**Leeds Business School,**

**First Biennial Report on working with the Principles for Responsible Management Education**

**January 2019.**

**William Sun, Simon Robinson**

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**Deputy Vice Chancellor Leeds Beckett University: Phil Cardew**

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No one working in a university over the past twenty years or so will have failed to discern a growing concentration on the perceived value of a degree; most often expressed in terms of either a professional value (creating graduates who are perceived as being desirable within the workplace) or an economic value (in terms of the additional lifetime income of the graduate over an individual of the same age without access to higher education).

This, in its turn, has led, more and more, to a focus on the measurement of performance through a matrix of indicators, some of which are focused upon the performance of individual students and others upon their personal reflections of the quality of their higher-education experience. In many cases (most recently, in terms of the development of the Teaching Excellence Framework) such indicators are used as a proxy of ‘teaching quality’, the argument presented being that graduates are a product of their teaching, and therefore, to some extent, successful and happy graduates must have been taught well.

Such an approach fails both to taken much account of the duties and responsibilities of students in their academic and personal development, and of the much wider social role that higher education plays within all societies. Those of us who work with students on a day-to-day basis might well revel in their success, but we are equally interested in their intellectual and critical development, in the way in which they forge their own academic, professional and personal identities and in the process of maturation that accompanies higher-level academic development.

Leeds Beckett University takes this process very seriously. We have developed our Education Strategy to take account of the pathway of learning and personal development upon which students are engaged, and to support that development transparently, paying as much attention to the process of creating independent critical thinkers as to the development of employment-ready graduates. Such an approach is crucially underpinned by work such as that represented within this report, focusing on the responsibility of business, and with that the responsibility of business schools in general (and ours, in particular) to focus on the needs of society, as well as of the business communities we serve.

This is central to the purpose of universities, something easily overlooked in a world obsessed with tangible outputs and performance indicators. It is presenting a viewpoint which will form the basis of responsible business education in the future, something which is entirely relevant for the coming generations of business students, negotiating a social and physical environment that is increasingly complex, and morally less sure-footed, with each new social and political development.

**Professor Phil Cardew**

**Deputy Vice Chancellor (Academic) December 2019**

**The Dean of the Business School: George Lodorfos**

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It gives me great pleasure to introduce Leeds Business School’s first biennial report on the **P**rinciples for **R**esponsible **M**anagement **E**ducation. Ascribing to and developing principles such as those expressed in **PRME** is both essential and a strategic priority for our School. Universities, and Business Schools in particular, have to give an account of their contribution to responsible management education, to how they are delivering value, as well as their responsibility to society. This is even more important since the credit crisis, when it became clear that many HE institutions and Business Schools in particular, had little sense of their responsibility in relation to business, wider society or even their students (see Khurana 2009). This is especially the case considering that alumni from the top Business School’s in the world were unable to foresee the financial crash or other sub-prime crises. It is difficult because Higher Education experiences continual change, and continual pressure to place organizational sustainability above wider sustainability.

Despite major changes in the HE environment, the increasing competitive pressure and internal organisational changes, Leeds Business School remains committed to resist simplistic or narrow views of responsibility and to develop governance and teaching which enables students to handle plural responsibility.

Notably, our new Vice Chancellor, Professor Peter Slee, has emphasised the importance of revisiting the purpose of Higher Education as the basis of our practice. As the Dearing Report (1997) noted, this involves holding in tension several different responsibilities, including: economic development, contributing to individual, regional and national well-being; personal and professional development of students; and social development. This includes, as Dearing (1997) put it, playing ‘a major role in shaping a democratic, civilised, inclusive society’; purpose which is at the heart of Higher Education.

This is not a simple idea of putting ethics into the management of research or into the curriculum, but something much broader, fully integrated and significant. Taking responsibility involves the exercise of intellectual, affective, social, political, as well as moral, capabilities. All need each other to achieve academic, professional and personal excellence. Bringing these aspects of responsibility together and this report are the first steps in demonstrating our commitment to develop and integrate fully the PRME into our education and practice.

**Dr George Lodorfos,**

**Dean Leeds Business School, December 2019**

**Preface**

This report is an important part of our learning journey. All too often under the pressure of modern teaching such a journey can be incoherent or ill focused. Hence, only by giving an account of what we think we are doing will we discover our shadow-side and begin integrate that more effectively into our practice. We would encourage you to feedback comments to help us with that. In that spirit, before the objectives we have indicated two of the major learning points noted on the journey.

The report under each major heading indicates which principles are addressed in that section. We indicate that PRME itself needs to continue evolving and are happy to contribute to that, not least around the idea of responsibility as complex concept, involving values from very different domains.

In at least two sections we have broken out of the ordered headings with narratives of how things developed.

**Michael Taylor, Jayne Mothersdale, William Sun, Marie Kerr, Simon Robinson**

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**The story so far……**

***Leeds Beckett University (née Leeds Metropolitan University)***

Leeds Beckett University has a strong history of concern for responsibility and sustainability, as noted in our 2017 report:

This approach has led to several awards and funding from HEFCE (see appendix <http://webarchive.nationalarchives.gov.uk/20100202100434/http:/www.hefce.ac.uk/pubs/hefce/2008/08_18/08_18.pdf>). The University has also been conscious of the need to bring together different cognate concepts around the practice of responsibility, leading from involvement in the CIHE *Report Ethics Matters* *in HE* ( CIHE 2005), to the development of ‘running stream’ professors (taking ethics, for instance, across all faculties), and research on ethics in the curriculum, and ethics and employability (Robinson 2005). The University is at present developing a new ethical policy.

***Leeds Business School***

In 2014 the then Dean of the Leeds Business School, Professor Chris Prince, signed up to PRME. Leeds Business School has had the responsibility at the heart of its teaching and practice since its inception. Over twenty five years ago the School had one of the first professors of CSR, Tom Clarke, in the UK, and in recent times set out ethics as one of the key strands that all courses should develop.

***Centre for Governance, Leadership and Global Responsibility***

The focus of the work on PRME is the Centre (CCLGR) (<http://www.leedsbeckett.ac.uk/research/research-areas/research-centres/centre-for-governance-leadership-and-global-responsibility-cglgr/>)

The Centre, founded in 2014, is based in the Business School, working across the university. It’s three key aims are, to develop:

* thought and practice in integrative Responsible Governance and Leadership
* integrative professional formation and university teaching
* mutual partnerships between Higher Education, professions and business, including consultancy and shared research in governance, leadership and responsibility.

The ethos of the Centre is reflected in its Honorary President Judge Mervyn King. Professor King chaired the first four King Reports on Governance, in South Africa. The core principles of the third report are leadership, corporate citizenship, and sustainability (<http://www.ngopulse.org/sites/default/files/king_code_of_governance_for_sa_2009_updated_june_2012.pdf-> ).

It has several research streams, including:

* Integrated reporting
* Corporate and Public Governance
* Responsibility pedagogy

The Centre works closely with *Leeds Beckett Sustainability Institute* (<http://www.leedsbeckett.ac.uk/leeds-sustainability-institute/>). The Institute

focuses on work

‘ undertaken in social policy, low carbon building, materials, green computing, renewable energy and sustainable infrastructure places the Institute in a lead position, shaping the developed and developing world. The Institute’s field trials and work with communities are having a direct impact on the policy and regulation that will pave the way to a low carbon built environment.

The practices developed are being adopted across Europe and impacting on the way we test and monitor buildings to ensure performance. Feedback from the research has resulted in new industry standards, taking a step closer to the zero carbon and low impact solution’.

What follows sums up the work of the Centre, Institute, Business School and the University around the values of PRME.

**Foundations (**Principles 1,2 and 3**)**

There are two key issues which had to be addressed at the start of the PRME journey; meaning and culture.

***Meaning***

The meaning of PRME is not as clear as it seems at first sight. Louw (2015) examines PRME through critical discourse analysis and argues that;

* The statement of principles is built on the unjustified assumption of the need for a paradigm change in business schools (cf. de Woot 2009). In fact, he argues, there is little evidence provided for a particular paradigm being pursued by business schools which needs to be changed. The evidence rather points to business schools trying to respond to several different narratives and a lack of criticality in engaging them.
* Key to any development of PRME has to be more criticality, both in the identity of business schools (are they servants of the corporate sector and if so in what way?), and in any pedagogical development (see Robinson 2016).

***Culture***

Involving terms such as responsibility and values in the development of the curriculum needs to relate in a meaningful way to the academic culture of the organization. The culture of an organization involves the beliefs, behaviours, objects, and corporate character, which express the value, purpose and identity of that organization. For business schools this means handling a number of different, sometimes conflicting values, e.g. between: normativity and scientific paradigms (Tsui 2016); academic independence and serving business; teaching and training and research; professional development and personal development, sustainable institutions and sustainable social and physical environment. The evidence so far (e.g. Kaul and Smith 2011) suggests that these are not being addressed effectively in business schools.

and that this can lead to a major gap between leadership and practice in embedding PRME, viz. leadership which wants PRME, perhaps as part of the business schools brand but does not understand either how it connects to the developing culture of the school as a whole, or to rest of the curriculum. This runs the danger of a credibility gap. This demands clarity about the meaning of the key terms, not least responsibility, and how it connects to learning, and related areas such as skills, attributes and employability.

**Action.**

1. ***Establishing working definitions***, members of the responsibility pedagogy development team set about clarifying the meaning of responsibility. This was based in a three modes (Robinson 2009):

* Imputability
* Accountability
* Positive responsibility (moral imagination)

The first involves the need for owning concepts, values/ feelings, practice and awareness of the complex social and physical environment and of purpose in relation to these. This suggests that responsibility involves not simply a moral value (the virtue of practical wisdom/*phronesis*) but also a rational/intellectual value, a psychological/social value (involving awareness and appreciation of context and feelings), and a practical value (taking responsibility for practice).

The second links to communication with the other, the capacity to give an account, awareness of who is owed the account, either through contract or wider relationship. It is focused in dialogue and mutuality- opening ideas and plans to external testing. This is precisely what much recent political discourse seeks to avoid (cf. Thompson 2016).

The third mode seeks to find ways of sharing responsibility in creative action, something which increases the pathways to enterprise (the opposite of negative or blame centred responsibility, cf. Ricoeur 2000). This involves negotiation of responsibility.

This view of responsibility offers:

* A view which is not normative in morally prescriptive sense, i.e. prescribing principles or behaviours.
* A view which applies to individuals and organizations- in both cases key to the development of identity and a critical and relational view of autonomy.
* A hypothesis for how moral values connect to different learning values attributes, virtues and so on.
* The basis for a style of pedagogy, i.e. one which focuses on dialogue, negotiation, and reflective practice.

