



# **SHARING OF PROGRESS REPORT**

FEBRUARY 2014



## **Renewal of Commitment to the Principles for Responsible Management Education**

As an institution of higher education involved in the development of current and future managers, Leeds University Business School is committed to progress in the implementation of the Principles for Responsible Management Education, starting with those that are more relevant to our capacities and mission, report on progress to all our stakeholders and exchange effective practices related to these principles with other academic institutions.

This report sets out how we have implemented these principles over the last two years and identifies areas where we will seek to make progress in the near future.

We understand that our own organizational practices should serve as example of the values and attitudes we convey to our students.

We encourage other academic institutions, and associations to adopt and support these Principles.

Professor Peter Moizer,  
Dean, Leeds University Business School



**Principle 1 | Purpose:** *We will develop the capabilities of students to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy.*

## Update on activity since last Sharing of Progress Report

The Business School remains committed to promoting ethical behaviour in both staff and students. We understand our role as a globally responsible citizen and make significant contributions to ethics, responsibility and sustainability through our core activities of student education, research and innovation, and corporate engagement. Since our last report, we have seen several important developments in our work in these areas:

- Recent appointments at professorial level have effected a step-change in the impact we have through our research and teaching.
- Our contribution to the corporate responsibility agenda at international, national and regional levels has been strong, for example, through our hosting of the Financialisation, Economy, Society and Sustainable Development (FESSUD) project.
- All syllabi have been reviewed so that ethics and responsibility are now a core thread in all programmes, with articulated and measurable learning outcomes.
- We have contributed to the national debate on the future role of business schools.
- We have continued to run the Goldman Sachs 10,000 Small Businesses programme, now in its sixth cohort.
- Student engagement through societies such as Net Impact is normally strong (with some variability across cohorts) and we were the first UK Chapter to achieve gold status.
- A key element of the School's corporate citizenship is our commitment to widening participation and enhancing social mobility. This is through our education and the support we offer our students from non-traditional backgrounds, for example, through the Nurturing Talent mentoring scheme.

Historically, the approach of embedding ethics, responsibility and sustainability into our broader strategy and into business as usual has worked well and activities have been captured through our reporting to UN PRME and EQUIS.

We recognise, however, that we are now at a point - particularly with planned developments to significantly expand executive education - where more focused oversight would be beneficial. Therefore, the School has recently established a Standing Group of FEG for Ethics, Responsibility and Sustainability, to be chaired by the Pro-Dean for Student Education, and including both staff and student representatives.

The remit of this group is to join up all activities relevant to these agendas and to ensure that they are effectively integrated into our overall strategy and core business. The first tasks delegated to this group are: an audit of activity; the drawing up of this report, and the clearer articulation of strategic priorities in this area. In the first quarter of 2014 the group will be drawing up a strategy for ethics, responsibility and sustainability. We will use this to develop a matrix for integrating these imperatives into our activities and structures, and a stakeholder mapping of responsibilities and impacts.

Our strategic aims for student education commit us to engaging students with the core themes of global and cultural insight and ethical awareness in ways that are meaningful and appropriate to their discipline. Our graduates should be ethically aware, self-aware, reflective and critical, and considered and informed decision makers.

Over the last two years we have reviewed all our programme learning outcomes to make the themes of employability, global and cultural insight and ethical awareness explicit for all our programmes. We have introduced an assurance of learning system that measures students' learning by the time they leave their courses (see Principle 3 for more detail).

In addition to learning on their academic programme of study the co-curricula activities that the School offers to students provide a wealth of opportunities for students to develop their capabilities to be future generators of sustainable value for business and society at large and to work for an inclusive and sustainable global economy. This is discussed further under Principle 6.

## Ethics, responsibility and sustainability

### DR JO INGOLD

*Lecturer in HRM and Public Policy*

Dr Ingold is leading a Future Research Leaders project on Employer Engagement with Welfare to Work Schemes. The ESRC Future Research Leaders scheme supports outstanding early career researchers in developing their research careers within high impact projects, as well as developing all aspects of their knowledge exchange skills. Jo was awarded over £260,000 for the three-year project.

