**The Open University Business School** Walton Hall  
Milton Keynes  
United Kingdom  
MK7 6AA

Tel +44 (0) 1908 655 859

Email: [devendra.kodwani@open.ac.uk](mailto:devendra.kodwani@open.ac.uk)

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PRME Steering Committee, c/o Jonas Haertle  
PRME Secretariat, UN Global Compact Office  
PRME Secretariat at United Nations Global Compact Office  
DC2-612 2 United Nations Plaza  
New York  
NY 10017, USA

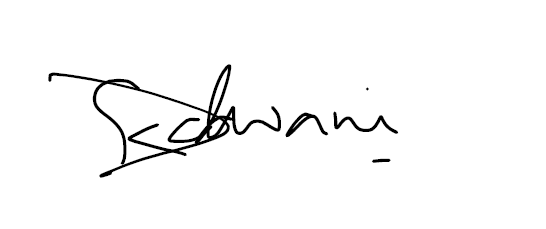
Dear Jonas

**Renewal of the commitment to Principles for Responsible Management Education**

The Open University Business School is committed to upholding the UN Global Compact Principles of Responsible Management Education and to engaging in a continuous process of improvement in the application of the Principles for Responsible Management Education. We undertake to report on progress to all stakeholders and to exchange effective practices with other academic institutions.

We believe that the values of ethics, social responsibility and sustainability are important in all areas of the School's activities. This includes the areas identified in the principles: the Business School curricula, programme design, courses and learning, research as well as in partnerships and dialogue with all our stakeholders. We also understand that our own organizational practices should serve as examples of the values and attitudes we seek to convey to our students. We continue to encourage other academic institutions and associations to adopt and support these Principles.

Yours sincerely,



**Devendra Kodwani, PhD, MBA, BA (Philosophy, Politics and Economics), BCom., SFHEA  
Professor of Financial Management and Corporate Governance  
Executive Dean and Head Open University Business School**

**Sharing Information on Progress (SIP)**

**Principles of Responsible Management Education (PRME)**

The Open University Business School

June 2018

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1. Introduction

The Open University Business School is the leading distance provider of quality management education at undergraduate, MBA, taught Masters, professional and research degree level. With more than 90,000 graduates to date for all postgraduate and professional programmes, we are one of the largest business schools in Europe. Educating students from all walks of life and enabling them to become responsible and capable managers has been our goal from the start. We are accredited by AACSB, EQUIS and AMBA, all three of which have regularly asked us in-depth questions about our social mission and the teaching of responsible management and business ethics.

We subscribed to the UN PRME principles in order to underscore our existing commitment to provide innovative and distinctive teaching to enable individuals and organisations to achieve their potential and contribute responsibly to society. This report shows the progress we have made since our last report in 2013 and our goals for the future.

1. How we address the PRME 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.**

In 2014, we distilled our Faculty vision and mission statement into a more concise and distinctive expression in response to staff feedback. The new formulation preserves the essence of the original, with its commitment to social justice but now in a more memorable, and thus usable, way. This work (carried out in 2013 and early 2014) has increased the effectiveness of the statement as a reference point in the day-to-day life of the School. At the same time, we have reinforced the core values we share with the wider University (inclusivity, innovation and responsiveness) through explicit reference to them in key aspects of our human resources systems (for example, staff appraisal processes). Both of these developments have put us in a better position to ‘walk the talk’ of our purpose as a School in developing student capabilities for responsible management. Recent accreditation panels (AACSB in 2015, AMBA in 2016 and EQUIS in spring 2018) independently commented on the evident commitment of staff to our mission and values. We hope that details of our progress in implementing PRME values in this report will testify to the effectiveness of treating mission and vision as living documents-in-use rather than static, ceremonial formulations.

The University is unusual in the depth of staff commitment to its founding vision and values, which underpin everything we do. This is reflected not only in the work of Faculty and other University employees but also in the willingness to challenge upwards to ensure we continue to live up to the mission and values as an institution.



**Figure 1.1: Mission, vision and values**

The Business School’s mission and vision (Figure 1.1) are strongly rooted in that of The Open University – ‘*to be open to people, places, methods and ideas’*. The values of the Business School are those of the wider University: inclusive, innovative and responsive. The Business School’s mission, vision and values are fundamental to its ways of working, its relationship with its students and alumni, and its approach to teaching and learning. The statements encapsulate the essence of The Open University Business School approach. They have brought greater clarity and direction to the setting of strategy and the formulation of the Business School’s plans, and emphasise our strongly held support of the University’s social justice mission through our shared Values. We place the mission and values of the School and University at the heart of all our strategic planning.

It is worth noting three particular aspects of our mission statement relevant to furthering PRME values around ‘purpose’.

* The first is our aspiration to be ‘transformational’. We wantto see positive change in the world through how our students use what they learn with us in their working lives. Our increased focus on alumni engagement with a societally-relevant theme in this SIP report speaks to this aspiration.
* The second PRME-relevant aspect of the mission is our commitment to serving a diverse audience. We have made considerable progress since 2013 in our provision of Open Educational Resources (OERs) to a global audience, whatever their background or situation. Through OpenLearn (the Open University’s dedicated platform for OERs) and other channels such as iTunesU, OULearn on YouTube and FutureLearn (the MOOC platform the OU launched in 2013 to host free learning from a range of high-quality partners) we reach learners at a global scale with free material which will help them make sustainable change to their own lives and the lives of their communities.
* The third aspect of the mission statement relevant to PRME ‘purpose’ is our resolve to produce both economic and social benefit. Our espousal of practice-based learning and impactful research demonstrates our appreciation of the issues facing business (in a way which also supports the PRME 5th principle ‘partnership’). Making the practice of managers central to our pedagogy gives us credibility in our project to develop our students’ capacities to create sustainable value both economically and socially.

## 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.**

Following its adoption of The Open University-wide core values of inclusivity, innovation and responsiveness in late 2012, the Open University Business School has refocused its career development and staff appraisal (CDSA) system on these values since the 2013 SIP report. A simple but effective example of this is the redesign and piloting by a group of academics in the School of appraisal forms to make them more fit for purpose. Because of its fundamental role in planning and monitoring activity, CDSA is a highly effective way to embed values such as inclusivity and responsiveness as routine ways of working rather than abstract aspirations. Conducted twice a year by the individual member of staff and their line manager, the CDSA covers staff achievement in all academic activities and curriculum work. It incorporates objective setting in alignment with the Business School’s strategic priorities.