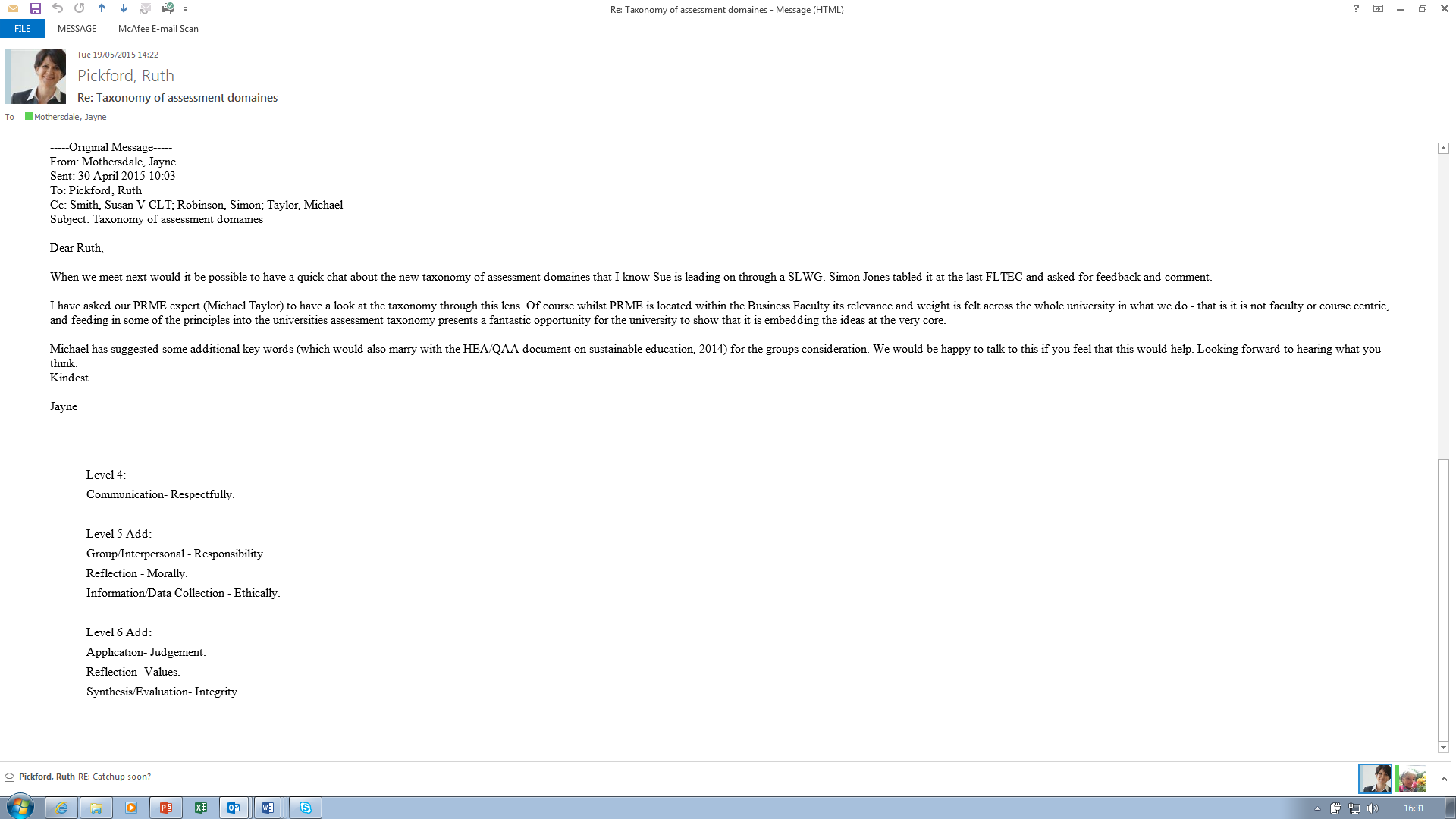
1. ***Integrating responsibility*- *the story***

**Incorporating concepts and principles of responsibility into the Learning Outcomes (H4-H7): Our Journey - Luck as well as Guile!**

Mapping and informing university frameworks:

Our commitment to advancing the UN principles for Responsible Management Education started in March 2015 with the incorporation of its six principles into the core of our practice - the assimilation of these within our taxonomy of assessment domains. Aided by fortuitous timing we were able to engage in dialogue with colleagues within the Leeds Beckett UnivierstCentre for Learning and Teaching and through this, with the short life working group that were reviewing our current domains. Table 1 below provides evidence of this dialogue and involvement:

Table 1: email to Director of Teaching & Learning concerning the revision of our Taxonomy of Assessment Domains.



<https://www.leedsbeckett.ac.uk/files/external/CLT-Taxonomy_of_assessment_domains.pdf>

There were particular tensions around the fact that the text supporting the actual Taxonomy domains at each level have to be measurable. There was a feeling that values/morality are not susceptible to being assessed as they are not visible or measurable. The overarching remit of the revision was to make the Taxonomy less complicated.

Following on from this we were able to further our cause by engaging with CLT in their review of our three Graduate Attributes (GA): Enterprise; Global Outlooks; and Digital Literacy. Elements in the Six PRME principles were explicitly mapped across to the Graduate Attributes.

* Global Outlooks – *all 6 principles*
* Enterprise - *all 6 principles*
* Digital Literacy *– cross linked to principle 3*

In turn, these support the taxonomy. A working draft document shows this alignment and mapping in progress and it can be seen in this where the PRME key words are visible and linked to our domain suggestions mentioned above (See appendix 1 ) i.e.

* Respect-global outlook (Communication)
* Responsibility-global outlook and enterprise (Group/Interpersonal) Morally-global outlook (reflection)
* Ethically-all 3 attributes (information/Data Collection and Synthesis and Evaluation)
* Judgement-enterprise and DL (Application and Reflection)

Together with the addition of

* Values-Global outlook (reflection)
* Integrity- digital literacy (Synthesis and Evaluation)

The updated graduate attributes can be found here. <http://www.leedsbeckett.ac.uk/partners/graduate-attributes.htm>. This review was also informed by several key documents: ‘Education for Sustainable Development (2014), QAA: <http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf>; and the HEA and NUS survey which examined perspectives from HE about the skills of sustainable development (SD skills) and their place in the curriculum (<http://www.nus.org.uk/en/greener-projects/greener-research/attitudes-and-skills-for-sustainable-development/> ).

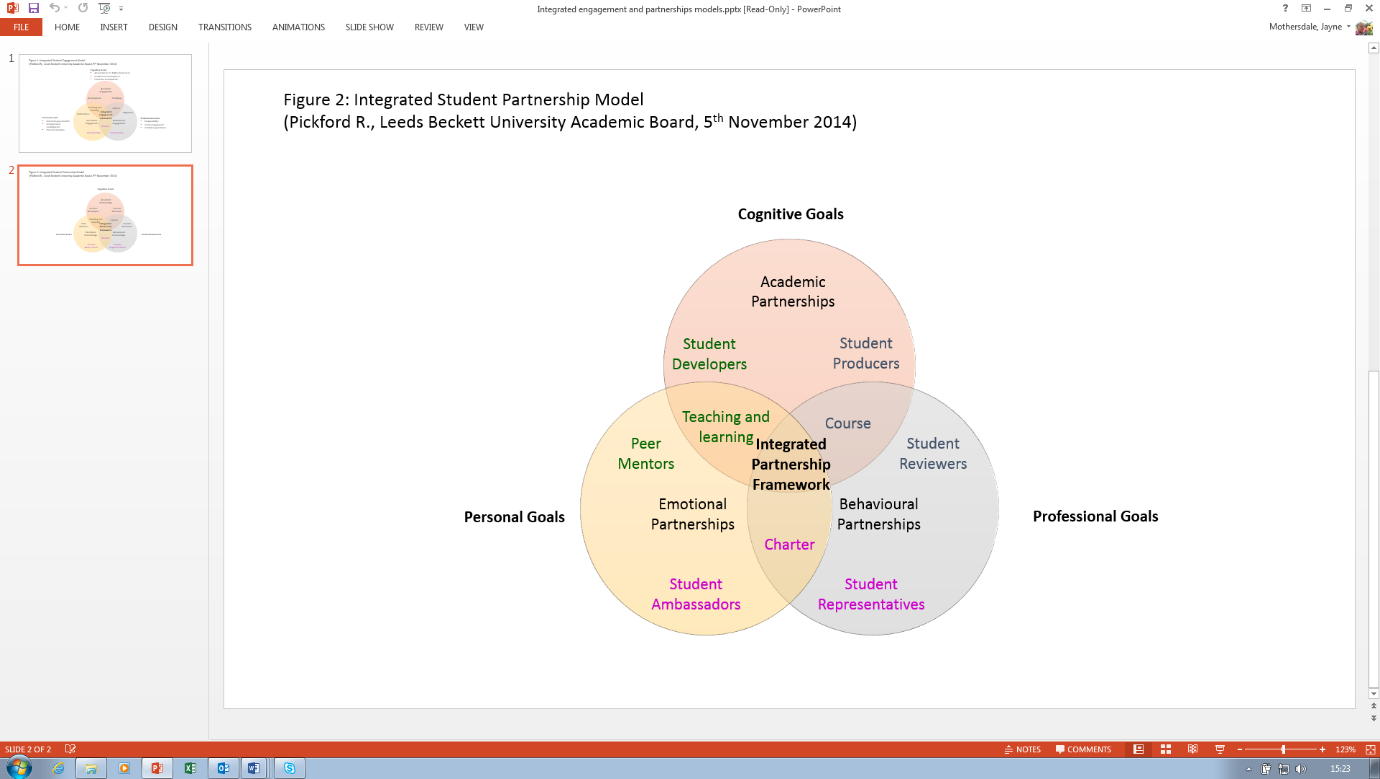
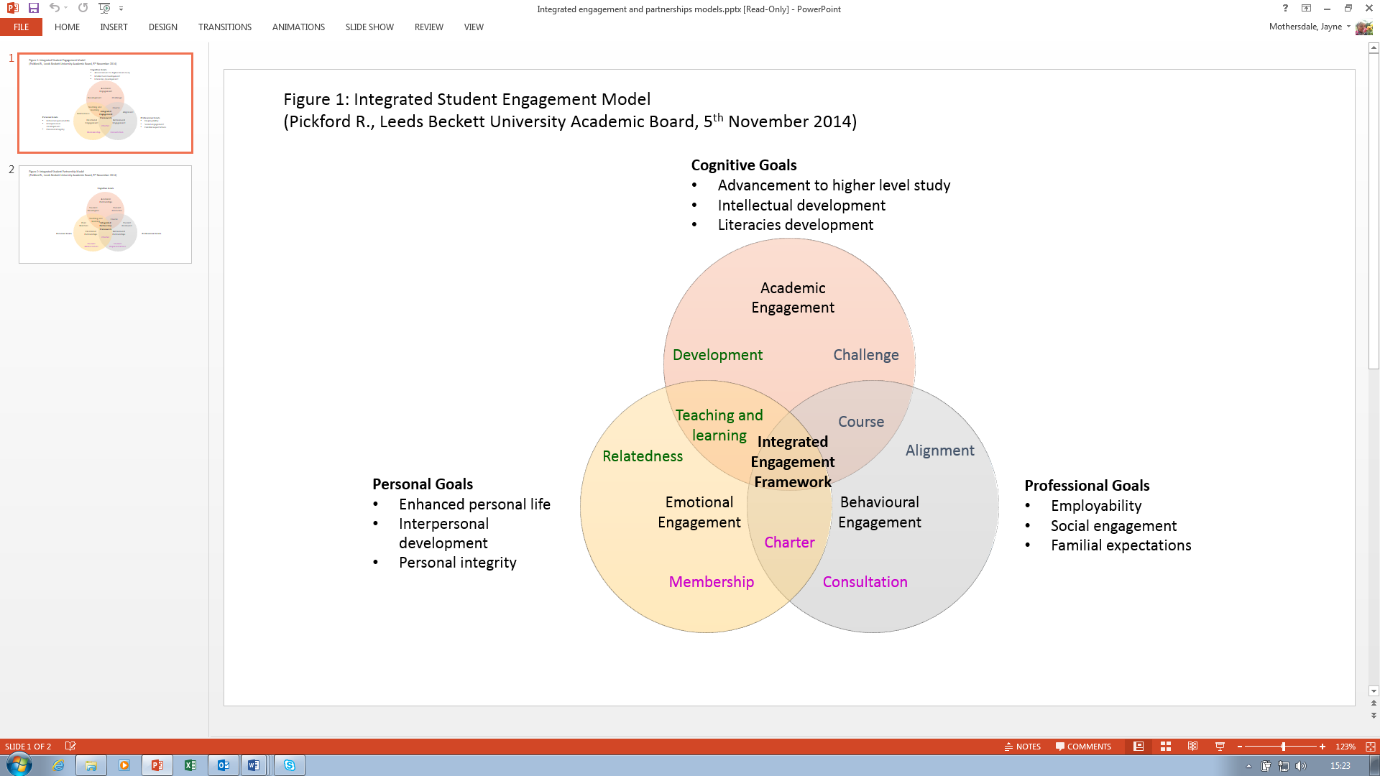
These GA’s are mandatorily embedded in every UG course at every level and have to be assessed summatively so are core too.