Jo's project is titled 'How do inter-organisational relations affect employer engagement in welfare to work programmes in the UK and Denmark?' Jo says, "How societies help unemployed people obtain work is a highly topical issue, particularly during these trying economic times. Governments are increasingly using 'payment by results' models to deliver public services, including 'welfare to work' programmes which aim to help the unemployed into work. Employers are critical to the success of these policies, yet we know little about the 'employer engagement' relationships developed between organisations delivering welfare to work services and employers."

Jo's research examines the relations between welfare to work services and employers in the different policy contracting regimes of the UK and Denmark. It is intended that the findings from the project will contribute to the design and delivery of employment services.

"I'm very excited to have been awarded this grant, which builds on the research I've undertaken since I arrived at Leeds in 2011 as part of the 'Building Sustainable Societies' project. If we can shed light on how employers can be better engaged in welfare to work programmes, then this can inform both policy development and the delivery of services to help unemployed people into work."



  
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### Key objective for the next two years

Develop a more systematic and joined up approach to our strategy for working with the PRME Principles.



**Principle 2 | Values:** *We will incorporate into our academic activities and curricula the values of global social responsibility as portrayed in international initiatives such as the United Nations Global Compact.*

### Update on activity since last Sharing of Progress Report

The School's commitment to ethics, responsibility and sustainability is reflected in its mission statement: *to make an exceptional impact on business and society globally through leadership in research and teaching.*

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

Student Education: *To enable individuals to develop their academic potential, their employability, their global and cultural insight and their ethical awareness to enhance their potential to benefit business and society.*

These elements are evident in the governance and operation of the School, and the sub-strategies for Research & Innovation and Student Education both state objectives in relation to these areas.

Our approach is underpinned by the [University's values](#) of academic excellence, community, integrity, inclusiveness and professionalism.



- Academic excellence: knowledge, academic freedom, critical independence, creativity, innovation, world-class performance.
- Community: public service and citizenship; collegiality, teamwork and mutual respect.
- Integrity: openness, transparency and honesty
- Inclusiveness: diversity, equal opportunity and access
- Professionalism: provision of effective and efficient customer-focused services in all aspects of our work (internally and externally)

The University has renewed its commitment to sustainability with the appointment of a Director for Sustainability, and the redevelopment of its sustainability strategy. The School ensures that it is aligned with the [University's strategy](#) to be a sustainable, effective and efficient institution, and this is monitored through the institutional-level annual Integrated Planning Exercise.



# Financial Systems and Society

## PROFESSOR MALCOLM SAWYER

*Lead Coordinator of FESSUD*

Ways to make the financial system better serve Europe's economic, social and environmental needs are being explored in a €10m international research project.

Financialisation, Economy, Society and Sustainable Development (FESSUD) is led by the University of Leeds and involves 13 other leading universities from across Europe and South Africa, and one non-government organisation. FESSUD is largely funded by a near €8m grant from the European Commission under its Framework Programme 7.

The five-year project brings together economists and other social scientists to look at how financialisation - the increasing dominance of the financial system over other parts of the economy - has affected the performances of national economies and the global economy in the last 30 years. The project combines different methods and perspectives and seeks to address how finance can be reformed in a way that achieves the key objectives of economic, social, and environmental sustainability.

Malcolm Sawyer, Professor of Economics at Leeds University Business School, is leading the project (pictured centre). He said: "FESSUD brings together expertise from many leading universities to look afresh at how the financial system affects the world around us. We need to know what can be done to make the financial system work for society, the economy and the environment and not - as has sometimes been the case - the other way round.

"The key questions we are looking at include - how has financialisation affected the achievement of economic, social, and environmental objectives? What is the nature of the relationship between financialisation and the sustainability of the financial system, economic development and the environment? What lessons are to be drawn from the crisis about the nature and evolution of finance?"

Find out more at [www.fessud.eu](http://www.fessud.eu)



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## Key objective for the next two years

Continue to work on actualising our codified values.



**Principle 3 | Method:** *We will create educational frameworks, materials, processes and environments that enable effective learning experiences for responsible leadership.*

Through engagement with the University's [Curriculum Enhancement Project](#) and, by aligning the School's mission to the institution's own priorities for student education, we have been able to provide a strong foundation on which to build our curricula in relation to ethics, responsibility and sustainability.

