

UN PRME Report 2020



ULSB

PRME Principles for Responsible
Management Education

an initiative of the United Nations Global Compact

As Citizens of Change, the University of Leicester aims to be a world leader in environmental sustainability, both academically and operationally.

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We are a university founded on a legacy of hope for a better future – the only university in the world to be established by community fundraising as an abiding and living monument in the wake of war 100 years ago.

As we enter our second century in 2021, that flame of hope still burns brightly. Our strategic plan, which is currently being developed, will have three core strategic aims: research-inspired education, curiosity-driven research, and sustainable partnerships. The strategy and operations will be underpinned by five guiding principles: health and wellbeing of our staff and students, financial sustainability, environmental sustainability, diversity and inclusion, and operational excellence.

As Citizens of Change, the University of Leicester aims to be a world leader in environmental sustainability, both academically and operationally.

We contribute actively to broader UN goals and issues as a UN Global Compact participant and as one of the first UK University signatories of the Sustainable Development Goals (SDG) Accord. We have already moved to a position where we have no direct investments in carbon/fossil fuels.

A total of 98% of our undergraduate courses (2019/20 entry) have teaching aligned to the SDGs and we guide all prospective students with information to become socially responsible, global Citizens of Change.

The University is ranked 21st out of 766 universities in the world, in the Times Higher Education (THE) Impact Ranking, placing us in the top 3%. We were first in the world for goal 15, life on land, due to our academic excellence and commitment to conserving and developing the biodiversity of our Estate. We have also achieved a 46% carbon reduction (since baseline), and are committed to become net zero carbon as part of our Climate Change Strategy.

Our role as an anchor institution with a strong civic mission is key. With a turnover of over £300 million, 4,000 staff and 18,000 students, our contribution to the local and UK economy is significant. We are undertaking research into the testing and treatment of COVID-19 and have mobilised to support the National Health Service (NHS) through providing volunteers, clinical expertise, equipment and accommodation for key workers.

Our commitment to equality is absolute. The awarding gap is one of the most pressing priorities – for me, our university and the sector. Tackling it will include changing the way we talk about the awarding gap, instead of the BAME attainment gap, shifting the onus on change from student to institution. The University of Leicester currently has an awarding gap of 10% compared with the national 13%. I have pledged to eliminate the difference by 2025 as we continue our work to set the standard in the UK and beyond for inclusion in higher education and help to inspire and shape the next generation.

Professor Nishan Canagarajah
Vice Chancellor of the University of Leicester



I am extremely proud of the commitment and achievements of staff in the School and the wider University.



The University of Leicester School of Business (ULSB) remains truly committed to PRME and their implementation across all areas of our activity. We are proud to be part of global efforts to ensure responsible approaches to business and we are passionate about inspiring and developing students and equipping them with the confidence, skills and knowledge they will need to make a distinct and positive contribution in the world.

Our mission is to create globally minded leaders who are socially responsible, agile and resilient and we are a School renowned for having a strong sense of social purpose. As Citizens of Change, the University is fully committed to the PRME Agenda and prides itself on its quest for social justice and its positive contribution to the local and regional economy.

Our report showcases many initiatives and achievements which highlight the School and Institution's strong commitment to PRME. For instance, thanks to the continued efforts of Dr Ray-Bennett, we are able to offer six scholarships to Commonwealth scholars in an area that will allow the recipients to contribute to sustainable development of their nations. In the report, one of the previous recipients of such a scholarship details how he subsequently secured consultancies with UNICEF Belize on child protection in emergencies, the Belize Chamber of Commerce and Industry on addressing climate change in the construction sector, and with the Belize Ministry of Tourism's Sustainable Tourism Programme, all initiatives that align closely with SDGs. The School also showed a willingness to involve itself in potentially controversial research and impact activity with the aim of promoting the greater good. Police "stop and search" activity is understandably viewed as divisive in some quarters and any interventions that can improve the targeting and efficiency of such actions are to be welcomed. Professor Baines' work on evaluating the communications and deployment components of counter-terrorism initiative, Project Servator, determined that Project Servator Police stop/search activity resulted in a higher efficiency rate of 37% when compared to a national police average of 17% as a result of the specialist training they received; an outcome that leads to greater societal benefit from the conduct of more effective stop and search activity. The School also has a longstanding interest in research focussed on the appropriate work/life balance, led by Professor Stephen Wood, a factor which is in turn linked to health and wellbeing and decent work. The Covid pandemic has thrown up particular challenges in this respect and Professor Wood and his team are currently engaged in a fully funded extension to their project which will yield further important insights and impact in the area of work life balance and attendant challenges. Closer to home, the School is involved in a College initiative to offer study and career development opportunities to three scholars from the BAME community in an important initiative aimed ultimately at further diversifying the staff base in the School and College.

In terms of teaching and learning, as the report documents, we are fully committed to mainstreaming the PRME and SDGs into our teaching and student experience activities. At both undergraduate and postgraduate level, we incorporate many SDGs into our learning objectives, ensuring that students are provided with responsible and sustainable perspectives. Efforts also move beyond the classroom. For instance, our Innovation for Good Programme offered through the University of Leicester Innovation Hub, is designed to encourage SMEs to consider how to maximise environmental sustainability through offering a free audit and suggestions for improvement. The University is also home to an active Enactus chapter, which includes ULSB students. It pursues a number of projects bringing societal benefit. In the School we also assess our own operations to ensure that we do all that we can to align with SDGs. We are proud to have helped the University meet its 2020 targets of reducing carbon emission and achieving on-site segregation of waste for recycling. The signage design for the waste segregation project was supplied by a ULSB student and subsequently employed across the University. Currently, the School is planning a contribution to the Hungry for Change project by hosting an allotment on its new Brookfield Campus, once it is deemed safe to do so given COVID-19 restrictions. Our new campus is now fully complete and represents a significant investment in the School on the part of the University. Brookfield provides state of the art facilities in which to educate our students. Despite the pandemic, we aim to offer all students some small group, face to face teaching as well as a mixture of synchronous and asynchronous online learning.

Overall, the School remains a proud and active contributor to PRME and committed to the alignment of School teaching, research and impact with SDGs across the School. I am extremely proud of the commitment and achievements of staff in the School and the wider University. I hope you will find the report enlightening and inspiring.

Professor James Devlin

Dean of the University of Leicester School of Business (ULSB)

Our research aims to increase understanding of how sustainable solutions to various problems can be achieved.



PRME in Context

Our commitment to the UN Principles for Responsible Management Education (PRME) stems from a strong belief in the power of education and research in promoting socially responsible business. On the teaching front, we are working towards equipping our students with the capacity to deliver sustainable growth and contribute positively to the welfare of their communities and overall economy. Our research aims to increase understanding of how sustainable solutions to various problems can be achieved. In so doing, we engage directly with stakeholders in order to better understand current and future challenges. Undoubtedly, Citizens of Change, the University's new identity launched in February 2020, epitomises our heritage perfectly.

The efforts of our staff and students culminated in outstanding global sustainability success on Earth Day, as we ranked 21st out of 766 universities, placing us among the top 3% in the Times Higher Education (THE) Impact Ranking in 2020. This achievement is despite an increase in the number of institutions entering, from 467 to 766. We climbed 16 places from the 2019 Impact Ranking, further highlighting the significance of our achievement.

As Citizens of Change, and in line with the Principles of Responsible Management Education (PRME) and the SDGs, particularly SDG 4 and 10, we continue working towards creating an inclusive environment that facilitates participation and contributions from students and staff from Black, Asian and Minority Ethnic (BAME) groups. Whilst proud that we employ three times the national average of professors and teaching staff from BAME backgrounds by proportion of total staff, we aim to go further. In June 2020, the University launched a £1.5 million annual funding scheme for three new PhD studentships and ten postgraduate scholarships in order to attract scholars from BAME backgrounds¹.

In Part I of this year's Sharing Information on Progress report, we present the details of the various initiatives, programmes and achievements that have taken place over the previous 24 months in order to meet our 2018 commitments under the following headings:

- Scholarships
- Teaching and Learning
- Research
- Brexit Support
- Operations.

Part II of this report showcases examples of outstanding and ongoing work at ULSB, in the areas of research, teaching and learning, and engagement with stakeholders, all of which embrace and reflect various responsible management principles and the SDGs. The report concludes with an outline of our future commitments to responsible management education.

Dr. Ayman Omar

Assistant Professor of Finance and School of Business Lead on Principles for Responsible Management Education

¹ 9.8% of Professors and 14.2% of teaching staff are from BAME backgrounds, for details see: <https://le.ac.uk/news/2020/june/bame-scholarships>. Also, for details on these scholarships see: <https://le.ac.uk/study/postgraduates/fees-funding/scholarships-discounts/bame-pgt>.

Part I: Fulfilment of commitments and ongoing work



I learned about the Commonwealth Scholarship Commission during my search and decided to pursue this option after learning about its purpose and mission.



Scholarship Commitment

Two years ago, we committed ourselves to the expansion of sustainability-focused scholarships for potential students pursuing postgraduate degrees. The efforts of our distinguished academics, in securing scholarships and delivering teaching and supervision, have continued over the past two years. We are proud to announce that Dr Nibedita S. Ray-Bennett has been awarded a further six scholarships by the Commonwealth Scholarship Commission in the UK for the academic year 2020/2021. These scholarships offer Commonwealth scholars the opportunity to study the MSc in Risk, Crisis and Disaster Management at the University of Leicester School of Business. The distance learning nature of the programme and its contents allows scholars to study from their home country and equips them with the knowledge and leadership skills to maximise their potential to contribute to the development and growth of their nations. We are also pleased that five Commonwealth Fellows, who had received funding by the Commonwealth Scholarship Commission in the UK and DFID, successfully completed their MSc in Risk, Crisis and Disaster Management programme in January 2019.

MSc Risk, Crisis and Disaster Management and SDG goals, by:

Dr Nibedita S. Ray-Bennett, Associate Professor of Risk Management, and Dr Matthew Higgins, Associate Professor in Marketing and Consumption

The 'messiness' that risks, crises and disasters create requires complex solutions to mitigate their impact. Being able to manage and mitigate these threats is seen by the United Nations as a globally valuable skill, enshrined in their three frameworks - the Sustainable Development Goals (2015-2030), the Sendai Framework for Disaster Risk Reduction (2015-2030), and the Paris Protocol (2015-2020). Identifying interconnections between these frameworks and putting them into practice to achieve sustainable outcomes in complex situations can be challenging for practitioners and responders.

Being a pioneer of high quality distance education for over 30 years and seeking to enhance lifelong learning opportunities across the world, the School of Business will re-launch its MSc Risk, Crisis and Disaster Management programme in October 2020. The MSc Risk, Crisis and Disaster Management programme is designed to be studied flexibly alongside the participant's career. The programme is aligned to uphold Education for Sustainable Development, particularly the Sustainable Development Goals 1 (No Poverty), 2 (Zero Hunger), 3 (Good Health and Well Being), and 11 (Sustainable Cities and Communities). The programme is highly relevant to policymakers, practitioners, and emergency services (among others) who are tackling systemic risk, poverty alleviation, and disaster risk on the frontline.

This highly inter-disciplinary degree aims to develop the confidence of frontline practitioners to improve practice, alleviate poverty, reduce systemic risk, and in so doing, assert leadership in the field.



Daniel Mendez

Testimonial – Commonwealth Scholarship

In August of 2019, I was awarded a Commonwealth Scholarship to read for a Master of Science in Risk, Crisis and Disaster Management at the University of Leicester. This award allowed me to pursue my dream of earning a postgraduate degree, a lifelong goal of mine. After completing Sixth Form in 1996, I was unable to continue my education due to a lack of funding; I subsequently joined the Belize Defence Force as a military officer. While in the military, I was not able to pursue my academic career as my focus remained on military professional development.

After my service, I started a new career and was finally able to resume academic studies at the University of the West Indies. I did this at my own expense, both in time and money. The degree was online and I managed to finish the programme with honours while working full time, proving to myself that I am very capable of achieving academic success. The BSc programme challenged me to find a balance between work, school and family. My goal and dream of earning a master's degree remained and I continued the search for a scholarship which would allow me to achieve this dream.

