**Leeds Business School**

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

**December 2016**

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

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

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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 (HE) 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 take 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 2016**

**George Lodorfos, Dean of Leeds Business School, Leeds Beckett University**

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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 HE experiences continual change and 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 HE 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’ the purpose of which is at the heart of higher education.

This is not a simple as 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 in this report is the first step in demonstrating our commitment to developing and fully integrating the PRME into our education and practice.

**Dr George Lodorfos,**

**Dean of Leeds Business School**

**December 2016**

**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 to integrate that more effectively into our practice. In this respect we would encourage your feedback to assist us with this aim. In that spirit, before the objectives we have indicated two of the major learning points noted on our 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 a 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. The Estates Report in 2011 set out the basis for sustainability planning:

Our carbon management strategy is designed to achieve the HEFCE and Government target of a 34% reduction in carbon emissions by 2020, based on a 2005 baseline, and an 80% reduction by 2050. To achieve these targets we have integrated the principles of energy efficiency and carbon management into our design guide and standard operating procedures, ensuring carbon management becomes a day-to-day activity. The table below gives our high level carbon targets to be achieved in line with our strategic plan:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Year | 2005  (Base line) | 2010/  2011 | 2011/  2012 | 2012/  2013 | 2013/  2014 | 2014  /2015 |
| Percentage reduction target (%) | 0 | 5 | 10 | 15 | 20 | 25 |
| Target emissions scope 2 & 2 (tCO2) | 17,675 | 16,791 | 15.907 | 15,023 | 14,140 | 13,256 |
| Actual scope 1 & 2 emissions (tCO2) | 17,675 | 14,999 | 14,416 | 14,853 | 14,461 |  |

To support these targets specific energy efficiency projects, which are attached at appendices 6 and 7, have been identified for the next three years which will also support our aims to improve the condition of the estate. Some projects are funded using the Salix Finance Scheme and a dedicated financial plan. As carbon management is a university wide issue covering all activities we work with colleagues from purchasing, IMTS, Financial Services, Faculties and support functions to reduce our emissions relating to our supply chain, business travel, commute to and from our sites and office and construction waste. Other significant environmental impacts such as recycling transport and biodiversity are supported by our certification to the international environmental standard ISO 14001 and the following university policies which are all available on the estates web pages:

• Carbon Management Strategy

• Sustainability Policy

• Sustainable Construction Policy

• Sustainable Procurement Policy

• Design guide

• Transport Strategy

• Corporate Responsibility Statement

• Responsible Investment Policy

• Fair Trade

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 (LBS), Professor Chris Prince, signed up to PRME. Leeds Business School has had 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 for Governance, Leadership and Global Responsibility (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, but works across the university. Its three key aims are, to develop:

1. thought and practice in integrative Responsible Governance and Leadership
2. integrative professional formation and university teaching
3. 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:

1. Integrated Reporting
2. Governance in the Public and Private Sector
3. Responsibility Learning and Development

The CGLGR works closely with the *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;

1. 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.
2. 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, objectives, 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, 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.

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. Clarity is needed around 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 Responsible Learning and Development research stream set about clarifying the meaning of responsibility. This was based on three modes (Robinson 2009):

1. Imputability
2. Accountability
3. 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, and an awareness of who is owed the account, either through contract or wider relationship. It is focused in dialogue and mutuality, thus 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 definition of responsibility offers:

1. A view which is not normative in morally prescriptive sense, i.e. prescribing principles or behaviours
2. 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
3. A hypothesis for how moral values connect to different learning values attributes, virtues and so on
4. The basis for a style of pedagogy, i.e. one which focuses on dialogue, negotiation, and reflective practice