As part of the process of working towards AACSB accreditation, we have revised all programme-level outcomes so that developing our graduates' ethical awareness is now a stated aim of all our programmes. We assess this outcome at programme level, and our engagement with the curriculum enhancement project and the development of an assurance-of-learning system will foster and facilitate the development of these themes in our programmes.

This approach to embedding ethics within the core of the programme should remove the issue of "opt out" which has been a problem, particularly at postgraduate level, where sometimes modules in business ethics and sustainability have not run because of low take-up. Options will continue to provide opportunities for specialisation.

We have worked with colleagues in the Department of Earth and Environment to revise the MSc Sustainability (Business, Environment and Corporate Responsibility) so that it incorporates relevant Business School modules as core and optional elements. The first cohort on the revised MSc programme will join the University in September 2014. We are also working to deepen this collaboration further and aim to include Earth and Environment modules (on environmental sustainability and corporate social responsibility) as options on our MSc Management programme in 2015/16. This collaboration will broaden the specialist options on sustainability available to students at the Business School, extend the business understanding of MSc Sustainability students and facilitate the interaction and knowledge exchange between the two student groups.

We have also seen some excellent dissertations exploring issues of ethics, responsibility and sustainability, and this year dissertations have been shadow-marked to identify and grade students' attainment of programme learning outcomes including those in ethics and responsibility. Dissertations and projects may also provide an opportunity for students to make a direct contribution to the local community. For example, through the MBA Consultancy Challenge, students work in small groups to deliver a consultancy project for a local small to medium-sized company, charity or social enterprise.

Matthew Quaife, BSc Business and Financial Economics

Final year dissertations are an excellent means for students to engage in depth with issues of sustainability and ethics. Under the supervision of an academic member of staff, students learn about independent research and develop important skills for future employment.

Matthew Quaife, a recent Leeds alumna, looked at overweight and obesity prevalence in sub-Saharan Africa, and how over-nutrition can negatively affect welfare alongside under-nutrition. He says, "My supervisor (Gaston Yalonetzky) was absolutely fantastic throughout. The idea that an individual's welfare can be reduced from having too much of something was his, and he was in the early stages of this theoretical research when I started my dissertation. My research was one of the first empirical applications of his theory, and I think he was even more excited than me when I showed him my results."

“Gaston’s theoretical research was the foundation of my project, and his previous work on measuring poverty in different ways was very useful. The Development Economics module in third year gave me the tools I needed to really crunch the numbers – as well as a great deal of perspective on the area in general.”

Matt’s research experience had a significant impact on him as the process ignited an interest and career path he had not considered before. Having completed a work placement year as an accountant the dissertation provoked him to pursue a career in health economics

“With my tutor’s support, I managed to obtain funding for an MSc and PhD at the London School of Hygiene and Tropical Medicine; the funding is really competitive so I was chuffed to get it! My MSc is in Public Health, and I have a year to learn as much as possible about health and healthcare before continuing to a PhD in Health Economics. I will be looking at cost-effective ways to encourage people to take their HIV treatments properly, and then modelling how the disease might spread through populations if people don’t. It’s quite a change from Financial Economics, but it’s really surprising how many concepts can be applied in different contexts – especially when it comes to people’s behaviour.”

Much of our work is in partnership with other areas of the University, notably through the Interdisciplinary Ethics Applied Centre and the Education for Sustainable Development Network. Recent developments include a new interdisciplinary *Introduction to Professional Ethics* module which is to be offered across the University as part of the Ethics, Religion and Law electives Discovery Theme launching in 2014/15, and a similar introductory sustainability module, to be introduced within the Creating Sustainable Futures Theme.

**Figure 2 – Example of how the Ethics and Responsibility Thread is embedded in the curriculum**

### **BA Human Resource Management - Developing Ethical Awareness**

Graduates from the HRM programmes have an understanding of the economic and social consequences of HRM policies and practices. They are able to identify key legal issues raised by a scenario, and to analyse the position of specific actors from a legal perspective, and have the intellectual and ethical skills required to comprehend and analyse Human Resource Management issues.

In year one, students are asked to reflect on what the University’s values mean to them as members of the institution. Within the *Leadership in Business* module, students explore how leaders may be seen to operate ethically and perceived to create an ethical culture in the way they manage and operate within organisations.