I learned about the Commonwealth Scholarship Commission during my search and decided to pursue this option after learning about its purpose and mission. I identified the University of Leicester as my university of choice as the Risk, Crisis and Disaster Management programme aligned with my experience in responding to crises while in the military. I believed that this degree would allow me to specialise in this discipline in my country. At that time and even now, there is still a lack of research and academic study in risk management in Belize. This is despite the fact that Belize is very vulnerable to the effects of hurricanes and is among the countries in Central America most at risk of sea level rise. I applied for the scholarship and was humbled when I was informed that I had been successful in my application. I eagerly started my studies in 2016 and then, in January 2019, I was awarded the MSc in Risk, Crisis and Disaster Management with Merit.

After completing my master's, I was able to secure consultancies with UNICEF Belize on child protection in emergencies, the Belize Chamber of Commerce and Industry on addressing climate change in the construction sector, and with the Belize Ministry of Tourism's Sustainable Tourism Programme II. Under the UNICEF project, I co-wrote the "Protocol for the Integrated Protection of Child Protection in Emergencies", a tool which was adopted by both Belize and the Caribbean Disaster Emergency Management Agency. My work with the Ministry of Tourism involved the creation of local crisis management plans for selected destinations and, along with my colleague, I am preparing a training curriculum for the construction sector to address the effects of climate change. I am currently employed with the United States Peace Corps in Belize where I manage the security programme and advise Peace Corps Belize on disaster preparation and recovery matters.

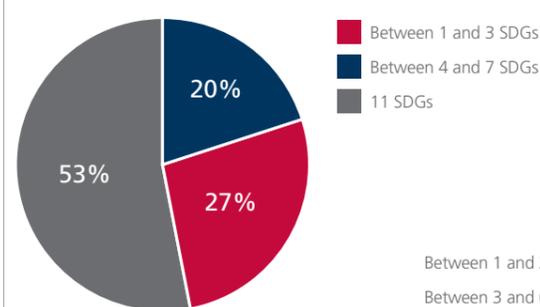
I sincerely believe that I have been able to work successfully as a consultant on crisis and disaster management in Belize and the Caribbean thanks to the preparation I received at the University of Leicester. I have been able to provide research-based advice and guidance to organisations in Belize and have slowly been able to introduce the term "crisis management" to the business lexicon in the country. I am a Regional Coordinator for the University of Leicester's Avoidable Deaths Network (ADN) and through this medium have participated in research on disaster risk governance which may inform future national policies. I continue to write and participate in academic research. Thanks to the Commonwealth Scholarship Commission, I have been able to remake myself and contribute to the development of my country. I now have the professional and academic clout necessary to make an impact on crisis management in Belize.



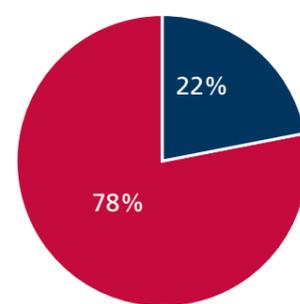
Teaching and Learning Commitment

Our efforts in delivering sustainable and responsible management education have continued over the past two years in different dimensions. Our most recent audit, carried out in 2019, proudly shows that our teaching is aligned to 15 out of 17 of the UN Sustainable Development Goals (SDGs) in undergraduate courses for entry year 2019/2020. As Figure I shows, nearly three-quarters of our undergraduate courses (11 out of 15) embed between 4 and 11 SDGs-related learning outcomes. Furthermore, 78% of our core and optional modules have been aligned to one or two SDG-related learning outcomes. As discussed in more detail in Part II by Dr Olga Suhomlinova, the School's efforts are not limited to undergraduate programmes, as we also design and deliver teaching and learning around SDGs and other initiatives for our MBA distance learning programme.

Figure I: Proportion of UG courses aligned to SDGs



Proportion of UG modules aligned to SDGs



Top three SDGs embedded within intended learning outcomes at School level



Institution-wide, and as shown in Table I, the University's commitment is mirrored in a wide portfolio of modules delivered by various schools and departments, and whose intended learning outcomes are linked to one or more of the UN's SDGs. For example, Table I illustrates that 53 modules have learning outcomes aligned to SDG number 10 (Reduced Inequalities), with over 7200 students having the opportunity to choose to study one of these modules².

² Details of teaching and research mapping versus SDGs is available on: <https://le.ac.uk/about/sdgs>

University –SDG aligned modules and number of students with opportunity to study one or more

Sustainable Development Goals	Number of modules	Number of students
Reduced Inequalities	53	7236
Peace, Justice & Strong Institutions	99	7107
Gender Equality	35	6309
Climate Action	30	6159
Life On Land	25	5766
Good Health & Wellbeing	83	5369
Sustainable Cities and Communities	32	4834
Industry, Innovation & Infrastructure	48	4705
Decent Work & Economic Growth	40	4672
Responsible Consumption & Production	46	4554
Partnership for the Goals	26	4469
Quality Education	17	3627
Life Below Water	33	3180
No Poverty	4	1231
Affordable & Clean Energy	5	801
Zero Hunger	1	291
Clean Water & Sanitation	2	183



Sustainable learning and teaching at the University of Leicester goes beyond classrooms and lecture theatres and towards more direct engagement with transformational projects. An example of these efforts is the Innovation for Good programme overseen by the University's Social Impact Team and Leicester Innovation Hub, which aims to train students to conduct environmental sustainability audits. To further embrace our commitment, the School enrolled for this programme by inviting trained students, via the Social Impact Team and the Leicester Innovation Hub, to conduct a sustainability audit of our newly refurbished and dedicated School of Business Brookfield Campus in 2020/2021³.

³ Preparations for the audit began in the weeks preceding UK nationwide lockdown due to COVID-19. Uncertainty about the easing of lockdown and related social distancing measures means that the audit has been delayed.



Asha Mistry
University of Leicester
Social Impact Team

Innovation for Good

Social Impact Team and Leicester Innovation Hub:

The Innovation for Good programme offers free sustainability audits, conducted by trained student auditors, to encourage environmental sustainability within SMEs. Our auditing tool is designed broadly for all types of businesses, providing businesses with a report as a first step towards further accreditation and stronger environmental management processes. The objectives of the Innovation for Good project are twofold. Firstly, to provide local SMEs with a free sustainability audit where they are given a report summarising their current activity and awarding them with a Bronze, Silver or Gold certificate and outline suggestions on the next steps to improve. Secondly, the project aims to train students to deliver this audit, providing a practical way for them to increase their awareness of sustainability, gain employability skills and have a strong impact in the local business community. The Innovation for Good project provides an avenue for businesses to incorporate sustainability and social impact when innovating their processes, whilst allowing the University of Leicester's students to deliver impact.

Example – Summit Group Engineering

In February 2019, we went into Summit Group Engineering, a manufacturer of parts for JCB diggers, who were eager to develop their sustainability processes further.

They already implemented excellent policies and features such as solar panels, which was highlighted as the business was awarded a 'Silver' score. As a result of the audit, the business implemented new policies and procedures to reduce the amount of CO2 emissions produced and has become Leicester's first zero carbon facility.

Research Commitment

At University of Leicester, we strive to produce research that has high and positive impact not only internationally, but also on our local community. A prerequisite for delivering this research is working with stakeholders in order to understand needs and facilitate the delivery of positive outcomes. The University's efforts under the Leicester Matters programme evolved into becoming one of the two Principal Partners of Leicester Citizens, an alliance of various institutions with commitment to the welfare of the city of Leicester⁴. Furthermore, seed funding, as outlined below, continued over the past two years, constituting an additional channel of effective impact on the local community.

⁴ For details on Leicester Citizens please visit: www.citizensuk.org/leicester

Asha Mistry – Social Impact Team: Seed funding examples

2018/2019

Enactus toast of the town project

Seed funding for Enactus Toast of the Town project helped the progression of a project to use unsold bread from supermarkets to produce a vegan beer. The project has continued into 2019-2020. For more information, visit: <https://www.enactusleicester.com/our-projects>.

Enactus Airsoft pellet project

The team noticed a gap in the airsoft market: the plastic waste coming from local airsoft parks do not have proper disposal systems for plastic pellets used in airsoft games that get collected and sent to landfill. The Enactus team is testing an innovative solution to collect the plastic pellets from local airsoft parks, treating it using university machines to melt it, cooling it in a custom mould and using it to create sustainable merchandise for university events. The project is still in the stages of design and the project team is in contact with the Student Experience Team to determine the type of product that will be the most useful and sustainable to give to students.

Unicycle Solutions

Domingo Armengol, CEO and founder of Unicycle Solutions, approached the Social Impact Team for support with his cycle solutions for zero-crime bike racks at the perfect time; right when bike racks were being removed from campus because of high crime rates. This gave us the opportunity to work collaboratively and support the project for use on the University campus. Domingo has partnered with the Leicester Innovation Hub. For more information, visit <https://www.unicycle.solutions/>.

Ola Bike Maintenance

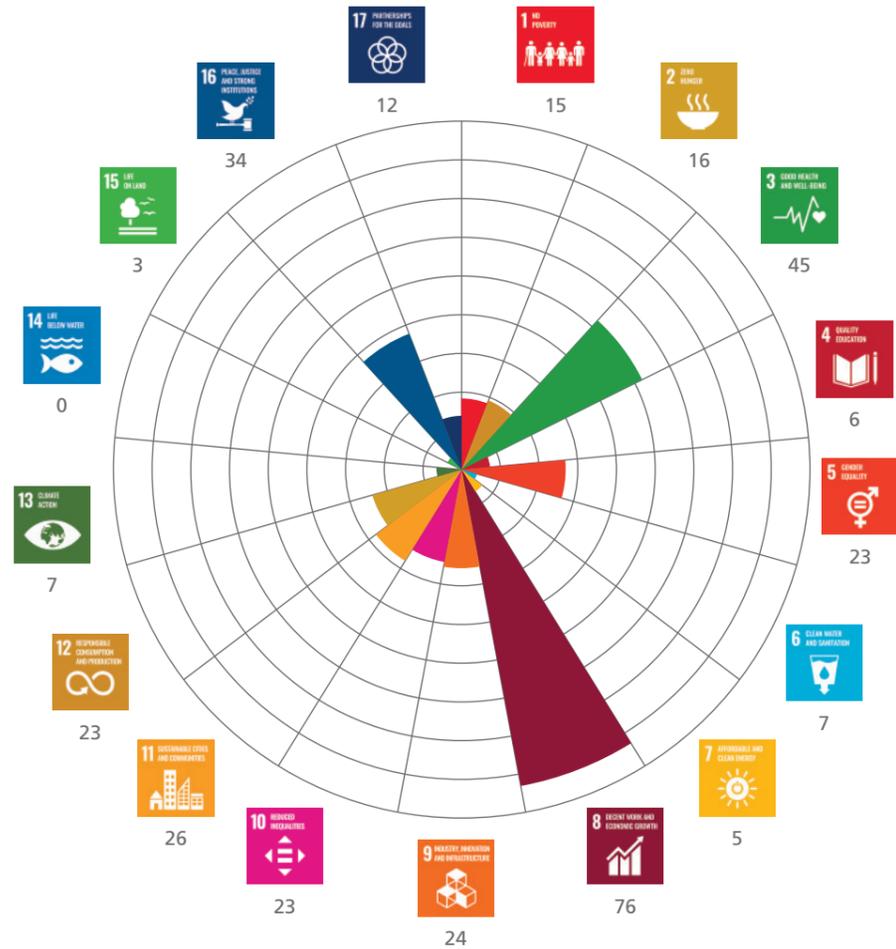
Ola approached the team with the idea to implement better maintenance resources on campus for bikes. Using her experience of other university facilities, she suggested that the project should be used to put together a maintenance station that can be permanently installed on campus to encourage students to use the cycle facilities already in place and support students in making sustainable choices in Leicester.

2019/2020

'Rewild UoL' Project

Thomas Oliver created a project to 'Rewild' part of the Fielding Johnson Building lawn as a 'pilot' for wildlife-friendly practices to reform the University's land-management policies. After finding alarmingly low biodiversity levels, Tom planted hundreds of wildlife-boosting plants using a matrix landscape design and, using reclaimed materials from the University, created a range of new habitats around the pilot area. There has been a notable increase in biodiversity in the area since the start of the project. Tom is now utilising the data gathered to formulate land-management recommendations to help shape University policy.

