

THE FACULTY OF BUSINESS

Principles for Responsible Management Education
Sharing Information on Progress Report

February **2012**



PRiME



1. RENEWAL OF THE COMMITMENT TO PRME

The mission, vision and values of Oxford Brookes University are closely aligned to the Principles for Responsible Management Education (PRME).

Brookes 2020, the university's strategy for the decade, clearly states that:

We will ask our staff and students to work together to improve the human condition locally, nationally and internationally by engaging in active global citizenship and undertaking research that resonates around the world.

The university's vision is equally unambiguous:

Oxford Brookes University will provide an exceptional, student-centred experience which is based on both internationally significant research and pedagogic best practice. We will build on a tradition of distinction in academic, professional and social engagement to enhance our reputation as a university which educates citizens for lives of consequence.

These fundamental principles are continued within the Faculty of Business in its delivery of, and research into management education. The faculty's mission specifically underlines that it:

... is committed to maximising the intellectual, social and economic potential of all the individuals and communities it serves through outstanding teaching, research and enterprise activity informed by fundamental principles of responsible management.

Oxford Brookes University and its Faculty of Business continue to support and are fundamentally committed to the tenets which underpin the Principles for Responsible Management Education.

PRME

This is our **Sharing Information on Progress (SIP)** Report on the Implementation of the **Principles for Responsible Management Education**



A handwritten signature in black ink that reads "Janet Beer". The signature is written in a cursive, flowing style.

PROFESSOR JANET BEER

Vice Chancellor, Oxford Brookes University

2.

ACHIEVEMENTS IN RELATION TO THE IMPLEMENTATION OF ONE OR MORE PRINCIPLES DURING THE LAST 18 MONTHS

Following a major university restructuring programme during 2010-11 designed to underpin the Brookes 2020 strategy (op cit), the Faculty of Business has designed a new mission and vision which uphold and promote the following university values:

- **excellence** – delivering the highest standards and rewarding excellence;
- **innovation** – developing and incorporating new ideas and ways of operating;
- **enterprise** – being resourceful, entrepreneurial and nurturing talent;
- **equality** – promoting inclusivity and valuing diversity and
- **social responsibility** – ensuring the understanding and care of people and stewardship of environmental and public resources.

As part of Oxford Brookes University's overarching Strategy for Enhancement of the Student Experience (SESE), **Global Citizenship** is identified as a critical graduate attribute across all undergraduate and postgraduate programmes, including programmes delivered by our international partners across the globe. That attribute is defined as encompassing '**knowledge and skills, showing cross-cultural awareness, and valuing human diversity**'.

Moreover, it includes '**the ability to work effectively, and responsibly, in a global context. Knowledge of global perspectives on how disciplinary knowledge is represented and understood within other cultures; cross-cultural capability beginning with an awareness of our own culture and perspectives and the development of the confidence to question one's own values and those of others responsibly and ethically; and responsible citizenship, actively engaging with issues of equity and social justice, sustainability and the reduction of prejudice, stereotyping and discrimination**'.



The university has embarked on a significant programme of review and development activity, to be completed by May 2012, to ensure that opportunities for the development of these core graduate attributes are firmly embedded within all programmes. This involves an enhanced focus on aspects of Global Citizenship within teaching, learning and assessment activities.

The faculty holds that in the development of individual potential and leadership, it makes its greatest contribution to society. There is a clear commitment to continual enhancement of the value of its social as well as educational mission. Whether through individual or organisational engagement, the faculty insists that all aspects of its activity should be sustainable and responsible wherever it is deployed throughout the world. In this context, and following the recommendation of a specially convened professorial task group, it has been agreed that a major priority of the faculty should be the creation of opportunities to engage in active debate about critical engagement with the PRME principles, which could include local interpretation of their meaning as appropriate to the faculty context.

2.1

THE STUDENT EXPERIENCE: PRME (PURPOSE), CURRICULUM CHANGE (VALUES) AND NEW LEARNING FRAMEWORK (METHOD)

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.

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.

PRINCIPLE 3: METHOD

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

The faculty has undertaken to embed the ethos of responsible management education across the curriculum at both undergraduate and postgraduate levels.