In the two years since our last SIP report, this process has been augmented by the introduction of closer monitoring and reporting of our performance on Equality, Diversity and Widening Access to Success (EDWAS) issues. By objective evaluation and improvement of our work in widening access to qualifications valued by employers, we are demonstrating our support for the elimination of discrimination in respect of employment and occupation (Principle 6 of the UN Global Compact)

Our acceptance in April 2014 into the Global Business School Network (a group of over 80 schools worldwide pledged to strengthen management education in developing countries) has put us in a position to build on our ongoing commitment to international development activities – for example with Ghana and Ethiopia in capacity-building projects. Again, such initiatives demonstrate our support for business development as a way to combat abuses of human rights, labour conditions and environmental degradation (as covered in Principles 2, 6 and 8 of the UN Global Compact).

## Principle 3 | Method

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

In line with the mission of The Open University to be open to all, we believe that the best prospects for responsible leadership in business come from having a diverse range of people working as managers. Accordingly, we welcome students from all different backgrounds, providing open access routes into undergraduate and professional certificate programmes (with a feed through to the MBA programme).

We further believe that responsible management education must be appropriate to the full range of managerial roles and organisational types. Our distinctive practice-based pedagogy allows students to apply their learning directly to their own work situation, whatever the size or type of their organisation. June 2014 saw the entire Open University Business School community reflecting on PRME values in a School-wide workshop discussion of responsible management and its educational implications. As well as forming new clusters of activity in research and engagement relevant to responsible management, workshop participants reaffirmed the centrality of responsible management to the curriculum now and in the future. This section of the report will therefore outline our principal developments in curriculum relevant to the PRME ‘Method’ value since the 2015 SIP report, namely: the continued growth of Executive Education, continuing work on developing a new undergraduate portfolio, and further rapid progress in delivering informal free learning which empowers responsible leadership (as mentioned in the previous section).

***Undergraduate***

Our main undergraduate qualification is the BA Business Management. ERS themes are woven throughout the core compulsory curriculum at each level; which accounts for half of the study across this qualification.

B100: An Introduction to Business and Management is the core level 1 module, accounting for half the level 1 curriculum (accounting for 600 hours of study). Of the seven main blocks of study, one is devoted entirely to ERS issues (around 80 hours of study). This block covers theories of ethics, ethics and regulation, corporate social responsibility, globalisation, and sustainability and environment issues. The teaching has a strong practice orientation, using a wide range of examples and cases to help students develop a practical as a well as a theoretical understanding of ERS issues. ERS themes are also woven into other blocks of the module. The final assignment (of 5) is devoted to ERS issues (typically organised around a case study) and the end-of-module assessment frequently includes questions on ERS themes.

B207: Shaping Business Opportunities, is the compulsory core level 2 module accounting for half of all level 2 study. ERS content is woven throughout this module. Themes include exploring public value in non-profit and public sector organisations; sustainable cities and urban environments of the future; ethical aspects of global innovation (for example, a case study of ethical dilemmas for Google in China); a critical exploration of the development of a sustainable innovation culture; organisational politics and corporate social responsibility (motivated by a discussion of the Shell Brent Spar case); the social construction of value; and accounting for values, including connections between societal and economic progress. Finally, in the integrative learning material towards the end of the module ERS issues play an important role in the integrative case study looking at the ‘cost of coffee’.

B301: Making Sense of Strategy, is the final compulsory core module at level 3, accounting for half of the study at this level. ERS issues play an important role in this module. It provides a capstone opportunity to develop critical thinking about management theory, not only in terms of its validity and reliability, but also about its ideological aspects. As well as being an expectation of ‘graduateness’, such thinking is a vital attribute of an ethically capable manager. It represents the culmination of a progression from awareness and knowledge at level 1, through application at level 2, to critique and evaluation at level 3. Key ERS themes in the module include the impacts of globalisation, strategic corporate social responsibility and stakeholder theory. Students are also aware that ERS issues frequently appear in the end-of-module examination.

ERS issues are also commonly addressed in electives and in modules specific to particular pathways. Students can also choose to study modules with a specific ERS focus. These include B324: Marketing and Society, and B327: Sustainable Enterprise and Innovation.

***Postgraduate***

In the MBA, our largest postgraduate qualification, coverage of ERS issues starts in the first, general management, module (Management Perspectives and Practice, representing one third of the MBA study). It introduces students to ERS themes at both a personal and organisational level. For example, an early activity starts with a reading on ‘Managing ethical and just organisations’ and asks students to explore the relevance of the ideas in their own organisations. To give another example, in an activity on financial reporting students draw not just on financial reports, but are also asked to identify and review corporate social responsibility (CSR) reports. This first module also initiates a thread of activity on critical thinking which builds through the MBA. This especially pays attention to asking questions about the social impact on management ideologies, policies and practices.

The four-day residential school, which is a key element of the module, includes significant time working in groups on a case on Café Direct, which builds on students’ prior work researching the fair-trade movement. The core Finance module covers corporate governance issues (including in a cross-national context) and conflicts of interest and considers corporate responsibility and agency theory. The final core module is based on a project that students conduct in their own organisations and draws from across their MBA studies to address a significant practice problem. There is no taught content but the module takes students through designing, planning conducting and writing up their project in a structured way. A key element of this process is identifying and drawing on stakeholders. Given the importance of ERS issues in the curriculum, it is also common for these to feature in student projects. We are in process of refresh of our MBA programme to be launched in 2019. The refreshed qualification will further strengthen commitment to responsible management and leadership in all the modules

The specialist Masters degrees in finance and HRM launched in 2014 embed responsible leadership as appropriate to their respective professional contexts. The finance Masters covers governance, ethics and responsible conduct in financial management.

Ethics and governance are important themes. For example, the ethical failings and the need for greater corporate responsibility at the heart of the global financial crisis are taken very seriously within the programme. The CFA Institute’s Code of Ethics and Standards of Professional Conduct are also integral across the programme. The qualification team also see inculcation of a critical approach to financial theory and practice as a key route to supporting ethical, sustainable and responsible practice.