Both the Taxonomy and these statements were considered at the Learning Teaching and Enhancement committee in May 2015.

The Research Stream that had been charged with leading this initiative formally minuted their thanks to CLT for their engagement in this (19th may 2015). Without this cooperation and collaboration it would not have been possible to so explicitly incorporate the PRME principles at the core of what we do in Management Education.

Informing university strategies:

To inform university strategies such as our Employability Strategy – discussions were had with the Director of employability. In terms of informing Academic strategy. A draft Integrated student engagement model was presented to Academic Board in November 2014 - which incorporated some earlier thinking derived from our discussions on PRME with CLT.



Informing Curriculum design

The research stream team attempted to produce a ‘responsible pedagogy framework’ (Appendix 2) to inform and support colleagues whilst they were developing and/or enhancing their courses and modules. In this framework we set the context and importantly drew attention to the skills for sustainable development – citing both the NUS and the QAA views on their importance within the curriculum.

This is a first stab at attempting to define what LBS mean by ‘responsible pedagogy and management education’. We champion the notion of ‘judgement’ and the requirement to provide the opportunity to practice, to apply appropriate knowledge and values based thinking and, through dialogue, deliberation and judgement, make informed deliberative choice.

Several of our key undergraduate programmes were going through major review – so again timely. This framework helped colleagues embed these into their courses/modules.

1. ***Staff development*.** This stage is in development, involving lunch-time seminars focusing on the meaning and practice of responsibility in the curriculum, and a review of values in the Business School (see plans).

**Teaching developments** (Principles 1,2 and 3)

Traditionally there have been two approaches to developing responsibility in the curriculum, bespoke modules and a more integrated approach which embeds responsibility into all courses. We have been developing both approaches.

**A Modules**

Over two years, several modules have been started or developed further.

**Undergraduate**

***Business Ethics, Governance and Social Responsibility, Third Year*.**

Key discussion concepts include:

1. Ethical Theory
2. Decision making
3. Leadership and Corporate governance
4. Character and culture in ethical management
5. Corporate social responsibility (CSR)
6. Ethics and the stakeholder
7. Global ethics
8. Sustainability

Given the dynamic and contemporary nature of many materials and examples the following division of key discussion concepts (and appropriate materials – e.g. case examples) is indicative and fluid, based upon the needs of the student group, delivery methodology and future environments (including incidental examples) that may offer preferable teaching material encouraging further engagement.

Indicative case material:

1. Introduction to the ethics, governance and CSR
2. Connecting responsibility, CSR, leadership, governance, employability, enterprise and ethics.
3. The nature of responsibility
4. Professional responsibility
5. Decision making and values
6. Critical review of governance theories
7. Leadership and governance
8. Character, culture and code: managing value.
9. The workplace of the 21st century
10. Ethics and HRM
11. Conflict at work
12. Social responsibility and stakeholder management
13. Supply chain and consumer
14. Business and government
15. Global ethics
16. Environmental sustainability

***Responsible Management, Second Year***

The module offers students depth of study by exploring and applying relevant contemporary responsible management theory in an experiential and reflective manner. The subject material has been divided such that it provides a framework for addressing the threshold concepts i.e. core skills and ideas you will need to be a responsible and ethical manager in a systematic way.

*Core Ideas*

* Contemporary Ethical and Responsible Behaviour: *Global*
* Ethical Theory: *Impacts on Decision Making*
* Nature of Responsibility
* Responsibility Theory: *Agency, Stewardship & Stakeholder Theory*
* Corporate and Social Responsibility; *Pyramid, Triple bottom line, Limits of Citizenship*
* Leadership: *Ethical Leadership, Culture, Decision Making*
* Sustainability: *Environmental Philosophy, Business Need*
* Governance & Practice: *Boardroom, Accountability, Transparency, Good Practice*

The key learning themes are:

* Research mindedness
* Reflection and self-improvement
* Team working and collaboration
* Creativity
* Ethical behaviour
* Moral dilemmas and decision making

This module was developed by the students

**Responsible Management Module: the story**

Before we began a systematic and integrated approach to embedding PRME into our philosophy and curriculum we sought to explore some of the key challenges, in particular the adequacy of what Higher Education Institutes (HEI’s) offer in business ethics educational provision. The mission of the UN Global Compact is to support the development of shared values and moral norms as fundamental to a more just global economy. Hence at its core is the idea of dialogue amongst all stakeholders to develop shared values on responsibility. We sought here to further dialogue on the key challenges in our educational efforts, involving crucially not just business practitioners and academics from business schools but also the next generation of managers and leaders, the students themselves. Bringing the student voice into this debate aimed to help inform our thinking and pedagogies in educating for ethics and responsibility.

**The Challenges**

We have distilled the extant literature into four key challenges to the adequacy of business ethics provision in UK HEI’s:

**Challenge 1:** **Can ethics be taught within HEI’s at all?**

The question raised by Socrates over 2,500 years ago is still relevant today, can ethics be taught? We certainly try! Until recently it could be argued that there simply has not been enough business ethics provision in HEI’s however this is improving, with the current upsurge directly ascribed by some as the fall-out from recent scandals and reports of poor business practice (Wang & Calvano, 2015). However academics continue to question whether or not ethical decision making and behaviour can be improved through teaching (Ryan & Bisson, 2011) stating intrinsic values are unlikely to alter through tutoring (Caldwell, 2009).

On receptiveness to ethics tuition, there is evidence that some student values on joining courses (i.e. from prior moral development in the family) may not be conducive to business ethics education and hence could be seen as an initial barrier, see for example the classic study of Grant & Broom (1988). Although more recent research suggests that students in 2001 had greater ethical awareness and sensitivity to ethically questionable behaviour than their mid-1980s counterparts (Emerson & Conroy, 2004). Even the most contemporary research shows some students will be sceptical of (or even hostile to) the need for education in ethics and responsibility, especially in a business school, suggesting that these students may have already learned all too well the competitive and materialistic ideology prevalent in modern societies (Giacalone & Promislo, 2013). In contrast to this, there is recent evidence that responsible management education is a concern for growing numbers of students who actively select business schools with this in mind (Haski-Leventhal, 2013).

**Challenge 2:** **Does the broader business and HEI context support or detract from business ethics education?**

Arguably business schools have seen little of the required transformation or evolvement in their approach to educating for responsibility necessary to mirror economic and societal changes (Evans & Weiss, 2008 ). There has been an increasing tendency in the UK and elsewhere for HEI’s to see business schools as ‘cash cows’, selling ‘products’ to customers with business utility. This consumer model was reinforced in the UK by the introduction of payment of university fees. Looking at the impact of increasing marketisation, Naidoo (2005, p. 32) argues that the large increase in participating student numbers and the operation of UK universities as “business” in the last two decades has increasingly led a commodification of learning in order to reap economies of scale,. This can be seen as acting against educating for responsibility in the academic approaches and concerns that it drives. Naidoo comments that “*learning is likely to be transformed into a process of selecting, consuming and reproducing an unconnected series of short, neatly packaged bytes of information”.*

On business utility, there are academic, industry and policy calls for more ‘relevant’ vocational training focused on better meeting the needs of employers, i.e. better responding to the needs of the perceived market. Others suggest such a focus on ‘market forces’ could move educational programmes away from rather than towards concerns about broader responsibility (Trank & Rynes, 2003). Moreover, in the 2008 credit crisis business schools reports, research, consultancy and teaching appeared to support, or at last ignored, behaviour which was either corrupt or did not reflect the practice of integrity (Khurana, 2010). Hence business schools are seen by some as having a besmirched reputation (Floyd, et al., 2013) having focused graduate psyche on their own objectives and not on a responsibility for broader societal goals (Swanson, 2004). Such critique demands dialogue about and articulation of values and purpose of business schools.