1. **Integrating responsibility - the story**

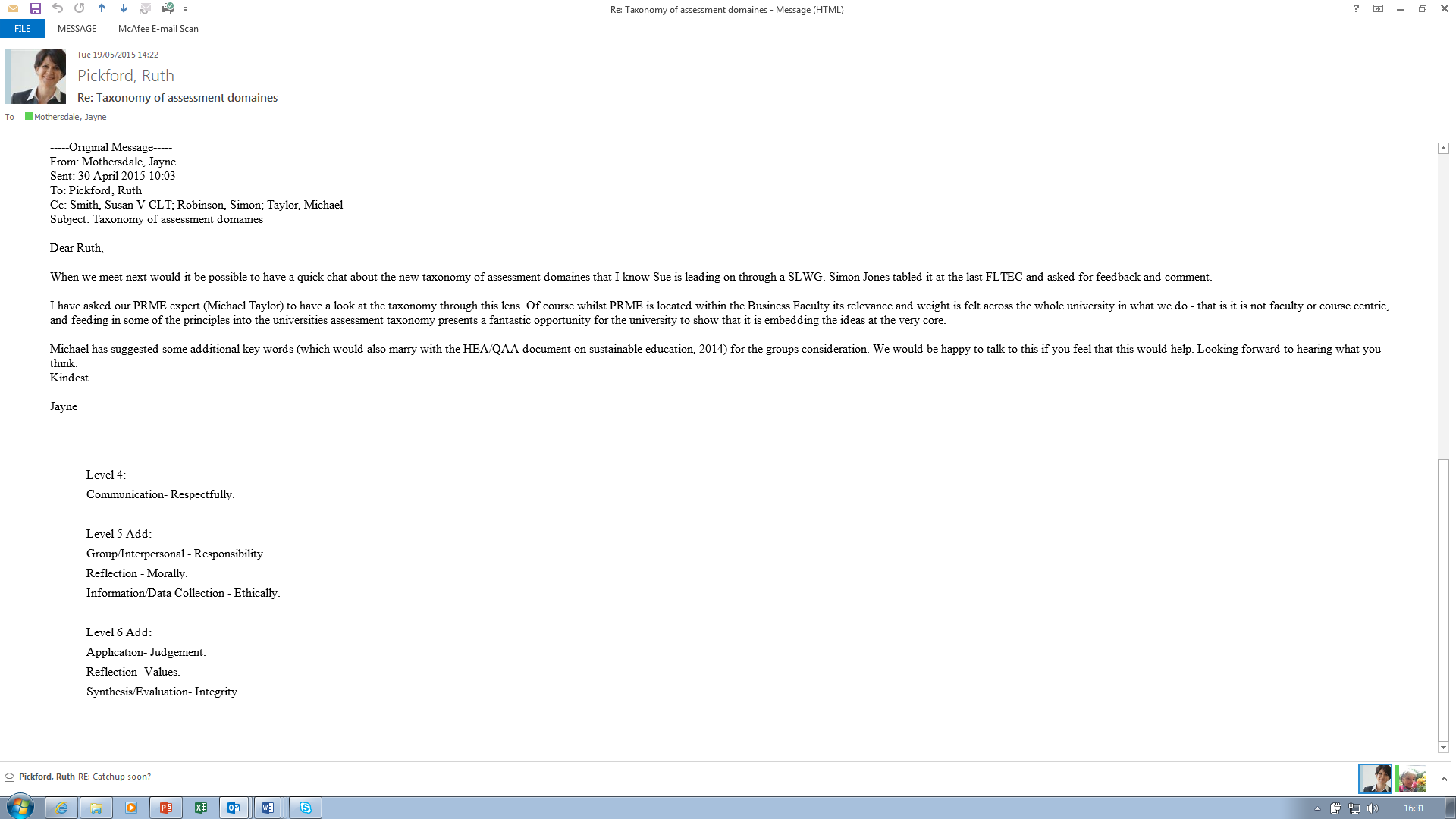
**Incorporating concepts and principles of responsibility into the learning outcomes (H4-H7): Our journey - luck as well as guile!**

**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 University Centre for Learning and Teaching and, through this, with the short life working group tasked with reviewing our current domains. The email below provides evidence of this dialogue and involvement:

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 six principles*
* Enterprise - *all six 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/> ).