The core module B859 Financial valuation, governance and ethics has a significant focus on ERS within the finance context. The core module, B860: Research Methods for Finance, has good coverage of the possible ethical issues a researcher might face during different stages of a research project. There is also extensive discussion on research responsibility, with a particular focus on bias and objectivity in research. Discussion on both ethics and research responsibility are covered by a mix of reading materials and activities in which students test their knowledge and understanding. The synchronous online sessions also trigger the discussion on all these issues. Assessments typically ask students to design a sample collection process on the basis of a given research question and students are requested to address related ethical issues. This supports the dissertation in which students are expected to engage with ethical issues in their research. In the elective course B862: Derivatives and Risk Management, students frequently encounter financial stability issues and the implications both for society and ethical behaviour in individual firms. This is raised in discussions of derivatives and their role in the financial crisis of 2008. For example, they are asked to read a case study on structured products in the mortgage market and discuss the ethical issues faced by the market participants. Exam questions often include aspects of ethics and responsibility, for example, when students are required to evaluate the benefits and risks of financial derivatives for banks and other stakeholders in the wider financial system.

The MSc in Human Resource Management has gained recognition from the Chartered Institute of Personnel and Development, whose accreditation requires adequate attention to ethics. Both MSc programmes incorporate substantial materials on ethics, sustainability and responsibility as detailed in Appendix IV.

The Executive Education team, barely a year old at the time of the 2013 SIP report, has built relationships over the intervening years with over 2400 companies, public and third-sector bodies. A number of such clients operate in ethically sensitive contexts (such as the National Health Service Leadership Academy with whom the Business School developed and launched the Mary Seacole Postgraduate Certificate in Healthcare Leadership in 2014). Feedback confirms that our corporate clients are attracted to working with The Open University Business School because of its reputation for responsible leadership development.

Finally, our progress in delivering empowering free learning to a wide audience has been rapidly accelerated by the creation of the Centre for the Public Understanding of Finance (PUFin), established in 2013 through a philanthropic donation; the Centre for Voluntary Sector Leadership (CVSL), established in 2015 also through a philanthropic donation; and the Centre for Policing Research and Learning (CPRL), established in 2015 through competitive external funding and now funded by The Open University and subscriptions from 17 UK police forces.

All three centres are characterised by an innovative way of working, which combines a focus on research, teaching and external engagement. They leverage insight from their members’ research and the engagement with practitioners in their respective fields into widely-accessible teaching through the creation of a suite of Massive Open Online Courses (MOOCs) and Badged Open Courses (BOCs), which have attracted over 61,000 registrations from learners keen to improve their knowledge. For example, the MOOC ‘An Introduction to Public Leadership’ attracted 14,177 registrations. These MOOCs and BOCs include activities that aim to engage students directly with questions of ethical leadership (the CVSL BOCs), public value (the Policing MOOC) and improved personal understanding of finance (the PUFin MOOCs). The three centres provide an excellent example of how, in line with our fundamental commitment to inclusion, innovation and responsiveness, we continue to find new ways to share the benefits of our research, in an accessible and relevant format, with a wider audience than is usually associated with academic outputs, and in a way which empowers learners to make responsible choices.

Free, relevant learning such as this is one of the ways in which the School makes a contribution to its local and global communities to catalyse responsible leadership development in business and society. The launch of The Open University’s FutureLearn platform, in 2013, has created a sustainable platform for Massive Open Online Courses (MOOCs) for 30 leading universities including PUFin’s output. In addition we make 5% of all of our new teaching material freely available on the OpenLearn web platform. This attracts around five million visits a year and hosts over 700 free courses from across the University, with the Business School responsible for some of the most popular ones in the last two years. Other channels for informal learning include iTunes U and The Open University’s YouTube channel, OULearn, which receives over five million video views a year. Among our most popular videos are specially commissioned 60 second ‘shorts’, including a 2014 series on ethically-inspiring but ‘unlikely leaders’, featuring input from the School.

## 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.**

We are committed to conducting rigorous research that engages directly with current business, public policy, legal and societal debates. A large proportion of our overall research effort as a Faculty is dedicated to research in the areas of responsible business and management practice. We are also active in research related to the social and environmental impact of business and management practice. This is evidenced by formal structures, as well as an impressive record of research and external engagement projects, publications and research student projects in this area. The Open University Business School’s research in these areas sits in a much wider research culture and tradition concerned with social justice, the public good and environmental sustainability conducted across The Open University.

Since 2015, four new research centres have been established which do a considerable amount of work directly linked to sustainability, responsibility and ethics and the general furthering of public value. These are:

**Centre for Voluntary Sector Leadership (CVSL)**

<http://www.open.ac.uk/business-school-research/centre-voluntary-sector-leadership/>

The Centre was established in 2015 with the generous philanthropic support of Anthony Nutt. It builds on existing research expertise and capability in the voluntary sector, public leadership, corporate social responsibility and social enterprise to establish The Open University Business School as a trusted source of expertise in leadership development thinking for the voluntary sector in the UK; lead on new areas of research where there are significant leadership knowledge and solutions-based gaps; provide free and flexible leadership development opportunities that meet the priority needs of the sector; and ensure that all best practice and new thinking is disseminated as effectively as possible. It currently pursues a range of internally and externally-funded research projects that aim, ultimately, to feed into enhanced leadership capability in the voluntary sector, particularly in that part of the sector encompassing grassroots, small, and medium organisations that are most often overlooked in existing leadership initiatives. For example, current projects investigate the distinctive contribution of the small and local voluntary sector organisations to society, the contribution of the sector to mental health and criminal justice provision, and the leadership development needs of the ‘entrepreneurial’ third sector.

The Centre funds several PhD students who look at a variety of issues related to voluntary sector leadership, including projects on ethical leadership, leadership in complex public-third sector partnerships for health delivery, the co-creation of public value in online learning spaces, and ethnographic research on process of social value creation in the voluntary sector.

**Centre for Policing Research and Learning (CPRL)**

<http://centre-for-policing.open.ac.uk/>

The Centre was established in late 2015 through substantial external funding from the Police Knowledge Fund alongside funding from its 17 UK police partners. Since April 2017 it is baseline funded by The Open University but continues to attract significant amounts of external funding. It brings together 48 academics from all the faculties and institutes of The Open University, led by the OU’s Faculty of Business and Law (FBL) and Faculty of Arts and Social Sciences (FASS). Its 17 police organisations are spread across the UK and together covers 60% of the policing workforce. There are international academics and representatives of health and local government on its partnership advisory board. The Centre undertakes a programme of research, education and knowledge exchange, the latter focused on the embedding of research evidence in practice. Recently completed research projects within The Open University Business School include a project on Ethical Practice in Policing; a project on Rebuilding of Organisational Trust after a Period of Difficulty, and a project on Leadership to Create Public Value in Policing. The Centre part-funds part-time PhD studentships for members of participating police forces, including a current PhD study on Ethical Practice in Policing.