The following illustrations are selectively taken from different areas of the faculty's operation but provide a representative overview of all PRME related activity.

DESIGN OF PROGRAMMES

Contribution to PRME is now specifically referred to as an integral part of the faculty's internal programme development and approval process. As an illustrative example, a recent validation document for the MSc International Management states:

Contribution to PRME: Through the degree, students will gain an educational experience which will require them to study, engage and debate many of the contemporary

social, political and economic challenges of our time.

The Global Environmental Analysis module (which we have positioned in Semester One at the very beginning of the degree) will explicitly incorporate literature and debates on **global sustainability, environmental economics and corporate social responsibility**. **Cross-cultural management** (embedded within Leading and Managing across Cultures module) will also enable students to consider contexts in which different belief and value systems exist and the **challenge of conducting business respectfully across paradigms**. Within elective studies, we offer a module in **Corporate Social Responsibility which challenges students to review and critique organisational practice in relation to CSR policies and practices**. The regional electives also offer opportunity to build a **deeper appreciation of world view from different regional perspectives**.

2.1



LEARNING OUTCOMES

Commitment to PRME is reflected at all levels of attainment and in different disciplines. The undergraduate Business and Marketing Management programme, explicitly undertakes to develop a graduate who can:

- **Articulate the value of a strong commitment to personal and corporate ethics, professionalism and social responsibility as an essential foundation for the internal management and operations of the organisation and the management of external relationships.**
- **Develop and implement a set of professional values based upon a critical appreciation of their own and others' cultural perspectives, incorporating approaches to corporate citizenship and consideration of personal standards of integrity, honesty and fairness. These values should pay due respect to legal, professional and ethical codes of practice within all internal and external relationships, and with due regard for the well-being of society and the cultures within which the organisation operates.**
- **Operate as a reflective practitioner by synthesising reflection on their personal experience and feedback from others in the profession.**

CONTENT OF MODULES AND AREAS OF STUDY

In addition to being academically demanding and focused on developing students' intellectual capacity, much emphasis is placed on developing students' competencies and attributes to enable them to make significant contributions to business and third sector organisations, and to cultural life more broadly both whilst studying and in their future careers.

As an illustration from the area of Accounting and Finance, a number of new modules have been developed including **Community Engagement, Accounting in Society and The Developing Business**. These modules examine, from an accountant's perspective, a range of extant issues including ethical principles, professionalism, responsibilities to wider stakeholders, not-for-profit reporting, micro-credit and community finance schemes. A range of other areas pertinent to PRME are also covered on the syllabus including, charity reporting, corporate social responsibility, environmental reporting, professionalism and ethical standards.

At the postgraduate level PRME-related areas are also embedded within the curriculum, for example through live in-company case studies on the faculty's MBA programme, leadership challenges, and group discussions. Specific examples include a dedicated master's level module **Corporate Social Responsibility** which covers stakeholder theory and practice, green economics and business ethics.

PRME agenda topics are also popular choices for master's dissertations, with recent examples on green reporting, people management in organisations addressing problems of substance abuse, legitimacy theory, business ethics, stakeholder management of environmental disasters and Amnesty International's engagement with business.

The faculty has a growing doctoral community, with several PhD students studying topics related to CSR reporting, corporate governance and climate change and poverty.

2.1

ACCREDITATION

The faculty also receives external recognition for its subscription to PRME. Its most recent EPAS accreditation covered a suite of undergraduate Business and Management and master's programmes in Hospitality Management.

The reviewers' comments included the statement:

The programme is justifiably recognised to be one of the best international programmes of this type. As far as responding to trends in society is concerned, we learned that social responsibility and ethics of business in hospitality and tourism are presented as a thread throughout the programmes and are dealt with by real-case projects.

STUDENT ENGAGEMENT IN CO-CURRICULAR ACTIVITIES

Within the faculty's Oxford School of Hospitality Management, all final year undergraduate students are required to participate in the **Bacchus Mentoring Programme**. Each student is assigned a mentor who is a senior figure from industry, with whom they are encouraged to develop a close working relationship. Feedback shows that as well increasing students' awareness of issues of corporate social responsibility in addition to commercial acumen, there is a significant impact on enhancing the student experience through improving graduate job prospects and starting students out on the networking process. It is also hoped that the growing numbers of alumni contributing to the scheme as mentors will be seen as part of their own contribution to society as responsible managers.