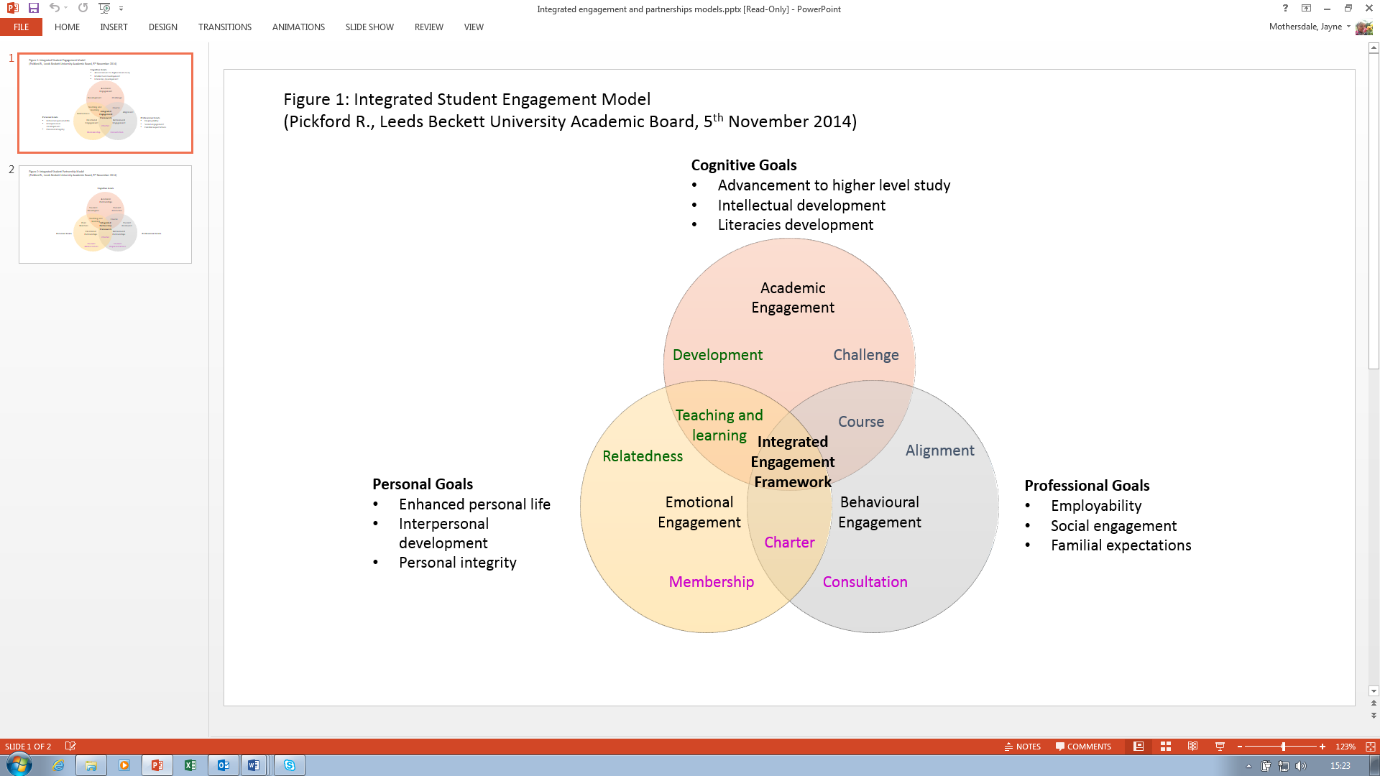
These GA’s are mandatorily embedded in every undergraduate course at every level; their importance is highlighted in their inclusion in module summative assessment outcomes.