**The True Potential Centre for the Public Understanding of Finance (PUFin)**

<http://www.open.ac.uk/business-school-research/pufin/>

This Centre of Excellence for research in the development of personal financial capabilities was established with the support of True Potential LLP. True Potential PUFin works to improve public understanding of personal finance through its research and the delivery of free modules providing individuals with the tools to make sound financial decisions. The first major research project funded within the Centre aimed to establish a common understanding of risk through in-depth interviews with policy makers, consumer organisations, financial advisors and consumers.

**Centre for Knowledge in Organisations and Professions (CKOP)**

<http://business-school.open.ac.uk/research/activity/CKOP>

The Centre brings together researchers from The Open University Business School (OUBS) and The Open University Law School (OULS) who are interested in understanding how knowledge is produced, shared and used within organisations and professions.

**Conferences, Workshops and other External Engagement Events**

During the last two years, we have organised a series of workshops and symposia at The Open University that address various aspect of socially responsible management and the wider social impact and implications of business and management. In addition, we hold regular research seminars, many of which are on topics related to social responsibility, sustainability, human rights and social justice. For example, we co-organised an ESRC-funded seminar series, Green Innovation: Making it Work (<http://business-school.open.ac.uk/research/esrc-seminar-series-green-innovation-making-it-work>), and are currently leading an ESRC Impact Acceleration project designed to engage with small and medium-sized enterprises (<http://business-school.open.ac.uk/research/growing-greener>).

**Research Publications**

Colleagues in The Open University Business School publish extensively in national and international academic journals on topics related to responsible management and societal issues in management. A list of recent publications (since 2015) falling into these areas is attached as Appendix II. Topics covered include marketing ethics, surveillance and privacy, ethics of taxation and finance, social and environmental enterprise, responsible workplace practices, governance, the relation of business and management to social movements and external stakeholders, and many more.

**Research Students**

The Open University Business School has over 40 full-time and part-time research students, many of whom work in areas relevant to the PRME principles. Current and recently completed PhD projects include a project on advertising ethics, a project on providing meaningful activities for young people, and two projects on sustainability in small and medium-sized enterprises, among others. A list of current and recent research student projects in this area is provided in Appendix III.

## Principle 5 | Partnership and Principle 6 | Dialogue

**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 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.**

We work in partnership with industry, the public sector and voluntary sector organisations to foster responsible management education and practice. Many of our collaborations and partnerships have an explicit social responsibility focus but even those that do not endeavour to promote management capacity and responsibility.

**Impact cases for the 2014 Research Excellence Framework (REF)**

Two of the three impact case studies that formed part of the last Open University Business School Research Excellence Framework (REF) submission fall into the area covered by the PRME principles:

1. *‘Influencing policy on alcohol marketing to young people’:* critical marketing research by the Institute for Social Marketing at The Open University has informed policy by establishing the link between the marketing practices of drinks manufacturers and young consumers’ attitudes to and consumption of alcohol; providing the material for the seminal report *Under the Influence* commissioned and published by the BMA Board of Science; guiding the Health Select Committee and underpinning a Private Members Bill on the regulation of alcohol marketing to children.
2. *‘Shaping healthcare leadership and governance’*: research carried out by The Open University Business School has identified how clinical involvement in the leadership and governance of health services should be undertaken in practice. The sustained stream of research has had an impact on healthcare services at a national level, contributing to the guidance provided by the national NHS Leadership Academy.

We are in the process of preparing a number of potential impact case studies for the forthcoming REF 2021, which will build on these earlier cases, highlighting our work in areas such as improving the environmental sustainability of small and medium-sized enterprises.

**Breakfast Briefings**

These are a series of face-to-face events which aim to foster collaboration and create an opportunity for businesses and the School to explore together the latest and best of business thinking. Each quarterly session features our academics who share the practical application of insights gained through research or consultancy with the local business community. These have proved popular consistently attracting audiences of around 50 business people who also have the opportunity to network and develop relationships with the School and University staff. Each Business Breakfast is recorded and is posted on our public site after the event.

In May 2015 a breakfast briefing on *Making sense of climate change: the role of personal values in understanding business engagement* (6 May 2015), delivered by former OUBS doctoral student and associate lecturer Dr Sarah Williams, focused on how different values can be drawn upon to motivate an engagement with the climate change challenge for small businesses. Other recent events focused on *Managing SMEs* (Sept 2014) and *Big Data and Digitisation* (Jan 2015).

Further briefings have included:

* In September 2017, Dr Raquel Garcia-Garcia presented ‘Rapid Internationalisation and Performance: is the sky the limit?’
* In January 2018, Hugh McFaul presented ‘Open Justice: Digital innovation to support social justice and improve employability’.

**Public Leadership Perspectives – Public seminars**

Over the last two years we have held a series of public seminars, designed to give an insight into different perspectives on public leadership. These have attracted audiences of well over 100 people at each event and have included:

* A talk by Lord David Blunkett, in June 2016 on “After the referendum, what is the UK’s place in the world?”
* A seminar by Professor John Alford, University of Melbourne on “The co-production of public services”.

**The True Potential Centre for the Public Understanding of Finance (PUFin)**

* The True Potential Centre for the Public Understanding of Finance (PUFin) has recently contributed to the production of a Green Paper on ‘Saving us from ourselves: How we can make the UK more financially resilient?’ and another ‘Does a rising tide lift all boats?’ which is a review of social mobility in financial services.
* It has previously contributed to Green and White Papers on ‘Towards a Common Understanding of Risk’ which examine people’s perception of risk when making investment decisions.
* The latest annual conference organised by PUFin was in November 2016 on the issue of *Investment Behaviour*. Previous annual conferences addressed the issues of *Consumers and the New Pension Landscape* in November 2015, and *Risk and Investment Decision Making* in November 2014.
* Additionally there has been extensive PR activities/conference attendance/workshop participation to publicise/spread the research and teaching agendas of PUFin, including presentations at the UK Parliament at Westminster and the Northern Irish Assembly at Stormont.
* An evening seminar in June 2018 with a talk from Dr Paul Wilmott and Professor Russell Napier on ‘Is the world going Quants mad? Lessons from financial experts and history’.

**Centre for Voluntary Sector Leadership (CVSL)**

* Third Sector Project: This project aims to develop partnerships between researchers and third sector organisations within the local Milton Keynes area, with the dual aims of facilitating knowledge exchange, and developing future research proposals. Following an initial scoping exercise, an interactive breakfast event was held in March 2015, attended by over 20 representatives of local voluntary and community organisations.
* Additionally, CVSL continue to engage with local voluntary and civil society organisations in both research projects, ongoing engagement, and knowledge exchange.
* In March 2018, CVSL held its first annual conference which attracted over 80 attendees from the voluntary sector and included a live streaming element for participants unable to attend the live event.