The second-year module *Business and the Legal Environment* invites students to consider how ethical constructs are codified in business law. Those who want to study in greater depth the ethical obligations of companies may choose an option in *Corporate Responsibility*. In the second-year *HRM Research Practice* module, students are taught the specific ethics in relation to research and data collection in terms of informed consent and the protection of research participants, assessed via a discursive essay.

In the final year, these ethical issues in research are reinforced in the *Controversies in HRM and Employment Relations* module, and are a key requirement of the capstone dissertation module. Students may also select the *Business Ethics* option.

**Relevant Programme Learning Outcome:** Our graduates will be reflective and ethical practitioners in HRM, continuously and critically developing their HR skills.



**Example of our research excellence/impact in this area integrated into teaching:** Dr Kate Hardy's case study, *Sex worker union organising in Argentina: a methodological case study*.

### Contribution to *University Discovery Themes*

One aspect of the University Curriculum Enhancement Project is to encourage undergraduate students to broaden their learning so that, wherever possible, programmes allow credits for students to pursue modules outside of their core discipline. From 2014/15, these modules will be gathered under ten Discovery Themes, allowing students to have easy access to information about their choices, and progress to a higher level if they want to pursue the subject further. There are ten (not mutually exclusive) themes in all, and those below provide opportunities for students to engage with issues of ethics, responsibility and sustainability both within and outside Business School disciplines:

- Creating Sustainable Futures
- Ethics, Religion & Law
- Personal & Professional Development
- Power & Conflict
- Mind & Body

## Taking PhD Research to Industry

**PHILLIPA COAN**

*PhD in Environmentally Sustainable Behaviour in the Workplace*

"I found the experts at Leeds.

"I'd been working as an Organisational Psychologist (OP) for a couple of years when I came across an article written by the University of Leeds discussing how OPs need to focus more on the issue of climate change. As behaviour change experts we're in a strong position to help organisations contribute to this issue and I could see how a PhD in this area could enhance my career.

"My PhD investigates how to facilitate a stronger link between environmental behaviours carried out at work and at home in order to accelerate behaviour change. I looked at other universities but found the expert at Leeds.

"I'd heard of Professor Chris Clegg, now my supervisor, before I came here. Chris has a great reputation and I knew he'd be a fantastic supervisor. Likewise my second supervisor, Dr Peter Gardner, is an expert in health technologies and behaviour change.

"Coming from a consultancy background, it was imperative that my PhD had practical significance. I am currently working with four different organisations and a large car manufacturing company who are interested in integrating my findings into their environmental programme – a link that I wouldn't have had, had I not been a member of the Socio-Technical Centre (STC) where I'm based."



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## Alumni: Young ethical entrepreneur

### EMILY CUMMINS

*BA Business Management, 2010*

Whilst studying at Leeds, Emily was able to develop a sustainable fridge that would run without electricity using heat transfer and evaporation of dirty water. Emily decided to open source her invention and her fridges are now used across South Africa, Zambia, Zimbabwe and Botswana making a real difference to people's lives. As a result, Emily received numerous awards in recognition of her talent, including being named as one of the Top Ten Outstanding Young People in the World in 2010 and winning a Barclays Woman of the Year Award in 2009.

"Studying business at Leeds gave me a fundamental insight into all the things I needed to learn about going into the world of business. I was able to learn all the things I needed to about setting up a business and apply that to my inventions. What the university also gave me was not just a degree, but a real network of people who had different skills, different talents and different interests who I could share my ideas with. It was a real goldmine of people.

"Leeds University were also really flexible with my studies. They let me study part time, so I could continue inventing alongside my degree. If they hadn't been so flexible with me, I'd have had to pick either my inventing or my degree. What they did was allow me to marry both together, which gave me such a stronger outcome when I left university. I'm really grateful to them for allowing me to do both; to get my first in my degree and run my businesses at the same time."



### Key objective for the next two years

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



**Principle 4 | Research:** *We will engage in conceptual and empirical research that advances our understanding about the role, dynamics, and impact of corporations in the creation of sustainable social, environmental and economic value.*

We aim to produce and disseminate research of world-class quality by employing international partnerships that increase knowledge, skills, understanding and impact. This is delivered through our core objectives of:

- Providing a stimulating research environment that supports and promotes excellence in research.
- Developing early-career researchers (ECRs) and PhD graduates who will shape research agendas and be active members of our research community.
- Supporting and promoting academic research into practice to make a major impact on regional, national and international economies.