**Challenge 3:** **Does the wider business school curricula teach mixed messages?**

As strongly argued by Ghoshal (2005), what we teach across the business school curricula is ideologically opposed to ethical thinking. Whatever worldviews prevail for students on entry, Giacalone and Thompson (2006, p. 267) argue that, even before considerations of pedagogy or course content, there is a fundamental problem in teaching business ethics and social responsibility: the organisation-centred worldview underlying most management education where students are taught “*to perpetuate business’ importance and its centrality in society, to do so by increasing wealth, and to assume that by advancing organizational interests, they advance their own and society’s overall best interests*”. Hence attention needs to be paid to the normative nature of management education where assumptions about right and wrong ways of managing people, profits and businesses are implicit to the curriculum (Morsing & Rovira, 2011).

This suggests that business schools have (perhaps inadvertently) ‘brutalised’ business education by reinforcing a winners-culture that focuses on share price, short-term profit and survival at all costs (Cavanagh, 2009).

**Challenge 4:** **How should ethics be taught within HEI’s?**

Lastly and perhaps most importantly, there is the more profoundly complex and significant decision of how do you actually teach ethics and responsibility? What pedagogical approaches are most effective in delivering which specific learning outcomes?

Ethical decisions are made when responsibility, integrity, values and judgement are exercised harmoniously by way of good practice. Understanding the meaning of values such as benevolence, diligence, humility and temperance in order that we may practice those values through exercising morally sound judgement, is at the heart of ethical decision making. To Aristotle, understanding the meaning of good values was expressed through cardinal virtue (Stedman, 2011); an innate skill achieved by overcoming the ‘vice’ standing either side of the ‘virtue’. Consequently, it appears there is a need for students to have the skills associated with ethical decision making, which then must be taught, or at least, nurtured and developed in the same way that other business skills are tutored, such as team working or strategic thinking.

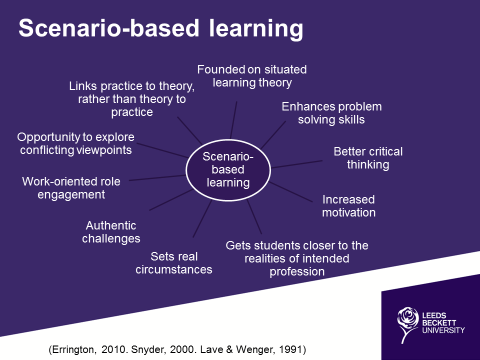
As well as asking ‘What should you do?’, it is equally vital to consider ‘How can you translate this decision into action?’. Mary Gentile’s (2010) ‘Giving Voice to Values’ curriculum for example assumes explicitly that most of us in situations where we perceive a values-conflict already know what is right and want to act on that. The issue she says lies in taking effective action when we know what is right. Students are invited to work out how they can most effectively act ‘given’ a certain values-based position, ‘pre-scripting’ how that position can be voiced in specific cases. The result of this practice is, Gentile argues, the development of ‘moral muscle’, an increase in confidence in ability to act and more skilful action.

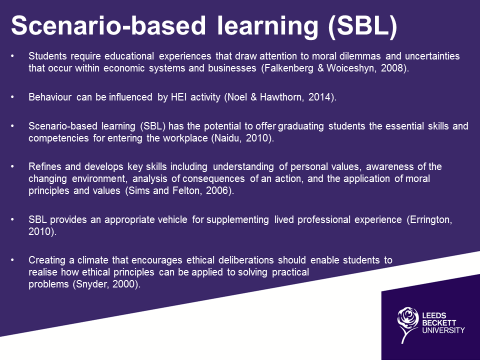
Robinson and Dowson (2012) argue that responsibility is at the core of ethical behaviour and that individuals need to accept responsibility for their thoughts and values and to work through shared responsibility for the social and physical world of today and tomorrow. At the core of this is the view that “*responsibility cannot be predetermined but only negotiated*”, (Robinson, 2005, p. 210). This moves thinking beyond the individual into relationships with a focus on the complexities of organisations and their diverse stakeholder groups. Gini (2004, p. 28) encapsulates this perspective in defining ethics as “*a communal, collective enterprise, not a solitary one. It is the study of our web of relationships*”.

**Having articulated these challenges, how can we collaborate then to build the ethical capacities business and society need in our business schools and our students?**

This was our key question at the beginning of 2015 and having reviewed extant literature we found that integrating PRME had largely been conducted from a ‘top down’ approach, with management and academic initiatives at the forefront of implementation. Although extremely insightful, we wanted to create a more holistic picture and decided to complement existing research and our approach by focusing from a ‘bottom up’ perspective, meaning the students taking the lead in the PRME strategy. We therefore went to advert to recruit a small student project team to engage in research on PRME, to consider the term responsibility itself and what that meant to them, with the view of co-creating a new module on ‘Responsible Management’ for the Business Studies degree.

The first step for the students was to understand the concept and context of responsibility in education and business. They did this by dissecting the ‘six principles’ and recreating them based on what these terms meant to them (see Appendix 3). They then attend the PRME conference in Glasgow, 2015 to hear first-hand a variety of academic and practitioner papers and to network with key figures so that their knowledge and understanding grew. Upon their returned they held a series of workshops with other students and began to talk and garner wider student opinion on responsibility and how that could be best implemented into the business curriculum. With their findings in mind and with the help of a number of academics this presented this information to senior management and were given the green light to co-create a H5 module on Responsible Management. The pedagogical approach is founded on scenario-based learning as their primary and literature research suggested that this would be the most effective way to embed and then nurture responsibility thinking and practice in the classroom. Please see a number of slides below. The module is to take effect from 2017 and we are looking to continue our research into this area with the inaugural cohort of students





***Sustainable Development, Third Year***

This module introduces the key issues and theories of sustainable development, with a view to students acquiring a critical understanding of the terms of debate that have made the subject both controversial and increasingly important. A range of examples and case studies are also drawn on to illustrate different aspects of the issues.

On completion of the module, students will be able:

1. To critically examine the main theories of sustainable development and their efficacy
2. To critically assess the methods of achieving sustainable development
3. To evaluate the effectiveness of policy responses which seek to achieve environmental sustainability

***Contemporary Issues in Business, Third Year***

Indicative Content:

*1. Social Innovation*

* Social Business Model
* Low cost Innovation - Frugal, Reverse etc.

**2.** *Competition and Planning*

* Strategy: Ambidexterity, Corporate Reputation
* Marketing in unpredictable environments

**3***. Small Business Management*

* Failure as an option and Lean start-up
* Leveraging Social capital, Flexible project based entrepreneurship

**4.** *Ethics and Sustainability*

* Issues in Ethics: Intellectual property, Corporate Social Responsibility
* Circular economy, Green economy

**5***. New Age and Coming revolution*

* Information and Connectivity - Big data, Smart Cities
* New business models in Healthcare and Energy

**Post graduate**

***The Board Executive and Good Governance***

The aim of this module is to provide knowledge, understanding and critical awareness of the central issues facing directors and senior executives to day. It focuses on the essential element for the effective leadership, management and direction at board level, of an organisation’s business in a dynamic and often conflicting environment. This module underpins the complex role of the director and the board and considers the dynamics and dichotomies of the central ethical leadership role. It further develops the student’s knowledge of the complexities of integration of strategic financial management, strategy and regulatory practices in context to good governance.

* The concept of the company as a separate legal entity and corporate variety and regulatory controls
* The role and legal duties, authority and power of a director in relation to shareholders and stakeholders
* Factors affecting the composition, size, structure and style of the board
* The criteria which may be used to evaluate board performance
* Concepts and issues associated with corporate governance
* The role in establishing and developing the company vision, purpose, mission, goals and values
* Strategy and its role in shaping ethical corporate culture

***Critical Perspectives in Leadership and Governance***

The aim of this model is to bring together leadership, governance and responsibility, involving:

1. Critical appreciation of leadership theories: trait and charismatic theorise; situational and contingency theories; transformational; transactional; distributed, servant; spiritual, critical theory; eco; complexity theory; virtue; responsibility.
2. Critical analysis of governance theories: agency; stakeholder; stewardship; virtue.
3. Global codes of governance practice (Combined Code to King III) analysed, critiqued and developed
4. Regulation: legal and relational
5. Leadership, governance, culture and organisation
6. Corporate Social Responsibility (CSR)
7. Environmental and Social Governance (ESG)
8. The practice of leadership and governance: board/team formation, social psychology and stakeholder influence

***Integrated Reporting***

An Integrated Reporting module has been submitted, aimed at Masters Students.

All of these modules involve formative learning exercises including case analyses, discussion-based work and written exercises.

All the modules address in different ways a practice centred approach to responsibility, and aim to connect the cognate concepts of ethics, responsibility, CSR, sustainability and so on, major on ethical/sustainability theory and on increasing awareness and appreciation of the social and physical environment.

The next stage of development will build on the UN Global Compact Principles, see **objectives** below.

**B Integrated curriculum**

This aims to integrate responsibility into the curriculum, such that every module can own responsibility. The easiest way to achieve this is in the context of reflective practice, decision making and practising the skills of judgement. Attention to these aspects of practice are found in the majority of business modules, including management, leadership, and strategy.

The first stage of an integrated approach has been noted above (foundations). The second stage of the development involves:

* Exploring a common decision making and reflective practice framework across all courses. Often these are set in silos, involving unnecessary repetition rather than deepening of the practice. CATs
* Researching pedagogy approaches to enabling the development of the capacities/virtues necessary for good judgement and communication of judgement (accountability). We are in the early stages of action research on immersive learning as key to integrated learning in the context of responsibility. This partly involves the Business School’s immersive learning suite, HYDRA. This was originally focused on crisis management, but the underlying immersive learning approach is being developed for use across the curriculum.

**Hydra and Immersive Learning**

As part of the PRME initiative and developing the capabilities of students to be future generators of sustainable value for business and society we are developing and delivering Immersive Learning Scenarios using the ‘Hydra Suite’. The ‘immersion’, within a one or two day real time business based scenario, offers students the opportunity to experience decision making in a dynamic and conflicting informational and value based environment. The object is to promote critical thinking and understand the consequential nature of their actions across value chains and the impact this will have on the communities they service and interact with. To date we have delivered scenarios to students from a number of disciplines such as Issues and Crisis Management and Leadership, Strategy and Change. We are also exploring the impact of Immersive Learning from a research perspective.

