students, explicitly identify links to the SDGs within teaching and research activities.*



UN Figure 2: UN Sustainable Developments Goals.

Source: <https://en.unesco.org/sdgs>

## 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.*

### *Business School Mission*

The Business School's mission is: ***“to make an exceptional impact on business and society globally through leadership in research and teaching”***. This mission is communicated to all staff and students, explicitly demonstrating our commitment to the values of global social responsibility. We pursue this mission through our student education and research values, these guide our approach to each of these activities:

#### 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.*

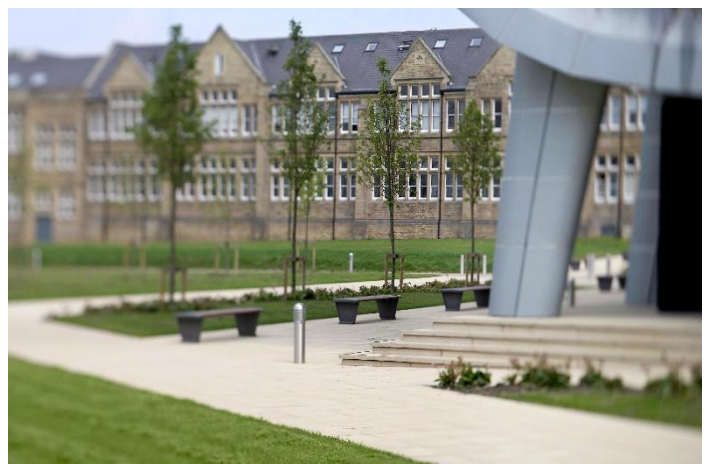
#### Research

- To produce and disseminate research of world-class quality, within the School and through international partnerships, which increases knowledge, skills, understanding and impact.*

### *University of Leeds Values*

The Business School is part of a large and diverse, research intensive institution. The University of Leeds has a clear set of values that underpin its pursuit of academic excellence (see *Box 2* below), providing a positive and supportive environment for Business School staff and students. The University also has a long history of championing social and environmental issues, with world-class expertise across its Faculties working on solutions for, and debate around, such issues.

The University's ethos is evident in its longstanding support of the Fairtrade initiative and ethical treatment of suppliers. The University has been proud to be a Fairtrade university since 2005 and alongside Leeds University Union, stock Fairtrade foods in all shops and food outlets on campus. The University's Sustainability and Catering Services also work hard to raise awareness of Fairtrade, in addition to championing local produce.



## Box 2: University of Leeds Values

**Academic excellence:** increasing knowledge, respecting academic freedom, encouraging critical independence, promoting creativity and new approaches to research and innovation within an ethical framework.



**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.

University strategy and wider approach to implementing its core values and responsibilities:

[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 on Campus

We are lucky to have an innovative Sustainability Service at the University of Leeds, which also enjoys high-level support within the University. The Sustainability Team have been instrumental in developing collaborative networks to help support staff and students engage in sustainable action, this has particularly benefited aspects of our purchasing, estates and volunteering.

The Sustainability Team organize events and activities across campus to raise environmental awareness and spur changes in behaviour. They more than doubled the number of people attending sustainability events between 2015/16 and 2016/17 to 7,402. We reported on the implementation of ISO14001 across campus in our last SIP, the University has maintained this accreditation in the following two years. ISO14001 is reflective of the robust environmental management systems and processes that have been developed and which shape practices within the Business School. Staff from the Business School also engage with colleagues from elsewhere in the University to help improve processes and reduce the environmental impact of our activities (see Box 3).

## Box 3: Taking Action on Business Travel



Dr Vedran Lesic (Management Division) is contributing to the University's Business Travel Working Group. The working group has been established to bring together staff at all levels from across the University to examine how business travel can be managed more effectively. There is an emphasis on exploring alternatives to physical travel via the use of technology (e.g. video conferencing, skype, other online platforms) and opportunities to improve access to existing facilities. Conference travel and research trips are a significant part of the Business School's environmental impact and so is of particular interest to us. Dr Lesic is advising on the introduction and evaluation of behavioural interventions, drawing upon his own PhD work which examined consumer decision making and energy use.



The Sustainability Service provide training and information to staff concerning sustainability skills and how to integrate sustainability issues into teaching. They also recognize outstanding research by students, introducing a Sustainability Dissertation Award in 2017, open to students across the University. A new “Living Labs” programme was launched in 2017, providing the opportunity for researchers within the University to experiment and pilot sustainability related projects on campus, bringing professional services and groups of academics together, and providing seedcorn funding and match funding for interdisciplinary projects. The programme is already proving popular with Business School academics and joint projects are being established, for example, with some early research involving energy use in buildings.

We reported previously on the Green Impact competition that the Sustainability Service support, this has continued to focus attention within Schools and Services across the University on how they can reduce their environmental impact. We set ourselves a challenge in our last SIP to reach Silver status, we report on how we have fared in *Box 5* below.

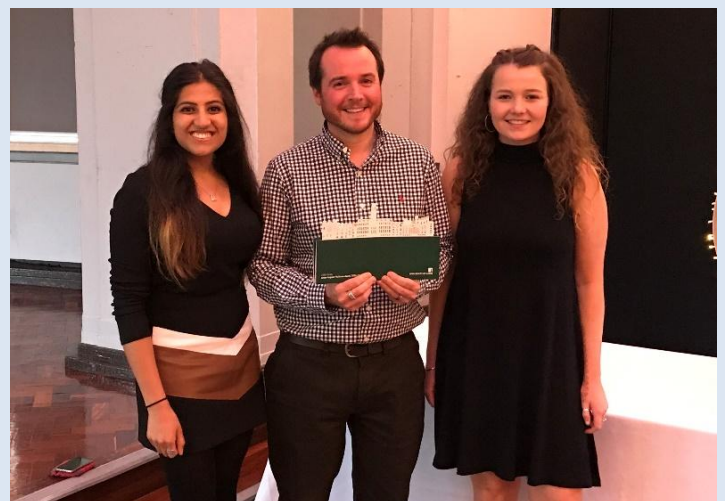
#### **Box 5: Green Impact Award**

The Business School was one of only three University of Leeds teams to win a platinum award in Green Impact in 2016/17. Green Impact is a national environmental accreditation scheme designed to bring together staff and students to work towards creating more sustainable workplaces and campuses. This is a fantastic result for the School, demonstrating the gains that have been made over the past five years in embedding sustainability across our operations. Furthermore, this is a substantial improvement on the bronze result we achieved in 2014/15 and silver result in 2015/16.