Under the leadership of our Pro-Dean for Research, Professor Richard Thorpe, the School has made significant strides in developing a research strategy that aligns with our wider School mission to make an exceptional impact on business and society globally, nationally and regionally.

A distinctive feature of the School's research has been to invest in new ways of co-producing research through actively engaging external corporate, government and third-sector users. This objective is central to the various Knowledge Transfer Partnership projects that have been run from the School, and underpins a School and University investment of over £6m in sector hubs, which are used as a focused, strategic gateway to developing research partnerships.

Within the School, the Business and Professional Services Hub has adopted this approach to kick-start a number of new research projects, focusing on governance of social enterprises, clinical commissioning groups and law firms (also funded by SAMS/ESRC). In all cases, external stakeholders (including Leeds City Council, Chambers of Commerce and private firms) have been central to articulating research aims and priorities. This co-production model has also been central to the work of the Centre for Innovation in Health Management (CIHM). A distinctive approach has been to use national inquiries - involving a wide range of stakeholders, including policymakers, managers and academics - to review developments and scope particular research questions. Recent inquiries have focused on the relationship between doctors and managers, the governance of health organisations, leadership and social value. The Leeds Institute for Quality Healthcare, launched in December 2013, is a partnership between the NHS and CIHM. This new institute has been set up in response to changes in how people use the NHS, and the need to ensure that different NHS organisations are joined up to meet those changing expectations and needs.

We already play an important role in facilitating cross-disciplinary solutions to questions and problems in the community, and the University fully supports our aims to collaborate with areas of strength across the University such as engineering, health, transport, arts management, earth & environment, law and computing. The University has established nine research and innovation sector hubs to drive exchange between sector organisations and our world-class researchers in order to address the key issues facing business and wider society, through practitioner-focused collaborative research. The Business and Professional Services Hub, located in the Business School, acts as a portal for businesses into all discipline areas within the University.

A notable feature of the School's strategy to secure research income has been collaboration through large multidisciplinary projects. Recent examples of such projects which are particularly relevant to the PRME Principles are:

- Medical technologies: in partnership with the Faculty of Engineering's Medical Health Therapies and Devices Group, this project focuses on new, improved processes to commercialise innovations from science research, with funding from the EPSRC, TSB, BBSRC and industry.
- Tele-health: in partnership with three NHS Trusts, over 20 industrial collaborators, and economists and social scientists from the University of Sheffield, this TSB project focuses on the deployment of tele-health systems to support patients with long-term medical conditions.
- Financialisation, Economy, Society and Sustainable Development: the FESSUD project was constructed and managed within Leeds University Business School, with the Faculty of Environment making a contribution. The EU FP 7 funding totals €8m but the total value of the project is €10m. This five-year study focuses on the impact of financialisation on economy, society and environment and involves partners from 14 countries, 14 universities and one NGO. The award is the equal largest ever awarded in social science and humanities.

Other relevant projects funded through the University's Transformation Fund are:

**Socio-Technical Centre (STC):** Under the direction of Professor Chris Clegg, based within the School, and working with the Faculties of Engineering and Environment, this focuses on the design of complex systems, aiming to produce a step change in how organisations design their services and systems. The STC has secured funding of over £5m in recent years, from a wide range of sponsors including the ESRC, EPSRC, Rolls-Royce, TSB, Arup, Yorkshire Water and Network Rail. Most recently STC have won an EPSRC case studentship, part funded and hosted by the global engineering and consultancy firm, Arup, to support a PhD student to explore the role of psychology and building design to promote sustainable behaviour. Dr Matthew Davis has led a Worldwide Universities Network (WUN) project (Greening Organizations & Work) to connect academics from Australia, Canada, EU and Brazil, as well as leading organizations (including Arup, Rio Tinto, Amey and the NHS), to share good practice and to stimulate new research to support environmental sustainability in the workplace. This network has led to research visits, international symposia, research papers and new teaching materials. A new WUN project (Inclusive and Green Innovation) led by Chinese partners and involving colleagues from LUBS (led by Professor Jeremy Clegg), Brazil and the Netherlands will explore sustainable innovation across emerging economies. The aim is include masters and PhD students in the delivery of this research and translate the findings into scholarly and policy publications.