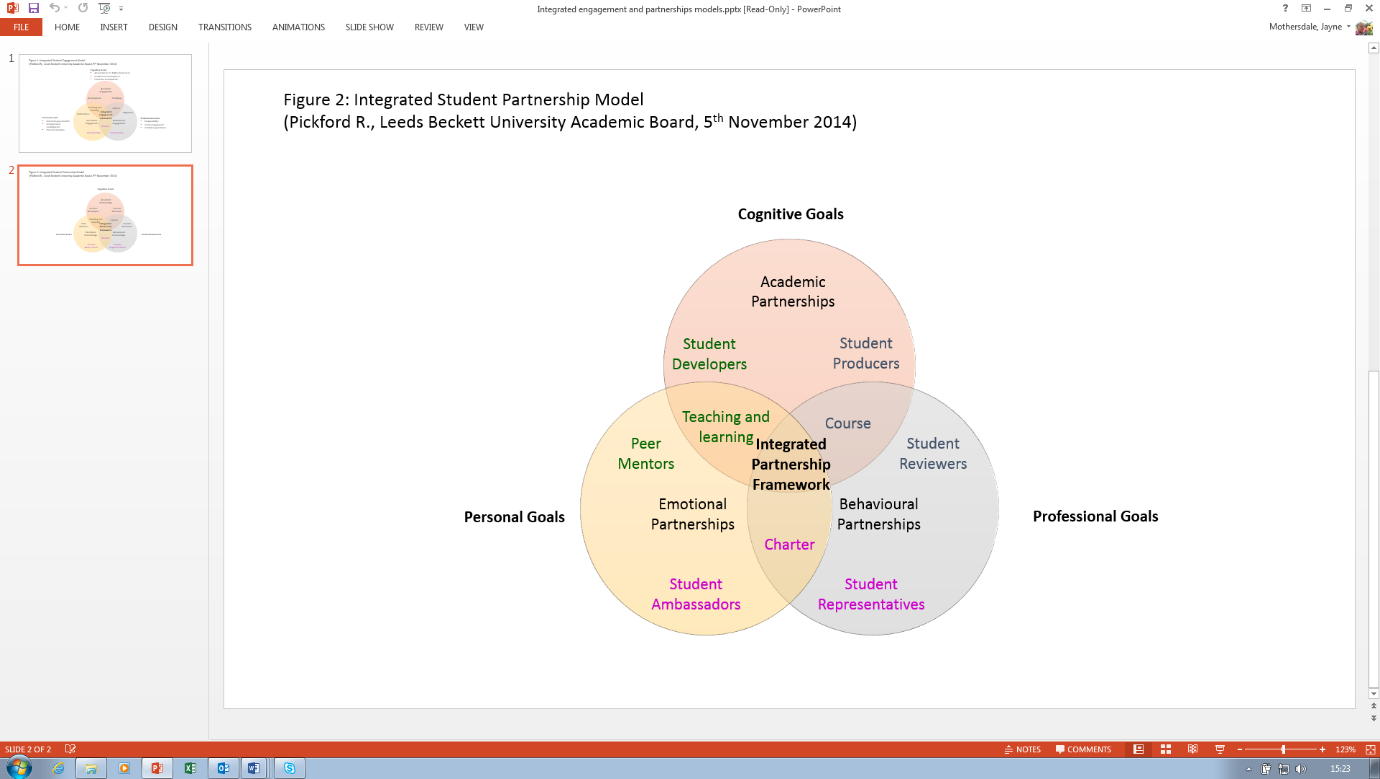
Both the Taxonomy and these statements were considered at the Learning Teaching and Enhancement Committee in May 2015.

The research stream 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 took place with the Director of Employability. In terms of informing Academic Strategy a draft integrated student engagement model was presented to the Academic Board in November 2014. This report incorporated earlier thinking derived from our discussions on PRME with the CLT. Please see Figures 1 and 2 below for further detail on the integrated student engagement model.





**Informing curriculum design**

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

This is an attempt at defining what LBS means 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 choices.

Several of our key undergraduate programmes were going through the major review process during this time, hence we were able to make an immediate impact, and our framework helped colleagues embed the skills for sustainable development into their courses/modules.

1. ***Staff development***

This stage is currently 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 **Objectives for the Next Two Years**).

# 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 courses. We have been developing both approaches.

1. **Modules**

Over two years several modules have been initiated or enhanced using prime:

**Undergraduate**

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

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.

Key discussion concepts include:

* Ethical theory
* Decision making
* Leadership and corporate governance
* Character and culture in ethical management
* Corporate social responsibility (CSR)
* Ethics and the stakeholder
* Global ethics
* Sustainability

Indicative case material includes:

* Introduction to ethics, governance and CSR
* Connecting responsibility, CSR, leadership, governance, employability, enterprise and ethics
* The nature of responsibility
* Professional responsibility
* Decision making and values
* Critical review of governance theories
* Leadership and governance
* Character, culture and code: managing value
* The workplace of the 21st century
* Ethics and HRM
* Conflict at work
* Social responsibility and stakeholder management
* Supply chain and consumer
* Business and government
* Global ethics
* 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

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 our students.