Green Impact involved 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 also pushed the team to invest time and energy in communicating sustainability activities to students and engaging both students and faculty in sustainability events.

A great deal of credit for the success of the Business School team in Green Impact rests with Tamsin Barrow (Business School Facilities Manager) for her efforts in helping to make sustainability a part of what we do, particularly in relation to our facilities. Megan and Medhavi, our 2016/17 CSR interns, played a key role in driving progress in completing the Green Impact workbook and pushing us all to go for platinum.

The achievement of platinum status reflects the support of Business School staff for the many environmental policies that we have in place, in addition to all the one-off and personal actions that people frequently undertake to reduce their environmental impact at work. This practically reflects our commitment to PRME and the focus that we have on ethics, responsibility and sustainability across our curricular.



*Medhavi Golash, Dr Matthew Davis & Megan Ward at the University of Leeds Sustainability Awards*

### Reflection on 2016 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.*

We have continued to promote PRME amongst the academic staff and to our students. We have committed to raising awareness of the SDGs as part of our objectives for Principle 1, and see this as a vehicle for driving greater recognition regarding the aims of PRME.

We achieved Platinum Level status in Green Impact, exceeding our objective and expectations. This process has demonstrated to us where our efforts regarding sustainability need to be focused, predominantly in further engaging staff to consider the environmental impact of their individual actions and providing support to mitigate or shift these behaviours. To support such behavioural change and to align with our values, we will support additional engagement and awareness building activities regarding the environment, aimed at our staff and students.

### Current objectives:

*Raise awareness and engagement regarding the environmental impact of work related behaviours and activities amongst staff and students in the Business School.*

## Principle 3: Method



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

We have continued to work hard over the past two years to ensure that ethics, responsibility and sustainability are embedded across our curricular. Our ambition is to encourage students to become aware of key ethical and sustainability challenges facing contemporary businesses and to develop students' own ethical awareness regarding appropriate professional and research conduct.

### *Ethical Reasoning and Assurance of Learning*

In our previous SIP we reported on the introduction of an ethical reasoning thread across all Business School taught programmes (see also Principle 1 regarding audit of this). This thread ensures that all of our students are challenged to develop their ethical reasoning skills as part of their degree programmes. As part of our commitment to Assurance of Learning, we measure and monitor the performance of our students' Ethical Reasoning at specific measurement points across over twenty modules within our portfolio. This structured measurement enables us to track progress and benchmark across cohorts, improving our understanding regarding the effectiveness of our teaching.

### *Core Modules Emphasise Importance*

We also reinforce the importance of ethics and responsibility to students through the inclusion of core compulsory modules that focus exclusively on these topics. For example, we have a popular second year undergraduate module, **Corporate Social Responsibility** (led by Dr Matthew Davis), that is a compulsory element of the Business School's BA Management, BA Management with Marketing, BA Management and the Human Resource programmes, as well as an option on many other programmes.



Similarly, at postgraduate level, the **Corporate Social Responsibility and Sustainability** module (led by Prof. Constantinos Leonidou) is core for students studying for an MA in Corporate Communication, Marketing, and Public Relations and optional for MSc International Marketing Management and MSc Consumer Analytics and Marketing Strategy students (see *Box 6*). **Debates and Controversies in International Business**, led by Dr Hinrich Voss, is core to the MSc International Business and takes a global perspective on ethics and the controversies and dilemmas businesses may face (see *Box 7*).



### **Box 6 - Corporate Social Responsibility and Sustainability (LUBS5427M)**

Marketing Division's postgraduate **Corporate Social Responsibility and Sustainability** module, led by Prof. Constantinos Leonidou, continues to grow in popularity since its introduction in 2010.

The module aims to provide students with knowledge of CSR and sustainability as it pertains to marketing and communications. It further aims to deliver the skills to enable students to critically appraise the history of and current discourse on CSR and sustainability, and comprehend the multifaceted nature of these concepts. The forces driving CSR and sustainability initiatives are explored, their impact on the firm's marketing and communication practices are identified, and their relationship with organisational stakeholders and profitability are assessed.

The module draws upon Prof. Constantinos Leonidou's own research on CSR and sustainability marketing, in addition to the work of colleagues across the Marketing Division, to present students with first-hand research findings and insights.

The module now has around 200 full time registered students, with the feedback from students consistently high, emphasizing the value of research-led teaching in and practical relevance of the module.

### *Specialization*

We also offer students the opportunity to specialize in business ethics, sustainability and CSR related areas through optional modules. For example, our second year undergraduate **Global and Ethical Awareness in Business** module (led by Maria McCabe) 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. These practical experiences are used to introduce key ethical concepts and ideas.

The third year undergraduate module **Forensic Accounting and Finance** (led by Prof. Steve Toms) provides a critical appreciation of the causes and consequences of financial fraud. The module builds student engagement through group work, requiring them to work in teams to investigate a financial fraud or accounting scandal using desk research and then present their findings in seminars.



### *Multiple Touch Points*

Beyond these specialist modules and components within our programmes, we also build in other touchpoints where our students encounter topics relating to ethical and responsible business practice. This weaving of content across the curriculum is intended to prevent responsible management from being seen as a niche or separate issue to core business practice (see previous overview of the mapping we have conducted to identify these touch points in Principle 1).

### *Opportunities to Learn Across the University*

The University of Leeds is a large research intensive University with Schools and Faculties across the range of academic disciplines. This breadth of expertise offers the opportunity for Business School students to gain broader knowledge in technical, engineering, social science and arts subjects that enable them to address social and environmental challenges.

The Business School actively promotes ethics and sustainability through the University's discovery themes on these topics (collections of discovery (elective) modules) helping students identify modules that develop knowledge and skills in these areas. Five discovery themes relate to PRME and the collection of modules provide a broader and/or deeper coverage of these topics than would be possible within a single School or discipline.

### **Box 7 - Debates and Controversies in International Business (LUBS5233M)**

The International Business Division's **Debates and Controversies in International Business** module, led by Dr Hinrich Voss, continues to innovate to engage student in contemporary ethical issues. The module is core for students on MSc International Business. The module introduces several business ethics theories and applies them to an IB context to assess and discuss the behaviour and impact of multinational enterprises.