Within the scheme, all final year undergraduate students mentor first year undergraduates. Not only does this encourage new students to reflect on their skills and attributes, it also encourages the mentors to take responsibility for the development of others, an essential skill for practising managers.

The scheme has now been extended to Accounting and Finance students and links students with finance professionals who act as mentors.

In a more international context, a student field trip to Nairobi and other locations in Kenya was held in January 2012.

Hosted by the **Moving Mountains Trust**, the students witnessed the power of tourism to generate funds which can be re-invested to release those in vulnerable communities from poverty. Each student was partnered by one individual who has benefited from social enterprise initiatives run by the Trust.

STUDENT VOLUNTEERING

Accounting for Charities, Engaging Students (ACES) is a joint scheme to enable second year undergraduate accounting students to provide basic accounting services for one year, on a part-time, voluntary basis, to a variety of local charities. Specialist training is supplied by a local firm of chartered accountants. Over 60 students have voluntarily engaged with the programme since its inception in 2010. Future participants will be able to gain academic credit for this work through the new 'Community Engagement' module. Press coverage of the scheme resulted in expressions of interest from charities elsewhere in the UK, and possible ways to roll out this project are being considered.

For the last three years groups of students have also undertaken volunteering, in association with the Ratiu Centre for Democracy and the Ratiu Family Foundation in Turda, Transylvania, focused on economic and cultural development through tourism. Particular areas of focus include gastronomic tourism; destination marketing; e-marketing; and conceptualising and helping organise and host Transylvania Fest, an annual festival focused on food production and crafts.

2.1

APPOINTMENT OF A TEACHING FELLOW

One colleague has been appointed to a teaching Fellowship whose remit includes a project to enable undergraduate students to engage within the PRME agenda through the curriculum. As part of this activity, first year undergraduate students are developing a questionnaire to explore reactions and responses in relation to the PRME agenda and propose various ways of getting involved in the teaching and learning e.g. through debates, experiential learning. Opportunities to explore plurality of perspectives and challenge rhetoric will be integral within this project.

ACADEMIC COLLEAGUES ENGAGING WITH RESPONSIBLE BUSINESS PRACTICE

The faculty has an established Chair in Corporate Governance, currently held by **Professor Laura Spira**. The Marketing Department benefits from its Visiting Professor, **Greg Wood** of Deakin University, Australia, who has a long-term research specialism in business ethics and is currently undertaking joint research with colleagues into UK organisations' commitment to business ethics.

Colleagues inform their teaching in the field of responsible business practice by engaging in a range of relevant external activities. For example, one academic member of staff has recently been appointed as educational advisor to **MOSAIC**, a charity established in 2007 by the Prince of Wales that focuses on providing opportunities for young people growing up in deprived areas in the UK, particularly within Muslim communities. Others hold positions including Patron of the Hotel and Tourism Training Institute, Zambia, focused on promoting education to support hospitality and tourism in an emerging market.

NOTABLE VISITING SPEAKERS

The student learning experience within modules is greatly enhanced by input from visiting speakers who work or research within the broad field of responsible management. Recent examples from hospitality and tourism include **Lord Peter Melchett** of the Soil Association, on the politics of food and **John Ellison**, Head of Education Strategy at the Eden Project, on responsible tourism development.

LEADERSHIP SEMINARS RELATING TO GREEN GROWTH IN TRAVEL AND TOURISM

Building on the substantial track-record of research and knowledge transfer activity in the field of responsible development in hospitality and tourism, the faculty is about to launch a series of leadership seminars, under the coordination of **Professor Geoffrey Lipman** (former Assistant Secretary General, United Nations World Tourism Organisation), focused on green growth in travel and tourism. These will be held at various locations, worldwide; will be aimed at practising managers and leaders in corporate and third-sector organisations, and policy makers; and will lay the foundation for the creation of a new master's degree in Responsible Tourism.





2.2 RESEARCH

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.