**Bob Croft, Hydra manager**

* Related action research with students and staff on: how they approach cognate concepts (building of HEA 2014 research on sustainability skills); how student view and practice values and how far HE curricula enable this critical practice (to be developed with Global Ethics, Geneva).
* Developing learning theory in relation to theory, values and practice (cf. Hahn et al *Journal of Business Ethics*, 2015).

**Research** (Principles 4 and 5)

***Integrated Reporting Theme* *Team of the Centre***

Group has submitted a Horizon 2020 for RISE proposal. The title is **‘**Developing an Integrated thinking framework for Social Reporting guidelines and platform for SME's in Europe’ The area of research is CSR and is with 6 partners (3 Universities and 3 SME’s). The countries are Poland, Romania and the UK. Our part of the project is 436,500 euros (total: over 2.2 million).

***PhDs***

Seven PhD theses in different stages of development, on, *Integrated Reporting , CSR, Governance, Virtues and Governance, Governance and SMES*, and, *Ethical MBA* ( Mavis Albana Rasha, Samantha Crossley, Michael Taylor, Marie Kerr, Sujana Shafique, Jane Gaukroger and Peter Rowley). The Centre is actively recruiting other PhDs.

***Conceptual Research***

Monograph *The Practice of Integrity in Business* (Simon Robinson, 2016, see references)

This explores the meaning and practice of integrity in relation to responsibility.

Monograph *The Spirituality of Responsibility: The contribution of Fethullah Gulen* (Simon Robinson, 2017). This explores a contemporary Islamic view of responsibility, its relationship to sustainability and its contribution to the Western debate on responsibility in professions and business.

Monograph *Co-Charismatic Leadership* (Simon Robinson and Jonathan Smith 2014)

Edited Tench, R, Sun, W. and Brian, J. (eds) (2014), *Communicating Corporate Social Responsibility: Perspectives and Practice*. Bingley: Emerald.

Edited Tench, R,. and Brian, J., Sun, W (eds) (2018), The Critical State of Corporate Social Responsibility in Europe. Bingley: Emerald.

*Journal Special Issue*

*Palgrave Communications*, a multidisciplinary open access online journal dedicated to publishing high quality original research across all areas of the humanities, social sciences and business studies.

*Thematic Collection: Integrity and Its Counterfeits: Implications for Economy, Business and Management,*

Editors: William Sun, Simon Robinson and Paweł Polowczyk

Time: Launched in November 2015, published in late 2016 onwards

Aim and Objectives:

This collection is aimed at filling the gap between the abstract concept of integrity and its application into business practice, and exploring how businesses and societies can be successful and apply the concept of ‘integrity’ to their endeavours. Contributions to the collection will aim to analyse relations between integrity and pseudo integrity in theory and practice, and promote ways of integrating integrity into business organisations and their environment. Themes covered in the collection will include, but will not be limited to:

I. Integrity and its counterfeits – fundamental theories

*Integrity*

Organizational integrity and organizational moral integrity in business and economy;

Organizational integrity in social and ecological systems;

Organizational integrity under capitalism;

Organizational moral integrity, CSR and social enterprise.

*Counterfeits*

Moral integrity, immoral integrity and their relations to leadership and power;

Machiavellian “good” in economic organisations;

Integrity, memes, archetypes, and ideologies;

Impacts of pseudo-integrity or the like.

II. Integrity and its counterfeits – applications, practices and empirical research

Finance systems, banking and organizational moral integrity;

Marketing and public relations as ways to construct counterfeits of integrity;

Human resources or human beings – conflicts in organizations and organizational integrity;

Integrity and cultural diversity;

New technologies as a challenge for organizational integrity;

Integrity and its counterfeits in business education;

Integrity in alternative businesses;

Mindfulness, virtues and organizational integrity;

How to promote integrity in business.

*Journal articles* on:

Trust, responsibility and economics, sport, integrity and corruption, integrity and counterfeits CSR (see publications under Sun, Morgan, Robinson, Tench, Willis, and Samy).

*Conferences*

*Panel Symposium of Euram Annual Conference 2017 (Glasgow, UK, 1-4 June 2017)*

Title: Ethical Governance, Deliberative Democracy and Public Engagement: Making Social Innovation Work

Status: Proposal submitted in June 2016

Proponents: Sharam Alijani, Neoma Business School, France; William Sun, Leeds Beckett University, UK;

Session Chairs: Sharam Alijani, William Sun and Simon Robinson

Synopsis: This symposium aims at stimulating debate on social and political innovations that can effectively address the problem of ethical governance in public, corporate and business spheres. As scholars in the field of governance and social innovation, the panellists will address the problem of governance, regulation and institutional transformation with a particular emphasis on the role businesses and citizens who are brought to foster knowledge and engage in collective action to achieve superior societal goals. The symposium provides a forum for open dialogue and further reflection on business, social and political imperatives and perspectives as well as ethical governance through purposeful public engagement.

*Panel Symposium of Euram Annual Conference 2018 (Reykjavik, June 20-24, 2018)*

*Title: Social Innovation, Public Engagement and Participative Democracy: From Knowledge Creation to Social Engagement.*

*Proponents: Sharam Alijani, Neoma Business School, France; William Sun, Leeds Beckett University, UK;*

*Session Chairs: Sharam Alijani, William Sun and Simon Robinson*

Synopsis: As a complex and multi-faceted topic with a difficult epistemology, social innovation encompasses multiple dimensions and moving boundaries. Placed within a broad canvas of scientific inquiry, social innovation studies cut across a wide array of disciplines; sociology, anthropology, economics, geography as well as political, legal, urban and innovation studies. The study of the sources, processes and impacts of social innovation cannot be dissociated from the institutional and market factors that govern and shape individual decisions and collective actions. Social experiments, ties and engagements are driven by motivations, incentives and beliefs that affect the social fabric, business ecosystems and power relationships. Any attempt to engage in social innovation begins by new ideas about people and their interpersonal activities and addressing the commonly devised goals that lead to simultaneous production of new ideas and practices” and the creation of new forms of economic and social organizations (Mumford, 2002, Mulgan et al. 2007, Hubert, 2010). Nicholls and Murdock (2012) describe social innovation as “…a process of (re)contextualization within socially constructed norms of the public good, justice and equity…”.While the idea of justice is closely linked to democracy, the concern about public goods and the commons (as opposed to private goods) embraces the very essence of human values and principles that shape our democratic institutions. Social innovators face economic, social and environmental challenges which affect citizens, organizations and the society as well as institutions that regulate a broad array of human needs and activities, resource allocation, equality, economic empowerment and social justice (Schumpeter, 1942; Olson, 1965; Ostrom, 2011; Rawls, 1972; Sen, 2009). For instance, the emergence of ‘deliberative polls’, ‘citizens parliament and juries’, ‘consensus conferences’, and ‘planning cells’, constitute distinct forms of public engagement and social experiments (Gutmann & Thompson, 2004). Deliberative democracy is organized on a small scale with the participation of randomly selected citizens. The absence of direct democracy within corporations and administrations has a direct bearing on governance, power relationships and public goods (Scherer and Palazzo, 2007; Deetz, 1992). Public engagement is needed to cope with the social, economic and environmental problems of our modern societies.

This symposium aims at stimulating the reflection and debate on how social innovations can be supported in public and business spheres. As scholars and practitioners, the panelists will highlight the role of universities, enterprises and communities in stimulating public engagement and reinforcing deliberative democracy to support social innovation in the economy and society.

*Sub-Track of Euram Annual Conference 2017 (Glasgow, UK, 1-4 June 2017)*

Title: Finance, Economy and Society: Sustainable and Responsible Finance

Proponents: Sharam Alijani, NEOMA Business School; William Sun, Leeds Beckett University; Catherine Karyotis, NEOMA Business School

Session Chairs: William Sun, Sharam Alijani and Catherine Karyotis.

Synopsis: The financial crisis of 2008 and its aftermath have highlighted the limits and risks of an increasingly global and disembedded economy. The social tumults and economic upheavals resulting from the subprime crisis have revealed the dysfunctioning, shortcomings and failures of the financial and regulatory institutions. The ‘Finance, Economy and Society: for a Sustainable re-embedding’ track invites the authors to submit their theoretical and empirical contributions with a focus on, but not limited to, the following questions and themes:

* Sources of financing: microfinance, crowdfunding, cooperative banks, SME stock exchanges, SRI funds, faith-based financing,
* Role of economic, social and financial institutions and actors in providing novel solutions to the market shortcomings and failures,
* Financial, taxation and banking system regulation.

*Sub-Track of Euram Annual Conference 2018 (Reykjavik, June 20-24, 2018)*

*Title: Finance and Economy for Society: Inclusion, Empowerment and Sustainability*

Proponents: Sharam Alijani, NEOMA Business School; William Sun, Leeds Beckett University; Catherine Karyotis, NEOMA Business School.

Session Chairs: William Sun, Sharam Alijani and Catherine Karyotis.

The dysfunctioning of the global financial system which culminated in the 2008 global economic meltdown calls for an in-depth analysis of financial and investment mechanisms, global business practices as well as market and institutional failures. Scholars and policy makers have underpinned the growing pace of financialization, lack of sufficient regulation and oversight and unethical practices as the cornerstones of financial instability, economic inefficiency and social inequality (Alijani & Karyotis, 2016; Hall & Soskies, 2015; Zingales, 2015; Hendry, 2013; Gicalone et al. 2012, Ghoshal, 2005). By acknowledging the need for greater regulation, oversight and transparency and by advocating ethical and responsible management practices, researchers and practitioners have pinpointed the need to explore alternative management and business models to enhance accountability, transparency and efficiency. In particular, the need to go beyond ‘business as usual’ to implement and comply with more ethical and responsible practices has been highlighted in corporate reports and policy guidelines. As such, businesses and policy makers need to transcend the existing institutional context by engaging in socially responsible and economically innovative ventures with the objective of empowering individuals, businesses and communities and reengaging them in more dynamic and transformative community and business development projects.

The ‘Finance and Economy for Society: Inclusion, Empowerment and Sustainability’ track invites theoretical, conceptual and empirical contributions that investigate the existing business and management practices and propose alternative financial, business and investment models in order to accelerate economic and social transformation.

*Regulatory Consultation Project*

Project Title: Review on the Government’s Green Paper on Corporate Governance Reform

Document Title: Proposal for UK Corporate Governance Reform: A Broader Perspective and a New Approach

Review Organisation: Centre for Governance, Leadership and Global Responsibility, Leeds Business School, Leeds Beckett University

Time: February 20172017

The Review Panel:

Dr. William Sun (Principal Investigator)

Professor Simon Robinson

Professor Dean Fathers

Professor David Welbourn

Professor David Douglas

Dr. Jamie Morgan

David Hannath

Dr. Nick Beech

Dave Cole

Charlotte Hendrie

Sarah Cole

Mark Heyes

Anita Jackson

Result: The commentary document was completed and submitted to the UK Government in February 2017.