**Responsible Management module: the story**

Before we adopted 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 institutions (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.

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 helped to inform our thinking and pedagogies in education 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). Nonetheless 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). However, 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 to 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 report, 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 such as team working or strategic thinking are tutored,

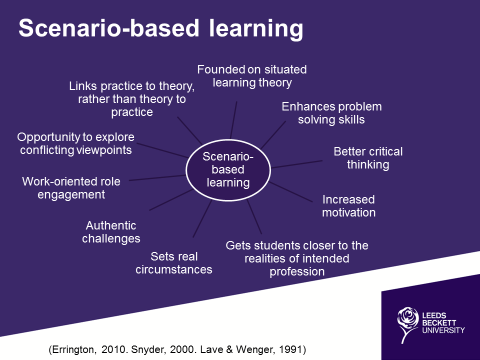
As well as asking ‘what should you do?’, it is equally vital to consider ‘how can you translate this decision into action?’. Mary Gentile’s (2010) ‘Giving Voice to Values’ curriculum for example assumes explicitly that most of us in situations where we perceive a values-conflict already know what is 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.

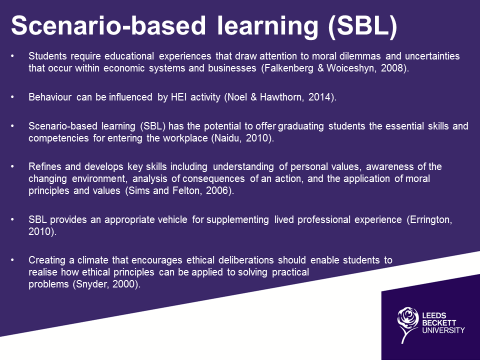
Robinson and Dowson (2012) argue that responsibility is at the core of ethical behaviour and that individuals need to accept responsibility for their thoughts and values and to work through shared responsibility for the social and physical world of today and tomorrow. At the core of this is the view 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 to build the ethical capacities both 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 implementing a ‘bottom up’ approach, meaning the students taking the lead in the PRME strategy. We recruited 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 BA (hons) Business Studies degree programme.

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 in 2015 to hear first-hand a variety of academic and practitioner papers and to network with key figures so their knowledge and understanding grew. Upon their return 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, the student project team presented this information to senior management and were given the green light to co-create an H5 module on Responsible Management. The pedagogical approach is founded on scenario-based learning as primary and literature research suggested this would be the most effective way to embed and nurture responsibility thinking and practice in the classroom. Please see the two slides below for further detail. 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 to:

* Critically examine the main theories of sustainable development and their efficacy
* Critically assess the methods of achieving sustainable development
* 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

**Postgraduate**

**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 elements for 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 student knowledge of the complexities of integration of strategic financial management, strategy and regulatory practices in context to good governance.

Indicative content:

* 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 theories, 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 for implementation at Masters level.

**Summary**

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

Each module address, in different ways, a practice centred approach to responsibility, and aims to connect the cognate concepts of ethics, responsibility, CSR, sustainability and so on. Ethical and sustainability theories are key to these modules, and key to 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 for the Next Two Years**).

1. **Integrated curriculum**

We aim 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 (see **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.
* 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).
* 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 Professional Practice Suite, particularly the Hydra immersive learning experience. 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 Hydra technology in our Professional Practice 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 understanding of the consequential nature of student 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 (BA (hons) PR and Communications) and Leadership, Strategy and Change (Third year optional module on courses across LBS). We are also exploring the impact of immersive learning from a research perspective.

**Bob Croft, Learning Technologist, Leeds Business School**

# Research (Principles 4 and 5)

**Integrated Reporting Research Stream, CGLGR**

The Integrated Reporting research stream has submitted a Horizon 2020 for RISE proposal. The title is **‘**Developing an Integrated Thinking Framework for Social Reporting Guidelines and Platforms 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 totals 436,500 Euros, with the overall project total being over 2.2 million Euros.