RESEARCH INTO PRME

Pedagogic research into PRME itself is being undertaken through an action research project involving both academic staff and postgraduate students.

The intention is to create the space to debate the PRME principles, facilitating the negotiation of a shared set of reference points on the values set out in Principle 2 of PRME. Based on shared ideas, strategies for implementing PRME within the faculty curriculum can be addressed. Equally importantly, it is expected that involvement in the project will support the intellectual and ethical development of the student participants.

As an action research project, the aim is to support collaboration between staff and students in understanding how the PRME agenda relates to practice, and to develop strategies for responding to PRME within the curriculum. The project provides a framework but the specifics are in the hands of the participants.



The project team are working with a drama group (**Thrift**) to facilitate student involvement. Thrift are experienced in helping young adults to engage with difficult conceptual ideas, and should contribute to encouraging the students to feel that they are involved on equal terms with staff in the process.

As currently planned there will be 5 PRME workshops focusing on the following areas:

- the introduction of the PRME agenda and strategy of engagement;
- the identification of areas of relativity and contestability;
- the identification of areas of common ground and levels of commitment;
- the elaboration of approaches to embedding PRME in curricula; and
- the evaluation of the model of engagement with PRME.

It is anticipated that the project will provide the basis for a replicable model for engagement with PRME in other programmes in the faculty and other institutions.

2.2

PRME RELATED RESEARCH

Within the Marketing department, for example, there is a research cluster centred on issues of **fairness and trust**, examining various aspects of the relationships between organisations and their customers/clients/other stakeholders. One researcher is examining how customers form perceptions of unfairness from firms' marketing strategies/tactics. The objective is to develop a framework for firms to consider, so that a fair approach in marketing and customer relationship management (CRM) can be implemented successfully. Other research explores various issues around controversial advertising, its regulation and practitioners' ethical decision making or marketing of alcohol in developing countries and the use of social marketing to counter its harmful effects. Within Accounting, Finance and Economics, there is a significant amount of conceptual and empirical research currently being undertaken in areas relating to the role and impact of corporations in the creation of sustainable social, environmental and economic value. In addition to journal articles, colleagues have published books ranging from stakeholder theory and practice to *'Economy, Culture and Human Rights: Turbulence in Punjab, India and beyond.'*

PRME related research projects presented at recent conferences include:

- **An Economic Analysis of the Packaging Waste Recovery Notes System in the UK.**
- **Class, Caste and Nation in Human Rights Thinking and Practice in Punjab, India.**
- **Corporate Social and Environmental Reporting: User's Perspective on Assurance.**
- **Meeting The Information Needs Of Charity Trustees: Can Enterprise Performance Management Systems Help?**
- **Co-operation in the Age of Wikipedia. Charities and Co-operatives: Common Purpose or Common Ownership.**
- **Stakeholder Definitions: Profusion and Confusion.**

The faculty is also joint host to **The Centre for Diversity Policy Research and Practice** which specialises in research and knowledge transfer activities in the area of equal rights in employment and diversity management in the workplace.

Legislative developments have come to play a key role in shaping employment policies for all employers, and many large employers now set out explicitly to achieve and sustain high levels of labour market participation of the different equality target groups. Citizenship is closely related with participation in the labour market and equality of opportunity in employment contributes substantially to social cohesion. At an organisational level equality policies and legislation have significant implications for the management of human resources in the workplace. They require the development of leadership capabilities to deliver fair and inclusive employment practices as part of organisations' corporate social responsibility.

The centre's activities focus on:

- **interdisciplinary research linking the legal and human resource management perspectives in projects which explore key equality issues in the workplace;**
- **applied research which brings together academics and practitioners in an evidence-based approach to the development of best practice in managing equalities in the workplace; and**
- **fostering policy and research relationships with policy makers, trade unions, other agencies, and academic institutions.**

2.3 PARTNERSHIP AND DIALOGUE

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.

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.

THE COMMERCIALISATION OF RESEARCH EXPERTISE

Academic research forms the basis for commercially funded projects focused on promoting responsible business practice and the formation of policies to drive business development in an ethical manner. The faculty has a particularly strong track record in running projects supported within the highly regarded **UK Knowledge Transfer Partnership Scheme** (UK Technology Strategy Board).