**Centre for Policing Research and Learning (CPRL)**

Since 2015, the Centre innovated by creating and holding 10 ‘evidence cafés’ and five peer learning visits. The Centre held a series of international lectures, workshops and two large conferences.Topics were based on emerging research, and key national issues in policing. The evidence cafés involved sharing research evidence and its practical applications in informal settings of curiosity and exploration. The peer learning visits involved visits in the UK to organisations (covering policing, health and car sales and service) that have promising practice and tacit as well as explicit knowledge was shared about both practice and mobilising change. The international lectures had a live audience and aspects of them have been made available via online mechanisms for free access anywhere and anytime.

**Research into Employment, Empowerment and Futures (REEF)**

The Centre aims to dispel the fears of new technology and accurately inform people of the huge potential that it has to enrich their lives and positively transform our social potential. Our ambitious goal is to produce the world’s first open access ‘civic education’ for the 21st century.

Virtual Progress

We aim to promote the use of virtual technology for improving and transforming democratic participation, civic society, and public services. By developing accessible and freely available VR products, the initiative could enable individuals and communities, especially those who are historically marginalised, to manufacture VR scenarios that can transform lives and show the way towards a different more empowering future.

Current project: *‘Virtual Inclusion: Tackling Hate and Extremism Using Virtual Technology’* (funded by Google and the Institue of Strategic Dialogue: £99,000). This project is creating 10 minute virtual reality ‘field trips’ that will allow students and the wider public to experience a ‘day in the life’ of a young person from a socially excluded community and in doing so foster social inclusion in a new immersive and engaging way. We are seeking to further develop this project by creating a virtual reality-based ‘empathy labs’ for schools across the country. We are also in initial discussions to work with a primary school to contribute a virtual reality component to their innovative ‘restorative justice’ curriculum that could be used by schools and communities across the country and potentially globally.

Civic Games Institute

We aim to design open access mobile games that can be played to build skills in individuals that enable them to take full advantage of the sharing economy, greater workplace democracy, collective organising, and effective political campaigning. A civic games network would allow people to share their knowledge and circumstances in order to create new games and update existing ones for these empowering purposes.

Current project: ‘*Union Games’* (funded by The Open University: *£*2,800). This project is creating online games for promoting successful unions in the 21st century. In partnership with the Serious Games Institute at Coventry University, it will begin to develop and design games on the following four topics:

* ‘How to Start a Union’
* ‘How to be a Union Case Worker’
* ‘How to Collectively Bargain’
* ‘How to Create a Worker-Led Co-operative’

Specifically, it will draw on the expertise of Unions21, the TUC, Deliveroo Driver’s Union, and the UK cooperative Co-Tech. We are at the initial exploratory stages of this project in which we are collecting data from union members and working on the preliminary design of the games. We are hoping on the basis of this work that we can attract larger funding in order to produce a prototype of the games and an initial sharing platform where they can be hosted.

Disruptive Learning

REEF is committed to reimagining lifelong education that will produce empowered 21st century citizens. We believe that it is important to offer people the knowledge and skills they need to influence and thrive in a rapidly changing political, economic, and social environment. We will develop a range of lifelong learning programmes and pathways that teach individuals how civic technologies can directly impact their lives and communities. We will also demonstrate how games and simulations can be vital teaching tools for improving the effectiveness of political participation, redefining community interactions, and changing organisational cultures.

Current project: *‘Everydata’* (currently part of an OU supported crowdfunding campaign).This is a safe and secure datasharing app that we are seeking to develop that would provide people the skills and local networks in order to effectively use data to improve their communities and workplaces. We are currently in preliminary discussions to partner with the company Next Door on this project and have already begun a crowdfunding campaign to support its initial development.

**The Centre for Knowledge in Organisations and Professions (CKOP)**

The Centre brings together researchers from The Open University Business School (OUBS) and The Open University Law School (OULS) who are interested in understanding how knowledge is produced, shared and used within organisations and professions. Researchers in CKOP study a wide range of issues related to organisational knowledge and learning. They are also interested in the production of expert and research knowledge – including methodological considerations. CKOP researchers also explore ethical issues related to knowing and knowledge and focus on the development of critical reflexive pedagogies in management and legal education.

The Centre has received funding to define and develop the concept of ‘empowering methodologies’ in the postcolonial, globalised context of India. Professor Emma Bell has secured a grant from the UK-India Education and Research Initiative (UKIERI) for the £50,000 Developing Empowering Methodologies in Business and Management Research project.

Emma, Professor of Organisation Studies, and colleague Dr Tim Butcher, Senior Lecturer in People Management and Organisation Studies, are working in collaboration with Professor Sunita Singh Sengupta from the University of Delhi to develop the concept of ‘empowering methodologies’ in management research in the postcolonial, globalised context of India. The two-year project will enhance research capacity, develop researchers’ skills and strengthen methodological understanding of approaches to business and management research that seek to empower research participants.

For further information contact:

**Professor Devendra Kodwani**

**The Open University Business School**

# Appendix I: Vision, Mission and Values

At the heart of our Strategic Plan is The Open University’s mission to be open to people, places, methods and ideas as well as our core values of being inclusive, innovative and responsive.

**Our Values**

Inclusive: We play a unique role in society, making Higher Education open to all; we promote social justice through the development of knowledge and skills.

Innovative: We lead the learning revolution, placing innovation at the heart of our teaching and research; we continuously seek new and better ways to inspire and enable learning; we create world-class research and teaching.

Responsive: We respond to the needs of individuals and employers and the communities in which they live and work; we are dedicated to supporting our students’ learning success.

**Our Mission**

To deliver transformational business and management education to a diverse audience, that is founded on rigorous research and practice, and has beneficial social and economic impact.

**Our Vision**

The Open University Business School will continue to be a leader in open, accessible and flexible business and management education.