In 2017/18 a new seminar task was incorporated in to the module, building on ideas from a research project involving Dr Voss and Dr Matthew Davis (see Principle 5). The seminar involves a role-play to illustrate the challenges Multi-National Enterprises (MNEs) face in governing and coordinating their international supply chains.

In this role-play the MNE is accused of violating the UK Modern Slavery Act because an NGO has found evidence of forced labour in the MNE's supply chain. The students take up the identity of the MNE, the host country government, an investor, the NGO and a supplier. The students assigned to the MNE have to gather information about what happened and why as well as negotiating a solution. The stakeholder, and indeed the board members of the MNE, have all their own agenda. Through this role-play exercise the students learn about conflicting stakeholder interest and acquire negotiation skills.

The seminar task has demonstrated how students are generally unaware of the complexities and motivations relating to modern slavery, with an assumption that modern slavery is a development or "overseas" problem. The role-play exercise encourages students to learn about conflicting stakeholder interests, in addition to acquiring negotiation skills. Moreover it encourages "Active Learning".



The background to the development of the seminar and its relationship with the ongoing research project on modern slavery in the textiles industry was presented at the 2018 UK PRME Chapter Conference.

### *Collaboration*

The Business School has been working with colleagues in other Faculties to develop collaborative programmes and increase interaction between Business School students and those from partner Schools. For example, MSc Sustainability and Business is led by the School of Earth and Environment (SEE) and includes Business School modules alongside specialist sustainability, development and environmental modules from SEE. The programme reflects the strengths of SEE regarding sustainability and environmental science, with Business School expertise in social enterprise, entrepreneurship and change management, to equip students to address the social and environmental challenges facing modern businesses. Building upon a similar partnership model, the new MSc Ecological Economics launches in 2018, led again by the School of Earth and Environment. The programme includes a number of Business School economics modules to extend the students' economics understanding and discourse. MSc Environmental Water Consultancy, led by the School of Geography, reflects the successful MSc Sustainability and Business and also blends Business School modules alongside core geography knowledge and skills content.



The Business School has a longstanding partnership with the **Inter-Disciplinary Ethics Applied Centre**, a Centre for Excellent in Teaching and Learning at the University of Leeds. The centre provides specialist inputs to our modules, drawing on IDEA's experts from philosophical or ethical backgrounds.

IDEA 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. IDEA's teaching in the Business School involves drawing on the experience of the people and organisations they have worked with, using case studies to bring out issues that students recognise and can engage with. IDEA have worked 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. Their professional and consulting experience concerning professional conduct, ethics and CSR is a real asset to our promotion of responsible management.

### *Research Ethics*

Within the Business School we have been strengthening the teaching of research ethics and ethical conduct relating to dissertations. All Business School students have the opportunity to undertake a dissertation or project and this is an opportunity to both hone their research skills, but also to understand the implications of research on participants and to consider how their findings may be used by others. Well-known examples from psychology, sociology and management research are used to illustrate the potential for harm from poorly designed research. These discussions also illustrate the need to consider what the implications of research may be if we conduct such activities as consultants or as future managers.

The Business School has been supporting the development of university wide online research ethics training materials (led by IDEA CETL and supported by the Leeds Institute for Teaching Excellence). The Management Division is piloting the application of these resources within existing modules for



## Dissertations

We discussed in our previous SIP that students on our programmes are now required to undertake a research dissertation or project. This reflects our ethos as a research intensive institution and complements our research led teaching. This change has enabled students to pursue a range of interests related to ethics, responsibility or sustainability in greater depth, contributing to business or the local community if industry hosted. Encouragingly, students across the breadth of our business disciplines have chosen to undertake such research. Unfortunately it is difficult to put a quantitative figure on the number of projects undertaken on these topics due to confidentiality restrictions in place on some projects. *Box 8* does provide a sample of the range of topics and projects undertaken recently and *Figure 1* a snapshot of the key words emerging.



**Figure 1: Key words emerging from recent dissertations/projects relevant to PRME**

The Business School encourages students to consider how their research and consultancy related projects could benefit the local community or provide social value. This aim is explicit in the Research Methods and Enterprise Project module (led by Dr Stephen King), this is compulsory on our MSc Enterprise programme. This successful module has now been running for a number of years. 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 (CEES) 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.

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**Box 8 - Illustrative Dissertation / Project Titles Relating to Responsible Management**

- The Relationship of Corporate Social Responsibility and Customer's Purchasing behaviour - The case of Starbucks in a Cross Cultural Perspective
- An investigation into the antecedents of the green purchasing behaviours among Chinese consumers
- The effect of corporate social responsibility (CSR) on customer loyalty in the airline industry
- An analysis on the improvement of energy industry: Do Smart Grid and renewable energy improve people's quality of lives?
- The relationship between inward FDI and environmental pollution in China
- Test for mediator of CSR as source of internal performance matrix: do CSR capabilities arbitrate for work place commitment and profitability
- An investigation into how consumers respond to ethical positioning in the cocoa industry
- Examining ethical practices as part of a CSR followed by fast moving fashion brands
- An Investigation into Consumer's Ethical Ideologies, emotional ambivalence and ethical judgements towards influencing their boycott, protest and negative word of mouth intentions
- Taking a multiple-goal perspective on employee corporate social responsibility (eCSR): Examining the effect of goal commitment and goal conflict on Engagement in CSR Activities
- Corruption, inequality and discrimination in Sub-Saharan Africa
- An investigation into consumer attitude towards green packaging and purchasing intention into products with green packaging
- Implications of Financial Fair Play and Corporate Social Responsibility in European Football
- Greenwashing: Influence of FMCG products Eco-Labeling towards perceived consumer willingness to pay
- An Investigation into antecedents and outcomes of unethical firm behaviour: The Case of the Automobile Industry
- Corporate Social Responsibility and sustainability policies and perceptions in the mining industry: an exploration

**Reflection on 2016 objective:**

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

The ethical reasoning thread that runs through our programmes has helped to make the themes of responsibility, sustainability and ethics more visible to colleagues across the Business School. The auditing of our other ethics and CSR touch points, together with additional staff engagement in mapping how these are incorporated within modules, has stimulated discussion and reflection between colleagues. The compulsory modules, discovery themes and optional specialist modules, all help to emphasise the importance of responsible management to students. The continued innovation in pedagogic approaches to explore ethical issues supports discussion and reflection by students within these specific modules. There is still an opportunity to improve with regards the linkages between these different inputs, themes and touchpoints, to help the students articulate and reflect on their ethics and CSR learning overall. As a result, we remain focussed on this objective and look to focus on making the exposure of ethics and CSR issues and skills more explicit to students.