ULSB number of publications mapped versus UN SDGs 2014 – 2019



ULSB top 5 SDG-mapped research by number of publications 2014 – 2019

-  **Decent Work & Economic Growth**
-  **Good Health & Wellbeing**
-  **Peace, Justice & Strong Institutions**
-  **Sustainable Cities & Communities**
-  **Industry, Innovation & Infrastructure**

The University made a further commitment to provide the financial support, if needed, that students would have received under the Erasmus+ scheme

We are further committed to producing research that embraces, advocates and promotes sustainability in various areas. Between 2014 and 2019, the School produced 12% and 14% respectively of the University's and College of Social Science, Arts and Humanities' (CSSAH) total number of SDGs-mapped publications. We are proud to be leading at the University level by producing almost 50% of published studies mapped versus UN SDG 8 (Decent Work and Economic Growth). Over that same timeframe, our distinguished academics produced 27% and almost 20% respectively of the University's research mapped against SDG 9 and 12 (almost 33% and 25% of CSSAH's research).

Brexit Support Commitment

The University's support for EU students and members of staff started immediately after the 2016 UK EU Referendum through regular communication, and by directing staff and students to a dedicated Brexit website (link: <https://le.ac.uk/brexit>) continuously updated with frequently asked questions and information.

The University also set up an internal social network, allowing staff to share experiences and post up-to-date information. In May 2018 dedicated internal information pages were setup by the University containing guidance and answers to frequently asked questions. These pages have been consistently promoted on the front page of the University's intranet since January 2019, and the University expresses its commitment to continuously update online material and communicate with staff via emails regarding any major developments.

Further support was offered through support sessions, both in lecture-style and one-to-one formats, with University solicitors. The University intends to continue holding talks with University solicitors so that EU members of staff can obtain the guidance they need. In addition to regular targeted emails, the University has promoted the EU settlement scheme and provided an Android device to facilitate staff access to the new site setup by the Government.

For student intakes 2017–2020, the University has committed to continuing to provide certain courses with core educational objectives requiring a year or semester abroad and which might be undertaken via the Erasmus+ scheme. The University made a further commitment to provide the financial support, if needed, that students would have received under the Erasmus+ scheme and will set up a fund to provide limited financial support for students on courses with a non-compulsory year or semester abroad in case funding from Erasmus+ ceases to exist⁵.

It is also worth noting that in partnership with the East Midlands Chamber of Commerce, faculty from the School of Business delivered Brexit readiness workshops for members of the regional organisation (typically small and medium size businesses) during academic year 2018/2019.

⁵ Details related to student support including eligibility of funding can be found on: <https://le.ac.uk/brexit/students>



Operations commitment

The School of Business' efforts to meet commitments to reduce energy consumption and increase recycling awareness fall under University-wide strategies and goals. A number of programmes and initiatives have been launched, with the aim of reducing carbon emissions, enhancing waste management efficiency and increasing biodiversity on campus. We are proud that the University has already met both of its 2020 targets of reducing carbon emissions by 25% and achieving 50% for on-site segregation of waste for recycling (by weight) and 95% diversion from landfill (by weight).

The efforts of staff and direct involvement of our students in some of these programmes made these achievements possible. The Behavioural Change Programme is an example of such projects with direct student input. The programme started in July 2019 and will continue into July 2022. Student involvement took the form of designing recycling signage (via a poster competition) and creating an assessment tool for the most effective signage. The School of Business is proud that one of its marketing students won the recycling signage competition (with a winning poster, shown above, called "Puzzled?") in 2019, and that between 2018 and 2019 recycling across campus improved from 24% to nearly 37%⁶.

The Hungry for Change Food project is an additional example of a programme involving student engagement and which falls under the efforts of increasing biodiversity. The project offers students the opportunity to participate in food growing. The School of Business has contributed directly through the Hungry for Change allotment on our new Brookfield campus⁷.

⁶ Details on various environmental sustainability projects that have been taking place since 2018 are available in pages 5 – 11 of the 2018/2019 University of Leicester Social Impact Annual Report. The report can be requested by emailing Social Impact Team at: socialimpact@le.ac.uk.

⁷ For more details see: www2.le.ac.uk/offices/estates/environment/getinvolved/hungryforchange. Due to COVID-19 work on the allotment came to a pause. The Biodiversity Working Group at University level is looking at how to resume volunteering after the lockdown.

ULSB Brookfield Campus: operational measures that have been implemented since 2018

Construction

The University has invested £15.9m in creating a new home for the School of Business on the Brookfield campus. The redevelopment project comprised refurbishing and adding to the existing Brookfield site to relocate the School of Business from disparate buildings across the University campus into a single dedicated location. The purpose is to:

- Create a more visible presence and identity for the School of Business.
- Provide a focal point for economics and management teaching and research, with a view to realising the School of Business' aim of being a top 20 business school in the UK.
- Allow the School to create its own identity within the University's brand.
- Provide an attractive venue for all our stakeholders, ranging from international students to the local community, to local businesses and professional executives.
- Support the planned growth of taught postgraduate courses.

Some of the benefits include:

- Bringing to life a significantly underused site that had principally been home to central corporate service functions.
- Improvements in income as student capacity has increased.
- Improve space utilisation from a current level of 20-25%.

The proposals for the campus were to:

- Retain and refurbish a number of historic buildings on site.
- Construct a new building to link to existing buildings.
- Increase the floor area by 570m².
- Provide new lecture theatres, academic offices and seminar space in the new building.
- Achieve a Building Research Establishment Environmental Assessment Method (BREAM) rating of 'very good' for the new building.
- Provide a mix of academic offices, social spaces and flexible teaching spaces in the existing buildings.
- Showcase Brookfield House as the front door to the School of Business.

The works were undertaken in phases starting in May 2018 with the final phase to complete in September 2020.

Climate change

The University published its Climate Change Strategy in January 2020, recognising that whilst we need to avoid contributing further to climate change, we also need to adapt and become more resilient to the effects of a changing climate. Work is underway to consider how the University, including the Brookfield campus, can become carbon neutral by 2050 at the latest.



Energy, carbon and water

In 2018, the University celebrated the Decade of Achievement Award for our dedication to reducing our carbon emissions over the last ten years and achieving the Carbon Saver Gold Standard every year. We also achieved the Sustainability Triple Crown for reducing our waste, water consumption and carbon emissions – in particular carbon emissions have reduced 46% compared to 2004/5 despite the expansion of the University.

The Brookfield campus benefits from renewable energy installations in the Teaching Centre and the new build development, both installed as part of the recent campus development. The air source heat pump in the new build serves radiators and underfloor heating, whilst 110m² of photovoltaic panels on the Teaching Centre are projected to provide 19kW of electrical power.

Waste

- The ULSB café has introduced a new pricing structure to discourage the use of disposable hot drink cups and to incentivise the use of reusable cups. When purchasing a hot drink, customers choosing to use a reusable cup receive a 25p discount and avoid the 15p charge for a disposable cup.
- In addition, the ULSB Hub participates in 'No Tricks Up Our Sleeve'. Launched in February 2019 during Go Green Week, the scheme combines the convenience of a disposable cup with the environmental benefits of a reusable cup. By purchasing a cup sleeve, customers can enjoy a drink in a reusable travel cup and then return the cup to any of the University's coffee outlets.
- In summer 2019, the WasteLeics Behaviour Change campaign was launched across the University. It aimed to encourage staff and students to be more responsible in their consumption during everyday life. Over the first few months of the campaign, the proportion of waste recycled increased from 24% to 37% compared with the same period in 2018.

Travel

- Co-locating the whole school at the Brookfield campus will reduce the need for inter-site travel, thereby reducing the associated carbon emissions and improving student experience.
- A new, secure bike store accommodating around 150 cycles has been built at Brookfield campus for students and staff.

Biodiversity

- The redevelopment of the Brookfield campus adheres to the University's Biodiversity Design Guide and associated plant and pollinator policy, which implements recommendations from a student-led research project.
- As part of the redevelopment, a small natural pond was relocated to the orchard as a more suitable area of habitat. The relocation was used as an opportunity to create a larger pond to enhance the biological diversity on the site. To support a range of wildlife, the pond has shelves of different heights for a variety of plants and a gentle slope facilitating access for hedgehogs and amphibians.

Food

- During Go Green Week in February 2020, Leicester Services Partnership launched its Sustainable Food Policy and broader ethical sourcing objectives.

Part II: Case studies on research, teaching and learning and engagement with stakeholders



Professor Stephen Wood

Professor Stephen Wood

Professor Stephen Wood is Professor of Management at the University of Leicester School of Business. He was a member of both the steering committee and research team of 2011 Workplace Employment Relations Surveys (WERS) and is one of the co-authors of the book from the research team's analysis of the survey: B. van Wanrooy, H. Bewley, A. Bryson, J. Forth, S. Freeth, L. Stokes and S. Wood, *Employment Relations in the Shadow of the Recession*, Basingstoke, UK: Palgrave Macmillan, 2013.

Stephen Wood has continued his 25-year programme of research on high-involvement management by examining the effects of the actions employers take to combat recessions on its performance effects.

His previous studies have demonstrated that high-involvement management can have positive effects on the economic performance of organisations. Some of these studies have used data from Britain's WERS of 1998 and 2004, a unique nationally representative survey that matches employer and employee data. This has shown that high-involvement management has two discrete dimensions: (i) role-involvement management – designing jobs with autonomy and variety – and (ii) organisational-involvement management – the involvement of employees in decision-making and idea-generation beyond the narrow confines of their job. His analysis of WERS 2004, showed that employee job satisfaction and well-being explained (mediated) the relationship between role involvement and economic performance. These did not, however, explain the organisational involvement–performance relationship as organisation-level involvement makes little difference to levels of satisfaction or well-being.

His recent work has extended this by examining whether the actions taken by employers in reaction to the recession induced by the 2008 financial crash and subsequent austerity measures reduced the efficacy of high-involvement management. It is often argued that high involvement management is incompatible with recessionary actions such as wage and employment freezes, lay-offs, restructuring jobs, increasing workloads, reduced training opportunities. Sooner or later managements have to make tough decisions which conflict with employees' needs and the ethos of involvement, so the effects of high-involvement management wear off.

Using data from WERS 2011, Wood's research shows that the relationships between both types of high-involvement management and organisational performance remained strong, and confirmed that the role-involvement management and performance relationship was mediated by job satisfaction. The effects of recessionary actions however reduced the positive effect of role-involvement management on job satisfaction which in turn reduced its positive effect on performance. This is analogous to the side effect of a drug: the recessionary actions reduce the efficacy of job-level employee involvement.

In the case of organisational-involvement management, recessionary action reduced the level of dissatisfaction and anxiety associated with recessionary actions (although these continued not to explain its relationship with organisational-involvement). This suggests that through participating in organisational involvement activities employees have more information and a greater certainty about the future. Wood also speculates that organisational-involvement management has positive effects on performance through increasing the relational coordination of the organisation: "it changes how people connect what they do with what others do, develop shared understandings, help each other out, and learn from one another".

The research confirms the power of involvement at both the individual task level and the wider organisational level and that more attention should be paid to it in the debate around productivity. Indeed, it may be that this is so strong that there is no real labour productivity puzzle in Britain, just a neglect of the importance of employee involvement.

Wood has further explored the relationship between recessionary actions and well-being, particularly focusing on its influence on workplace absence levels. His research shows that the recessionary actions taken by organisations in response to the 2008–9 recession and austerity policies affected the absence levels in workplaces and through a variety of routes. The actions have negative effects on well-being, but also this is affected through the way recessionary actions impact upon employees' sense of job security and of whether management can be trusted. Both increase employees' anxiety but also had direct effects on absenteeism, independently of this effect. The effects are in differing directions, that is they do not necessarily lead to increased absenteeism in the workplace.

Stress-based absenteeism, caused by the negative effects of recessionary actions on well-being, plays only a small role in the effect these actions have on absenteeism. The increased anxiety directly caused by the actions or indirectly through their effects on job security plays no role. However, the detrimental effects of recessionary actions on perceptions of management's trustworthiness which increased anxiety did have a significant effect, but rather than increasing absenteeism, this reduced it, that is it provoked a form of presenteeism, attending work when one is unwell.