# Appendix II: Recent Publications (since 2016) in Responsibility, Sustainability and Ethics and Related Areas

Except where publisher restrictions are in place, our publications are available from Open Research Online (<http://oro.open.ac.uk/view/faculty_dept/fbl-bus.html>):

* Abdelrehim, Neveen; Linsley, Philip and [Verma, Shraddha](http://oro.open.ac.uk/view/person/sv2882.html) (2017). [Understanding risk disclosures as a function of social organisation: a neo-Durkheimian institutional theory-based study of Burmah Oil Company 1971-1976.](http://oro.open.ac.uk/49119/) *British Accounting Review*, 49(1) pp. 103–116.
* Bailey, Nicholas and [Winchester, Nik](http://oro.open.ac.uk/view/person/njw353.html) (2016). [Framing Social Justice: The Ties That Bind a Multinational Occupational Community.](http://oro.open.ac.uk/47907/) *Sociology* (Early view).
* [Bloom, Peter](http://oro.open.ac.uk/view/person/pb9435.html) (2016). [Back to the capitalist future: Fantasy and the paradox of crisis.](http://oro.open.ac.uk/44972/) *Culture and Organization*, 22(2) pp. 158–177.
* [Bloom, Peter N.](http://oro.open.ac.uk/view/person/pb9435.html) and White, Paul J. (2016). [The moral work of subversion.](http://oro.open.ac.uk/44503/) *Human Relations*, 69(1) pp. 5–31.
* [Blundel, Richard](http://oro.open.ac.uk/view/person/rkb7.html); Smith, David; Ackrill, Robert and [Schaefer, Anja](http://oro.open.ac.uk/view/person/as7483.html) (2018). [Making ‘greener’ connections: An introduction to the Special Issue.](http://oro.open.ac.uk/53367/) *The International Journal of Entrepreneurship and Innovation*, 19(1) pp. 3–8.
* Botta, Alberto and [Tori, Daniele](http://oro.open.ac.uk/view/person/dt6489.html) (2017). [A critique to the expansionary austerity (part III): empirical counter facts beyond theoretical weaknesses.](http://oro.open.ac.uk/48811/) University of Greenwich.
* Bryson, John; [Sancino, Alessandro](http://oro.open.ac.uk/view/person/as33839.html); Benington, John and Sørensen, Eva (2017). [Towards a multi-actor theory of public value co-creation.](http://oro.open.ac.uk/47131/) *Public Management Review*, 19(5) pp. 640–654.
* [Diamond, Janet](http://oro.open.ac.uk/view/person/jahd6.html) and [Vangen, Siv](http://oro.open.ac.uk/view/person/sv379.html) (2016). [Coping with austerity: innovation via collaboration or retreat to the known?](http://oro.open.ac.uk/46475/) *Public Money and Management* (in press).
* Fenton‐O’Creevy, Mark, Dibb, S., & Furnham, A. (2018). Antecedents and consequences of chronic impulsive buying: Can impulsive buying be understood as dysfunctional self‐regulation?. *Psychology & Marketing*, *35*(3), 175-188.
* [Harris, Fiona](http://oro.open.ac.uk/view/person/fs35.html); [Roby, Helen](http://oro.open.ac.uk/view/person/hmr232.html) and [Dibb, Sally](http://oro.open.ac.uk/view/person/sd4893.html) (2016). [Sustainable clothing: challenges, barriers and interventions for encouraging more sustainable consumer behaviour.](http://oro.open.ac.uk/45014/) *International Journal of Consumer Studies*, 40(3) pp. 309–318.
* Kimbu, Albert Nsom and [Ngoasong, Michael Zisuh](http://oro.open.ac.uk/view/person/mzn4.html) (2016). [Women as Vectors of Social Entrepreneurship.](http://oro.open.ac.uk/46819/)*Annals of Tourism Research*, 60 pp. 63–79.
* [Lindridge, Andrew M.](http://oro.open.ac.uk/view/person/aml353.html); Penaloza, Lisa and Worlu, Omniprye (2017). [Agency and Empowerment in consumption in relation to a patriarchal bargain: the case of Nigerian immigrant women in the UK.](http://oro.open.ac.uk/46357/) *European Journal of Marketing* (In Press).
* Murphy, Patrick E.; Laczniak, Gene R. and [Harris, Fiona](http://oro.open.ac.uk/view/person/fs35.html) (2017). [Ethics in Marketing: International Cases and Perspectives.](http://oro.open.ac.uk/48155/) Abingdon, Oxon, UK: Routledge.
* [Ngoasong, Michael Z.](http://oro.open.ac.uk/view/person/mzn4.html) and Kimbu, Albert N. (2016). [Informal microfinance institutions and development-led tourism entrepreneurship.](http://oro.open.ac.uk/43899/) *Tourism Management*, 52 pp. 430–439.
* [Ngoasong, Michael Zisuh](http://oro.open.ac.uk/view/person/mzn4.html) (2016). [Inclusive business models? How SMEs are developing inclusive value chains and combating social exclusion in bottom-of-the-pyramid markets.](http://oro.open.ac.uk/47093/) In: *Managing Africa’s Future: Prospects and Challenges* (Acquaah, Moses and Stanz, Kerel eds.), The Africa Academy of Management, Greensboro, NC, pp. 58–69.
* Onaran, Özlem; Andersen, Lars; Cozzi, Giovanni; Dahl, Signe; Nissen, Thea ; Obst, Thomas and [Tori, Daniele](http://oro.open.ac.uk/view/person/dt6489.html)(2017). [*An Investment and Equality-Led Sustainable Development Strategy for Europe.*](http://oro.open.ac.uk/48812/) University of Greenwich, London.
* Otaye-Ebede, Lilian; [Priola, Vincenza](http://oro.open.ac.uk/view/person/vp3444.html) and Yerby, Elaine (2017). [Diversity in Organizations: HRM and International Practices.](http://oro.open.ac.uk/48871/) In: Crawshaw, Jonathan R.; Budhwar, Pawan and Davis, Ann eds. *Human Resource Management: Strategic and International Perspectives*, Volume 2nd ed. London: Sage.
* Prinsloo, Paul and [Slade, Sharon](http://oro.open.ac.uk/view/person/ss2385.html) (2017). [Big Data, Higher Education and Learning Analytics: Beyond Justice, Toward an Ethics of Care.](http://oro.open.ac.uk/47792/) In: Kei Daniel, Ben ed. *Big Data and Learning Analytics in Higher Education: Current Theory and Practice.* Cham: Springer International Publishing, pp. 109–124. [Storey, John](http://oro.open.ac.uk/view/person/js56.html) and [Salaman, John](http://oro.open.ac.uk/view/person/jgs3.html) (2017). [Employee ownership and the drive to do business responsibly: A study of the John Lewis Partnership.](http://oro.open.ac.uk/48119/) *Oxford Review of Economic Policy* (In press).