**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.*

As a research intensive university and a member of the elite Russell Group, the production of research is central to our mission. The creation of new knowledge and the debate of existing ideas provides a means to address the social, environmental and economic challenges facing society. We have a large faculty with diverse backgrounds and interests, this helps to stimulate research ideas and cross-disciplinary approaches to ethical, CSR and sustainability issues. We also engage with colleagues from outside the Business School, in both academia, business, policy and public arenas, to co-create, conduct and generate impact from our research.

### *Business School CSR Group*

We convene a CSR Research Group to connect researchers across the Business School, build a higher profile for the collective research activity in this area and to engage with academic elsewhere within, and outside of, the University of Leeds. 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. The group has been successful in attracting colleagues from across divisions and other areas of the University, most notably the Schools of Earth and Environment, Geography and Law. CSR topics have ranged from marketing, strategic management, organizational behavior and international business orientated.

### *Examples of Staff Research Interests*

Business School academics undertake research on CSR and ethics in a wide range of areas, often in collaboration with colleagues either within the University or internationally. For example:



Colleagues within the Global and Strategic Marketing Research Centre are working on developing sustainable green marketing strategies. Professor Constantinos Leonidou's research revolves heavily around CSR and sustainability. Recent work includes the development of a theoretical model to explain sources and consequences of green skepticism<sup>1</sup>, and the effectiveness of sustainable product development strategies<sup>2</sup>.

<sup>1</sup> Leonidou, C. N., & Skarmetas, D. (2017). Gray shades of green: Causes and consequences of green skepticism. *Journal of Business Ethics*, 144(2), 401-415.

<sup>2</sup> Katsikeas, C. S., Leonidou, C. N., & Zeriti, A. (2016). Eco-friendly product development strategy: antecedents, outcomes, and contingent effects. *Journal of the Academy of Marketing Science*, 44(6), 660-684.





Dr Alessandro Biraglia (Marketing Division) and colleagues published a paper<sup>3</sup> related to the influence that companies CSR motivations in providing funding to monuments and museums may have on visitor intentions.



Prof. Chee Wong (Management Division) and colleagues within the Centre for Operations and Supply Chain Research are researching green supply chain integration and management. Recent outputs have centred on the analysis of green supply chain management and financial performance<sup>4</sup>, and the effects of sustainable development of supply chains<sup>5</sup>.



Prof. Tim Devinney (International Business Division) research includes examining ethical consumerism and, CSR and corporate governance. In particular, Prof. Devinney's work has questioned whether the socially responsible corporation is a myth<sup>6</sup> and exploring why consumers do not always act on their ethical intentions<sup>7</sup>.



Prof. Steve Toms and colleagues (Accounting and Finance Division) research issues involving CSR and accounting, in addition to broader corporate governance. Prof Toms and colleagues have recently published a paper concerning environmental accounting disclosures, audit committees and financial reporting quality.<sup>8</sup>



Alice Shepherd and Prof Toms (Accounting and Finance Division) are currently collaborating on a research project analyzing the relationship between entrepreneurial philanthropy and the competitive process. Historical case studies are used to highlight examples of philanthropy and competitive behaviour.

<sup>3</sup> Biraglia, A., Gerrath, M. H., & Usrey, B. (2018). Examining How Companies' Support of Tourist Attractions Affects Visiting Intentions: The Mediating Role of Perceived Authenticity. *Journal of Travel Research*, 57(6), 811-823.

<sup>4</sup> Feng, M. Yu, W., Wang, X., Wong, C.Y., Xu, M. Xiao, Z. (2018) Green supply chain management and financial performance: The mediating roles of operational and environmental performance", *Business Strategy and the Environment*.

<sup>5</sup> Wong, W.Y., Wong, C.Y., Boon-itt, S. (2018) "How does sustainable development of supply chains make firms lean, green and profitable? A resource orchestration perspective. *Business Strategy and the Environment*, 27(3), 375-388.

<sup>6</sup> Devinney, T.M. (2009). Is the Socially Responsible Corporation a Myth? The Good, the Bad, and the Ugly of Corporate Social Responsibility. *Academy of Management Perspectives*, 23(2), 44-56.

<sup>7</sup> Eckhardt, G. M., Belk, R., & Devinney, T. M. (2010). Why don't consumers consume ethically?. *Journal of Consumer Behaviour*, 9(6), 426-436.

<sup>8</sup> Al-Shaer, H., Salama, A., & Toms, S. (2017). Audit committees and financial reporting quality: Evidence from UK environmental accounting disclosures. *Journal of Applied Accounting Research*, 18(1), 2-21.

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Prof. Kerrie Unsworth and colleagues (Management Division) from the Workplace Behaviour Research Centre have been conducting research exploring employee green behavior<sup>9</sup>, employee engagement in CSR<sup>10</sup> and the juggling of multiple goals<sup>11</sup> by social entrepreneurs.



Dr Hinrich Voss (International Business Division), Dr Matthew Davis (Management Division) and colleagues are investigating the impact of the UK's Modern Slavery Act on how fashion and textiles firms tackle modern slavery across their international supply chains.

### Research Centres

The Business School is home to a number of research centres that bring researchers together to work in collaboration on larger projects and research themes. Many of these centres address CSR related issues, including: the Centre for International Business at the University of Leeds; Centre for Employment Relations, Innovation and Change; Workplace Behaviour Research Centre; Centre for Operations and Supply Chain Research; Centre for Decision Research (see *Box 9*); the Socio-Technical Centre; the Global Centre for Advanced Studies in Finance; Applied Institute of Research in Economics, and; Strategic Marketing Research Centre. The centres provide different lenses, methods and expertise in addressing key CSR challenges.

### Box 9 - Applying Behavioural Science to Environmental Issues

The Centre for Decision Research (CDR) has been conducting a stream of work exploring the application of behavioural science to environmental issues. A series of recent projects have focussed on perceptions of climate change and consumer energy use.