**PhDs**

CGLGR has seven PhD theses in different stages of development. These are in the areas of: integrated reporting, CSR, governance, virtues and governance, governance and SMES, and, ethical MBA delivery (Fiona Robertson, Mavis Albana Rasha, Samantha Crossley, Michael Taylor, Marie Kerr, Jane Gaukroger and Peter Rowley). The Centre is actively recruiting other PhDs in related areas.

**Conceptual Research**

**Books**

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.

**Journal Special Issues**

*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 bridging 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 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 include, but ware not be limited to:

1) Integrity and its counterfeits – fundamental theories

* 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
* 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

2) 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**

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 at the AoM Annual Conference 2015 (Vancouver, Canada, 7-11 August 2015)

Title: Rebuilding Ethical Governance to Tackle Systemic Governance Failures in Private and Public Sectors

Proponents: William Sun and Simon Robinson

Panel Members: Simon Robinson, Simon Gardiner, William Sun, Jamie Morgan (Leeds Beckett University, UK), Catherine Karyotis (NEOMA Business School, France), Henri Kuokkanen (Glion Institute of Higher Education, Switzerland).

Synopsis: At the 2015 AoM annual meeting our group successfully presented the panel symposium “Rebuilding Ethical Governance to Tackle Systemic Governance Failures in Private and Public Sectors”. Our panellists engaged in intensive discussion with the audience regarding how ethical governance could be properly built, or rebuilt, specifically in terms of private business and public service within contemporary capitalism in a context of critical governance failures, which have been notably manifest in or contributing to financial, economic, social, and environmental crises.

We presented some key ideas at the symposium:

* Current ethical governance frameworks have failed to address governance failures in practice: we put forward the proposition that ethical governance has been ineffective because ethics is typically not integrated into business and public service activity, but rather applied to it as though it were additional rather than fundamental. Concomitantly, ethical governance tends to be ineffective because it is often a voluntary aspect within self-regulation, and lacks monitoring and enforcement
* Rebuilding ethical governance requires integrated and embedded thinking, and requires public engagement and reference points for key decision making contexts
* We suggested different ways in which one might rebuild the architecture of ethical governance to address systemic governance failures

Impacts: The panel symposium was successfully presented and well recognised, and has generated academic and practical impacts:

* William Sun received an invitation from the Chief Editor of the journal *Public Integrity* to publish our research papers. *Public Integrity* is a double-blind, peer-reviewed, academic journal owned by the American Society of Public Administration (ASPA). ASPA describes the journal PI as “the touchstone journal on ethics and leadership for public service.” PI is one of the two key journals in the field of public administration ethics.
* William Sun received an invitation from Professor Neal Ashkanasy, The University of Queensland, Australia, to contribute a chapter to the book *Emotions in Organizational Governance*, a volume of the book series *Research on Emotion in Organizations*, published by Emerald. The book series is listed on Web of Science and is highly regarded by scholars working in the field of emotions in the workplace. Professor Ashkanasy is a lead editor of the book series and an international leading figure in this area. William Sun co-authored a book chapter with Henri Kuokkanen for the book, which was already published in June 2016.
* William Sun received an invitation from the British International Institute for Leadership and Management in London ([www.biilm.org](http://www.biilm.org)) for delivering a seminar on Governance and Ethics in November 2015.
* Henri Kuokkanen applied the theme of business ethics in higher education from the symposium to the Online MBA programme of Glion Institute of Higher Education, Switzerland, from January 2016. Henri is the Director of the Online MBA programme. The new feature incorporated in the MBA programme is the requirement for students to answer a question on business ethics in their learning reflection coursework (5% of final grade) at the end of thier studies. This new design was an attempt to influence and improve business ethics attitudes of the students. Henri plans to use an ethics scale to measure their attitudes at the beginning and the end of the course separately and then compare their ethical attitudes to see if there are any impacts or changes in their reflections in an online learning environment. This will lead to a longitudinal study running for several years.
* The key theme of ethical governance from the AoM symposium has been applied to the research on social innovation at our joint panel symposium of the Euram Annual Conference 2016 and the proposed new joint panel symposium for the Euram Annual Conference 2017 (see below for more detail on the two Euram symposiums). The key theme was well received and actively discussed at the panel symposium of the Euram Annual Conference 2016.
* William Sun was approached by the publishers Palgrave and Routledge for journal and book publications on ethical governance. William Sun, Simon Robinson and Paweł Polowczyk (University of Social Sciences, Poland) launched a journal special issue of *Palgrave Communications* in November 2015 with a topical focus on Integrity and Its Counterfeits: Implications for Economy, Business and Management. So far we have reviewed and edited 7 submitted papers to be published in the journal special issue and more are to come. *Palgrave Communications* is a multidisciplinary open access online journal dedicated to publishing high quality original research across all areas of the humanities, social sciences and business studies. William Sun is an Associate Editor of the journal and a member of Editorial Board of the subject area Business and Management.