**Building Sustainable Societies (BSS):** The Centre for Employment Relations, Innovation and Change. The Business School plays a key role in this project, with over £2m funding in partnership with the Faculty of Education, Social Sciences and Law and the Faculty of Environment. Focusing specifically on the work-stream of Work, Care and Global Transitions, the CERIC research forms the largest element of BSS. The project explores the challenges posed by an ageing population and global economic uncertainties for systems of work and care, with funding from the ESRC, EU, government departments, charities and trade unions (Low Pay Commission and ACAS).

**Applied Institute for Research in Economics (AIRE)** offers a cross-divisional/cross-faculty resource for health, economics, transport studies, and earth and the environment. To support the new research institute, internal funding of £200K has been allocated in 2013/14.

The professorial appointments made in 2012/13, particularly through the University funded Leadership Chairs, have addressed the diversity challenges in the gender imbalance of the professoriate which has historically been an issue for the School. They have also significantly enhanced our capacity in the areas of ethics, responsibility and sustainability.

Outside of the University we work with a range of partner universities on research which aims to support the development of an economically, socially and environmental sustainable world. For example, we have recently



secured funding from the Worldwide Universities Network, for a project in partnership with Zhejiang University on “Inclusive and Green Innovation”.

## Research with International Policy Impact

### PROFESSOR WANDI BRUINE DE BRUIN

*Leadership Chair in Behavioural Decision Making*

Professor Wändi Bruine de Bruin in the Centre for Decision Research has received a grant of over £195,000 from the Economic and Social Research Council (ESRC) for a project entitled, ‘Understanding public perceptions of and responses to heat waves: A behavioural decision research approach.’

Heat waves cause excess deaths, illness and discomfort. Professor Bruine de Bruin notes that, “Compared to people from warmer climates, UK residents are less prepared to protect themselves against heat. People in the UK often have positive perceptions of heat waves, even if those who are at risk for heat related health problems.” Although heat waves are rare in the UK, they are projected to become more common under a changing climate.

The proposed project builds on interdisciplinary insights from behavioural decision research and environmental social science to improve communication strategies that aim to promote public preparedness for heat waves. The project involves experts from the Leeds University Business School, the University of Leeds' School of Earth and Environment and Sustainability Research Institute, Carnegie Mellon University (US) and Public Health England. Findings will inform future health communications about heat waves.



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### Key objective for the next two years

Audit of relevant research in order to better capture our impact in environmental and social sustainability.





**Principle 5 | Partnership:** *We will interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities and to explore jointly effective approaches to meeting these challenges.*

Our relationships and reputation with government (BIS and the Treasury), our international research capacity and our engagement in new key organisations involved in driving regional growth agendas - notably the Leeds City Region Local Enterprise Partnership (LEP) - have provided the context for considering and developing the contribution of the School to regional economic growth. The School's decision to make a strategic investment in the development of our executive education capacity is the result of extensive discussion about the role of executive education, the importance of research and student education in this development, and how it can leverage the strengths of the School and the University. Through the appointment of a Deputy Dean with responsibility for Corporate Engagement and a Director of Executive Education (both coming into post on 1<sup>st</sup> April 2014), we are creating the leadership capacity and structures that will enable us to translate our strengths in research into practical education solutions for business and community across borders.

Leeds University Business School has been at the forefront of leading partnerships with other UK business schools to enhance business support activity. Previous research within the Business School looked into aspects of business growth, development and appropriate education for managers. As a result, the University was approached by Goldman Sachs to help design and deliver a programme for rapidly growing entrepreneurial businesses. The Goldman Sachs 10,000 Small Businesses Programme is now a national programme, piloted by Leeds and delivered locally in collaboration with Ahead Partnership, which supports our outreach activity into wider enterprise communities. In 2012, the programme was recognised with an EFMD Excellence in Practice Award. Autumn 2013 saw the start of our sixth Goldman Sachs cohort. The programme has generated over 350 applications and, to date 164 participating organisations. Early evaluation suggests that participating businesses perform relatively well in terms of employment growth and revenue creation.