For example, Prof. Wändi Bruine de Bruin, Prof. Suraje Dessai, Prof. Baruch Fischhoff, Dr Astrid Kause, Dr Andrea Taylor and other members of the Centre for Decision Research have been studying how people form their perceptions of climate change, and make decisions about preparedness for climate change impacts. Initial funding came from the U.K. Department of Environment, Food and Rural Affairs and the Economic and Social Research Council. Since then, funding has been obtained from the US National Science Foundation to collaborate with Carnegie Mellon University's Center for Climate and Energy Decision Making and from the Swedish Riksbankens Jubileumsfond to collaborate with the University of Lund.

Prof. Wändi Bruine de Bruin, Professor Baruch Fischhoff, Prof. Jay Apt and others (Carnegie Mellon University) secured funding from the U.S. Department of Energy to explore consumer energy behaviour. The project aims to examine consumers' decisions about their energy use and conservation, and to inform the design of feedback provided to consumers through in-home displays, as well as through different pricing programs.

<sup>9</sup> Unsworth, K.L. & McNeill, I. (2017). Increasing pro-environmental behaviors by increasing self-concordance: Testing an intervention. *Journal of Applied Psychology*, 102, 88-103.

<sup>10</sup> Seiwright, A.N., & Unsworth, K.L. (2016). Making sense of corporate social responsibility and work. *Frontiers in Psychology*, 7. DOI: 10.3389/fpsyg.2016.00443

<sup>11</sup> Unsworth, K.L., Yeo, G., & Beck, J. (2014). Managing multiple goals. *Journal of Organizational Behavior*, 35(8), 1064-1078.

### *Multi-Disciplinary and Cross-Faculty Collaboration*

As previously discussed, the Business School is part of a large research-intensive institution, offering the potential for a wide array of collaborations disciplines and access to international partnerships. Colleagues in the Business School continue to be involved in the University's crosscutting research themes (organized to promote innovative and impactful multi-disciplinary research), most notably for PRME:

- 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.

At Leeds we are fortunate to have one of the largest and most influential groups of climate change researchers in the UK. The Priestly International Centre for Climate has been established by the University of Leeds (£6.82m investment over five years) to provide a platform for new interdisciplinary research to “better link our physical, technological, economic and social understanding of climate change with strategies for mitigation and adaptation”. The new centre is an exciting development and provides Business School staff and research students a new way to connect with, and contribute to, world leading climate change science. We are fortunate to have Prof. Wändi Bruine de Bruin represent the Business School as one of the Priestly Centre's Deputy Directors, reflecting her ongoing contribution to our knowledge regarding judgements and perceptions of climate change. See *Figure 2* for an overview of the successes from the first year of the Priestly Centre.

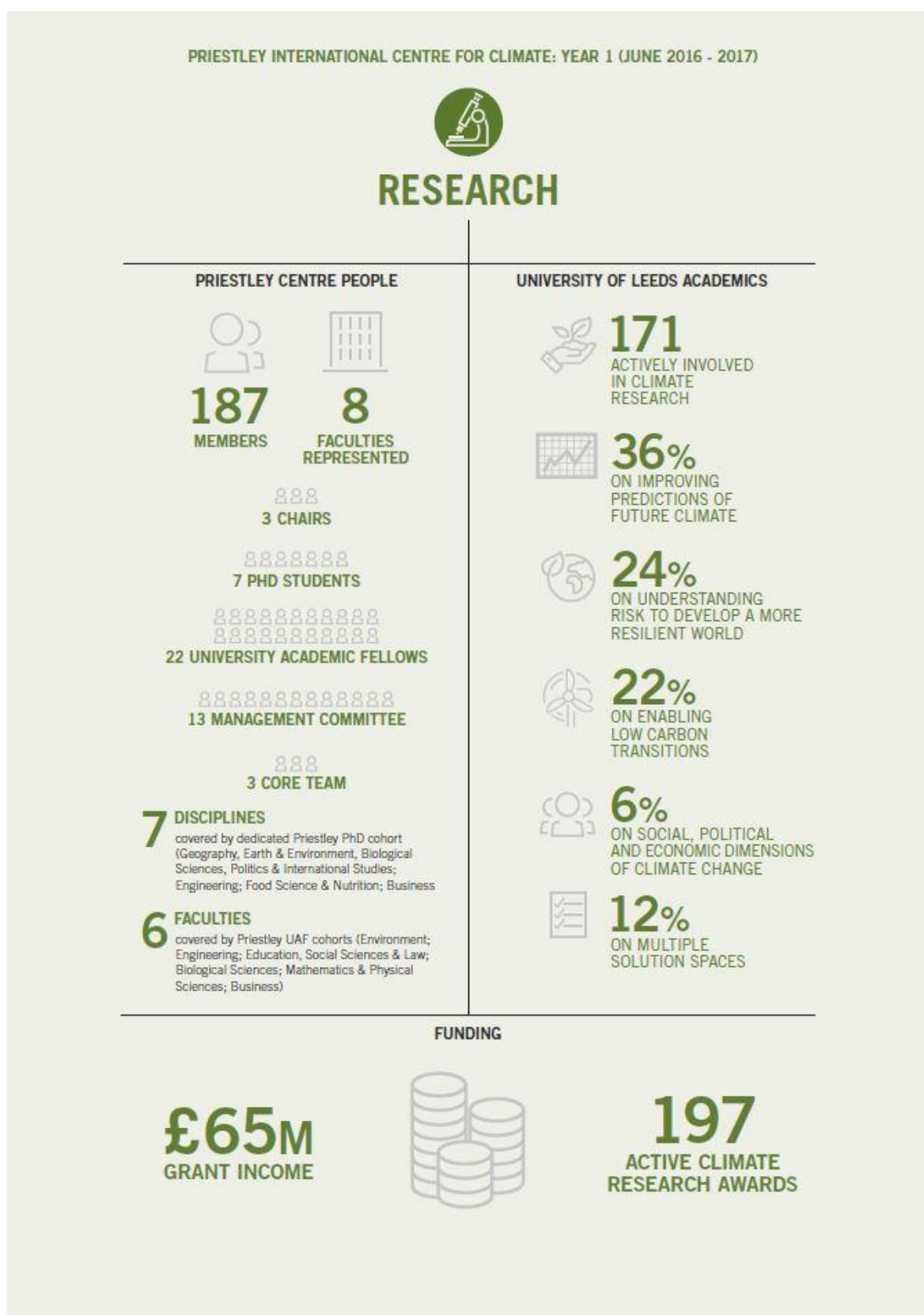


Business School colleagues also collaborate directly with groups in the Sustainability Research Institute, Faculty of Engineering, School of Geography and others to jointly supervise PhD students, undertake primary research and engagement activities on sustainability, energy and CSR.