* Prinsloo, Paul and [Slade, Sharon](http://oro.open.ac.uk/view/person/ss2385.html) (2016). [Student Vulnerability, Agency, and Learning Analytics: An Exploration.](http://oro.open.ac.uk/46172/) *Journal of Learning Analytics*, 3(1) pp. 159–182.
* [Quinones, Cristina](http://oro.open.ac.uk/view/person/cqg2.html); Griffiths, Mark and Kakabadse, Nada (2016). [Compulsive Internet use and workaholism: An exploratory two-wave longitudinal study.](http://oro.open.ac.uk/45388/) *Computers in Human Behavior*, 60 pp. 492–499.
* [Salaman, Graeme](http://oro.open.ac.uk/view/person/jgs3.html) and [Storey, John](http://oro.open.ac.uk/view/person/js56.html) (2016). [A Better Way of Doing Business? Lessons from the John Lewis Partnership.](http://oro.open.ac.uk/44221/) Oxford: Oxford University Press.
* [Sancino, Alessandro](http://oro.open.ac.uk/view/person/as33839.html) (2016). [The meta co-production of community outcomes: towards a citizens’ capabilities approach.](http://oro.open.ac.uk/43546/) *VOLUNTAS: International Journal of Voluntary Nonprofit Organizations*, 27(1) pp. 409–424.
* [Sancino, Alessandro](http://oro.open.ac.uk/view/person/as33839.html); Grossi, Giuseppe and Sicilia, Mariafrancesca (2019). [Between patronage and good governance: organizational arrangements in (local) public appointment processes.](http://oro.open.ac.uk/47600/) *International Review of Administrative Sciences*, 85(2) (In Press).
* [Smolovic-Jones, Nela](http://oro.open.ac.uk/view/person/ssj57.html); [Smolovic Jones, Owain](http://oro.open.ac.uk/view/person/osj8.html); [Winchester, Nik](http://oro.open.ac.uk/view/person/njw353.html) and Grint, Keith (2016). [Putting the discourse to work: On outlining a praxis of democratic leadership development.](http://oro.open.ac.uk/45691/) *Management Learning*, 47(4) pp. 424–442.
* [Wahga, Aqueel](http://oro.open.ac.uk/view/person/aiw34.html); [Blundel, Richard](http://oro.open.ac.uk/view/person/rkb7.html) and [Schaefer, Anja](http://oro.open.ac.uk/view/person/as7483.html) (2018). [Understanding the Drivers of Sustainable Entrepreneurial Practices in Pakistan’s Leather Industry: A Multi-Level Approach.](http://oro.open.ac.uk/49184/) *International Journal of Entrepreneurial Behaviour & Research*, 24(2) (In Press).
* [Wahga, Aqueel](http://oro.open.ac.uk/view/person/aiw34.html); [Blundel, Richard](http://oro.open.ac.uk/view/person/rkb7.html) and [Schaefer, Anja](http://oro.open.ac.uk/view/person/as7483.html) (2018). [Human Capital and Environmental Engagement of SMEs in Pakistan: A Comparative Analysis of the Leather Industry.](http://oro.open.ac.uk/51631/) In: Spence, Laura J.; Frynas, Jedrzej G.; Muthuri, Judy and Navare, Jyoti eds. *Research Handbook on Small Business Social Responsibility: Global Perspectives.* Edward Elgar Research Handbooks. Cheltenham: Edward Elgar, pp. 401–412.
* [Whiting, Rebecca](http://oro.open.ac.uk/view/person/crw287.html) and [Pritchard, Katrina](http://oro.open.ac.uk/view/person/klp348.html) (2017). [Digital Ethics.](http://oro.open.ac.uk/47249/) In: Cassell, Catherine; Cunliffe, Ann and Grandy, Gina eds. *The SAGE Handbook of Qualitative Business and Management Research.* Sage.
* Williams, Sarah; [Schaefer, Anja](http://oro.open.ac.uk/view/person/as7483.html) and [Blundel, Richard](http://oro.open.ac.uk/view/person/rkb7.html) (2017). [Understanding value conflict to engage SME managers with business greening.](http://oro.open.ac.uk/48056/) In: Rendtorff, Jacob Dahl ed. *Perspectives on Philosophy of Management and Business Ethics.* Ethical Economy: Studies in Economic Ethics and Philosphy. Springer, pp. 73–91.
* Williams, Sarah; [Schaefer, Anja](http://oro.open.ac.uk/view/person/as7483.html) and [Blundel, Richard](http://oro.open.ac.uk/view/person/rkb7.html) (2017). [Understanding value conflict to engage SME managers with business greening.](http://oro.open.ac.uk/48056/) In: Rendtorff, Jacob Dahl ed. *Perspectives on Philosophy of Management and Business Ethics.* Ethical Economy: Studies in Economic Ethics and Philosphy. Springer, pp. 73–91.
* Willis, James; [Slade, Sharon](http://oro.open.ac.uk/view/person/ss2385.html) and Prinsloo, Paul (2016). [Ethical oversight of student data in learning analytics: a typology derived from a cross-continental, cross-institutional perspective.](http://oro.open.ac.uk/46738/) *Educational Technology Research and Development*, 64(5) pp. 881–901.
* [Valdez Juarez, Alan-Miguel](http://oro.open.ac.uk/view/person/amvj2.html); [Cook, Matthew](http://oro.open.ac.uk/view/person/mc22226.html); [Langendahl, Per-Anders](http://oro.open.ac.uk/view/person/paal2.html); [Roby, Helen](http://oro.open.ac.uk/view/person/hmr232.html) and [Potter, Stephen](http://oro.open.ac.uk/view/person/sp23.html)(2017). [Prototyping sustainable mobility practices: user-generated data in the smart city.](http://oro.open.ac.uk/48930/) *Technology Analysis & Strategic Management* (Early Access).
* [Vilcan, Tudorel](http://oro.open.ac.uk/view/person/tv655.html) (2017). [Articulating resilience in practice: chains of responsibilisation, failure points and political contestation.](http://oro.open.ac.uk/48218/) *Resilience: International Policies, Practices and Discourses*, 5(1) pp. 29–43.