Executive Summary:

This proposal aims at addressing the same concerns specified in the government’s Green Paper regarding how to curb excessive executive pay, linking executive pay to corporate performance and encouraging stakeholder engagement in corporate governance. However, it approaches those concerns with a broader perspective considering how corporate income will be distributed not just for executive managers but also for shareholders and employees and for the company as a whole in a long-term basis. The current options listed in the Green Paper as well as previous corporate governance reforms all tend to intervene narrowly in corporate internal affairs with detailed processes and complicated procedures but avoid addressing issues of substance. This proposal takes a different approach: directly addressing the substance with simplified processes and procedures and leaving more space for companies to make their own decisions.

We suggest that the regulation should provide a general guideline for those large companies in the UK with limited liability status and do not need to interfere too much with internal company processes. A guideline of three general policies is needed. First, a general income distribution policy should be agreed upon by the three parties (shareholders, directors/managers, and ordinary workers) after being consulted with other stakeholders. The company should make decisions on how annual profits will be proportionately distributed among shareholder dividends, employee rewards, and future business development. Second, a pay-performance link policy should be highlighted: ‘no income, no distribution’. Third, a fair pay reward policy should be laid out to make bonuses and incentive plans available to both executives and ordinary workers based on their contributions.

***Keynotes on related areas***

Simon Robinson keynotes included:

* European Business Ethics Network Annual Conference, Istanbul 2015, on *Business Ethics and Peacebuilding*.
* Leeds Sustainability Conference, 2015, on the *Nature of Responsibility*
* Responsible Tourism Conference, Manchester Business School, 2015, on *Aristotelian Perspectives on Responsibility*
* Governance, Ethics and Higher Education Conference, University of Nigeria, on *The Integrity of Higher Education*

**Establishing frameworks for research and publication** (Principles 4 and 5)

The Centre is connected with two books series and recently with a journal.

***Emerald Book Series: Critical Studies on Corporate Responsibility, Governance and Sustainability***

Series Editor: William Sun

Publisher: Emerald Group Publishing

Aim and Objectives: The aim of the book series is to explore public concerns and practical issues deeply and rethink theoretical debates and institutional policies critically in the broad area of corporate responsibility, corporate governance and sustainability around the world. It examines the social, economic and environmental impacts of corporations, and the real effects of corporate governance, CSR and business sustainability on societies in different regions. It facilitates a better understanding of how value systems, cultures and traditions in different societies may affect the policies and practices of corporate responsibility, governance and sustainability. It identifies the future development trends of corporate responsibility, governance and sustainability in contexts when examining and exploring those key issues.

Volumes:

Volume 6: *Communicating Corporate Social Responsibility: Perspectives and Practice*

Edited by Ralph Tench, William Sun and Brian Jones (Leeds Metropolitan University, UK)

Published in Feb 2014

Volume 7: *Socially Responsible Investment in the 21st Century: Does It Make a Difference for Society?*

Edited by Celine Louche (Vlerick Leuven Gent Management School, Belgium) and Tessa Hebb (Carleton University, Canada)

Published in May 2014

Volume 8: *Corporate Responsibility and Sustainability: Emerging Trends in Developing Economies*

Edited by Gabriel Eweje (Massey University, New Zealand)

Published in August 2014

Volume 9: *The Human Factor in Social Capital Management: The Owner-Manager Perspective*

Authored by Paul Manning (Liverpool University, UK)

Published in Feb 2015

Volume 10: *Finance, Economy & Society: Towards a Sustainable New Approach*

Edited by Bernard Paranque (KEDGE Business School, France) and Roland Perez (University of Montpellier 1, France)

Published in 2016

Volume 11: *Finance and Economy for Society: Integrating Sustainability*

Edited by Sharam Alijani and Catherine Karyotis, NEOMA Business School, France

Published in 2017

Volume 12: *The Critical State of Corporate Social Responsibility in Europe*

Edited by Ralph Tench, Brian Jones and William Sun (Leeds Beckett University, UK)

Published in 2018

***Palgrave Book Series: Palgrave Studies on Governance, Leadership and Responsibility***

**Series Editors**: Simon Robinson, William Sun and Jim Parry (University of Charles V Prague)

**Publisher**: Palgrave Macmillan

**Aim and Objectives**: The fall-out from many high profile crises in governance and leadership in recent decades, from banking to healthcare, continues to be felt around the world. Major reports have questioned the values and behaviour, not just of individual organizations but of professionals, industries and political leadership. These reports raise questions about business corporations and also public service institutions. In response this new series aims to explore the broad principles of governance and leadership and how these are embodied in different contexts, opening up the possibility of developing new theories and approaches that are fuelled by interdisciplinary approaches. The purpose of the series is to highlight critical reflection and empirical research which can enable dialogue across sectors, focusing on theory, value and the practice of governance, leadership and responsibility. Written from a global context, the series is unique in bringing leadership and governance together. The King III report connects these two fields by identifying leadership as one of the three principles of effective governance however most courses in business schools have traditionally treated these as separate subjects. Increasingly, and in particular with the case of executive education, business schools are recognizing the need to develop and produce responsible leaders. The series will therefore encourage critical exploration between these two areas and as such explore sociological and philosophical perspectives.

Volumes:

Volume 1: *The Practice of Integrity in Business* (in print, 2016), authored by Simon Robinson

Volume 2: *Corporate Social Responsibility in the Post-Financial Crisis Era* (in print, 2016), edited by Anastasios Theofilou, Georgiana Grigore and Alin Stancu

Volume 3: *Business and Society in the Middle East* (forthcoming)

Note: The series is unique in including shorter books which will aim to include business leaders as key authors, and widen the debate around responsibility.

***Journal of Global Responsibility***

Simon Robinson was appointed editor in chief of *Journal of Global Responsibility*, from December 2016. Dr. William Sun has been Deputy Editor and Associate Editor of the journal since 2017.The previous journal editor has been based in Australia and is ranked in

* Thomson Reuters Emerging Sources Citation Index
* Australian Business Deans Council (ABDC) Journal Quality List
* JourQUAL (Germany)
* NSD (Norway)

The journal is linked to Globally Responsible Leadership Initiative (UN and EFMD) and contributes to the scholarly and practical debate around the meaning and practice of responsibility.

Aim for next three years is to establish the journal in UK and US. Being approached to head this journal demonstrates contribution to the sub discipline, and an opportunity to develop it.

**Establishing dialogue and debate between different sectors (**Principle 5 and 6).

There have been several major and ongoing attempts to develop dialogue and debate around the meaning and practice of responsibility:

1. Public lectures. These have included Judge Mervyn King (King III culture of governance), Michael Woodford (Nikon, whistleblowing), Nicola Rimmer (Barclays Bank, culture audit), Paul Monaghan (social enterprise) , General Stewart Skeates (values and leadership), Professor Robert Chia (wisdom and leadership), Professor Benerad Paranque (responsible finance), Sir Alan Langlands (governance and Higher Education) Laurence Cockroft (Transparency International), Dean Fathers (inaugural), David Welbourn (inaugural). The lectures have invited audiences from across all the sectors to develop debate.
2. Leadership videos. Five major regional leaders have recorded videos about the nature of leadership and society, as the basis for ongoing debate and as resources for teaching.
3. Public Square. We have begun a series of events in partnership with the *UK Institute of Directors* called the *Public Square*, around the part that business plays in the region and globally. This has included Sir Alan Wilson (University College London, and director of government’s research into the future of cities- business and the future of cities) and Tom Reardon (CEO Leeds City Council on regional responsibility).
4. The integrated reporting group organised the first Integrated Reporting panel seminar, October 2016, with a Key note address by Paul Druckman, the former CEO of the IIRC (International Integrated Reporting Council), and panel of accountancy firms.
5. The Annual Metaphorum Conference was hosted by the Centre in November 2016. This based in cybernetics and the development of governance systems.
6. Armed Forces and Police. The focus in working with both is integrated curriculum for training and transition. There has been a successful pilot of a Masters level module for the Army, and Prof Robinson has been appointed external chair of the West Yorkshire Police Ethics Committee.
7. A Consultancy Project has been established, for launch 2017, title: *Improving Organisational Performance through Effective Corporate Governance* (A Self-Assessment approach using a European Governance Model® and Evaluative Tools) ‘Aim and Objectives: The Centre for Governance, Leadership and Global Responsibility (CGLGR) at Leeds Business School is committed to supporting public, private and third sector organisations in developing their understanding and capability in effective governance and the resulting impact on organisational performance. As a result, the Centre has created an innovative approach to Good Governance and Leadership which enables organisations to become self- regulating and drive continual improvements in governance activity. The approach is intended for any organisation intent on developing its understanding and commitment to improving levels of corporate governance and specifically will enable them to:

* Conduct an effective self-assessment of current governance practice
* Score their organisation against a recognised framework and obtain external validation
* Develop appropriate development plans to improve governance levels and link improvements to organisational performance
* Benchmark their performance against other organisations
* Receive Award recognition for excellent practice

Evaluative Tools:

* The European Governance Model® (EGM)
* The Board Diagnostic Tool (BDT)
* The Values Based Auditing (VBA)
* Cybernetics

Senior Advisors:

* Professor Mervyn King, Honorary President of the Centre for Governance, Leadership and Global Responsibility, Leeds Beckett University
* Professor Robert Chia, Research Professor of Management at the Adam Smith Business School, University of Glasgow
* Professor Dean Fathers, Visiting Professor at Leeds Business School and Cass Business School, Chair of the United Lincolnshire Hospitals NHS Trust and NHS Nottinghamshire Healthcare NHS Foundation Trust
* Professor Simon Robinson, Professor of Applied and Professional Ethics, and Director of the Centre for Governance, Leadership and Global Responsibility, Leeds Beckett University.

Leading Consultants:

* David Hannath, Honorary Fellow at Leeds Business School, Director of Education at the European Institute of Governance Awards
* Paul Willis, Leader of the Strategic Communication Group and Senior Lecturer at Leeds Business School
* David Welbourn, Visiting Professor at Leeds Business School and Cass Business School, and Deputy Director of the Centre for Health Enterprise, Cass Business School, City University London.
* Simon Gardiner, Professor in International Sports Law at Leeds Beckett University
* William Sun, Deputy Director of Centre for Governance, Leadership and Global Responsibility and Reader in Corporate Governance and Responsibility at Leeds Business School

**LEARNING POINTS**

Too many to set down, but three important ones for us.