### *Student Led Research*

The University of Leeds is a research intensive university and this research culture extends to our student programmes. We encourage students to both engage in our own research, but also to undertake their own as part of their degrees. We have supported many dissertation projects by undergraduates, postgraduates and Executive MBAs that have explored CSR and sustainability. See also Principle 3.





**Figure 2: Priestly International Centre for Climate – Year One Successes**

Source: <http://climate.leeds.ac.uk/about/>

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### *Research Support*

The production of high quality, relevant and reliable research requires well-trained, resourced and valued researchers. We have continued to work hard to create an environment that values high quality research and supports the people who undertake such work. One way that this is delivered is through the Business School's mentorship scheme. This scheme ensures that relevant mentors are identified for all participating staff, this provides practical support and advice regarding publication strategies, funding applications, career pathways and networking.

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.

A new publication reward scheme helps to reward staff when they publish in high quality outlets. This scheme, together with increased individual research funding allowances and internal funding schemes, provide financial resource to enable colleagues to undertake data collection, conferencing and engagement activities.

### **Reflection on 2016 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.*

The activities of the CSR research group, the BETT and changes to how events are publicized and categorized on the Business School's website have made ethics, responsibility and sustainability research and events more visible. However, we need to go further in capturing and reporting such research related activities in the future as not all activities (particularly non-funded or non-public facing) have been recognised.

### **Current objectives:**

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

## Principle 5: Partnerships



*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.*

We view partnerships with the local community, businesses, social enterprises and charities as key to developing insights necessary to meet society's social and environmental challenges. We develop partnerships both to aid our research, as well as to provide opportunities to create impact and give something back to the community.

### *Collaborative Research*

Collaboration with business or stakeholder groups underpins many applied research projects conducted within the Business School (see *Box 10*). These collaborations can provide opportunities to gather data in real world settings, to gain feedback on ideas or findings, or they may spark a new project idea or provide funding. For example, Dr Rebecca Pieniazek and Professor Kerrie Unsworth (Management Division), together with their MSc students, are working with a UK public-sector organisation on improving their current understanding and measurement of employee engagement and wellbeing (related to SDGs 8 and 3).

In another study, Dr Matthew Davis, Lauren Machon, Prof. Kerrie Unsworth, Dr Mark Robinson and Vedran Lesic (Management Division) were commissioned by British Gas<sup>12</sup> to evaluate the effectiveness of their CSR in schools programme, centring on recent technology and engagement initiatives for reducing energy consumption within UK schools. Two complementary research phases were designed to help understand the effectiveness of the different initiatives, to learn lessons and to make recommendations for future initiatives. The findings contributed to the understanding regarding the application of socio-technical systems thinking to CSR programmes.

### *Business Education*

We offer an Executive MBA programme and a range of other Executive Education offerings. These courses and activities provide an opportunity for staff within the Business School to develop direct relationships with business people, helping to keep academics engaged with the practical problems and issues businesses face day-to-day.

We continue to support the national Goldman Sachs 10,000 Small Businesses Programme, the programme is run in partnership with Goldman Sachs, the Goldman Sachs Foundation and a number of leading UK universities. This programme delivers value for participating businesses in a number of ways. It provides skills and knowledge for businesses looking to grow, establishes a supportive peer network, provides mentoring from our Business School colleagues and opens up opportunities for

<sup>12</sup> Davis, M. C. (PI), Unsworth, K.L. (CO-I), Robinson, M. A. (CO-I). Energy efficient behaviour change in schools. (2016). British Gas funded. £59,974, 100% FEC.  
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research. Colleagues from Executive Education and the Centre for Enterprise and Entrepreneurship Studies gain exposure to the challenges faced by small businesses as they grow, these may range from traditional management and finance issues into broader social and environmental ones also.

### **Box 10 - Modern Slavery in the Fashion and Textiles Industry**

Dr Hinrich Voss (International Business Division), Dr Matthew Davis (Management Division), Dr Mark Sumner (School of Design), Dr Louise Waite (School of Geography) won British Academy funding to support their project *Pulling a thread: Unravelling the trail of modern slavery in the fashion and textile industry*<sup>13</sup>.

The project is designed to address the SDG 8.7. This SDG aims to end forced labour and modern slavery. The ILO estimates that at least 21 million people are in forced labour globally and the fashion and textiles industry is well known to be particularly at risk given the complexity of its supply chains.

The project sets out to identify the barriers to addressing modern slavery in the global fashion value chain, understand the motives of suppliers for having forced labour, and suggest solutions for global firms and policy makers. The project focusses on British fashion businesses that source from India and Vietnam. Both countries have been found to be vulnerable to modern slavery in the agricultural, garment, and textile industries and are important source countries for British firms. These countries are also home to small, fragmented and non-integrated businesses making the identification, monitoring, and addressing of modern slavery challenging. British firms have to comply with the Modern Slavery Act 2015 which requires them to declare annually on the steps that they are taking to eliminate modern slavery

Research on the impact of the Modern Slavery Act on business and management is still scarce. The project aims to help understand how the Act is being interpreted by brands and their suppliers since it came into force in 2015. It is clear that the Act poses challenges for the industry, with its complex globalised supply chains, and the degree of influence that UK retailers and brands have over different tiers of the supply chain is to be investigated.



### **Pulling a Thread: Unravelling the Trail of Modern Slavery in the Fashion and Textile Industry**

Dr Hinrich Voss

The project involves the project team working closely with a major UK fashion company, to understand their perspective and approach to tackling this issue, in addition to following the supply chain for a number of their products and interviewing suppliers across tiers. Interviews are also being held with other industry, policy and non-governmental stakeholders. The collaboration with industry is key to delivering the project, both in terms of understanding current practices and barriers, but also in developing meaningful policy and business outputs.