The distrust meant employees were anxious about how, for example, managers would apply absenteeism rules or that they may arbitrarily select those to be made redundant.

In the case of more voluntary withdrawal absenteeism, this was increased as a direct consequence of the increased distrust. This is a kind of retaliatory action by employees, a more voluntary withdrawal from work. In contrast to this, the direct effect of the increased job insecurity following the recessionary actions was to reduce absenteeism. Fear of further actions including lay-offs, if the recessionary actions would not stabilise the organisation's economic position, meant people became more concerned about appearing to be a committed worker.

The effects of recessionary actions then run in two counteracting directions as some of their effects increase presenteeism, while the direct effect of their reducing trust in management is to increase it. Over the economy, the effects of absenteeism may thus be neutral as the processes that lead to increases and decreases in absenteeism cancel each other out. Nonetheless, the effects that lead to reductions in absenteeism may be detrimental to employees' health and going to work when highly anxious or stressed may be a form of malevolent presenteeism.

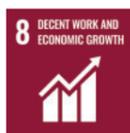
A third study by Wood, again using 2011 WERS, concentrated on work–life balance supports and showed how they can succeed in improving the well-being of those that use them. Work–life balance supports provided by employers, often known as flexible-working arrangements, include flexitime, job sharing, moving from full-time to part-time working, compressing working hours, home working, working only in school term, and paid leave to care for dependent(s) in an emergency.

The use of supports was associated with higher levels of job satisfaction, job-related contentment and job-related enthusiasm, or to put another way, lower levels of dissatisfaction, anxiety and depression.

Work–life balance supports are commonly thought to enable employees to better juggle the demands of care and domestic responsibilities. It is expected that they prevent interference of work on family and non-work life and the interference of non-work life on employees' ability to fulfil work demands, particularly through enabling employees to achieve a more optimum scheduling of activities. They may allow people to choose to work when they have the best possible resources and support available and to avoid especially stressful situations.

Employees' involvement, well being and work-life balance practices

PRME 3



However, Wood finds that these are not the main reasons for improved well-being. The novelty of the research is in showing that it is firstly the increased job autonomy that using work–life balance supports provides for employees and secondly an enhanced perception that management is supportive that explain the well-being effect.

Work–life balance supports increased autonomy, Wood argues, in a number of ways. In order to accommodate employees’ use of work–life balance supports managers may design work so employees have more discretion over how they prioritise tasks or the methods of fulfilling them. Second, employees may have less contact with their superiors and be less conscious of his/her role in shaping their work. For example, as employees on flexitime may not regularly arrive at work at the same time as their supervisor, they are not reminded first thing every day of his/her controlling presence. Third, an element of timing control may make employees more conscious of time and the need to use it effectively. This may, in itself, create a sense of increased autonomy, of being more in charge of their lives and having the energy and time to develop their work roles and having more ‘thinking time’.

The effect of the provision of work–life supports on perceptions of supportive management may be through its strengthening of a feeling that the employees’ commitment is being reciprocated by management and that they are trusted and valued by the employer. Managers in organisations with such work–life supports may be reacting flexibly and responsively to any requests the users may have or unexpected contingencies that employees may need to accommodate and this, in turn, may add to employees feeling comfortable about using the supports.

These factors have a direct impact on well-being but also have an indirect effect through reducing the extent to which work interferes with family and other non-work activities. The increased job autonomy may enable employees to work more effectively. For example, they can solve problems when they occur and not have to refer to a supervisor – this means they may not bring unsolved problems home or be stressed by them. The enhanced perceptions of supportive management reduce work–non work conflict by enabling more optimal allocation of time and reducing anxieties and any pressures associated with the use of the supports.

The result that ran counter to expectations is that use of work–life balance supports was associated with greater job demands. It may be that the use of work–life balance supports merely displaces work demands or high levels of stress from one point in the working week to another. Also, a higher level of demands may also reflect a feeling amongst users of work–life balance supports that they have to reciprocate the support that the organisation has provided them by ensuring they perform to a high level. There was though no evidence in the study that higher demands resulting from use of work–life balance supports lead to either a decrease in well-being or, through a greater sense of achievement, an increase in well-being.

Taken together these studies have implications for the current recession following the Covid-19 pandemic. First, managers should be especially wary of using recessionary actions as a first resort if they wish to maintain a high-involvement management regime. Organisational involvement methods may aid planning actions and reduce the negative effects of recessionary actions.

Second, without interventions the balance of the effects of recessionary action on absenteeism may be tipped towards presenteeism.

Job insecurity and anxiety about whether management can be trusted will induce workers to go back to work after a lockdown and to attend when anxious or unwell. In contrast those who distrust their management regardless of whether this makes them anxious may be less likely to want to return to work, but either way when they return to work or if they can continue to work at home or at least for some of the time, they may reduce their output but be less inclined to go absent.

Third, the implication of Wood’s research on the use of work–life balance supports is that their adoption should be encouraged where appropriate and not withdrawn or diluted for cost-cutting reasons. They are a readily implementable means by which an employer can support – and be seen to be supportive of – employees’ needs, and improve the support and job autonomy they experience. Job autonomy should be treated as a work–life balance support, in its own right.

The data used in the studies are from the Britain’s 2011 Workplace Employment Relations Survey (2011 WERS) which includes a management survey in which managers were interviewed in workplaces (n= 2,170) and a survey of employees completed in 81 per cent of the workplaces where the management survey (n= 21,981) was conducted.

The 2011 WERS was jointly sponsored by the Department for Business Innovation and Skills (BIS), the Economic and Social Research Council (ESRC), the UK Commission for Employment and Skills (UKCES), the Advisory Conciliation and Arbitration Service (Acas) and the National Institute of Economic and Social Research (NIESR). NIESR’s contribution was made possible by a grant from the Nuffield Foundation. None of these organisations bears any responsibility for the authors’ analysis and interpretations of the data. The data from the 2011 WERS are available through the UK Data Service: <http://www.ukdataservice.ac.uk>

The studies are reported in:

- S. Wood and C. Ogonnaya (2018). High-involvement Management, Economic Recession, Well-being and Organizational Performance, *Journal of Management*, 44, 3070–3098, <http://journals.sagepub.com/doi/abs/10.1177/0149206316659111>
- S. Wood, G. Michaelides and C. Ogonnaya (online 2020). Recessionary Action and Absence: A workplace-level study, *Human Resource Management*. 2020, <http://dx.doi.org/10.1002/hrm.22008>
- S. Wood, K. Daniels, and C. Ogonnaya (online 2018). Work-Nonwork Supports, Job Control, Work-Nonwork Conflict, and Well-Being. *International Journal of Human Resource Management*. 10.1080/09585192.2017.1423102. 2018, Provisionally scheduled for 2020, Vol. 31, 16,

Professor Paul Baines

Professor of Political Marketing
at the University of Leicester
School of Business



Professor Paul Baines

Professor Baines was commissioned by the Centre for the Protection of National Infrastructure (CPNI) and Cranfield University, to evaluate and assess the effectiveness of Project Servator deployments and communications between March 2018 – March 2019 within the 16 police forces that were using the approach at the time.

Project Servator was developed by CPNI and set up in 2014 in the City of London in response to the terrorist threat, to reassure the public, encourage reporting of suspicious activity and unattended items, and disrupt terrorist and other criminal activity. The tactics involve the use of highly visible but unpredictable deployments of specially trained officers (both uniformed and plain clothed) in operations to disrupt would-be criminals and terrorists, whilst encouraging vigilance and acting as a deterrent. Its success also relies on the support of businesses and the wider community to create a network of vigilance.

An innovative police counter terrorism initiative, Project Servator has seen a rise in the effectiveness of stop and search tactics. Project Servator was first launched by the City of London Police in 2014. Baines’ research reveals that around one in three (37%) stop and searches carried out in 2018/19 resulted in a positive outcome, such as weapons or illegal drugs being found or an arrest. This is compared to a national average positive outcome rate of 17% across UK police forces in 2018/19.

The higher rate of positive outcomes has been attributed to the techniques used by Project Servator officers to determine whether or not someone should be stopped and searched, which involves training officers to identify individuals who may be showing signs that they are planning or preparing to commit a criminal offence. The report was launched ahead of the Christmas 2019 period, following an initiative to offer free counter terrorism training to the public for the first time. The report also provided some insights into how many arrests were made by the forces participating in Project Servator in 2018/19, which averaged around 74 arrests per month across the 16 forces, or around five per force per month. In addition, an average of 201 intelligence reports per month regarding crime, including terrorism, were filed across all 16 forces, or 13 per month per force.

Project Servator represents an innovative approach in the way counter terrorism tactics are deployed by the police. It has had a vital role in helping to keep the public safe by helping to disrupt potential terrorist activity, and by encouraging the public to remain vigilant and report any suspicious activity.

As the statistics show, the specialist training received by officers has created a step change in the way stop and searches are carried out by those officers – whether it is someone shoplifting in a town centre to an individual who is planning a terrorist attack and carrying out hostile reconnaissance at an iconic site, the tell-tale signs that bring them to the officers’ attention are the same. The success of Project Servator is also highlighted by the growth in the number of forces implementing the strategy, which now numbers 22 across the UK, in addition to the Royal Gibraltar Police in Gibraltar and New South Wales Police Force in Sydney, Australia.

City of London Police Assistant Commissioner Alistair Sutherland, National Police Chiefs’ Council lead for Project Servator, welcomed the research. He said: “Thanks to extensive research, development and testing of Project Servator, we know that the approach is effective in disrupting a range of criminal activity. However, we are not complacent, and are always seeking to improve and develop our tactics to maximise their effectiveness in keeping communities safe. This research highlights a number of areas where we can enhance our capabilities and expand the work we do with vital partners and the public to make it very difficult for would-be terrorists and other criminals to operate effectively.

Joanne Hall, National Communications Lead for Project Servator based at the City of London Police, the client for this research project, was announced a winner at the Ginny Valentine Badge of Courage Awards 2020 for Bravery in Market Research for “challenging received wisdom from the edge” in recognition of her work in commissioning and steering this research and implementing its findings.

For further details see: <https://www2.le.ac.uk/departments/business/news-and-events/documents/project-servator-report/view>





Linda Ralphs

Associate Dean for Learning and Teaching and Associate Professor of Finance and Accounting and University of Leicester School of Business Lead on Athena Swan

Athena SWAN at ULSB

A team of 14 academic and professional service (PS) staff sit on the Athena SWAN team (SAT) to create a forward-looking plan for positive change within the school. All seven female and seven male members of the team were either invited or volunteered to participate. We are a large and diverse school, with a multitude of identity facets including age, ethnicity, sexuality, gender, ability, class and seniority.

Although not required as part of this Bronze submission for the Athena SWAN award, we have begun to gather data from PS colleagues so that we may not solely take account of the careers of our women academics, but also those in PS roles. We feel that this is especially important because a majority of our PS roles are held by women. This consultation with staff involved the following activities:

- School-specific Athena SWAN staff survey in June 2020.
- School-wide staff forum conducted in November 2019, which included a presentation on Athena SWAN and our associated data. Approximately 1/3 of all staff attended this event, providing a set of free-comment, anonymous post-it notes which enabled reflection on colleagues' views, as shown in the images below.



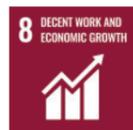
Plans for the future of the self-assessment team

Whilst the experiences of women at ULSB are at the forefront of tackling school inequalities and disparities, change will only occur if we embed the delivery of the Athena SWAN Actions emerging from the self-assessment process into every day processes and activities within the school. The SAT will facilitate change through the following actions:

1. Develop the SAT towards broader Equality, Diversity, Inclusiveness (EDI) responsibilities, meeting monthly in order to be accountable for delivery of the Action Plan.
2. Develop greater awareness of intersectionality (i.e. interlocking and multiple membership of different inequality groups) in the shaping of individual employee experiences.
3. Continue to share practice by attending College and University-level forums, as well as sharing best practice with other Business Schools through the Chartered Association of Business Schools membership we hold.
4. Increase student engagement in relation to EDI.