# Appendix III: Current research student projects in business & society, responsible management and related areas

* Abukari Atchulo (Department for Finance and Accounting) investigates how organisations incorporate social and environmental considerations into financial decision making in the context of funding models for electric vehicles.
* Akash Puranik (Department for Public Leadership and Social Enterprise) is studying the creation of collaborative advantage for public and social value.
* Andres Morales Panchon (Department for Public Leadership and Social Enterprise) studies the governance and impacts of indigenous community-based enterprises in the Andean region.
* Aqueel Wahga (Department for Public Leadership and Social Enterprise) is investigating the role of firms’ internal capabilities in driving environmental improvement in SMEs in the Pakistani leather sector.
* Ben Hargreaves (Department for Public Leadership and Social Enterprise) is looking at the development of ethical practice in policing.
* Beth Hammett (Department for Public Leadership and Social Enterprise) is looking at institutional resilience in the collaborative governance of river catchment management.
* Cristina Mititelu (Department of Public Leadership and Social Enterprise) is looking at creating, assessing and evidencing public and social value in the voluntary sector.
* Daniel Haslam (Department for Public Leadership and Social Enterprise) studies voluntary sector leadership in the context of cross-sector collaborations.
* Danson Kimani (Department for Accounting and Finance) studies the governance of banking/financial institutions in Africa.
* David Shaw (Department for Strategy and Marketing) investigates the use of partnership marketing in public health campaigns.
* Gauri Misra (Department for Strategy and Marketing) looks at corporate social responsibility and shared value creating in the context of basic need fulfilment at the bottom of the pyramid.
* Gemma Wright (Department for People and Organisations) looks at women’s perspectives and experiences of their disability in the workplace.
* Jay Nugent (Department for Public Leadership and Social Enterprise) investigates ethical leadership as lived experience.
* Joanne Vincett (Department for People and Organisations) studies how people in voluntary organisations co-produce social space and make sense of what they do.
* Loua Khalil (Department for Public Leadership and Social Enterprise) studies the role and potential of leadership development programmes for post conflict resolution.
* Marco Distinto (Department for People and Organisations) looks at opening up management to inclusion in the context of not-for-profit organisations to support immigrants.
* Maria Wishart (Department for Public Leadership and Social Enterprise) looks at the role of moral identity in responsible management practice and learning.
* Nela Smolović Jones (Department for Public Leadership and Social Enterprise) is studying the role of civil society organisations in the development of democratic practice.
* Nicola Croxton (Department for Strategy and Marketing) looks at the internationalisation of corporate social responsibility.
* Olga Andrianova (Department for Public Leadership and Social Enterprise) is investigating how organisations engage their employees in corporate greening efforts.
* Rianne ten Ven (Department for People and Organisations) investigates the ethics of surveillance technologies in a humanitarian aid context.
* Richmond Lamptey (Department for Public Leadership and Social Enterprise) is investigating impact investment, enterprise development and inclusive governance.
* Sara Degli Esposti (Department for People and Organisations) is jointly funded by the Social Sciences and Humanities Research Council of Canada and The Open University. Her research investigates the relationship between big data practices and compliance with data protection principles in the UK.
* Tam Nguyen (Department for Strategy and Marketing) is investigating social marketing and financial well-being.

# Appendix IV: Ethics, Sustainability and Responsibility Content in our Teaching Materials

BA Business and Management (with different pathways):

* B100 (Introduction to Business and Management, 60 credits, core Level 1, launched Oct 2015): 1 week on business in society, 4 weeks on business ethics, and 1 week on ethics in the globalisation of business. ESR explicitly assessed.
* B122 (An Introduction to Retail Management and Marketing, 30 credits, Level 1 option): 1 week on contemporary issues in retailing covers ethics, sustainability and corporate social responsibility.
* B201 (Business organisations and their environments, 60 credits, Level 2 option): 2 weeks on corporate social responsibility, 2 weeks on regulation, 1 week on sustainability; ESR explicitly assessed.
* B205 (Exploring innovation and entrepreneurship, 60 credits, Level 2 core on innovation and enterprise pathway, launched Oct 2016): includes materials on different kinds of value, legitimacy, environmentally sustainable enterprise, and individual values in enterprise, as well as case studies of social and environmental entrepreneurs and their businesses.
* B207 (Shaping business opportunities, 60 credit, Level 2 core, launches Oct 2017): includes materials on public value creation in third and public sector, sustainable city leadership, ethical values in a global context, marketing ethics, sustainable innovation and long term thinking in business, the social construction of value and the concept of shared value, and ethics and sustainability questions in accounting.
* B208 (Developing Leadership, 60 credits, Level 2 core on leadership pathway, launches Oct 2018): The module contains its own leadership ethics block of learning (four weeks), during which students will explore different conceptions of ethical leadership: from views of the ethical leader to notions of ethical leadership practice. In addition to the block, students will also consider leadership in ethical terms throughout, reflecting on the ethical problems of approaching leadership as embodied in a single person and considering, the ethical problems of certain leadership practices and alternative ethical possibilities generated from more aesthetic practices of leadership.
* B291 (Financial Accounting, 30 credits, Level 2 core on accounting and finance pathway): contains a one-week study session on legal and ethical responsibilities.
* B301 (Making sense of strategy, 60 credits, Level 3 core): contains materials on critical management theory.
* B324 (Marketing and society, 30 credits, Level 3 option): the entire module deals with social marketing, marketing ethics, and responsible marketing practice. ESR explicitly assessed.
* B325 (Managing across organisational and cultural boundaries; 30 credits, Level 3 option): Contains study units on power and trust in inter-organisational collaborations.
* B327 (Creating futures: sustainable enterprise and innovation, 30 credits, Level 3 core on innovation and enterprise pathway, launches Oct 2017): focuses on how entrepreneurship and innovation can be used to address societal problems in an ethical and sustainable manner, with an explicit focus on the UN Sustainable Development Goals; gives BA (Hons) Business and Management (enterprise and innovation pathway) an explicit ethics and sustainability steer; integrates ethics as principles to be followed, ethics as individual leader and character development, and the dimensions of sustainability as core to entrepreneurship and innovation in new and existing enterprises across a range of specialist areas.

MSc Finance:

* B858 (Introduction to corporate finance, 30 credit, compulsory module): contains study sessions on corporate social responsibility reporting, accounting scandals and corporate responsibility.
* B859 (Financial strategy: valuation, governance and ethics, 30 credit, compulsory module): one quarter of the module (4 weeks’ worth of study) is dedicated to corporate governance and business ethics; three further study weeks cover Islamic finance.
* B861 (Investment and portfolio management, 30 credit, optional module): includes critiques of investment instruments and the investment industry.

MSc Human Resources Management:

* B863 (The human resources professional, 30 credit, compulsory module): includes a one-week session on professionalism and ethics.
* B864 (Human resource management in context, 30 credit, compulsory module): includes a four-week unit on markets, government and regulation and a 1-week session on the social context of work.
* B866 (Employment relations and employee engagement, 30 credit, optional module): the entire module deals with an important aspect of responsible management, for example, employment relations and the treatment of employees.