At the national level, Professor Richard Thorpe recently co-chaired the ABS Innovation in Business Taskforce, reporting to David Willetts, Minister for Universities and Science, and was lead author on the resulting report, [\*The Role of UK Business Schools in Driving Innovation and Growth in the Domestic Economy\*](#), published in May 2013.

Professor Nigel Lockett from the University of Leeds Enterprise Centre was recently invited to 10 Downing Street to join the Management Board to take part in the development of a new *Small Business Charter* with respect to Enterprise. Leeds University Business School has been invited to be one of the first wave of schools to apply for chartered status.



## At the forefront of UK business agenda

**PROFESSOR RICHARD THORPE**  
*Professor of Management Development*

In 2013, Professor Richard Thorpe co-wrote a report for the *Association of Business Schools (ABS)* entitled, 'The Role of UK Business Schools in Driving Innovation and Growth in the Domestic Economy'. Following its publication, Professor Thorpe appeared as a keynote speaker at an ABS conference based around the report. Professor Thorpe co-chaired the panel with Richard Rawlinson, and were joined by David Willetts MP, Lord Heseltine and Lord Young, to discuss how the UK's business schools could better support the UK economy.

The conference looked at the role business schools can play in supporting business locally, regionally, nationally and internationally. Topics discussed included how business schools could:

- Contribute to developing leadership skills
- Better connect their research projects to the corporate sector
- Provide support for key industries
- Help foster innovation and up skill a generation of managers and business leaders
- Drive growth in the domestic and international economy.

Professor Thorpe said, "It was a great opportunity for Leeds University Business School to play such a prominent role in engaging with and influencing the UK business agenda."

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## Award-Winning Executive Education

**GOLDMAN SACHS 10,000 SMALL BUSINESSES PROGRAMME**

In 2010, Leeds University Business School developed and ran the Goldman Sachs 10,000 Small Businesses pilot programme in the UK. As a consequence of its success, the programme was then rolled out to other Business Schools in the UK.

The programme provides high-quality, practical education and business support to leaders of high-growth small businesses and social enterprises, as they navigate barriers to growth and unlock the economic and job creation potential. The course focuses on funding and finance, marketing and business growth, with an emphasis on practical experience.

In 2012, Leeds University Business School, in association with the Goldman Sachs (Foundation), won the EFMD Excellence in Practice Award. The Goldman Sachs 10,000 Small Businesses Programme was selected as a most outstanding entry. The EFMD is a management development network with over 750 member international organisations and is recognised across the globe as an accreditation body in management.

Since completing the programme:

- 77% of businesses have reported that they are employing more people than 12 months previously
- 66% have increased their turnover year-on-year
- 53% have increased profitability
- 92% of the participants were more confident in their ability to grow their business.

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**Key objective for the next two years**

Significantly expand our contribution to the regional and national economy through our partnerships with corporate and community organisations, particularly with regard to playing a leading role in developing the role and responsibilities of UK Business Schools in economic and social regeneration and growth.



**Principle 6 | Dialogue:** *We will facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

## Student Engagement

Our ethos of student-led engagement is central to our commitment to the PRME Principles. Thus, we facilitate opportunities and support, and provide guidance for student activities, but look to students to lead on contributions to these agendas. The School and the University actively encourage students to make a positive contribution to society and this is captured through the Leeds for Life ethos of “*inspiring and enabling you to get the most out of your academic and co-curricular experiences and to recognise the value of everything you have done at university*”.

[Opportunities for volunteering](#) are promoted to students through the University’s volunteering hub and students are encouraged to reflect on their own personal and professional growth through such activities within structured personal tutorials.

We offer financial support to students undertaking group or individual community projects through the Business School Ambassadors Fund which makes grants, typically of a few hundred pounds, twice a year.

Students can also apply for funding from the [University’s Leeds for Life Foundation](#)

Our students have been active in establishing and developing a number of societies which enable them to use learning from their programmes in community activities and the School is highly supportive of such initiatives. For example, Enactus Leeds (formerly SIFE), supported by the Leeds Enterprise Centre, runs community projects both in the local community and internationally: for example, working with young mothers, NEET’s (those not in employment, education or training) and ex-offenders.