Athena Swan

PRME 2



Dr Phoebe V. Moore

Associate Professor of Political Economy and Technology, University of Leicester School of Business

Dr Phoebe V. Moore

Dr Phoebe V. Moore was commissioned by the Labour Bureau of the International Labour Organization (ILO) of the United Nations (ILO ACTRAV) in 2017 to prepare the expert report "The Threat of Physical and Psychosocial Violence and Harassment (PPVH) in Digitalised Work" (Geneva: International Labour Office, 2018) specifically to feed into discussions for a new ILO Violence and Harassment Convention, first debated by ILO member state delegates at the International Labour Conference (ILC) in the spring of 2018. At the ILC, tripartite delegates meet every year to discuss proposed introductions of new Labour Standards, which can be Recommendations or Conventions, which member states of the ILO are inclined to ratify and follow. At this important meeting in 2018, delegates from governments, employer associations, together with labour representatives from all member states, discussed and debated the new proposed Convention at the ILO headquarters in Geneva. Dr Moore was an invited expert based on her commissioned report. Several suggestions were made by member states to ensure references to digitalised work and workplaces are necessary within the new Convention due to the risks that workers face, which are seen within the resulting report emerging from the ILC where homeworkers, teleworkers and domestic workers' working conditions are elucidated. In this way, the ILO ILC ACTRAV Convention Committee used Dr Moore's research to inform the new Labour Convention The Labour Convention C190 - Violence and Harassment Convention, 2019 (No. 190) is a legally binding international treaty ratified by member states. The Convention came into force after the ILC in Geneva in April 2019.

The Labour Convention C190 - Violence and Harassment Convention, 2019 (No. 190)

PRME 4-6





Dr Matthew Higgins

Associate Professor in Marketing and Consumption, University of Leicester School of Business

Giving World and Personal Care Packs Ltd

Dr Matthew Higgins has continued a decade-long close working relationship with the Leicester-based charity Giving World. The charity plays a crucial role in the supply chain by working with manufacturers, wholesalers and retailers to reduce the amount of ‘waste’ in the channel going to landfill by redistributing unwanted items to communities in need. As part of their redistribution operations, Giving World support vulnerable adults - many with learning or physical difficulties - with a structured programme that builds employability skills, to help individuals with their job prospects and community re-engagement. In 2018-20, this partnership with academia helped Giving World to procure, develop and implement a performance management system to help with reporting to funding bodies on the impact of their work. Dr Higgins has continued this support of Giving World by developing a methodology to ensure integrity in the performance data being reported and advising Giving World on ways of enhancing their performance. With funding through the Leicester Innovation Hub , two funded Master of Philosophy (MPhil) projects were instigated to assist Giving World and its social enterprise arm (Personal Care Packs). Personal Care Packs, a social enterprise and the trading subsidiary of registered charity, Giving World (charity no. 1105883), is the supplier of choice to over 50 NHS Trusts for customised patient care packs, including Guy’s and St Thomas’ Hospital’s award-winning Patient Welcome Pack. The packs include essential items, such as a toothbrush, toothpaste, grip socks, ear plugs and eye mask; everything a patient needs for their own personal hygiene, protecting patient dignity and enhancing comfort.

One MPhil project was tasked with designing, implementing and evaluating a radical change to Giving World’s re-distribution system by developing local clusters to make it easier, cheaper and more environmentally friendly for community groups to work together to collect surplus goods from Giving World. The second MPhil project sought to assist Personal Care Packs by developing a mobile phone app that hospitals can utilise to support a patient’s care plan.

Notes:

100% of profits from care pack sales go to helping vulnerable and isolated people. Through our charity, Giving World, the charity redistributes brand new business end-of-line and discontinued stock to the people that need them most. Every £100 donated helps 200 people living in poverty or hardship by providing: (i) warm clothing and blankets for elderly and homeless people; (ii) packaged foods, clothing, toiletries, and household products to low income families; (iii) activity sets, games, books and clothing to vulnerable children and young people.

Giving World and Personal Care Packs Ltd

PRME 3-6



Supporting Sustainability in an Existential Crisis

Working with Professor Paul Baines, Dr Higgins oversaw the Leading to Grow (L2G) programme which brought together 15 Business Schools who were all accredited by the Chartered Association of Business Schools (CABS) Small Business Charter. With funding through the Department for Business, Energy and Industrial Strategy (BEIS) and managed by CABS, the consortium was tasked with improving productivity (and evidencing those productivity gains) amongst an often-neglected part of the English economy: micro-businesses.

Micro-businesses (firms employing between 1-9 employees) tend to attract little government policy attention. Their diminutive size and modest individual contribution to local economies often means they get overlooked by both national and local government. Collectively however, microbusinesses are a significant element of the economic landscape. There are more than 1.1 million micro-businesses in the UK (source: Business Population Estimates 2017, BEIS), 81.8% of all employing businesses. They employ 4.1 million people (18.6% of all private-sector employees) and contribute £550bn of turnover (or £1 in every £6 of turnover from employing firms). This level of contribution merits far stronger support, however their fragmented and dispersed nature makes identifying and engaging with these organisations challenging for central policy makers.

Initially planned to start in September 2019, L2G was designed to support micro-businesses by encouraging the adoption of digital solutions to improve productivity. The launch however was delayed by 4 months due to the government focus being diverted by Brexit. The L2G programme was also an opportunity for business schools to demonstrate how their interventions with micro-businesses improved the prospects of these firms and promoted sustainability. This was to be achieved through a rigorous random controlled trial (RCT) in which 800 micro-businesses in England would be recruited to the programme and exposed, through a workshop, to new technologies and practices. Of these 800 firms, half would be randomly selected and subjected to a further intervention through expert business school coaching and mentoring, with the remaining becoming the control group.

Working with smaller organisations is often a challenge for any large institution. At Leicester, the recruitment of micro-businesses to the programme proved difficult. Their small size often limits their visibility and micro-businesses tend not to be part of professional or trade bodies. These factors which make reaching out to them through the usual business engagement channels difficult and complex. Many micro-businesses had to be contacted through larger intermediaries, the likes of accountancy firms and community groups or more personal connections and snowballing. With the net cast wide, the micro-businesses that registered an interest exemplified the diversity of individuals leading micro-businesses, attracting non-UK-born entrepreneurs, ethnic minority entrepreneurs and women-led businesses.

When the programme was ready to launch in February 2020, a far bigger challenge came in the form of COVID-19. Having completed two of the three scheduled face-to-face workshops very successfully, the lockdown prevented any further in-person sessions. The programme had not been designed to be delivered remotely, operating on the premise that many of the individuals involved were not fully digitally literate and so needed the reassurance of a friendly face. The final workshop had to be delivered via Zoom and attracted a good number of participants, many of whom would have been unlikely to have attended in-person.

Physical distancing was not however the only issue for the programme. The impact on the economy with lockdown and the comparatively limited government support for the self-employed, generated far deeper concerns over how micro-businesses would survive. Following consultation with BEIS, the programme was radically reconceived to loosen the digital transformation focus and RCT element. The L2G programme shifted into a triage role, providing local companies with urgently needed help with innovating their businesses to cope in the wake generated by the pandemic. More companies came forward requiring assistance and, in offering the Leading to Grow interventions, we became part-Samaritans, part-signposters to business advisors, and part-business re-modelling coaches.

What had started out as a highly structured and prescriptive programme, ostensibly designed to provide business schools with an evidence base to demonstrate their impact, had through Brexit and COVID-19 necessarily transformed into a responsive community-based model of local business support which spoke with micro-business owners. The insights gleaned through the interventions are unlikely to satisfy the performance metrics originally envisaged for the programme, but they will undoubtedly provide the (UK government) department of Business, Energy and Industrial Strategy (BEIS) with a richer and more textured insight into the difficulties micro-businesses face in a period characterised by political ineptitude, economic turmoil and a major health crisis. Moreover, this flexible and responsive approach to addressing issues in micro-businesses will provide a useful model for future crises, whether they be economic, health or environmental.

Supporting Sustainability in an Existential Crisis

PRME 3-6



WHAT THE FUTURE BRINGS



Dr Marta Gasparin
Associate Professor in
Innovation and Design
Management at the University
of Leicester School of Business

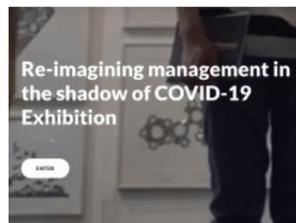


PRME 3-6

“Slow” design and Crafting Futures’ projects: UK, Vietnam and Uzbekistan

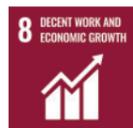
Dr Deborah Price

Associate Professor of Management at the University of Leicester School of Business



Flexible Learning:
Online Learning Experience

PRME 1-2



Flexible Learning: Online Learning Experience

Delivering a UK residential teaching event for a global accredited MBA programme is difficult in ‘normal’ times. What do you do when you and your students are confronted with international travel restrictions, forced quarantine and a city in lockdown?

You could simply resort to running a streamed event, but few people would have had the appetite for more Zoom meetings. Alternatively, you could use the online environment to do something innovative, engaging and exciting.

Throughout August 2020, the Leicester Global MBA programme ran an Online Learning Experience (OLE) “Re-imagining management in the shadow of COVID-19” developed by Dr Deborah Price, Dr Matthew Higgins, various faculty members within the School, and the Learning and Technology Team. Designed around a museum theme, and structured to overcome the challenges of time zones and work commitments, the OLE culminated on Saturday 15 August with a virtual conference.

Twenty-five teams of MBA students from all over the world presented and defended their proposals for a brighter future. Proposals covered a wide range of countries, industries and organisational issues, all with the intention of proposing changes which would help build a brighter, better, more sustainable world.

Many of the submissions sought to engage with the practical difficulties associated with the pandemic, concentrating on inclusive recruitment, contactless information exchange, or mandating a 3/2 day split working week to manage the demand of office versus home working time. Other proposals sought to overcome isolation through physical distancing by rewarding social interactions in online communities to strengthen organisational culture.

With the School of Business being a pioneering UN PRME signatory, it was pleasing to see many proposals look to the UN Sustainable Development Goals (SDGs) for inspiration. With teams looking to curate a global e-library of educational resources for primary and secondary schools, reduce the carbon footprint by introducing policies to curb travel demands on employees, or to equip employees’ homes with power inverters and solar panels to enable working from home in countries with intermittent electricity supply.

These proposals have been collated and added to the OLE Exhibition, as a bank of ideas for managing and leading in the ‘new normal’. Together, they provide a compelling account of what is possible when we dare to imagine.

Dr Marta Gasparin

Our globalised models of production and distribution, coupled with a culture of overconsumption, has led to a system that is not sustainable. This system has been responsible for climate change, biodiversity loss, natural resource degradation, ethical issues, poverty, excess waste generation, inefficient energy use, and increased vulnerability in many developing communities in which these globalised products are manufactured. Measures must be taken to reduce these polluting and unethical practices that negatively impact on environment and society, and to work towards sustainable production and consumption.

Slow design driven innovation is a potential solution to this problem. Slow design aims at reducing the exploitation of natural and human resources, celebrating their value, and increasing the lifespans of products based on quality and local traditions, in addition to outlining a model of alternative responsible consumption which confronts the current paradigm of “more and cheaper is better”. “Slow” design enterprises are socially innovative because they are addressing social problems, but currently they lack appropriate business models that sustain organisational functions, support hybridity, empower stakeholders and take into consideration the social and environmental contributions that these businesses make. To date, business models have been designed to satisfy a market-oriented ambition, rather than to address societal issues.

In response, this Economic & Social Research Council (ESRC) funded project will develop “glocalised”, “slow business models”, and theorise the design and innovation practices that will reduce the exploitation of natural and human resources, whilst increasing product lifespans and driving innovation based on quality, local traditions, and sustainable values. This research will make a significant impact by proposing research-informed business models for overseas development assistance (ODA) enterprises, demonstrating to small and medium sized enterprises (SMEs) how to adopt sustainable solutions, and demonstrating to craft-organisations how to glocally compete and to encourage the adoption of a sustainable design driven innovation, in order to produce policy which will positively impact on the adoption of sustainable innovation. The project helped to create connections with the British Council and we became partners of their Crafting Futures programme.