<sup>13</sup> Voss, H. (PI), Sumner, M. (Co-I), Davis, M.C. (Co-I), & Waite, L. (Co-I). (2017). Modern Slavery in Fashion Supply Chains. British Academy. £191,903.02 100% FEC.  
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### *Public Events*

One way to help develop new partnerships is to establish ongoing interaction and engagement with external stakeholders, sharing knowledge and exchanging ideas. We undertake a number of public events to help support such interactions. The Business School's Corporate Wisdom event series continues, these public lectures are an opportunity to invite key business leaders into the Business School to speak on contemporary business issues and to generate discussion with staff, students and outside professionals. We have also been involved in the University of Leeds 'On Your Marks' networking series which brings business and academics together to discuss key topical themes. We also embrace digital and social media to publicise our research, offer commentary on topical issues and spark debate. The Business School's Research and Innovation blog (<https://business.leeds.ac.uk/research-and-innovation/blog/>) has a growing readership and is attracting an increasing number of contributions from academics from across the Business School. The blog has carried videos and written posts on a number of social, environmental and ethical issues, including the recent blog entry by Dr Jo Ingold in which she discusses employers' attitudes to taking on individuals with particular barriers (such as disability) to work.

### *Collaboration to Develop Students' Practical Knowledge and Experience*

The Business School promotes and supports a number of schemes that connect students with local businesses and third sector organizations. For example, Net IMPACT (see also Principle 6) involves students seeking out and connecting with business people and organizations to act as speakers, attend events and take part in practical activities. ENACTUS Leeds is often popular with Business School students, challenging them to work practically with local businesses or social enterprises. Students also organize events to support local causes and organizations, often involving interaction with external stakeholders (see *Box 11*). Our Research Methods and Enterprise module also requires students to apply their research and consultancy skills to address an enterprise based challenge in the local community (see Principle 3). All of these activities help to further the development of external partnerships and the opportunity for mutual learning to take place.

#### **Box 11 - Charity Clothes Swap Event**

In March 2017 Medhavi Golash & Megan Ward (Business School CSR interns) organised a charity clothes swap event at Leeds University Union. The purpose of the event was to raise awareness amongst students and staff regarding the waste caused from fast fashion trends. The event intended to reduce this unnecessary wastage of clothes by encouraging participants to bring in their fashion items that were in good quality but no longer used or wanted. At no extra cost, people had the opportunity to trade in their used clothes and swap for new additions to their wardrobes. If no clothes were brought in, donations were encouraged at approximately £2 per clothes item, with all proceeds going to a charity called SKIP, Supporting Kids in Peru.

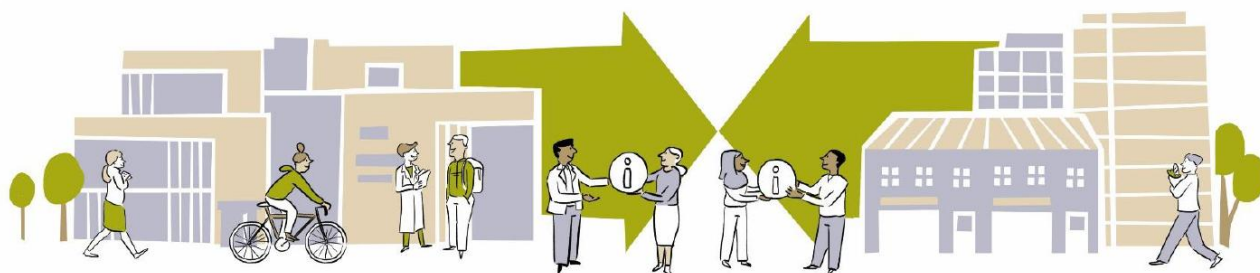
This event was highly successful, shown by the high turnout and popularity of the event. It was successful in promoting the sustainability and reuse of clothes by not only encouraging clothes swapping, but also in that all remaining clothes were donated to a variety of local charities in Leeds.



### Positive Impact Partners

The University has launched a new Positive Impact Partners (PIP) scheme to support further engagement between University staff and the local community. The philosophy is that being a positive partner in the community can help deliver impact in the community and drive longer lasting social change. The scheme has been designed to bring staff and third sector organizations together to develop new partnerships. The thinking is that University staff have a range of skills and expertise that can be of benefit to local organizations, and that in return colleagues develop additional experience and knowledge. Organizations are invited to submit descriptions of the challenges, skills gaps and opportunities that they would like to partner on in order to address. The partnerships may lead to research collaborations or to the development of larger projects or initiatives that can drive social change. We expect that the scheme will open up additional opportunities to Business School staff for further engagement with social enterprises and charities.

Related to PIP is the University's collaboration with the charity Governors for Schools. The aim is to increase the number of staff and alumni serving as governors across the local region, enabling the new governors to make their skills and expertise available to the schools they serve and deliver impact for the local community. The programme helps staff and alumni find appropriate governor vacancies, supports them into and during their governorship and provides training and networking. Being a school governor has the potential to introduce staff to a new range of stakeholders and engage them directly in the local community, helping develop new partnerships and insights. A number of Business School staff have already become governors through the scheme.



## POSITIVE IMPACT PARTNERS (PIP)

### Building Capacity through Partnerships

#### 2016 Objectives:

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

The public and business engagement initiatives described (e.g., research blog, Corporate Wisdom events, Positive Impact Partners) have provided new, or extended means, for colleagues to engage with external stakeholders regarding social and environmental challenges. Positive Impact Partners focuses explicitly on the local community. This provides an opportunity to engage more directly with our most immediate stakeholders and opens up new avenues for collaboration. The scheme is still new and there is the potential for much greater engagement within the Business School.

#### Current Objective:

*Promote and support the Positive Impact Partners programme amongst staff and students.*

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## 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.*

Dialogue and collaboration are intertwined and many of our activities to build collaboration overlap or complement with those that focus on dialogue with stakeholders. We view dialogue as an essential part of our role as educators and researchers, to build impact from our research and to help students to better understand the world to which they will be contributing.

### *Contribution to the PRME Community*

We have been signatories to PRME for eight years and are committed to the development of the PRME community. We have been active since our last SIP in actively sharing our experience of embedding PRME and engaging students in responsible management. Dr Matthew Davis attended the 2017 PRME Global Fora and participated in discussions regarding the integration of SDGs within curricular, learning from others' experience of developing world-class responsible management programmes and bringing tools and approaches back to Leeds.

**PRME** Principles for Responsible  
Management Education



### **PRME** CHAPTER **UK & IRELAND**

We are proud to be an active member of the UK chapter of PRME and Dr Hinrich Voss and Dr Matthew Davis presented a paper for the 2018 UK PRME conference, discussing interactive teaching methods they have used to engage students in the issues around modern slavery<sup>14</sup>. We are also in discussions with colleagues from other local PRME institutions regarding establishing a new Midlands and Yorkshire group within the UK PRME Chapter. The aim of the group would be to help build dialogue and engagement between PRME signatories within the region, as well as to develop events and networking opportunities to benefit students.