The Business School hosts the University of Leeds Net Impact Chapter. Members of the executive team have attended the Barcelona *Business As Unusual* conference for the last three years and in October 2014, Dr Emilee Simmons, ex-president of the Leeds Chapter and UK Global Fellow 2012/13, who is now employed as one of the University’s Outreach Officers, represented the Leeds Chapter at the Net Impact annual conference.

Two of our Student Experience Internships have responsibility for promoting corporate responsibility amongst their cohort. This year’s Corporate Responsibility Interns have been particularly busy, working closely with Net Impact on a range of activities and helping students to make links between their learning about corporate responsibility in the classroom and their employability development.

## Widening Participation

Central to the University’s mission is a commitment to widening participation in higher education through raising aspirations and encouraging progression to university of students from backgrounds traditionally under-represented in higher education. Access to Leeds is a contextual admissions scheme that aims to identify, and support through the admissions process, those who have the potential to succeed at the University of Leeds but who may not be able to demonstrate their talents through grades alone.

The University offers a generous package of bursaries and also targeted assistance for “Most Able, Least Likely” students through a range of scholarships and support packages. These are supplemented at School level,



with some programmes offering scholarships for those with high entrance grades and School scholarships for students identified as future ambassadors for the School.

The Business School is part of the Social Sciences Cluster for Widening Participation and School Engagement and plays an active part in a range of aspiration-raising work. The Pathways to Accountancy Programme, delivered for the last three years in partnership with Pricewaterhouse Coopers, has been effective in converting participants from schools in target neighbourhoods into successful applicants to the BSc Accounting and Finance.

The Business School's commitment to widening participation goes beyond the admissions stage and we have made significant investment in supporting students from non-traditional backgrounds in their academic and professional development. Since the last EQUIS visit, we have created a full-time post of Undergraduate Professional Development Officer. This role includes working with students joining the School through Access to Leeds and running our professional mentoring scheme, Nurturing Talent, which this year has matched 150 students with professionals from the corporate world. The scheme is open to all our students but priority is given to those who have joined the University through Access to Leeds. These students have reported that the relationships they have developed with their mentors have been particularly valuable to them in providing access to professional networks.

### **Contribution to the PRME Community**

The Business School has played an active part in the UK and Ireland PRME Chapter since its inception last year, attending events and contributing to responses to consultation exercises, such as the QAA's recent consultation on benchmark statements for ESD.

Representatives of the Business School attended the PRME Summit in Bled in September and presented two case studies, "[Fellowships in Clinical Leadership](#)" and "[Developing student understanding of Fairtrade through experiential learning](#)". The latter was also included in the 2<sup>nd</sup> Edition of the Inspirational Guide for the Implementation of PRME.



## Nurturing Talent Mentor Scheme

**REBECCA FRY** *BA Economics and Geography*

**VIV BUCKLAND** *BSc Economics and Statistics (1987)*

Launched in 2012, a mentoring scheme connecting undergraduate students with business professionals has gone from strength to strength. The Nurturing Talent Mentor Scheme is designed to bridge the gap between education and industry, by working with students to build their networks, develop key skills and increase their confidence. It aims to enable students to achieve their full potential in the highly competitive graduate job market.

The pilot project in 2012 saw a number of partners support the scheme, including large graduate employers like HSBC, Unilever, PwC, EY and Morrisons. In its first year of operation 70 mentors took part. This academic year, 163 people have volunteered their time to support the next generation of students.

Rebecca Fry was mentored by Viv Buckland, Head of Strategic Development and Investment, Leeds City Council. Reflecting on her experience, Rebecca said, "It's been so useful to gain that insight into the world of work, especially in applying for work placements."

Viv, a Business School alumna has also seen the benefits of becoming a mentor. "Having received and valued the mentoring support in my own career I fully appreciate where this can assist undergraduates on their journey. Mentoring is quite simply satisfying. Working with people on a journey of improvement is one of the greatest pleasures of leadership and management, amidst what can otherwise be a sea of difficult decisions. Mentoring is beneficial on both sides. It is a fantastic way of challenging long standing perceptions and beliefs."



### Key objective for the next two years

Work on further dissemination of activities undertaken at Leeds, for example, via the Business Ethics, Business Schools and World of Work conference in Spring 2014.