Most business schools operate in the context of a university. We have found that making links with the university is an important part of developing practice and culture. This includes working with the Deputy Vice Chancellor for Teaching and Learning and the Centre for teaching and Learning. Both are focused in the development of professional practice, the development of critical thinking in the curriculum and in the student centred approaches to learning.

**Learning point: Work with partners in the institution**

Developing pedagogy in business schools tends to view business as consumers. It is clear that this does not fully address the matter of responsibility, not least because the practice of responsibility involves more than the sustainability of the organization.

**Learning point: Treat students as partners**

We have taken some time to realise the importance of champions

**Learning point: Develop champions in each subject area**

**Objectives for the next two years**

**Teaching**

1. Audit ethics and related modules in relation to UN Global Compact Principles, UN Sustainable Development Goals (SDGs), and the nature of corruption and how to identify and respond to it in the workplace. All as part of the ongoing module reflective process. Rationale: developing responsibility reflection to become part of the ongoing professional teaching practice.
2. Host the PRME Road Show, to bring together students, staff and regional business around SDGs; key to objective 1.
3. Link responsibility directly into the recent changes in Leeds Business School. This involves six new subject areas:Governance, leadership and organizational behaviour; Accountancy**;** Strategy**;** Marketing; Communication and PR; Economics. The target is to develop brown bag meetings for each of these to focus on the on how responsibility (three modes above) is integrated into the curriculum.
4. Review Business Masters courses, for integrated/critical thinking and responsibility.
5. Develop a framework of cognate concepts, building on HEA research (2014), and locating PRME in integrated and critical thinking.
6. Develop Social Enterprise as a part of the Business School. A workshop is planned for 2017 to tie into the report to Cabinet Office <https://www.gov.uk/government/news/building-a-country-that-works-for-everyone-independent-panel-publishes-report-on-putting-values-at-the-heart-of-our-businesses>
7. Initiate discussions to develop PRME across the university

**Research**

1. Into integrated learning frameworks, based in the relationship of responsibility to learning attributes (cf. Hahn et al *JBE* 2015).
2. Into the development of immersive learning through the Hydra suite, see above
3. Into student value, values, lifestyles, acting as the basis for longitudinal data, and tied to action research in curriculum development.

**Publications**

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**Appendix 1**

**Principles Responsible Management Education (PRME): Institutional Mapping**

|  |  |  |
| --- | --- | --- |
| **Global Social Responsibility and Sustainability**  (PRME) | **Sustainable Development Skills** (NUS/HEA, 2014) | **Education for Sustainable Development** (QAA, 2014) |
| *Working with students to encourage them to be:*   * Responsible Leaders * Socially Responsible * Environmentally Responsible * Economically Responsible | *Working with students to encourage them to:*   * Live within environmental limits; * Ensure a strong, healthy and just society; * Achieve a sustainable economy; * Promote good governance * Use sound science responsibly | Consider what the concept of **global citizenship** means in the context of their own discipline and in their future professional and personal lives   * Consider what the concept of  **environmental stewardship** means in the context of their own discipline and in their future professional and personal lives * Think about issues of **social justice ethics and well-being,** and how these relate to ecological and economic factors * Develop a **future-facing** outlook: learning to think about the **consequences** of actions and how systems and societies can be adapted to ensure **sustainable futures.** |
| * *Problem solving using many subjects* * *Act as a responsible citizen locally & globally* * *Plan for the long term as well as the short term* * *Use resources efficiently* * *Think of the whole system and the links when considering new ideas* | Research Informed Teaching  Use expert Lecturers  POM H4  Responsible Management H5  Business Ethics H6 (HYDRA - ISAPARC)   * *Adapt to new situations* * *Consider the ethical issues of your subject* * *Analysing using many subjects*   *Understanding people’s relationship to nature* | |

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| --- |
| **PRME**  **Principles** |
| **Course Principles**  **(*Mandatory requirements for ALL Courses)*** | **Graduate Attributes (*Mandatory integration into the learning outcomes/assessment of all courses)*** | | |
| **Global Outlook** | **Digitally Literate** | **Enterprising** |
| **PURPOSE:**  *Develop our students* ***capability*** *to be* ***generators*** *of:* | The principles are based on the idea of **threshold concepts** – i.e certain ideas are held to be the mastery of the subject and affects the way students view the subject | *“Enabling effective and responsible engagement in a multicultural and globalising world”*  Involves the *capacity* and the *inclination* to bring considerations prompted by living, working and sharing a planet with people with different belief systems, habits or existence, life experiences, capabilities and aspirations to bear issue and actions related to the discipline and its application. The local is part of the global. P4 | *Digital footprint and cyber terrorism, hacking etc. Online etiquette, social and professional identity* | *“The developments of creativity, organisational skills, problem solving, specific business skills, leadership skills and project management”*  Involves making the implicit explicit so that students are aware that they have these skills - enabling them to consciously contribute and become more enterprising. P7 |
| Sustainable Values | All modules to have challenging and authentic learning activities which are meaningful, provide real life opportunity, enquiry based learning | Enabling graduates to make their way in the world where lives are enacted among diverse peoples and/or across diverse places, and where safeguarding ‘environmental, social and economic wellbeing, both in the present and for future generations (QAA, 2014). p5 |  | Being enterprising in the wider world involves the consideration of education for sustainability and the consideration of how enterprising ideas must be underpinned by ethical and future facing solutions which minimize the impact on the environment (QAA, 2014). p5 |
| Sustainable Economy |  |
| Inclusivity |  |
| **VALUES:**  *Incorporate activities and content in the curriculum which develop our students knowledge, practice, values and ability to make informed judgements:* | All courses to develop a strong **course identity** which is linked then to self. Students are encouraged to share experiences across levels, cohorts and those working in relevant professional areas  A core **key concept** is to understand ‘What it means to be an ‘x’ *(see QAA Benchmarks and PSRBs)*’?A Course Principle is to encourage **Depth of Learning** through criticality – the ability to justify what and why actions are decided/enacted. | To have a learning environment that recognises, respects and values diverse perspectives and experiences p15  -Opportunity to be given to analysing cultural behaviours and values.  -Develop a willingness to accept the values others ascribe to. |  | To have a learning environment which values students’ existing and emerging enterprising skills  -inspirational role models : tutors, business and practice mentors,  -relevant pedagogies which enhance reasoning skills, discussion and problem solving e.g. enquiry or prblem –based learning. p13 |
| **METHOD:**  *Create educational frameworks and learning experiences which develop the* ***knowledge and skills*** *of/for* ***responsible leadership*** | Published set of **mandatory** UG/PG Course Development Principles. The Principles are **inter-related** and are designed to support course teams to think **holistically** about the nature of the course and ensure horizontal and vertical integration of learning. | To develop a curriculum which encompasses cross-cultural capability and a global perspective, explicitly. p4, p8  As a student entitlement, to have international or intercultural experiences & assessment as an integral part of their course: Campus based e.g. group work, case studies, project work; Situated learning e.g. work placements, volunteering/service learning, study abroad/exchange. P15 |  | Enterprising skills to be an integral part of the curriculum.  All students to be entitled to an ‘enterprising experience’ by engaging in activities such as project work, events, showcasing activities with external organisations or experiencing assessed or formative opportunities. |
| Materials | Developed new **Taxonomy of Assessment Domains** which include the development & assessment of Self -Awareness, Ethics, & Critical Reflection. | Embedded and hyperlinked resources and reading lists. |  | Little Book of Enterprise  Business Start-up  QU2 |
| Processes | Explicit statements on all mandatory elements on the Course Templates .  Authentic assessment which is aligned to the learning outcomes and should prepare students for the world of work. | Curriculum content, delivery and assessment will embed inclusivity (linked to the universities equality and diversity agenda) and global relevance. P4  At least one explicit Global Outlook based learning outcome to be embedded in appropriate modules across the course – holistically mapped.  List of required achievements by level of study which map across the levels the students’ ability to discuss, evaluate and apply socio cultural attitudes, values & practices, their role and socio-environmental impact, in a diverse context, and contribution to global sustainable futures. p14 |  | List of required achievements, by level of study, which map across the levels the students’ ability to discuss, identify, demonstrate, evaluate, and apply and critically reflect on their own enterprising skills, attitudes and values and how they impact on others, their own role and how it might relate to being enterprising in the wider world, the impact on changing society and economy within their discipline and what it means to them, their current and future and how they can help to shape and influence their future career and contribute to global and sustainable futures for all. p12 |
| Environment | Central principle is to develop an inclusive and personalised curriculum which is done through  -Activities and strategies to encourage and support **Multi-cultural group work**  -Personalised student support – **personal tutoring system *(based on University approved guidelines)*** to offer academic and pastoral support to optimise learning and uptake of learning opportunities  -Extra-curricula activities including **community and international volunteering** | Diverse multi-cultural academic and support staff. |  | It is recognised that developing these skills and qualities requires a ‘non-conformist’ environment and that we need to allow students time and space to learning the skills by trial and error, feedback and reflection. P12 |
| **RESEARCH**:  *Engage students in* ***research informed teaching*** *and in* ***conceptual and empirical research*** *in the* ***creation of****:* Sustainable Social, environmental and Economic Value |  |  |  |  |
| **PARTNERSHIP:**  *Build in* ***opportunities to interact with managers*** *of business to* ***extend our knowledge*** *of their challenges and* ***explore collaboratively*** | All courses are required to gain input for students and employers during the course design and development process.  All courses to WRL | -Case studies that draw on industrial and professional links  -External Speakers  -Encourages WRL experiences including placements  -International and local community Volunteering |  | -Authentic case studies  -Project work including local organisations  -Master classes from local business people  - Embedded work-related placements  -Live projects with local organisations  -research and dissertations  -Volunteering or taking part in LeedsBeckett Enactus Network  -National and local competitions |
| **DIALOGUE:**  Critical Conversations  *Facilitate and support dialogue and debate on issues of GSRS* |  | Opportunity to be given to allow students to listen, reflect and enquire before judging ideas of others.  Modules to include multicultural activities on the globalised world.  Opportunity to modify language and behaviours by working in multicultural groups. | * It is **NOT** about overloading the Curriculum/Tutor * It is **NOT** about transferring this overload to the student – requiring them to view the different themes as discrete ideas and skills to be developed AND then have to appreciate them in context and in practice * It is **NOT** about fragmenting the learning experience of the student.   *The professional context requires* ***integration*** *of these themes*   * It **IS** about **INTEGRATION** * It **IS** about providing opportunities which permit the surfacing and development of *virtues* – Dialogue, Deliberation/Reflection and Decision -Making (Judgement )   Robinson, S et al. (xxxx) p3 | Assessment tasks will encourage students to draw on their own reflections and experiences |