### *Widening Participation and Interaction with Schools*

The Business School supports school engagement, to encourage students to consider higher education, business subjects or to develop skills. We participate in a range of outreach activities, both independently and in coordination with the University's central Educational Engagement team. A key aim is to enable wider participation of students from different backgrounds by raising their aspirations, positively contributing to diversity at the University of Leeds and across the HE sector.

We believe that educational outreach activities can support community engagement and dialogue, particularly with groups that may traditionally be harder for universities to reach. Our activities take

<sup>14</sup> Davis, M.C. & Voss, H. (2018). *Modern Slavery: Responsible Business Education and Research*. Paper presented at the 2018 UK PRME Chapter conference.  
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place both on and off campus, to broaden participation. To support such activities, the Business School employs a team of undergraduate 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. Activities have included taster days, campus tours, parent information days, admissions talks, speakers at schools and a Summer School scheme.

We look to support competitions and events that can help to bring schools and pupils onto campus. One competition that we have supported for a number of years, providing space and staff time, is Solutions for the Planet (S4TP). Solutions for the Planet is a social enterprise, working with businesses, schools and communities to promote education for sustainable development, social enterprise, and science, technology, engineering and maths (STEM) careers for young people. See *Box 13* for an overview of the regional finals we hosted.

### ***Box 12 - Developing Global PRME Partnerships***

We have joined colleagues at the University of Western Australia (UWA) Business School to form a Global PRME Partnership, together with interest from Copenhagen Business School and Queens in Canada, to develop collaboration in areas relating to the UN SDGs and broader CSR, Sustainability and Ethical issues.

As part of the initial interactions, a number of virtual seminars have been held on the topic of Modern Slavery during 2017 and 2018. These seminars have involved presentations and interactive discussions regarding the implementation of the UK Modern Slavery Act, the development of similar legislation in other jurisdictions and the differing approaches of businesses to this issue.

The PRME partnership helped to bring academics from different schools and departments together in both UWA and Leeds, with colleagues from the Schools of Business, Law, Environment, Geography and Design in Leeds coming together. This cross-disciplinary interaction was key to establishing the project team and development of the funding bid for the Modern Slavery research project described in *Box 10*.

Discussions are ongoing and ideas regarding collaborative student projects and follow-up events are being developed.

### ***Student Volunteering and Community Activity***

We encourage our students to consider how they can make a positive contribution both in their careers, but also during their time in Leeds. To support this approach we have vigorously promoted the University of Leeds' volunteering offerings. This includes 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.

The Business School has hosted a Net IMPACT (<http://www.netimpact.org/>) chapter, in different forms and levels of scale, for a number of years. We are one of a very small number of UK universities to host a Chapter. Net IMPACT is a global community of students and professionals who are passionate about tackling environmental and social challenges, with a focus on skills and careers development. Over the past few years the Leeds Net IMPACT Chapter has primarily focused on

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running events centred around careers and networking, whilst this is important, there is an opportunity to capitalise more on the practical problem solving, community, local business and collaborative aspects of the initiative. We are looking to relaunch and broaden the appeal of our Net IMPACT Chapter using more interactive activities that get students engaged in the local community. We are also working to shift the Chapter from being primarily targeted at postgraduate students to also engaging our undergraduates, in addition to reaching out beyond the Business School.

The Business School provides funding for two Corporate Social Responsibility internships each year to raise awareness of CSR amongst the student body and undertake specific sustainability orientated activities. Previous CSR interns have organised student facing events (see *Box 11*) and have also played a key role in supporting the Business School's efforts towards the Green Impact programme (see *Box 5*). In future years, the interns will provide additional support towards the organization of extracurricular events and Net IMPACT leadership (see Principle 1).

We also understand the importance of staff developing dialogue with as diverse a range of stakeholders as possible. In addition to the formal support for research engagement activities in this regard, the Business School also promotes the University's new Positive Impact Partners scheme (see Principle 5). We also encourage staff to volunteer to run events as part of widening participation events, take part in programmes such as the *Festival of Ideas* and other outreach activities.

### **Box 13 - Solutions for the Planet**

The Business School again played host to the regional finals for Solutions for the Planet (S4TP) in May 2018. The programme focusses on developing young people's knowledge of sustainability and entrepreneurship skills by supporting them to identify solutions or 'Big Ideas' to sustainability issues important to them and their local communities. This is achieved through an annual programme and competition run via schools in partnership with employees from energy & utility companies.

11 teams represented five schools within the West Yorkshire region. All teams delivered five minute presentations in front of an audience including the other schools and participants, judges, and business mentors, in one of the Business School's lecture theatres. The judging panel included representatives from the programme's business partners Tarmac and IGEM, Susanne Marchant from the University of Leeds who is Head of Enterprise Programmes, Centre for Enterprise and Entrepreneurship Studies, as well as Ecofootprinting, and Child Friendly Leeds.

Whilst the judges deliberated, teams were given a tour of the university by Business School student ambassadors. 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.

The winning team, which gained automatic qualification to the National Final at the Palace of Westminster in July, was S.O.S. (Save Our Seas) from Pudsey Grangefield. These years 7's are passionate about ocean pollution and so designed a sea-cleaning vacuum complete with a frequency emitting sound system to frighten away fish to prevent them being caught in the product. Judges were particularly impressed at the level of scientific research which had gone into this project including a collaboration with university students and a behavioural ecology experiment to test the sounds which best repelled fish.





**Reflection on 2016 objective:**

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

The University's development of the Positive Impact Partners scheme, the continued success of our widening participation schemes and the volunteering activities of our students have all helped to deliver meaningful interaction and engagement with our local stakeholders. We have increased the level of our interaction with the global and local PRME community and we are actively seeking to strengthen the local network, to aid dialogue between educators. The largest opportunity that we see is to broaden the Net IMPACT Chapter to become more engaging and connected to our local community, as well as open to students from across Faculties. Broadening in both of these ways will open up new conversations and opportunities for dialogue to debate and take action on social, environmental and ethical issues.

**Current objective:**

*Broaden Net IMPACT to become a cross-faculty initiative, to provide a platform for students to engage with the local community and businesses, to discuss social, environmental and ethical issues.*