Panel Symposium at the Euram Annual Conference 2016 (Paris, France, 1-4 June 2016)

Title: Governance, Collective Action and Social Innovation: Rediscovering the Boundaries of Sustainable Cooperation.

Co-proponents: Sharam Alijani (Neoma Business School, France) William Sun (Leeds Beckett University, UK), Thomas Clarke, (University of Technology, Sydney, Australia), Catherine Karyotis (Neoma Business School, France).

Session Chairs: Sharam Alijani, William Sun and Thomas Clarke

Synopsis: The growing pace of globalization and the outbreak of financial crises and scandals has revived a longstanding debate on the importance of global and corporate governance as well as social, political and economic innovation. Governance studies refer to the principles, processes, and systems by which organizations and institutions are governed. Social innovation refers to the processes and systems of change in social relations as well as the design and development of goods and services in response to market shortcomings. By investigating the principles, components and objectives of social innovation and good governance, this symposium seeks to stimulate debate on the multiple dimensions of governance and social innovation and the boundaries of sustainable cooperation in an increasingly complex business environment.

Sub-Track of Euram Annual Conference 2016 (Paris, France, 1-4 June 2016)

Title: Finance, Economy and Society: For a Sustainable "Re-embedding.

Proponents: Catherine Karyotis, Sharam Alijani (Neoma Business School, France), William Sun (Leeds Beckett University, UK), Joseph Onochie (Baruch College, USA), Karima Bouaiss (University of Poitiers, France).

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

Panel Symposium of Euram Annual Conference 2017 (Glasgow, UK, 1-4 June 2016)

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

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.

Workshop at the Global Finance Conference 2015 (Hangzhou, China, 24-26 April 2015)

Title: Financial Crisis, Separation Thesis and Responsible Business

Proponents: William Sun and Simon Robinson

Synopsis: This workshop is aimed at tracing and examining the genetic roots of greed culture prevalent in the financial markets and business environments, and exploring how we could address the underlying causes of greed culture and financial crisis and construct a new model of responsible business and finance.

Objectives:

* Examine the causal relationship of greed and financial crisis and discuss to what extent the financial crisis can be explained by a greed culture
* Examine why ethics and Corporate Social Responsibility failed to discourage greed culture and prevent the financial crisis
* Explore the underlying reality/thesis in which greed and financial crisis are rooted and its paradoxical assumptions
* Discuss how the existing business model can be reformulated to tackle the fundamental failures of business ethics and CSR in both theory and practice.

**Regulatory Consultation Project**

Project Title: Review on Proposed Revisions to the UK Corporate Governance Code

Document Title: ‘Comments and Suggestions on the FRC’ Proposed Revisions to the UK Corporate Governance Code’

Review Organisation: British Academy of Management

Time: April-June 2014

The Review Panel: William Sun, Chair (Leeds Metropolitan University), Samuel Idowu (London Metropolitan University), Jia Liu (University of Salford), Timothy Rutt (Sheffield Hallam University).

Comments from Professor Stephen Perkins, the BAM Corporate Governance Special Interest Group Chair:

“We have been fortunate in assembling from within the SIG an expert team to compile the commentary and feel pleased to be able to comment in an authoritative manner, we hope, to make a positive impact in an area of significance in business and management policy and practice.” <https://www.bam.ac.uk/news-story/8083>

Result/Impact: The commentary document was completed and submitted to FRC in the late June of 2014. Several important suggestions were implemented in the revised UK Corporate Governance Code in September 2014.