Crafting Futures supports the future of craft around the globe and it is aimed at strengthening economic, social and cultural development through learning and access. As partners of the programme, Dr Gasparin, Dr Steve Conway and Dr Martin Quinn, received a three-year research grant to support practices and people in Central Asia, through research, collaboration and education. In particular, our project intends to:

1. Support a Central Asian country’s international visibility and nation branding through craft
2. Develop culture-based design to elevate craft in the contemporary market to enhance prosperity without losing local identity and authenticity and ensure that cultural assets (such as craft) are better valued.
3. Propose potential collaboration models between craftspeople and designers, such as Slow Design
4. Develop skills of contemporary markets essential for craft people in order to reach new international audiences/markets and input towards national economic development.
5. Empower a younger generation in the craft sector.

During the programme, we have conducted research and run a series of workshops aimed at capacity building for craft-makers, designers and creating suggestions for policy dialogue.

This is the first workshop that will shape the rest of the three-year programme.

This workshop aims at:

- Preparing a business model for craft organisations, which will be the starting point for preparing a future business plan
- Discuss how to market craft-based products
- Introduce the notion of Slow Design and discuss the importance for the Uzbekistani craft sector
- Identify the key opportunities and challenges facing the craft sector in Uzbekistan in order to inform and shape policy formulation with regard to:

1. Running an economically sustainable craft business;
2. Selling to an international market;
3. Training and mentoring;
4. Running an environmentally sustainable business; and
5. Connecting the craft, tourism and food sectors.





Dr Marta Gasparin

Associate Professor in Innovation and Design Management – University of Leicester School of Business

Dr Steve Conway

Associate Professor in Innovation - University of Leicester School of Business

Dr Geoff Lightfoot

Associate Professor in Entrepreneurship and Accounting - University of Leicester School of Business

Dr Martin Quinn

Associate Professor in Regional Development and Public Policy - University of Leicester School of Business

Dr Tony Daniels

University of Leicester English Language Teaching Unit

Creative Spark Podcast Series

Dr Marta Gasparin, Dr Steve Conway, Dr Geoff Lightfoot, Dr Martin Quinn, and Dr Tony Daniels (English Language Teaching Unit) have produced a new podcast series for the British Council Creative Sparks programme, in collaboration with the KI agency, based in Uzbekistan.

The podcast series forms one of the educational outputs from the partnerships formed by the University of Leicester with institutions in Azerbaijan, Kazakhstan and Uzbekistan during the Creative Spark Programme. Creative Spark is a British Council initiative aimed at partnering UK Universities with Higher Education Institutions in Central Asia, the South Caucasus and Ukraine, to develop enterprise and entrepreneurship skills in the Creative Economy. In these podcasts, listeners learn the tools and processes that help them become a creative entrepreneur and how to manage the finances of a creative enterprise.

The 15-part podcast series is aimed primarily at university students in the Creative Spark programme but may also be of benefit to anyone interested in the creative industries, or those wishing to learn business English. In this podcast series, we explore what it means to be a creative entrepreneur and the tools that are required to manage the creative enterprise. We discuss the business tools that are needed for developing a successful creative enterprise, such as marketing, innovation, social media marketing, accounting and finance, pitching for funds, relationships with suppliers and customers, and hot topics such as sustainability and slow design. Each podcast will be released in both Russian and English, as we look to develop language skills alongside familiarising the listener with a range of business tools. The podcasts will also have guest speakers from UK creative enterprises, and successful creative entrepreneurs from Central Asia.

Creative Spark Podcast Series

PRME 1-3 and 6



Dr Marta Gasparin

Associate Professor in Innovation and Design Management – University of Leicester School of Business

Dr Steve Conway

Associate Professor in Innovation - University of Leicester School of Business

Dr Baladino Di Donato

Lecturer of Creative Computing - University of Leicester School of Informatics

Dr Martin Quinn

Associate Professor in Regional Development and Public Policy - University of Leicester School of Business

GCRF COVID-19 Rapid Response Research in Uzbekistan & Vietnam

We are living in unprecedented times, and businesses are having to transform and adapt quickly, changing their ways of operation due to the COVID-19 pandemic. The crisis has been especially hard for freelancers, small enterprises, and workers in the creative and craft sectors who rely on international customers and tourism.

In response to this, Dr Marta Gasparin is leading research into the impact of the COVID-19 pandemic on the craft and creative industries in Uzbekistan and Vietnam. The research team also includes Dr Steve Conway, Baladino Di Donato (Informatics), Dr Martin Quinn, and partners in Uzbekistan (British Council, Craft Association, and local researchers) and Vietnam (VICAS, Work Room Four).

We found that the pandemic had a significant impact on the operations of these enterprises; on their finances, staff, creativity and learning. The craft sector in ODA countries has been dramatically affected by COVID-19. The way this industry area commercialises has been interrupted due to lockdowns, since craft organisations rely heavily on face-to-face contact. The impact of the pandemic has been severe in these sectors, people are closing their businesses and workshops, and they have faced numerous challenges to keep up to date - or continue - paying staff and have found difficulty in selling products, especially for those whose retail income relies on international tourism.

However, we have also found a strong sense of hope coming through; the businesses, craftspeople and creative enterprises who had pre-existing social media platforms are those that have struggled the least during the pandemic. They have managed to maintain more regular operations, they have not been forced to make redundancies, and they are able to continue employing their staff. They might not necessarily have a website, but they do have a strong social media presence.

Therefore we designed a social media training course to better equip craftspeople to respond to the current (and future) crisis. This brings together a collection of the best policies and practices, based on national and international experience. The course contains a series of specially designed tasks and assignments for the participants which aims to ensure that not only do they learn about social media, but also that they are able to share their stories.

GCRF COVID-19 Rapid Response Research in Uzbekistan & Vietnam

PRME 1-6





The research project has significantly improved the quality of care for clients, increased the management skills of nurses and family welfare visitors, and changed practices in the delivery of the International Planned Parenthood Federation's (IPPF) 'Innovation Programme'.



Dr Nibedita S. Ray-Bennett

Dr Nibedita S. Ray-Bennett continues her research into disaster risk reduction and development in Bangladesh. In 2018, Nibedita concluded the 30-month International Planned Parenthood Federation's (IPPF) funded project on "Exploring Challenges and Opportunities around Reproductive Health in Disasters in Bangladesh." This research project developed and tested an intervention package called RHCC (pre-positioning the United Nations Fund for Population Activities' (UNFPA) Reproductive Health Kit 8 prior to a flood; capacity building of health workers; and community awareness) in order to improve the quality and availability of post-abortion care (PAC) during a flood in the primary health care facilities in Belkuchi, Bangladesh. The research project has significantly improved the quality of care for clients, increased the management skills of nurses and family welfare visitors, and changed practices in the delivery of the International Planned Parenthood Federation's (IPPF) 'Innovation Programme'. Additionally, this project identified the pathways to strengthen primary health care in hazard-prone locales.

Dr Nibedita S. Ray-Bennett

Associate Professor of Risk Management at the University of Leicester School of Business

This research project has been selected as one of the School of Business' Impact Case Studies for the Research Excellence Framework (REF) 2020. In 2019, funded by the ESRC, Nibedita showcased her research project at the Economic and Social Research Council (ESRC) Festival of Social Sciences at the University of Leicester on 7 November 2019.

Currently funded by an ESRC-Impact Acceleration Account, Nibedita in collaboration with the Bangladeshi Ministry of Health and Family Welfare and Bangabandhu Sheikh Mujib Medical University (among others), is testing the RHCC tools in two contrasting locations. One inhabited by the local Bangladeshis in Ukhia sub-district, and the other inhabited by the Forcibly Displaced Myanmar Nationals in the Kutupalong-Balukhali Expansion Sites. An overall aim is to upscale and integrate the tools developed into the health systems of Bangladesh and beyond. Nibedita is also developing a protocol for a low budget reproductive health kit for post-abortion complications and miscarriage for women and adolescent girls during disasters and emergencies.

On 12 March 2019, Dr Nibedita S. Ray-Bennett in collaboration with Dr Hideyuki Shiroshita from Kansai University launched a global network called the Avoidable Deaths Network (ADN). The ADN is a diverse, dynamic, inclusive and innovative global membership network dedicated to avoiding human deaths from natural hazards, naturally triggered technological hazards and human-made disasters in low- and middle-income countries.

The ADN's mission is to promote interdisciplinary, multidisciplinary, transdisciplinary and inclusive world-class impactful research and solutions to reduce disaster deaths and injuries. The ADN aims to promote sustainable collaboration, knowledge exchange and networking between state and non-state actors through North-South, South-South and triangular cooperation in order to advance the agenda of avoidable deaths. The ADN also aims to help policymakers and practitioners to make better decisions in saving lives and injuries in a resource-poor context. Currently, ADN has 17 regional coordinators across the globe, and an 11-strong Advisory Board of world-renowned members representing the wide spectrum of disaster, development, humanitarian and environmental sectors. Dr Nibedita S. Ray-Bennett is currently in the process of establishing three ADN hubs in India, Bangladesh and Uganda, which will focus on research, enterprise and engagement activities in order to raise awareness of avoidable deaths.

The ADN's activities cut across the Sendai Framework for Disaster Risk Reduction's first two global targets and the Sustainable Development Goals, especially 1, 2, 3, 6, 11 and 17.



Picture above:

Launching the ADN at the Global Alliance of Disaster Risk Institute Summit, 12 March 2019, Kyoto University, Japan Dr Ray-Bennett is located on the front row, 2nd from the left.

Disaster Risk Reduction and Reproductive Health in Bangladesh

PRME 3-6



Avoidable Deaths Network

PRME 3-6



Our research aims to contribute to the current debate on how to re-design financial information in a way that makes it meaningful for people.



Dr Ekaterina Sveltova

Associate Professor in Finance and Accounting at the University of Leicester School of Business



Dr Silvia Pazzi

Lecturer in Accounting and Finance at the University of Leicester School of Business

Redesigning financial information projects

PRME 1-6

Redesigning financial information projects

Most people perceive accounting as a cold and heartless subject. At the same time, accounting permeates almost every aspect of modern society and is key to the informed decision-making of politicians and citizens. Financial reporting information plays a pivotal role in delivering democratic accountability and supporting trust in governments and societal institutions. However, while people would like to better understand accounting, they often consider accounting information as incomprehensible and overly technical. As a result, citizens and other civil stakeholders do not engage in public decision-making and mistrust the information provided.

Our research aims to contribute to the current debate on how to re-design financial information in a way that makes it meaningful for people. To do so, we engage with different audiences at the national and local level in order to understand how to enhance accountability and engagement through better accessibility, re-usability and presentation of accounting data.

We have been working on two projects in this field. The first project "Shaping local government financial reporting: starting from the citizens" (funded by the College of Social Sciences, Arts and Humanities Research Development Fund, University of Leicester) explores whether a better understanding of accounting has the potential to improve dialogue between local governments and citizens. We particularly analyse the role of NGOs in fostering this dialogue. Our research shows how NGOs use indirect ways to empower civil society through what we call educational engagement: citizens are provided with better data access but also, more importantly, learn - in accounting seminars and by means of web applications - to understand accounting numbers. The second project "Accounting for trust in government reporting" was initiated by the HM Treasury and sponsored by the British Accounting and Finance Association (BAFA). It supports HM Treasury's efforts to enhance public trust in governmental reporting.

The ethos of this research strongly informs our teaching. We ensure that accounting communication skills are embedded in our modules and that our students understand the role of accounting in public debates and decision-making. For example, we start the module "Accounting Analysis and Valuation: Public and Private Sector" with a simple but challenging question: What is good accounting? The answer is not that accounting should be just an accurate depiction of reality; rather, we explore with our students how accounting can effectively support democracy and accountability and what can go wrong when it fails to do so.

Harmonisation of non-financial reporting and accountability projects

PRME 3-6

Programmes design and Young Enterprise Leicestershire competition

PRME 1-2

Dr Federica Salvatori

Federica Salvatori is Lecturer in Accounting and Programme Lead for the accounting and finance undergraduate programmes at the University of Leicester School of Business. Dr Salvatori is an active member of the Research in Accounting, Society, and Accountability (RASA) Unit at ULSB. Her current research focuses on accountability and sustainability reporting.