As an illustration of such work, recent initiatives with IHG (Intercontinental Hotels Group), focused on the management of risk, including with respect to natural disasters and terrorism, exemplify this approach. These focused on the harmonisation of IHG's business continuity and disaster recovery plans over 30 sites around the world (headquarters, regional offices, data centre and central reservations offices). The design, development and implementation of a communications and marketing plan to promote risk training across all IHG brands worldwide. Following a pilot, the methodology will be launched globally, across all 4600 hotels in the IHG portfolio.

KTP
Knowledge Transfer Partnership

DEAN'S ADVISORY GROUP

The Dean and faculty are advised by a regularly convened group of senior professionals from the commercial, public and third sector who bring their own current practice and expertise to bear on the development of the faculty's strategic direction. The particular focus of this group over the last two years has been that of the faculty's response to the growing demand for demonstrably sustainable, ethical and responsible management at a time of turbulence in the global economy.



MEMBERSHIP OF COMMITTEES AND THINK TANKS

Faculty members are actively engaged in debate among educators, business, government, civil society organisations and other stakeholder groups on critical issues related to social responsibility, ethics and sustainability. For example, one colleague is a member of **Green House** an Advisory Group for a UK think tank on sustainability, another is an invited member of the Lord Mayor's **Restoring Trust in the City**, a forum to identify, encourage and embed best practice and ethical values in businesses which operate in the City of London, and a third is a founder member of the Strategic Management Society special interest group for stakeholder research.

HOSTING INDUSTRY SEMINARS

One of the most notable characteristics of the faculty is its strong working relationships with industry and third sector organisations. Hosting seminars, which reflect colleagues' research expertise, is a mechanism for effectively disseminating research findings, engaging in dialogue with key players and strengthening relationships. Recent examples include:

Hosted by the Oxford School of Hospitality Management, **The Savoy Hospitality Leadership Forum**, now an annual event, draws together leading industry players and researchers, at the Savoy Hotel in London, to address major issues across three themes that complement the PRME agenda – **Responsible Business Practice, Business Innovation, and Leadership and Talent Development**.

Terrorism and the Complexity of Soft Targets: The Case of the Tourism Industry. As part of a series funded by the Economic and Social Research Council the faculty hosted this seminar focused on the links between tourism and terrorism, at which high profile practitioners and academics proposed models for risk minimisation and post-disaster recovery.

PUBLIC LECTURES

Both the university and faculty seek to engage a public audience in discussion and debate about issues that reflect colleagues' research and knowledge transfer activities.

Recent examples include **Cherie Blair**, founder of the Cherie Blair Foundation, on social entrepreneurship in Africa;

Lord Paul Boateng of Akyem and Wembley, former British High Commissioner to South Africa, on the development of democracy in South Africa;

Lord Patten of Barnes, Chancellor of the University of Oxford, on the emergence of China as an economic superpower;

and **Carlo Petrini**, founder of the worldwide Slow Food Movement, on resisting the Americanisation of society.

3.

KEY OBJECTIVES FOR THE NEXT 18-MONTH PERIOD WITH REGARD TO THE IMPLEMENTATION OF THE PRINCIPLES

Examples have been given from the areas of student experience and research: the two are necessarily interlinked and will continue to reflect and support the PRME agenda as the faculty further consolidates following the major process of restructuring recently undertaken.

However, as has been demonstrated in this document, the faculty also regards its relationship with PRME as one of critical engagement and it will seek to capitalise on the outcome of the various research projects currently underway on the subject of PRME itself to review and refine that relationship.

4.

DESIRED SUPPORT (MEETINGS, TOOLS, BEST EXAMPLES, IMPLEMENTATION GUIDELINES) FROM THE PRME COMMUNITY WHICH COULD HELP MOST IN ACHIEVEING YOUR KEY OBJECTIVES FROM THE NEXT 18 MONTHS

The faculty would be interested to hear from any other PRME signatories who are undertaking a similar path of critical engagement with their institution's relationship to the principles with a view to sharing research findings and outcomes.

5.

KEY PRME CONTACT

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