**Keynotes on related areas**

Simon Robinson’s keynotes have included the following:

* 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 CGLGR is connected with two books series and 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*

Edited 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)

Forthcoming in 2016

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

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

Forthcoming in 2016

* Volume 12: *The State of CSR in Europe*

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

Plan for publication in 2017

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 aim to include business leaders as key authors, and widen the debate around responsibility.

Emerald Group Publishing journal: *Journal of Global Responsibility*

Simon Robinson was appointed editor in chief of *Journal of Global Responsibility*, from December 2016. The journal 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 the Globally Responsible Leadership Initiative (UN and EFMD) and contributes to the scholarly and practical debate around the meaning and practice of responsibility.

Our aim for next three years is to establish the journal in the 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:

* 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), 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 and dialogue.
* 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.
* 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) and Tom Reardon (CEO Leeds City Council).
* The Integrated Reporting research stream organised the first Integrated Reporting Panel Discussion, October 2016, with a key note address by Paul Druckman, former CEO of the IIRC (International Integrated Reporting Council), and a panel comprised of representatives from accountancy firms.
* The annual Metaphorum Conference was hosted by the Centre in November 2016. This focused on cybernetics and the development of governance systems.
* Working with the 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 Simon Robinson has been appointed external chair of the West Yorkshire Police Ethics Committee.
* A consultancy project offering has been established for launch 2017 entitled ‘Improving Organisational Performance through Effective Corporate Governance (A Self-Assessment approach using a European Governance Model® and Evaluative Tools)’
  + Aim and Objectives: CGLGR 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
* Use the following evaluative tools:
  + The European Governance Model® (EGM)
  + The Board Diagnostic Tool (BDT)
  + The Values Based Auditing (VBA)
  + Cybernetics

Senior Advisors for the CGLGR have been recruited from a range of industries and backgrounds:

* 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 for the CGLGR have been recruited from a range of industries and backgrounds:

* 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

There have been many learning points on our journey (too many to set down in this report!). However, we have three important ones:

**Learning Point 1: Work with partners in the institution**

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 Learning and Teaching. 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 2: Treat students as partners**

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: Develop champions in each subject area**

We have taken some time to realise the importance of champions in each area where we were trying to effect change. However, this is key in obtaining key stakeholder buy-in and can be the key to embedding the PRME principles.

# Objectives for the Next Two Years

**Teaching**

* 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. This will take place as part of the ongoing module reflective process which will help to develop responsibility reflection to become part of the ongoing professional teaching practice at LBS.
* Host the PRME Road Show, to bring together students, staff and regional business around SDGs. This is key to objective 1.
* Link responsibility directly into the recent changes in LBS. This involves six new subject areas: Accounting and Finance, Business Strategy, Operations and Enterprise, Economics, Analytics and International Business, Governance, Leadership and People Management, Marketing, PR and Journalism. The target is to develop brown bag meetings for each of these to focus on the on how responsibility is integrated into the curriculum.
* Review Masters courses within LBS for integrated/critical thinking and responsibility and implement appropriate initiatives where these are found to be lacking.
* Develop a framework of cognate concepts, building on HEA research (2014), and locating PRME in integrated and critical thinking.
* Develop Social Enterprise as a part of LBS. 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>
* Initiate discussions to develop PRME across the university

**Research**

* We will research integrated learning frameworks, based on the relationship of responsibility to learning attributes (cf. Hahn et al JBE 2015).
* We will research the development of immersive learning through the Hydra methodology practiced in the Professional Practice Suite.
* We will research student values and lifestyles. This will act as the basis for longitudinal data, and tie in to action research in curriculum development.

# Publications

Bradley, Q. (2015) When Tenants Claimed the City: The Struggle for Citizenship in New York City Housing. **Housing Studies**, 30 (7) October, pp. 1182-1183.

Bradley, Q. (2014) Can neighbourhood planning breathe new life into local democracy? **Town & Country Planning.**83 (9) September, pp. 380-383.

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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* | |

|  |
| --- |
|  |
| **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. |  | Assessment tasks will encourage students to draw on their own reflections and experiences |

* 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

# Appendix 2

Responsible Management Education & Professional Development in FBL

The Context

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.

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).

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.

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’.

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| **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)

   test

   ## 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)