High-quality teaching is delivered in our accounting and finance programmes to create future professionals who are socially responsible and strive to make a positive contribution to the world. Students are asked to engage with accounting and finance theory and practices, critically reflect on them and explore ways forward for the betterment of businesses and society at large. The programmes are also accredited with accountancy professional bodies, enabling students to gain professional exemptions whilst they study and, therefore, facilitating their employability prospects.

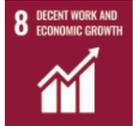
Dr Salvatori is working collaboratively with colleagues from France and Italy to study the harmonisation of corporate non-financial reporting in the aftermath of the European Directive 2014/95/EU, which mandated large European undertakings to disclose a minimum of corporate social responsibility information. Their comparative research focuses on the enactment of the Directive in different European countries (such as Italy, France, the UK, Belgium) to analyse harmonisation of rules and reasons behind certain national regulatory outcomes, focusing for instance on the role of lobbying activities in the rule-making process.

Dr Salvatori is also carrying out a research project on accountability in the migration context. Despite its importance and salience, the accounting literature in relation to migration is limited. Her research aims at exploring the role of online activism in the accountability relationship between the country of origin's foreign offices and its own population abroad.

The values of social responsibility are also incorporated in her teaching. For example, the Business Finance and Reporting module uses real cases and theory to understand accounting tools and techniques, critique contemporary business practices, and reflect on what solutions could be put in place to overcome various limitations. Students are encouraged to think about how accounting affects, and is affected by, society; for instance, focusing on gender, corruption, and harassment issues.

Dr Salvatori is also involved in the Young Enterprise Leicestershire competition, which encourages young generations to unleash their potential and think about how businesses can create value sustainably and responsibly.





PRME 3

Decision making under uncertainty: the use of quantum probability – based models



Dr Polina Khrennikova

Dr Khrennikova is a Lecturer of Finance at University of Leicester School of Business

Dr Sigmund Wagner-Tsukamoto

Associate Professor at the University of Leicester School of Business

As leader of the undergraduate Business Ethics module, Dr Wagner-Tsukamoto has built up experience in bringing the Principles of Responsible Management Education (PRME) principles into his teaching. In an initial step, in the academic year 2019/2020, he benchmarked the module against the UN Global Compact (UNGC) and its sister initiatives, the PRME principles and the Sustainability Development Goals (SDGs). The module handbook outlined how each of the various expectations and principles of UNGC, PRME, and SDGs were aspired to or delivered by the module. This was a comparatively abstract exercise, but it was important to think about the underlying issues and explain them on various pages in the module handbook. This also ensured Dr Wagner-Tsukamoto became deeply involved with the various sustainability concerns. Students were encouraged to get acquainted with the various UN initiatives.

For the academic year 2020/2021, Dr Wagner-Tsukamoto was in a position to considerably revise the undergraduate Business Ethics module because it had turned from an options module into a core module. This essentially doubled its teaching delivery in terms of student numbers on the module and he used this opportunity to fundamentally re-structure the module and integrate UNGC and PRME considerations, and the SDGs directly into the teaching delivery. He split the module into four main teaching areas of business ethics: (i) classical business ethics, (ii) economic business ethics, (iii) religious business ethics, and (iv) pragmatic business ethics. For each of the four main areas, he developed one, new concluding teaching session that discussed UNGC, PRME and SDGs for one of the four main topic areas⁹.

He found ample literature in business ethics journals that discussed, in one way or another, classical business ethics, economic business ethics, religious business ethics, and pragmatic business ethics corresponding with UNGC and PRME principles or the SDGs. Such literatures formed the foundation for each concluding session on the UNGC, PRME and SDGs. As a result, the module as a whole and each of its four main teaching areas, debate UNGC, PRME and SDGs issues, and in this way encourages students to become more involved with the various UN initiatives.

Dr Polina Khrennikova

People are constantly faced with ever more complex decision-making tasks. The environment contains multiple layers of ambiguity regarding future economic, financial and political outcomes. Some of the recent rare events (events never previously observed), including BREXIT, the outbreak of COVID and its impact upon economies and financial markets, have shown that it is increasingly a challenge to contemplate consequences related to an uncertain future.

One of the key factors behind non-consequential reasoning in economic, financial and routine day-to-day decisions is attributed to non-Bayesian processing of information, whereby decision-makers do not form conditional preferences over outcomes. Consequentialism is grounded in people's ability to think through a hypothetical decision tree. It is at the heart of a celebrated principle of rational reasoning under uncertainty, the "Savage Sure Thing Principle", named after a prominent mathematician and statistician, Leonard Savage.

The principle can be loosely stated as: "if one prefers x to y, given any possible future state of the world then one should prefer x to y even when the exact state of the world is not known."

In simple decision-making experiments, it has been shown that individuals often do not adhere to this principle. Given a more complex decision-making setting, with uncertain economic states, it becomes even more challenging to follow this principle of "rationality". One has to make decisions, before obtaining information about the future economic and financial environment and the corresponding short, or long-term outcomes. Nevertheless, some choices have to be made here and now (e.g., to buy or to sell shares, take a mortgage, or possibly invest in education). Often, we do not even have knowledge about the possible future states and the distribution of outcomes.

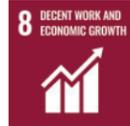
In this regard, it becomes of great significance to further explore the settings that can induce instances of non-classical information processing that result in non-consequential reasoning. How do we make decisions, when our beliefs are vague and the exact probabilities of events in question are not attainable?

When do we aggregate the outcomes across multiple periods, and in which settings are we prone to employ narrow framing?

It is increasingly critical to explore further how individuals deal with ambiguous states of the world, and how they analyse the sequences of upcoming information from the media and beyond. We should also note that one important aspect of making decisions is related to being able to adhere to sustainable practices, as the consequences of our decisions today will emerge longer ahead in the future.

In Dr Khrennikova's current project entitled: "Non-consequential preferences and myopic behaviour in investment choice: theory and evidence", funded by a Small Grant Scheme from the British Academy, she seeks to further explore decision making and belief formation in economic and financial choice in order to enrich theoretical frameworks of preference formation. Some of the frameworks that will be tested are built upon non-additive probability calculus, whereby squared probability amplitudes borrowed from quantum physics are used to represent beliefs. Recent research showed that this calculus can faithfully model more deep states of uncertainty, where firm probability distribution (that is equivalent to risk in classical decision-theoretic models) is not attainable for a random variable in question.

Application of quantum probability-based models to phenomena outside the remit of quantum physics is no longer perceived as something exotic despite the novelty of this interdisciplinary field. The domain of applications includes primarily decision-making problems in economics and cognitive science. Many of these findings focus on the violation of classical probabilistic schemes and the axioms of Boolean logic of capturing the events and their relations in the context of decision-making. The most well-known effects that violate the classical representation of observables as random variables in the joint probability space are the conjunction and disjunction errors. Quantum probability applications have provided some accurate explanatory and descriptive accounts of non-consequential reasoning and have the potential to serve as a predictive instrument of human preference formation.



⁹ Reading list for the module: <https://rl.talis.com/3/leicester/lists/9B1E2407-34D0-512F-4B90-FCA6E527A61E.html>



Apart from energy and oil, water is considered nowadays as a scarce necessity without substitute in several developing and developed countries including the United Kingdom.



Dr Georgios Patsiaouras

As the global population is growing, many parts of the world are expected to become more economically developed and affluent, in a context where goods and commodities once considered abundant are becoming scarce (Patsiaouras et al., 2015). A serious challenge for ethical and responsible marketing practices will be how to manage these markets. Apart from energy and oil, water is considered nowadays as a scarce necessity without substitute in several developing and developed countries including the United Kingdom. The population of the United Kingdom is expected to increase by almost 20 per cent by 2030 adding more pressure to water demand from limited existing supplies (Office for National Statistics, 2018). It is estimated that each person in the United Kingdom consumes (directly and indirectly) approximately 150 litres of water per day, whilst recent warnings from a plethora of scientific reports indicate that the nation's total water demand will increase by 35% in the following twenty-five years. Despite the presence and emergence of continuous research on the water crisis in the United Kingdom, the views, experiences and perceptions of UK water consumers on the function of the existing market, water scarcity and consumption become noticeable only through their absence. Although water stress in the UK has been approached in several other disciplines - such as economics, law and engineering - Dr Patsiaouras and Professor Mike Saren have been exploring the phenomenon via the lens of marketing and consumer behaviour. Their research, funded by the Marketing Trust, draws useful conclusions as to how the final users of water perceive and experience the market, water scarcity and their own responsibilities.

Dr Patsiaouras and Professor Saren have collected primary data from 65 water consumers in four different UK cities (Leeds, Leicester, London, Bristol) between the period of 2016 and 2019, exploring water users' perceptions towards sustainable water consumption. Based on the findings, the researchers seek to develop more imaginative and effective means of communication so as to prompt water users to rethink their responsibilities towards ethical and sustainable water consumption. The findings also seek to inform both marketing practitioners and the public sector to rethink communication campaigns that will enhance citizens' awareness towards the slow and invisible threat of water scarcity in the UK.

Reference:

Patsiaouras, G., Saren. M., and Fitchett, J., (2015) "The marketplace of life? An exploratory study on the commercialization of water resources through the lens of macro-marketing." *Journal of Macromarketing*, 35(1), pp. 23-35.

Dr Georgios Patsiaouras

Associate Professor in Marketing and Consumption at University of Leicester School of Business

Water stress in the UK through the lenses of marketing

PRME 3



Dr Olga Suhomlinova

In the Leicester MBA Module Managing and Developing People and Organisations, one of the online module units (Week 6) introduces students to sustainable HRM, the UN SDGs, the UN Global Compact, the SDG Compass and Industry Matrices, the campaign "Making Global Goals Local Business" and, as a reflective activity, students are invited to check whether the organisation they work for (as the majority of them are in full time employment) is a member of the Compact. They are also introduced to PRME principles. Further information is provided on how HRM is implicated, to various degrees, in achieving all Sustainable Development Goals. The two extended case examples of HRM contribution are (1) human rights and (2) "greening". For human rights, the online module considers business responsibilities regarding human rights, human rights training, and, as an industry case example, a human rights assessment of the banking industry. Students are further invited (as a reflective activity) to check how their company, industry and/or country fares on human rights, using an online resource providing information. For "greening", the online module provides an illustration of the HR challenges in the context of the airline industry

In the Leicester MBA two-day residential workshop, "Entrepreneurship and creativity", students work for most of the time on a team task "Town centre regeneration: Creating sustainable urban places", where they are required to assume the role of a social entrepreneur and develop a plan for regenerating either the Leicester Market or the Leicester Silver Arcade.

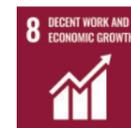
In the Leicester MBA two-day residential workshop "Ethics and social responsibility", students work during the second day of the workshop on a team task/role play "The Rana Plaza tragedy and the ready-made garment industry: Ready for change?" (The briefing for the task brings the case from 2013 into 2020, taking stock of what changes have been made since the disaster.) In the task, each team first assumes the role of one of the stakeholders and develops a proposal based on this stakeholder's interests. Then, teams are mixed up, so that each team is now composed of representatives of all stakeholders, who have to develop a consensus statement on proposed solutions to the problems of the Bangladeshi ready-made garment industry to be presented to a Special Envoy of the UN Secretary General.

Dr Olga Suhomlinova

Associate Professor in Management at University of Leicester School of Business

PRME in the Leicester MBA

PRME 1 & 2



The SDGs allows for a more holistic approach to sustainability, incorporating environmental, social and economic elements to foster growth and innovation.