**Appendix 2**

**Responsible Management Education & Professional Development in FBL**

**The Context**

1. Several research projects at Leeds Metropolitan University (including Robinson, S.J. and Dowson, P. (2008) [*Discourse*](http://scholar.google.co.uk/scholar?q=Robinson,+S.J.+and+Dowson,+P.+(2008)+Discourse%3B&hl=en&as_sdt=0&as_vis=1&oi=scholart&sa=X&ei=xOUCVePkBdPPaNvrgdgN&ved=0CCAQgQMwAA); Stevenson, J., Leconte, M. and Robinson, S. (2009) [*Assessment, Teaching and Learning Journal*](http://repository-intralibrary.leedsmet.ac.uk/open_virtual_file_path/i07n183355t/3.Embedding%20ethics%20and%20ethical%20practice.pdf)began to look at the integration of ethics, enterprise and employability in the curriculum, and at student and staff perspectives on ethics.
2. In 2014 FBL signed up to the UN Principles for Responsible Management Education ([www.unprme.org/](http://www.unprme.org/) ). This commits the Faculty to developing the principles in the curriculum, and reporting back on progress to the UN every two years (with the Centre for Governance, Leadership and Global Responsibility taking responsibility for this- see separate Michael Taylor bid focused in this area).
3. In 2014 and HEA and NUS survey examined perspectives from HE about the skills of sustainable development (SD skills) and their place in the curriculum (<http://www.nus.org.uk/en/greener-projects/greener-research/attitudes-and-skills-for-sustainable-development/> ). This was the fourth iteration of such research and amongst its rich findings was overwhelming support from students for the development of such skills in the curriculum (see also related critique by students of the curriculum <http://www.bbc.co.uk/programmes/b04svjb> ), and a key recommendation that student unions and staff in universities should work together to integrate such skills into the curriculum.
4. QAA/HEA publication on Sustainable Development in Education in June 2014 offers an **outcomes based framework for use in curriculum design**.

<http://www.qaa.ac.uk/en/Publications/Documents/Education-sustainable-development-Guidance-June-14.pdf.> The guidance is intended to complement *Chapter B3* of the UK Quality Code for Higher Education (Quality Code) dedicated to teaching and learning and it drew on the NUS work. CLT have recently updated our Course Development Principles <http://www.leedsbeckett.ac.uk/partners/course-development-principles.htm> and all our Graduate Attributes (GA’s) academic advice documents to address issues of sustainability in our UG curricula (GA’s do not cover PG courses as yet). They can be found here. <http://www.leedsbeckett.ac.uk/partners/graduate-attributes.htm>.

**Education for Sustainable Development (QAA, 2014)**

***Provide the opportunity for students’ to develop and critically reflect on their own and others’ values (it is here that learning can become transformative)***

* Students are to be encouraged to ‘**see the bigger picture’** and to develop their own values, employability and professional behaviours.
* Students may have **diverse value positions** which must be taken into account when planning T&L activities. Prior knowledge and attitudes of students should be taken into account and this
* Learning for and about sustainability is not limited to the formal curriculum. Challenge students

to draw on **previous/current learning**, on **formal and informal** **learning** and on **extra and co-curricular** activities. Use our university campus (and community) as a ‘living laboratory’ where students can engage in a range of SD actions e.g developing community relationships.

* Share, challenge and explore students’ **critical reflections** and learnings in a **safe environment**.
* The knowledge, skills and capabilities that they have and develop, should be **transparent** to the student – they should ‘know that they know’.

|  |  |
| --- | --- |
| **Appropriate Pedagogic Approaches** | **Appropriate Teaching and Learning Methods** |
| **Authentic** - *enable students to relate to real-life problems and situations* | **Cases Studies -** *from local to global. Opportunity to introduce SD concepts, allows holistic consideration and interdisciplinary collaboration.*  **Stimulus Activities** – *use of dance, music, poetry, art, articles, video etc. to stimulate discussion and reflection on an SD topic. Good for group work, interdisciplinary thinking, guest lecture.*  **Simulation** –*allow students to experiment or play at different roles e.g. role plays, debating, mock trials, gaming.. Helps students’ understand contested arguments; to develop their own attitudes, and allows them to explore and appraise the impact of different value positions and perspectives on decision-making and the social norms that they find acceptable. Can be used in disciplinary and interdisciplinary contexts.*  **Experiential Project Work** – *authentic settings which* *include: Service learning, Internships, Placement, Community Volunteering, Fieldwork, Action Research, Place-based learning. They enable the student to engage in SD issues in relation to their discipline and to identify inter/trans-disciplinary linkages, but also provide opportunity to develop reflect on their own values, attitudes and accepted social norms.*  **Problem Based Learning** – *provides opportunity of student-led, collaborative work which* *can involve client-led briefs that lead to ‘real-life’ change and therefore can be used to enhance the impact of T&L. Particularly suited to complex, multi-faceted “wicked problems”. Requires students to identify various aspects of the problem, research it and report back with a solution(s) as a group. Allows opportunity for deep reflection, challenge and transformative learning.* |
| **Integrated** – *have a* *strong interdisciplinary, multidisciplinary and transdisciplinary element and holistic approach* |
| **Experiential, Interactive & Participatory** (e.g peer learning, collaboration) – *should expose students’ to multiple perspectives and enable creative response to emerge.* |
| **Possible Assessment Methods[[1]](#endnote-1)** | |
| * Should be constructively aligned – ensuring that the assessment task and pedagogic approaches reflect the learning outcomes that the students are expected to achieve. * Should conform to the **Faculty Academic Model** – and should include formative opportunities. * Should provide opportunities for students to demonstrate achievement of SD outcomes: | |
| **Core areas of**   * Global Citizenship * Environmental Stewardship * Social Justice * Ethics and Well Being * Futures Thinking | **Requirements:**   * Development of critical thinking and problem solving skills * Opportunity to apply these skills to real-world problems * Synoptic assessments that explore the relationship between the students main discipline area and sustainability * Activities that encourage affective learning in the domains of   **VALUES | ATTITUDES | BEHAVIOURS** |

**PRME - Alignment with Existing University Frameworks:**

Elements in the 6 PRME principles have been explicitly mapped across the mandatory Course Development Principles and each of the Graduate Attributes:

* Global Outlooks – *all 6 principles*
* Enterprise - *all 6 principles*
* Digital Literacy *– cross linked principle 3*

**Evidence:**

In due course we will seek evidence from Faculty course staff of the activities they do to support the PRME principles based on the framework developed:

1. QAA (2013) *Recognising achievement beyond the curriculum: A toolkit for enhancing strategy and practice*

   [*www.gaa.ac.uk/Publications/InformationAndGuidance/Pages/Recognising-achievement-beyond-the-curriculum-toolkit-1.aspx*](http://www.gaa.ac.uk/Publications/InformationAndGuidance/Pages/Recognising-achievement-beyond-the-curriculum-toolkit-1.aspx)

   **Appendix 3**

   **The Student perspective of PRME’s 6 Principles**

   Following our return from the PRME UK & Ireland Regional Chapter Conference in Glasgow, we would like to present our thoughts on what the principles mean to us. To date, the principles have been defined from a macro perspective, with little attention given to us, the students, whom ultimately the principles are there to guide and support.

   **Principle 1: Purpose**

   PRME’s purpose is to develop through effective pedagogy student skills and understanding of how responsibility and sustainable practices can shape society and business. Poor decisions in business are made with catastrophic repercussions, as individuals are failing to understand the impact their choices are having on others. As a result, the development of a more ethical and responsible generation is now required and therefore PRME’s purpose is to assist current students in advancing their capability to deal with the challenges and complexities of business decision making with confidence. We believe it is of paramount importance that students form effective judgements to help create a more sustainable future. We, as students, are being recognised as change agents and by incorporating the PRME principles, a new generation of responsible managers will emerge for the benefit of all.

   **Principle 2: Values**

   Values can be seen as the attitudes that effect our behaviour, they are the reportable underpinnings that shape our action and practice. The values PRME promotes within students can act as guidelines for society to follow and to therefore help prepare a more ethical and sustainably lead generation. We would suggest values are the glue of PRME, they ensure that the followers of PRME move together as a unified body with the same vision and not with separate ideas based on self-interest. If the signatories of PRME align their values and have a shared interest, this can work for the benefit of the common good. By utilising values, students can work towards becoming valued business people with a sustainable agenda, driving the future success of an inclusive economy.

   **Principle 3: Method**

   We consider here exactly how the University approaches the integration of the principles into education, research and leadership. This includes not only creating, but modifying and applying existing material to the subject of responsible management. As students, we have an awareness of varying levels of effectiveness relating to teaching techniques and classroom activity and conduct. Discussions of ethical dilemmas, studying real cases, business simulation games, leading by example and research-based learning are a number of teaching techniques we believe are most appropriate to successfully educate students in the management discipline.

   **Principle 4: Research**

   As students, we see research to be integral for uncovering the current and evolving issues of our society and the business world. Effective research can help build a bridge between theory and practice, which in turn gives a voice to experience and action in relation to operating responsibility, by forming methods to fix social problems. Research also prepares us as potential change agents, to effectively practice behaviours that create social, environmental and economic value.

   **Principle 5: Partnership**

   We believe that extensive cooperation and relationships exceeding basic communication is essential for the future of the PRME initiative. Through partnerships, collaborative interaction is pursued where effective relationships encourage common goals and shared values, therefore nurturing collective responsibilities for all stakeholders and wider society. Effective partnerships can help to educate organisations, particularly universities, regarding experiences relating to social and environmental responsibilities, including successes, challenges and limitations. This approach can then be used to support student’s future learning and the provision of the necessary knowledge to help tackle ethical dilemmas.

   **Principle 6: Dialogue**

   Dialogue is concerned with more than sharing mutual points of view, but rather engagement in debate and the exchange of different opinions. We consider there to be a wide range of opportunities and beneficial outcomes that would arise from increased communication, especially between students and staff. Valuable student participation involves speaking without concealment, hearing and being heard thus reflecting on different perspectives on learning for supporting responsible management education. If a wide variety of concerned groups are included in conversation and contact, all interests are expressed and represented, and any proposed future actions should be wholly beneficial.

    [↑](#endnote-ref-1)