Mr Salih Mallooki

Doctoral student (Distance Learning) at University of Leicester School of Business, and Director of Human Resources at the Central Bank of Iraq (CBI)

Mr Salih Mallooki

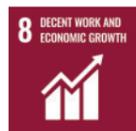
Mr Mallooki's proposed research "Implementing Electronic Payment Systems and Financial Inclusion in Post Conflict Countries: Challenges and Solutions in Iraq" tackles the issue of implementing electronic payment systems (ePS) and financial inclusion (FI) in post-conflict economies. The research takes financial services within the fragile state of Iraq as the project's case study, supported by numerous sub-cases to support the research project. The project aims to explore how the implementation of modernised payment systems leads to better financial inclusions and analyses how new technologies impact financial inclusions and economic growth in post-conflict societies. Iraq is characterised as one of the very few countries that lag behind the rest of the world in terms of the real use of e-commerce. Primarily, Iraq suffers from a various challenges that work as barriers to the effective use of e-commerce. For example, Iraq lacks public and business sector awareness and understanding of the benefit of e-commerce, and the necessary information and communication technology (ICT) knowledge and skills. The country suffers from unstable security, network and infrastructure, and privacy-related problems. Furthermore, and due to the economic hardship, Iraq suffers from limited financial resources required to adopt a new technology. The country leadership should take into consideration the evolving, and increasingly complex environments of e-commerce, so that the country could compete on the global as well as regional levels. The research aims to cover the following issues:

- The evaluation of the existing experiences, identifying the main results, challenges, and obstacles of regulation of ePS in post-conflict societies.
- A comparison of e-payment systems applications in some non-conflict countries with the applications of the same systems in the post- conflict ones.
- The benefits of ePS applications for economic and financial inclusion (FI) that in turn lead to the security, stability, and prosperity of the country.
- An explanation of the various payment systems applied in a fragile state such as Iraq; the country's position regarding PS vis-à-vis other exemplary cases.
- The linkerlinking of findings concerning ePS applications with the current status of FI, and how the nexus between the two is manifested in post-2003 Iraq.
- Providing a foundation for country-led and national level financial inclusion data gathering to support domestic policymaking and allowing for cross-country comparisons to and comparisons over-time across countries.
- The production of policy-oriented recommendations about the various steps that could be taken to improve the use of ePS and their regulation and to advance FI and stability in Iraq.

The research project uses a mixed methodology; i.e., qualitative and quantitative. The bulk of the research will depend on conducting the qualitative component, especially in the analysis aimed to track Iraq's adoption and progress in the implementation of the ePS and FI. The research project will also adopt quantitative methods to address quantifiable data and analysis. The research will use the Central Bank of Iraq's and World Bank's quantitative reports about Iraq's economy, monetary policy, PS and FI. In addition, the research will run several quantitative measures to address the FI and other changes in the newly adopted ePS at the CBI.

Payment systems and financial inclusion in post-conflict nations: the case of Iraq

PRME 3



Leicester Innovation Hub

The Leicester Innovation Hub is a £5.1m programme invested in by the University of Leicester and the European Regional Development Fund (ERDF) and is a long term strategic University project. The Leicester Innovation Hub supports the next generation by working across the University to stimulate and offer an environment for enterprising graduates in the Graduate Hatchery.

The Leicester Innovation Accelerator Programme based in the Innovation Hub, part-funded by the European Regional Development Fund (ERDF), celebrated its third anniversary of working with businesses that are driving innovation to help launch new products, processes and services. The SDGs are at the heart of driving sustainable innovation through and within Hub as the Goals provide the building blocks for our sustainability work. The SDGs allows for a more holistic approach to sustainability, incorporating environmental, social and economic elements to foster growth and innovation. Enabling the team to work with regional organisations to track and improve their sustainability credentials and contribute to local and global sustainability goals.

The Innovation for Good programme, delivered by our trained students, provides local businesses and University suppliers with the tools to embed environmental sustainability into their practices and align these to the SDGs. Exciting work is being done to identify and map the global contribution to the SDGs of a higher education institution's academic and operational processes. This work drives the University's ambition to be a world leader in environmental sustainability. This has provided the opportunity to work together with a number and a range of businesses, in addition to, several social enterprises to support them to innovate and grow sustainably. This includes the following social enterprises which have social principles at the core of their business and demonstrate meaningful impact within the local area: Kaine Management, The Recovery Consultancy Ltd, T/A Dear Albert, Loughborough Well-being Centre CIC Ltd., The Hero Project CIC, The Way of the Horse, and Metro Bolout Dodo.

An example of sustainable development is our collaboration with Pyrogenesys who are developing a small plant to produce electricity in rural Africa. Their small plant can process high volumes of cheap, abundant feedstock waste to provide renewable electricity and heat whilst displacing fossil fuels and firewood use. The system will be able to provide off-grid access to reliable affordable electricity to rural Africa and reduce carbon emissions. The University of Leicester is contributing using Earth Observation technologies and Geographic Information Systems to map crop type, predict harvest date and assess potential usage through the mapping of human settlements and infrastructures. Pyrogenesys is dedicated to advancing sustainable development across rural Africa contributing to environmental and social SDGs including Goals 7, 9, 11, 12, 13 and 15.

In September 2019, the University of Leicester hosted the UK's first Copernicus Hackathon where cross-disciplinary teams came together to address the ever-critical challenge of Food Security and Resilience, a challenge at the core of the UN Sustainable Development Goals. The winning team is now incorporated as Lenke Space and Water Solutions. This start-up is developing a technological solution based on publicly available Copernicus datasets, Sentinel satellite data and numerical models to inform farmers worldwide on the optimal harvest date, with the objective of maximising productivity while reducing farm gate food loss. The company is also engaging with potential clients towards the setup of the pilot service. As winners of the Copernicus Hackathon, Lenke is now completing the Copernicus Accelerator programme and is supported by ERDF funded programmes through the Leicester Innovation Hub.

Leicester Innovation Accelerator

PRME 1, 4-6

Innovation for Good programme



Part III: Future commitments

1. Gender equality

The University holds an institutional Silver Athena Swan award. The University of Leicester School of Business is committed to making an application to gaining the award at School level within the next 3 years. The University is also in the process of relaunching the Women Leading with Purpose programme from December 2020 which will help support our application.

2. Decent work and economic growth

ULSB works with local and regional businesses through the University's Leicester Innovation Hub based within the Research and Enterprise Division (RED). The Leicester Innovation Hub (LIH) was established through investment from the University of Leicester and part financed by the European Regional Development fund. It is the key means by which the university undertakes knowledge exchange activities with regional enterprises. It has created a 'front door' providing easy access for industry to exchange knowledge and expertise from within the University. The LIH is a critical part of our on-campus innovation and enterprise engagement offer; engaging and working together with academic experts, engaging with business, providing training, and scale and grow start-up support and student and graduate enterprise education.

ULSB is presently concluding a programme aimed at raising the productivity of 50 microbusinesses in the Leicestershire region and has recently won £560k of funding from the UK government to provide a Small Business Leadership Programme for 160 small business leaders over the course of the next year. We are also providing a Future Leaders and Board Directors Programmes for a FTSE-100 affiliated company. ULSB and the LIH are working closely with the Leicester and Leicestershire Local Enterprise Partnership (LEEP). This includes: business recovery planning in the region following the Coronavirus pandemic, exploring opportunities to deliver peer-to-peer Action Learning Networks, development and engagement of an Innovation Club, and delivery of sector specific Innovation Clusters aligned with University of Leicester research strengths.

3. Industry innovation and infrastructure

ULSB and the LIH have designed and embedded an architecture that supports a well-practiced delivery programme, enabling innovation projects with businesses in the region. This activity continues to promote and embed an effective culture of innovation and knowledge exchange working with and through our partners. This meets our university's mantra as follows: "Our people are defined by an entrepreneurial spirit, our curiosity, our community, our desire to do good – we are 'Citizens of Change' and agents of innovation". An innovation governance infrastructure has been implemented to enable and support good communication and reporting lines between senior leads and operational delivery teams.

4. Sustainable cities and communities

At ULSB's new Brookfield campus, we are planning to use the allotment to engage with students and the broader community outside the university by growing a diverse range of fruit and vegetables in a way that enhances people's psychological health and well-being, and supports the natural environment through sustainable growing practices. We also intend to undertake public and open educational events on the site, once it is safe to do so, about sustainable home growing and alternative approaches to agriculture that work with nature rather than against it.

Our academics' commitment to sustainable cities and communities extends beyond local and national boundaries. Funded by International Planned Parenthood Federation (IPPF) South Asia Region Office (October-December 2020), Dr Nibedita Ray-Bennett will be developing a protocol for a low-budget Reproductive Health Kit for disasters and humanitarian crises, and pathways for integrating the Kit into the Government of Bangladesh's health system. The collaborative partners for this project include the Government of Bangladesh's Ministry of Health and Family Welfare, Bangabandhu Sheikh Mujib Medical University, Data Management Aid, IPPF's New Delhi Office.

Dr Nibedita Ray-Bennett is also the founding president of the Avoidable Deaths Network (ADN). The ADN is a global network dedicated to finding theoretical and practical solutions in reducing disaster deaths. Currently, Dr Ray-Bennett is studying the number of avoidable deaths from the effect of COVID-19 and economic lockdown in India. This research project aims to help policymakers and practitioners make better decisions to save lives and injuries from disasters and raise awareness that disaster deaths are both avoidable and unavoidable. It is the avoidable deaths that national and state-level governments should target in low-and middle-income countries so that finite resources can be spent judiciously to save lives. This research project involves collaboration with 11 institutions from eight countries.

5. Climate action

I. Agile working:

As COVID-19 has enforced large-scale home-working, the University Human Resources Department, aided by Professor Stephen Wood, carried out a Wellbeing at Work questionnaire, surveying staff about working from home as part of his research. The questionnaire provided an insight into the emotional wellbeing of staff and whether or not they felt they were being appropriately supported and, coupled with a larger study of working in the pandemic that Professor Wood is conducting, will be used to develop a future agile working policy that reduces the travel needs and thus will help improve both staff health and wellbeing and the University's carbon emissions.

II. Construction:

As part of the University's commitment to reach net zero carbon and to develop a climate-resilient campus, existing Design Guides are being updated and new guides being formulated to include more stringent measures will be implemented in any future development or refurbishment at the University, including those at Brookfield. These include guidance about Climate Adaption explaining the University plans to adapt its estate for a changing climate. These include elements such as enhancing green space, increasing shaded areas and incorporating sustainable drainage systems.

III. Environmental management:

The University's Estates and Campus Services (ECS) is working towards a formal environmental management system. Ultimately this will become University-wide but there is the potential for it to be piloted at the Brookfield campus. This would involve collecting baseline data during 2020/21 in order to set targets and monitor environmental performance in subsequent years.

IV. Energy, carbon, water and sustainable behaviours:

All buildings at the Brookfield campus will achieve a minimum energy performance rating of 'D' as shown in Display Energy Certificates. As a self-contained site housing one (highly engaged) academic school, Brookfield is well placed to run pilot programmes to affect staff and student behaviours. These have been delayed due to enforced remote working but will be implemented once staff and students return to campus more fully. Carbon literacy training will be available for staff and students from autumn 2020 through both online and face to face delivery options. A short environmental management online training course for staff will be launched in autumn 2021 designed to raise awareness of the University's specific carbon and environmental challenges in order to enable staff to help develop solutions as part of their everyday work.

6. Sustainable consumption and production

At ULSB, we are committed to promoting sustainability in consumption and production through the work of our academics. For example, between 2020 and 2022, Dr Marta Gasparin is researching and teaching an approach to sustainable production and consumption, developing 'glocalised' business models. 'Glocalisation' is formed by blending global and local: this is not a simple addition, but a process where the local resists and modifies the global pressures creating new hybrid and situated configurations. A slow approach to innovation (connecting innovation to the local sources and being ethical and sustainable), coupled with slow business will improve the long-term viability of emerging slow, small enterprises. Current models of production, distribution and consumption are unsustainable and have caused societal and environmental problems in the communities of developing countries in which globalised products are manufactured. In response, the overarching objective of this project is to develop new "slow business models" and theorise the design and innovation practices that will reduce the exploitation of natural and human resources, whilst increasing product lifespans and driving innovation based on quality, local traditions, and sustainable values.

Furthermore, with colleagues from ULSB (Dr Martin Quinn and Dr Steve Conway) and Informatics (Dr Balandino di Donato), research and training on sustainable consumption and production is aimed at tackling the effects of the COVID-19 crisis on craft communities in Uzbekistan, deeply affected by the lack of the digitalisation of the sector, ensuring in order to ensure the long-term sustainability of a sector which has been systemically compromised by the pandemic. The project also seeks to create a roadmap for other countries facing similar issues and, in this way, move the sector towards shared sustainable economic growth.



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